



INTERFERENCE OF THE NATIVE LANGUAGE IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

Khujanazarova Gulbahor Gofurjonovna¹

¹*A teacher of the department of "Teaching languages" Department, "Management in production" faculty, Ferghana Polytechnic Institute, Uzbekistan, Ferghana*

ABSTRACT

The article deals with issues related to difficulties in teaching a foreign language (English), namely the impact of the native language on the process of teaching a foreign language. Such influence has both positive and negative aspects. Only through a systematic analysis of both language structures it is possible to identify the points that will help facilitate the learning process. An aspect of the difference in teaching methods between a mother tongue and a foreign language has also been addressed.

KEY WORDS: *student, teacher, university, English, Russian, Uzbek, interference, communication, teaching process, violation, source, system, a foreign language, influence.*

DISCUSSION

In the context of expanding and deepening contacts of Uzbekistan with other countries in business and public life today, the problem of intercultural communication in general, and language training of students of technical universities in particular, becomes particularly important [1]. Today, the influence of English as a means of international communication, mass media and computer technologies is great, so its teaching should be constantly improved. Since students' speech is not yet perfect, there is some "reliance" on their native language in the process of communication. As a result, this leads to violations of the system and norms of the second language, to the appearance of interference.

The primary system is considered as a source of intervention, the secondary system - as an object of intervention. The primary system can be represented also by the previously studied non-native language, when the features of the system of the previously studied foreign language, on which the human speech activity was carried out, are transferred to the newly studied language, so there is a distortion under the simultaneous influence of the system of the native language and other, previously studied languages. The Institute is attended by students who speak Uzbek and Russian. In this connection, when studying English, both Russian and Uzbek languages can be a source of interference.

The issues of studying two languages, native and foreign, have long been the subject of study by teachers, psychologists and philosophers. The term language interference was introduced by the representatives of the Prague Linguistic School. Interference is the interaction of language systems in the conditions of bilingualism, which develops either at the language contact or at individual learning of a non-native language [9]. Interference is considered to be a negative phenomenon, because mastering the speech skills of the native language provokes errors in bilingualism in the language under study. The main source of interference are differences in the systems of interacting languages: in phonemic composition, in grammatical categories and methods of their expression, etc.

Yan Comenskiy, considering the relationship between the mother tongue and the second language, emphasized the need to study each language separately, first the mother tongue and then the second [3].

K.D. Ushinsky warned against early learning of a foreign language, he drew attention to the fact that learning a second language should not begin before it is visible that the native language has taken deep roots in the spiritual nature of the learner [8].

E.I. Tikheeva believes that it is possible to start teaching in the second language only when a learner studies his or her native language at a high level. In her book on speech development for



preschoolers, she writes that: "The learner has not yet learned his or her native language, between his or her thinking and the skill of transmitting its results in the native language is not yet sufficiently subordinate to it, and the learner is already forced to learn a new, foreign language, or even two at the same time. We often encounter a distorted phenomenon when a learner's linguistic upbringing begins with a foreign language and his mother tongue is pushed backwards [7].

The main deviations from the norms of the English language on the phonetic, lexico-semantic and grammatical levels are associated with typological differences between English and native languages, with the peculiarities of the influence of native (Russian or Uzbek) language, the degree of knowledge of the second (English) language, as well as the lack of natural English speech environment. Lexico-semantic interference depends on the degree of mastering the vocabulary, semantics and stylistic features of the lexical units of English, on the level of bilingualism. Lexico-semantic interference represents deviations from the norms of English word usage, and its reasons can be called mismatching of the volume of word meanings in both languages, mismatching of lexical combinations and associative links in correlated words of English and Russian languages, synonymy and homonymy in English. Grammatical interference in the English speech of students is caused by differences in the grammatical structure of the Russian and English languages. The potential field of grammatical interference creates differences in grammatical categories of certainty and uncertainty, genus, plural nouns, type, time and plendge of the verb, etc.

