HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

DIFFICULTIES IN MASTERING RUSSIAN PHONETICS BY HINDI SPEAKERS (BASED ON THE TEACHING MATERIALS OF MEDICAL FACULTY STUDENTS AT NAMANGAN STATE UNIVERSITY)

Kasimova Kamila Makhammadjonovna,
Trainee lecturer at NamSU.

Abstract: This article examines the main difficulties in mastering Russian phonetics by Hindi speakers during the process of studying Russian as a foreign language. Special attention is paid to the education of students from India studying at the Faculty of Medicine of Namangan State University. Differences in the phonetic systems of Russian and Hindi are analyzed, along with problems in the pronunciation of Russian sounds, vowel reduction, stress placement, and intonation. The influence of interlingual interference on the formation of pronunciation skills is examined. The article presents typical phonetic errors of Indian students and offers methodological recommendations for improving Russian language teaching in the Uzbek-Indian educational space.

Keywords: Russian as a foreign language, phonetics, Hindi, Indian students, medical education, Uzbekistan, interlingual interference, Namangan State University.

Introduction

In recent years, cooperation between Uzbekistan and India has been actively developing in the field of education. One of the promising areas is the training of Indian students in Uzbekistan's higher education institutions, particularly in medical universities and faculties.

A significant number of students from India study at the medical faculty of Namangan State University, where Russian serves as an important means of academic and daily communication. Although teaching a number of disciplines can be conducted in English, students need to know Russian to communicate with teachers, patients, medical staff, and the local population.

One of the most difficult tasks in teaching Russian to Indian students is the formation of correct pronunciation skills. As L. V. Shcherba notes, the phonetic system of a foreign language is particularly difficult to master, as it is closely linked to the articulatory base of the native language.

- The purpose of this article is to identify the main difficulties in mastering Russian phonetics by Indian students of the medical faculty of Namangan State University and to determine effective methods for overcoming them.
- The development of academic ties between Uzbekistan and India contributes to the internationalization of higher education. Medical education in Uzbekistan is becoming in demand among Indian youth due to relatively affordable tuition costs, high-quality specialist training, and the expansion of international programs.
- Students from various regions of India are studying at the medical faculty of Namangan State University. In the process of adapting to a new linguistic environment, they face the need to master the Russian language as a means of intercultural and professional communication.
- Studying the Russian language in this context acquires a practical focus. Future doctors must be able to:
- • understand Russian speech;
- • communicate with patients;
- • use medical terminology;

perceive oral instructions from teachers;

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

• participate in clinical practice.

In this regard, the formation of phonetic competence is of particular importance.

The Russian language is characterized by the following features:

- contrasting hard and soft consonants;
- reduction of unstressed vowels;
- movable stress;
- complex consonant combinations [3;7].

In Hindi, there is no category of softness of consonants, and the vowel system is characterized by more stable pronunciation. Furthermore, Hindi is characterized by respiratory consonants that are absent in Russian.

As a result, Indian students often pronounce Russian words as follows:

• "papa" → [phapa]; «папа» → [пхапа];
• "home" → [dhom]. «дом» → [дхом].

Such errors are explained by the transfer of native language articulatory features to Russian.

One of the most common problems is distinguishing between hard and soft consonants.

For example: "people" → "people"; "day" → "day"; "seven" → "seven." (Например: «люди» → «луди»; «день» → «ден»; «семь» → «сем»).

In Russian language classes with students of the medical faculty of Namangan State University, difficulties in pronouncing words on medical topics are particularly noticeable:

- "treatment"(лечение);
- "hospital"(больница);
- "therapy"(терапия);
- "patient"(пациент).

Students experience difficulties when pronouncing soft [l'], [n'], [t'], which affects the clarity of speech.

To overcome this problem, the following are used:

- articulatory exercises;
- minimum pairs;
- phonetic repetition;
- listening to Russian speech.

For example: был — бил; мал — мял; угол — уголь (var — bil; mal — mel; ugol — ugol).

Vowel reduction issues

Russian reduction of unstressed vowels also causes difficulties:

-milk → [malaco] (молоко → [малако]);
-good → [good](хорошо → [харашо]);
-ona→ [ana](она→ [ана]);
- board → [board](доска → [даска]).

