

TEACHING ENGLISH AS A SECOND LANGUAGE IN
DIFFERENT AGE PERIODS

Tursunova Mohinur

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Mirjalol Mirzaahmedov

Annotation: this article covers the teaching of English as a second language in different age periods. Teachers were given recommendations to use a variety of exercises to help form permanent phonetic skills, as well as to develop students' ability to hear pronunciation errors and effectively correct them.

Keywords: interference, phonetic competence, foreign language, authentic, speech, correct pronunciation.

Every teacher of a foreign language knows the phenomenon of interference, which is the interaction of two or more language systems, namely the mother tongue and the foreign language system. The result of the influence and in the study of two foreign languages – mother and two foreign.

Interference is being studied by linguists under the influence of their native language. Various inaccuracies in relation to language norms are called bilingual in native speech defined as an assumption.

To the native language, since the speech of students is not yet perfect there is a more or less "reliance", which is ultimately a second language system and leads to violation of their norms, the appearance of interference. Primary the system as a source of interference, a secondary-interference object looked. The primary system is also a non-native language that was previously studied can be expressed by language, in which human speech activity has been carried out. Features of the previously studied foreign language system to the newly studied language is transferred, thus disrupting the simultaneous influence of the mother tongue system occurs under.

Such interactions of language systems are positive and negative with consequences. On the positive side, the first foreign language – German he has certain experience in learning his language and a specific language base students who have a second foreign language – easier and easier to structure the English language they learn faster, which is also part of the group of Germanic languages and therefore they have a lot in common with them. The negative point is that students the realization of this similarity by inevitably leads them to the first the existing skills developed in the process of learning a foreign language lead to the desire to transfer to the second, and not only where these similarities exist, but also where they do not exist at all.

In other words, interference takes effect. The main source of interference is

inconsistencies in the system of interacting languages: in phonemic composition, grammatical categories and ways of expressing them .

At the initial stage of learning a second foreign language, our in our case, phonetic interference in English causes the greatest difficulties. These are the pronunciation qualifications of students in German expressed in the fact that they are trying to transfer to English, which is correct complicates the process of mastering English pronunciation. Phonetic interference is the same at both phoneme level and prosody level widely distributed at the level. Phonological that distorts sound form and meaning mistakes make it difficult or even disrupt the communication movement.

Phonetic interference potential field of phonological systems defined by typological differences. Phonetic systems of English and German in comparison, English has vowels that are absent from German, such as: /θ/, / ð/, / w/, / "з":/, / æ/, etc.k. But other biological differences between the two languages exist, with a simple mismatch of a set of phonemes does not decrease. Where both languages have similar phonemes also characteristic of the articulatory database of languages between the there are significant differences in characteristics. Thus, the English vowel / u: / is similar to the German / U: / vowel, but the pronunciation of the English vowel when making lips round as pronounced the corresponding German sound not and almost does not come out, and the tongue is pulled back so that the tip of the tongue is the tongue protrudes from the lower teeth. Interference phenomenon in native language and foreign language in cases where there are corresponding vowels (and in this case both edges also in the language) is often observed; When absent, the interference phenomenon is less observed.

Already at the stage of mastering the English pronunciation, German significant difficulties for students studying at the beginning of words the pronunciation of English vowels, such as art, English, autumn, urgent, and others. Here is a solid attack of vowels acquired in the study of the German language the pronunciation skill with is transferred to English, Where in front of vowels there will be no solid attack. In contrast, English is the free onset of sound it is distinguished by.

The manifestations of prosodic interference are even more diverse, being speech intonation is expressed in deviations from English norms.

All types of resonant prosodic interference are the most stable and wide is distributed. Incorrect implementation of prosodic models into speech alien accents. In addition, not suitable for the speech situation the choice of a prosodic model led to misunderstanding by the listener can come, especially if he is a native speaker. German and English comparing the prosodic design of his speeches, the prosodic of German speech models of the Russian language are much more than prosodic models of English it is not difficult to notice that it is close, so not only German, but also Russian the influence of the language also affects the degree of prosody.

In general, Russian and German are more homogeneous than English; both the first and the second were observable in English speech it is not characterized by a sharp change in the movement of the main tone. As a result, English speech seems to be more emotional, it has different nuclear tones distinguished by, the speaker's to the word and sometimes the interlocutor represents different shades of attitude. That is why the word it is very important from the very beginning to pay close attention to the correctness of intonation.

As practice shows, the most in mastering English nuclear tones major challenges include high fall (high fall), low rise (low promotion), as well as complex relegation-promotion(relegation-promotion and Up-Down (Up-Down)).

In general, Russian and German are more homogeneous than English, both the first and the second are not characterized by a sharp change in the movement of the main tone, which can be observed in English speech. As a result, English speech seems more emotional, characterized by different nuclear tones, representing different shades of the speaker's attitude towards the word and sometimes to the interlocutor. Therefore, it is very important from the very beginning to pay close attention to the correctness of the intonation of the word.

In conclusion, it should be noted that English and German all of the above cases of phonetic interference of language systems, as a rule, for the initial stage of teaching a second foreign language inherent and stable correct pronunciation and speech-building abilities as it develops, these manifestations of interference gradually shift from the students ' speech at an advanced stage. A big place in this belongs to the teacher, who, in turn, is a real student in the educational process it should be able to use audio and video materials. The teacher's the indispensable function of students is not only the features of the language under study, perhaps on the corresponding elements of the systems of the mother and the two languages under study is to teach to work.

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