Stylistic interference is the influence of one language style on another. It occurs because some lesser-known word starts to be used by analogy with its already known synonym. When stylistic synonyms are replaced by each other, the style of expression changes, although the subject in question may remain the same.

The most effective way to identify and, if necessary, extract positive aspects from parallels between the mother tongue and the language being studied. It is only through systematic analysis of both grammatical structures of the language that it is possible to identify moments that will make it easier for the learner to understand or, conversely, cause difficulties in learning a foreign language. Often, in students' understanding, such comparative analysis means transferring already acquired skills in the structure of the native language to the structure of the student. This desire to use grammatical methods that are already familiar and understandable to the learner often occurs until the learner reaches a certain level

of language in the process of learning a foreign language, or until he or she has enough receptive and productive skills to use the various forms of the language. This approach in learning is called interference. A large psychological encyclopedia gives the following definition of this concept: "Interference is a deterioration in memorization of material as a result of exposure (overlapping) of other material with which the subject operates. Interference is studied in the context of memory research, learning processes (in connection with the problem of skills)". In its limited sense, interference tends to transfer the rules to the native language of the student to a foreign language. But the use of such methods in learning involves the interference associated with differences between languages. In this case, when information is transferred from one language to another, it is interpreted or translated directly. Errors that arise as a result of this process significantly affect the meaning of the information being transmitted, in other words, distort it. Therefore, when studying a foreign language, interference should be avoided. The structure of a language should not include only interference, but it should also pay attention to cultural interaction and cultural transmission of social norms of two languages - native and foreign. I.I. Khaliyeva notes in her book "Language Knowledge and Linguistics" that "...mastering a national/foreign language expands the horizons of the worldview and allows better recognition and understanding of a foreign-language communication partner - a representative of a different society and culture" [6].

Ways of learning a foreign language: through society and immersion in the language environment; through the need and desire to communicate in the language of society, in this case the learner has a high level of motivation, desire to explain himself and be understood; through interaction with family and friends; through discussion of things around the learner's group; through hearing and gathering language skills long before applying it in practice (period of silence); playing and experimenting with new language forms in an involuntary situation; sometimes through socialization and immersion in the language environment, but most often through learning special language vocabulary; motivation in learning depends on the need of the student to use the language, therefore, its level may be low, medium or high depending on the situation; through interaction with the teacher and classmates; most often through discussion of life necessity subjects outside the classroom; often the language practice takes place after learning the language for a certain period of time, if necessary; through interaction with the teacher and classmates.



It does not always turn out to accurately describe the process of learning in the classroom, as it takes place through various methods and in diverse situations. The above described methods and situations can not always be, suitable for each type of education and practical training in the classroom, the examples above are taken from standard observations of situational methods. Of course, language learning can take place in non-standard situations, such as a walk in the park, where the teacher uses a live language by immersion of the trainees fully in the language environment of the studied language. In this case, foreign language learners are more typically described in the line related to native language learners, even though those who learn a foreign language in such situations are somehow less immersed in the language environment and their motivation is still reduced. And one should not overlook the fact that native language learners always have a high success rate as opposed to foreign language learners, even after long and intensive learning they still have doubts about their success and achievements.

CONCLUSION

Teaching a foreign language always faces the problem of influencing this process with the mother tongue. This influence is stronger if a student's language level is reduced and not enough time is allocated for practical classes. Learning about the impact of the mother tongue on learning a foreign language is of undeniable interest to the theory and practice of learning. At the same time it is necessary to take into account the relationship between the two languages of the native language and the foreign language. The final result, the effectiveness of the methods used depends not only on the learning ability, the basic level of the students, but also on the quality of the learning process itself. Independent work can lead to a chaotic fusion of the two languages, especially if they are closely related. Also if learners do not have a strong motivation, the learning process does not have an adequate impact on communication skills and competencies. When learning a foreign language, it is necessary to compare the systems of native and studied languages in the field of phonetics, vocabulary and grammar, which gives a unit of communication.

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