

NATIVE LANGUAGE INTERFERENCE IN LEARNING ENGLISH

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Annotation: This article discusses the phenomenon of phonetic interference, which includes such processes as stress, intonation, and pronunciation. Phonetic interference is a significant problem for Uzbek students, as Uzbek and English belong to different language families. Additionally, the specific phonetic sounds of the Uzbek language create difficulties in learning English pronunciation, which leads to communication barriers and misunderstandings. The article aims to examine the differences in the special phonetic letters between English and Uzbek languages that cause the interference phenomenon, and proposes useful strategies to solve these problems. In this article, the problems related to this topic will be introduced and provided solutions.

Key words: Interference, phonetic interference, pronunciation, stress, intonation, lexical interference, grammatical interference.

Аннотация: В статье рассматриваются виды интерференции, точнее, фонетическая интерференция, включающая ударение, интонацию, произношение. Фонетическая интерференция является большой проблемой для узбекских студентов, поскольку узбекские и английские языки принадлежат к разным семейным группам. Кроме того, уникальные фонетические звуки узбекского языка создают проблемы с произношением при изучении английского языка, что приводит к коммуникативным барьерам и трудностям с пониманием. Целью статьи является исследование специфических фонетических различий между английскими и узбекскими языками, которые способствуют возникновению помех, и предложение эффективной стратегии преодоления этих препятствий. Некоторые возможные варианты для решения проблем, а также улучшение практическими упражнениями общего уровня владения английским языком среди носителей узбекского языка.

Ключевые слова: интерференция, фонетическая интерференция, произношение, ударение, интонация, приобретение, грамматическая интерференция, лексическая интерференция

Linguistic interference (also known as language transfer) means that speakers or writers applying knowledge from their native language to a second language.¹ The term "interference" was first introduced into linguistic literature by André Martin in 1936 and gained its popularity through Uriel Weinreich's work "Languages in Contact" (1953).

According to the opinion of U. Weinreich, the basis of formation of interference is a language contact. U. Weinreich defines the interference as the disrupt of linguistic norms which occur during the speech of bilingual person as a result of acquisition of foreign language². Some linguists explain the concept of interference as 'errors' in the learner's use of the foreign language that can be signed back to the mother tongue'. Many English teachers around the world have an opinion that pronunciation is of great importance in learning a language that occurs while pronouncing (phonetic interference) can result in misunderstanding. As V.V Kuleshov, N.A Lyubimova, J.J Jalolov stated in their works, phonetic interference leads to a violation of the meaning of the utterance, and as a result, learners fail in communication. I analyzed the phonetic level of English in comparison with Uzbek and found the following: lack of English interdental sounds [θ] and [ð], which are often replaced by [d], [z] and [s], which can lead to confusion in words such as "think - sink", sigh-thigh "thin - a sin - a tin". The English [r] is pronounced differently from Uzbek. Another phenomenon, vowel length, is also absent in Uzbek, but plays a great role in English. For example: to live [I] - to leave [i:], to book [U] - tooth [u:]. Phonetic conditionality can be of 2 types:

1. The student cannot hear the difference between sounds (or melodic contour of the native and foreign language);
2. The student hear the difference, but it cannot correctly pronounce the sound (melodic contour) non-native language because of the negative impact of the base of the native language.

More complex causal dependence we can see in the relationship with learners' errors. The main causes of errors are:

- ✓ The student cannot hear the difference between sounds (or melodic contour) of the mother and the target language (sensory or perceptual level), which leads to the fact that he cannot correctly reproduce audible sound (engine level). Here we should talk about regular error determined by the level sensor when the learner cannot utter a sound, because I did not hear it).
- ✓ Student hears the difference, but cannot correctly pronounce the sound. This is a regular error, defined on motor level.
- ✓ The student hears and speaks correctly (for reasons no error).

¹ КенжетаевХ.М., КенисхановаА.С., ДуйсекеновД.С. РАЗВИТИЕ МНЕНИЙ О ЯЗЫКОВОЙ ИНТЕРФЕРЕНЦИИ. РАЗВИТИЕ МНЕНИЙ О ЯЗЫКОВОЙ ИНТЕРФЕРЕНЦИИ, 2016

² Weinrich, U. (1953). Languages in contact. New York, NY: Publications of the Linguistic Circle of New York

✓ The student cannot hear the difference, but it can correctly pronounce (possible irregular error).

In this regard, it should be emphasized that the interference can be viewed from three different sides: 1) as a result of the interaction of two or more systems; 2) as a process of interaction; 3) as its background. With regard to the sound system is necessary to talk about the phonetic conditioning of phonological processes³. Phonetic conditionality can be of two types: In order to prevent and eliminate phonetic interference, according to U.A.Zhluktenko while teaching pronunciation one is to avoid overcorrection, i.e. exaggerated attention to the form relevance of foreign language models and standards, as this may cause unnatural speech. In turn, G. M Vishnevskaya, indicates that the impact of the sound system of the native language on the sound system of a foreign language, directly proportional to the increase in the linear extent of verbal expression, so as to form the necessary skills, special attention should be paid to the pronunciation of not individual sounds but to words, phrases, proposals and the whole text. Additionally V.V. Kuleshov offered to eliminate disturbances caused by phonetic interference, the use of three types of control; visual control, consisting of "external" articulating characterized by standard English pronunciation; tactile control, including an analysis of movable parts' touch character of the vocal apparatus to fixed and relatively fixed, the establishment of the area of control; acoustic control, aimed at determining the sound quality of speech in a foreign language.

Furthermore, there are some challenges for learners belonging to grammar and lexical interference. Grammatical interference occurs when the learners has a lack of knowledge of grammatical rules of learning language.

U. Weinrich distinguishes three types of grammatical interference:

The transfer of morphemes from the source language to the recipient language (s-ending in the English third person singular forms); Grammatical relations in a particular word order;

Functions or meaning of grammatical forms (singular-plural agreement)⁴

Lexical interference usually appears in the process of learning a new language is further developing if the two languages are typologically related. When it comes to studying a foreign language, a learner quite often uses one or another synonym not in the sphere of speech that corresponds to it.⁵

³ Kambarova I.r. the notion of interference in linguistics (on the example of russian and english languages).

⁴ Galkina, A., & Radyuk, A. V. Grammatical interference in written papers translated by Russian and American students. Training, Language and Culture, 3(3), 89-102. 2019

⁵ Dmitrienko E. & Vlavatskaya M. The Problem Of Lexical Interference In Teaching Translation. Language and Technology into Interdisciplin. 10.15405/epsbs.2021.

To sum up, the study of phonetic and phonological interferences aids learners' to understand their errors and allows creating appropriate drills to overcome interference. Overcoming phonetic interference when teaching English to students is really difficult. However, the use of authentic audio materials, as well as special work on English pronunciation is significant solution.

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