



INFLUENCE OF THE NATIVE LANGUAGE ON A FOREIGN LANGUAGE LEARNING

Madumarova Mukhayyo Djuraevna¹

¹A teacher of "The Uzbek language and literature" department, "Management in production" faculty, Ferghana Polytechnic Institute, Uzbekistan, Ferghana

ABSTRACT

This article is devoted to consideration of peculiarities of using native language in the process of a foreign (Russian) language teaching. The author of the article considers that the process of teaching a foreign (Russian) language speech is inseparably connected with the problem of interaction of two language systems in the consciousness of the speaker. All thinking processes of students and their mental activity are closely connected with the native language (Uzbek), its phonetic, grammatical and lexical system.

KEY WORDS: *speaking, a foreign language, learning process, influence, mastery, native language, characteristics, mental activity, habitual, speech, syntactic structure, effective.*

DISCUSSION

Language learning has become such an actual issue in the life of every nation that Goethe, in this regard, said "who does not know any foreign language, he does not know his own" [1]. Early introduction of a second language allows not to be afraid to enter into communication. First language shapes the speaker's speech habits and affects the mastery of the second language by conveying its own characteristics. V.A. Vinogradov in his famous book "Linguistic Basics of Mastering a Second Language" shows in what ways one language can influence the other: some characteristics are easier to learn than others, because they are habitual, others are indistinguishable, because they are absent in the native language, the third is represented by several variants, while in the native language for them there is only one, and vice versa [1].

Simultaneous learning of two languages allows using a comparative method in their learning. At the same time, the starting point should be the mother tongue, through which it is easier to master the Russian language. Taking into account the factors of the native language is a necessary prerequisite for the conscious study of the Russian language, regardless of the degree of its genetic or typological affinity with the native language of students.

Followers of the method of interconnected learning of Russian and native language (Uzbek) believe that identification of similarities and differences in Russian and native language means

rational use of comparison and translation methods in everyday practice of learning. E. A. Karpukhina notes that the comparison of the native language and the language under study will allow the national technical higher educational institutions provide a unified, integrated process of teaching linguistic disciplines [3].

Studying a foreign language, which is oriented exclusively to comparing it with the native language, slightly disturbs the natural process of comprehending the foreign language culture. In the process of learning a foreign language, we can draw certain parallels with the native language and then the process of learning will be less complicated.

The positive impact of the native language on the formation of similar language and speech skills is called transference. At the same time, we often encounter language phenomena that either have no analogues in the mother tongue or are used differently. In this case there is a negative phenomenon of interference. During the learning process, the foreign language and the mother tongue come into close contact. But Russian and Uzbek are not closely related languages, there are many significant differences between the systems of these languages. Consequently, the question arises about the correct use of the native language in the study of a foreign language, the inadmissibility of excessive or, conversely, insufficient use of the native language [2].



In order to express an idea in a foreign language, it is not enough to know a certain number of Russian words. It is necessary to have at least elementary ideas about the syntactic structure of a sentence and be able to construct them individually. Without the ability to construct sentences from a separate words, it is impossible to express a thought either orally or in a written form. Many of the syntactic constructions of the Russian language differ in their structure from the same constructions in the native language (Uzbek). This difference makes learning difficult. Various errors are made under the influence of these factors. In order to minimize them, you must skillfully and competently correct them, as well as to anticipate such errors and prevent their occurrence in advance. At present, it is practically impossible not to take into account and not to use your native language when studying foreign languages. This happens unintentionally, spontaneously, naturally.

In my opinion, the principle of accounting for the mother tongue is one of the most important when learning a foreign language. Leading methodologists advise to use especially it in the education of children of primary and secondary school age, as well as those who first start learning a foreign language. The application of the principle of registration of native language in the study of a foreign language is one of the most effective principles of teaching a foreign language; it should be applied at different stages of language teaching. This principle allows students to see the subtleties of learning a foreign language in the clearest possible way and to get a deeper insight into the culture of the language they are studying. This principle allows the teacher to explain freely the material, using comparisons of Russian and Uzbek grammar, phonetics, vocabulary, phraseology, culture [6].

At the initial stages of teaching a foreign language in technical higher educational institutions, during the lesson if it's necessary teachers talk to students in their native language (Uzbek), explain all the rules in Uzbek, try to make analogies with the Russian language, use exercises based on the native language. There is a comparison of native and studied languages, comparison of phenomena, structures and constructions. Certainly, students already speak and write in a foreign language the most part of a lesson, but the native language thus cannot be ignored. Explanation of grammatical structures, lexical units, phraseology, methods of translation - all this cannot but rely on the native language of students.

Adoption of a foreign language vocabulary in comparison with the native language allows: to specify the volume of values of a given word and to shorten the way of assimilation of lexical units and to provide their deeper and stronger assimilation, as "mental dictionary" of foreign languages will be

created on the model of mental dictionary of the native language.

With regard to the grammar of a foreign language, special attention should be paid to those grammatical phenomena that are absent from the mother tongue or have a different scope of meaning.

Grammar material can be conditionally divided into three groups: grammatical phenomena that are common to both languages; grammatical phenomena that are common to both languages, but differ in terms of expression (e.g. the system of times); grammatical phenomena that are not present in the mother tongue (e.g. gerund).

"Reverse translation" is effective when learners are presented with statements in their native language and in a foreign language, and they are able to check that the translation is correct [4].

In our opinion, the native language not only does not impede the creativity of the trainees, but also stimulates cognitive and communicative activities.

CONCLUSION

Currently, the main objective is to teach students to avoid the mistakes associated with interlingual interference. With this knowledge, students will be able to make their speech more literate: they will be able to distinguish verb tenses, they will be able to make correctly questions and negative sentences in Russian.

We can conclude that the native language plays a significant role in studying a foreign language. In today's globalized society, the dialogue of cultures is more important than ever, which forces us to change our attitude towards a foreign language country and its linguistic phenomena.

The fundamental conclusion is that in the course of teaching a foreign language, a person, based on his or her mother tongue, forms his or her own independent language system, which has the main features of the mother tongue and the non-native language, i.e. the foreign language being studied. The learner, based on his or her own linguistic and cultural experience, consistently, step by step, progresses towards mastering the non-native language system [7].

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