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**TYPICAL MISTAKES IN STUDYING RUSSIAN AS A FOREIGN LANGUAGE GRAMMAR
AND WAYS TO ELIMINATE THEM**

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**ТИПИЧНЫЕ ОШИБКИ ПРИ ИЗУЧЕНИИ ГРАММАТИКИ РКИ
И ПУТИ ИХ УСТРАНЕНИЯ**

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Данная статья посвящена проблемам обучения русскому языку как иностранному в режиме онлайн. Автор рассматривает основные ошибки, возникающие при изучении грамматики русского языка. Особое внимание уделяется приемам работы, направленным на предотвращение появления типичных грамматических ошибок.

Ключевые слова: русский язык как иностранный, онлайн-обучение, грамматика, типичные ошибки, интерактивный.

This article is devoted to the problems of online teaching Russian as a foreign language. The author examines the main mistakes that occur when studying the grammar of the Russian language. Special attention is paid to the methods of work aimed at preventing the occurrence of typical grammatical errors.

Keywords: Russian as a foreign language, online learning, grammar, typical mistakes, interactive.

The issues of establishing business contacts and expanding economic ties are not fundamentally new for the business community, but they have not lost their relevance to this day. Moreover, in the difficult economic and socio-political conditions that have developed in the world today, the process of effective intercultural communication itself is of particular importance.

Intercultural communication is nothing more than the interaction of bearers of different cultures. M.O. Guzikova in the textbook entitled "Fundamentals of the Theory of Intercultural Communication" interprets this term as follows: "intercultural communication is the exchange of information carried out by bearers of different cultures" [2, p. 6]. The author wonders, what kind of communication can be considered successful or, in other words, effective. In her opinion, the effectiveness of communication can be assessed using two approaches: informational and pragmatic.

According to the informational approach "... the effectiveness of communication is determined by the amount of information that the addresser managed to transmit without loss, i.e. the completeness of the information that is adequately understood by the addressee." The pragmatic approach, in its turn, implies the presence of an adequate response from the addressee [2, p. 38].

Considering intercultural communication as a complex object in a set of aspects representing it (sociocultural, linguistic, psychological, philosophical, psychological, informational, methodological), E.G. Volkova rightly notes that the linguistic aspect acts as an "integral thread of the remaining aspects of the consideration of this problem." Acting as an instrument of the communication culture of society, language plays a leading role not only in interlingual, but also in intercultural communication [1, p. 42].

It follows from this that the misunderstanding of the speaker's speech by the addressee, caused by the grammatical difficulties of the perceived foreign language, can become a serious barrier to intercultural communication [4, p. 25]. In this regard, many teachers and researchers are actively involved in the process of searching for innovative teaching methods designed to ensure high efficiency of foreign language acquisition.

The choice of methodology, as well as the methods and approaches used within its framework, depends on many factors, including the level of education, the contingent of students, the timing and form of education.

In teaching foreign students the grammar of Russian as a foreign language (RFL), a pedagogical experiment plays a significant role in choosing the appropriate methodology and determining the teaching strategy. As a result of the experiment, researchers manage to determine the main difficulties that students encounter during training, as well as identify the most typical mistakes they make in the process of mastering a new language. Having analyzed these errors, it is possible to establish the reasons for their occurrence and, consequently, build the learning process in the most effective way. For several years now, Polessky State University has been successfully running an online course "Russian as a Foreign Language" for students from China. Let's consider the main difficulties and typical mistakes of Chinese students in the process of studying RFL grammar.

First of all, it is worth noting that foreign students make the majority of grammatical mistakes in cases that do not follow the main rule, but are exceptions or deviations from the rules. Let's analyze several examples.

At the initial stage of learning RFL grammar when studying the topic "Gender of nouns" students are guided by the endings of words:

masculine = стол_, музей_ feminine = мама_, тётя_ neuter = окно_, море_

However, there are a number of words that need to be remembered, namely:

- 1) nouns denoting males and ending in -а, -я (*пapa, дядя, дедушка, Саша, Петя* etc.);
- 2) exceptions (*кофе* (masculine), *имя* (neuter), etc.).

Incorrect gender determination of these particular nouns is one of the typical mistakes. Most often, students classify them either as feminine, focusing on the endings -а, -я, or as neuter, as in the case of the word *кофе*.

Let's move on to the next grammatical category, the category of number. In Russian the plural form of nouns is in most cases formed using the ending -ы (for nouns with a hard stem), and the ending -и (for nouns with a stem in -г, -к, -х). However, even here there are words that do not obey this rule, but have a completely different form which must also be remembered.

окно – окна	слово – слова
доктор – доктора	дом – дома
город – города	профессор - профессора

As in the previous case, foreign students often pay attention only to the ending of the noun, without resorting to translation. As a result, they do not recognize the plural category in the ending -а, but classify these words as feminine singular nouns.

The following exceptions present particular difficulty in this grammatical category:

стул – стулья	брат – братья
дерево – деревья	сын – сыновья
отец – отцы	мать – матери [5].

Another common mistake is the situation when, while forming the plural form of feminine and neuter nouns, students do not change the ending, but add the ending -ы to the existing one (*мамаы, машинаы*).

In this article we have given only a few examples, however, based on the experience of teaching Russian as a foreign language, it can be noted that the greatest number of grammatical mistakes are observed when studying aspectual-tense forms of the verb, which is due to discrepancies in the grammatical systems of the target language and the native language of the students. Having analyzed typical mistakes of foreign students during the experiment and having found out the reasons for their occurrence, it is necessary to select the most effective teaching methods and techniques, which in turn will allow eliminating these mistakes. Here we cannot fail to mention innovative teaching methods, in particular online learning.

In the above-mentioned online course "Russian as a Foreign Language", the "Grammar" section is presented by a series of video lessons on Russian grammar developed by the author using an intermediary

language, as well as a set of interactive online exercises posted on the LearningApps.org website. Exercises can be performed both in training mode and in testing mode. In the process of doing the exercises students can get a hint in the form of a rule, and upon completion - see their result.

We cannot fail to note the high interactivity, which is achieved as a result of working in the Microsoft Teams program. Classes are held online, providing live communication between students and the teacher in real time. The ability to display and demonstrate various types of educational materials (textbooks, pictures, photos, multimedia presentations, video files) facilitates the perception process and makes learning more effective. Within the framework of this program, students and teachers can communicate not only orally, but also in writing, using the capabilities of section "Conversations" [3, p. 696].

Thus, we can conclude that today online learning opens up enormous opportunities for establishing work in an interactive mode, and the wide range of tools available to teachers ensures feedback with students. Video lessons help to better assimilate the studied theoretical material (including exceptions to the rules), and tests and interactive online exercises allow you to develop the acquired grammar skills.

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