Hindi speakers strive to pronounce all vowels equally clearly: [молоко]; [хорошо]; [она]; [доска]; [один]; [семья] ([milk]; [good]; [she]; [board]; [one]; [family]).

Such pronunciation forms a pronounced foreign accent.

Overcoming this difficulty is especially important for future doctors, as incorrect pronunciation of medical terms can complicate professional communication.

For example: «кардиология»; «анатомия»; «терапевтическое отделение»("cardiology"; "anatomy"; "therapeutic department").

To develop reduction skills, the following are used:

- rhythmic exercises;

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

- repeat after the announcer;
- working with audio materials;
- phonetic dictations.

The Russian language contains a large number of complex consonant combinations: «встреча» → «виретеча»; «практика» → «пиpактика»(hello; meeting; look; practice).

Students from India often add additional vowels: "meeting" → "viretecha"; "practice" → "pyraxis."

This phenomenon is called epenthesis and is related to the features of the syllabic structure of the Hindi language [6;7].

For medical students, this problem is particularly relevant when pronouncing the following terms: «вскрытие»; «врач»; «рентгенография»("opening"; "doctor"; "X-ray").

Accent and intonation issues

Russian stress is mobile and performs a meaning-differentiating function:

- за́мок — замо́к (lock — castle);
- му́ка — мука́(pain — flour).

Indian students often make mistakes: «звОнит» вместо «звонИт»; «катАлог» вместо «каталОг».

Difficulties are also observed with Russian intonation. Interrogative sentences are often pronounced with descending intonation: «Вы врач?»; «Пациент готов?».

Working with intonation is especially important in medical communication, where intonation influences understanding and emotional contact with the patient.

Interference as a Cause of Phonetic Errors

The primary cause of most errors is interlingual interference. According to E. M. Vereshchagin and V. G. Kostomarov, interference is the transfer of native language norms to a foreign language [5;7].

In Indian students of the medical faculty of Namangan State University, interference manifests in:

Features of Hindi	Errors in Russian
Lack of softness	Replacement of soft consonants with hard ones
Absence of reduction	Clear pronunciation of vowels
Simple Syllabic Structure	Inserting Additional Vowels
Different accent	Accentuation errors

Taking these features into account allows the teacher to organize the learning process more effectively.

To increase the effectiveness of teaching Russian to Indian students of the medical faculty, it is recommended:

1. Use a comparative analysis of the Russian and Hindi languages.
2. Use medical dialogues and professional vocabulary.
3. Include audio materials featuring native speakers.
4. Use multimedia technologies.
5. Regularly conduct phonetic training.
6. Develop auditory perception skills.
7. Active work on the intonation of medical speech.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

An effective method is modeling professional situations:

1. Patient admission;
2. Examination of the patient;
3. Doctor's consultation.

Such exercises contribute not only to the development of phonetic skills but also to the professional adaptation of students.

Conclusion

Thus, the assimilation of Russian phonetics by Hindi speakers is a complex process due to significant differences between the phonetic systems of the Russian language and Hindi. The most significant difficulties are caused by soft consonants, vowel reduction, complex consonant combinations, and stress placement.

The experience of teaching students from India at the Faculty of Medicine of Namangan State University shows the need to consider the national-linguistic characteristics of students when teaching Russian as a foreign language.

The development of educational cooperation between Uzbekistan and India contributes to strengthening intercultural ties and enhancing the role of the Russian language as a means of international academic communication.

Список использованной литературы

1. Верещагин Е. М., Костомаров В. Г. Язык и культура. — Москва: Индрик, 2017.
2. Капитонова Т. И. Методы и технологии обучения русскому языку как иностранному. — Москва: Русский язык. Курсы, 2019.
3. Касаткин Л. Л. Современный русский язык. Фонетика. — Москва: Академия, 2017.
4. Любимова Н. А. Методика преподавания русского языка как иностранного. — Санкт-Петербург: Златоуст, 2020.
5. Щерба Л. В. Фонетика французского языка. — Москва: URSS, 2019.
6. Sharma R. Comparative Phonology of Russian and Hindi. — Delhi University Press, 2021.
7. Singh S. Phonetics of Hindi Language. — New Delhi: Linguistic Press, 2018.