

INTERFERING INFLUENCE OF THE NATIVE LANGUAGE OF STUDENTS ON THE STUDIED RUSSIAN LANGUAGE

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Abstract

The article is devoted to one of the most acute problems of teaching Russian as a foreign language - interference. It reveals the features of taking into account interlingual transfer and interference in the organization of the process of teaching Russian as a foreign language. Evidence is given that the use of the native language of students in the process of teaching Russian as a foreign language is considered methodologically sound and expedient, and also makes it possible to increase the efficiency of the educational process.

Keywords: interference, transposition.

Introduction

In our multinational state, Russian has actually become the common language of interethnic communication and cooperation of all the peoples of our country.

Russian, as an academic subject, plays an important role in solving the general education and upbringing tasks set for our national, in particular, Uzbek school.

The main goal of studying Russian in the secondary Uzbek school is the practical mastery of Russian by students.

To achieve this goal, students need a strong and conscious assimilation of this language, which is carried out by solving a number of methodological problems, one of them is the peculiarities of Russian.

In the assimilation of Russian by Uzbek students, a number of difficulties are encountered, which are due, on the one hand, to the specific features of its grammatical system, and on the other hand, to the interfering influence of the native language of students on the studied Russian.

The word "interference" comes from the Latin roots are entre-, "between," and ferire, "strike." In linguistics, the phenomenon of interference occurs when two or more languages come into contact: native and studied foreign, i.e. under the influence of the levels of one language system, the norms of another language structure are violated. The reason for the occurrence of interference is the fact that a person builds his speech according to the norms of his native language and establishes unusual connections and relationships between individual linguistic facts of two languages.

The path to mastering the specifics of Russian and overcoming the interfering influence of the native language in students lies through a deep awareness by students of the features of the



studied Russian and native languages. In the implementation of this task, a great place is occupied by the use of a comparison of the phenomena and facts of Russian with the phenomena and facts of the students' native language. Of great importance in understanding the grammatical patterns of Russian are the knowledge of students in their native language, the translation of terms, the comparison of the facts of both languages, etc.

The need to take into account the facts of the native language when teaching Russian is caused by the fact that the process of mastering the Russian language differs from the process of mastering the native language. If the assimilation of the native language proceeds simultaneously with the process of development of thinking, then Russian, which Uzbek children usually begin to study from the age of seven (in the first grade), is acquired by students if they have already developed, to one degree or another, thinking, formalized within the framework of native language systems.

Until the assimilation of a non-native language has reached active mastery of it, the system of the native language puts quite a strong pressure on the process of assimilation of a non-native language. Therefore, taking into account the peculiarities of the native language, it is possible to eliminate the possibility of its pressure on the process of mastering Russian.

This circumstance requires the development of a special methodology for teaching Russian to non-Russians, based on the principle of strict consideration of the characteristics of the native language of students.

The native language is the result of a long language experience, so it is impossible to exclude it from the process of mastering Russian. The laws of the native language have become so entrenched in the mind of the student that he inevitably perceives new facts of Russian through the prism of the system of the native language. This system affects all the activities of the Uzbek student aimed at mastering Russian.

An analysis of the practice of teaching Uzbek students who studied in national schools shows that in the process of mastering the pronunciation norms of a foreign language, a number of difficulties arise that are associated with phonetic interference. This psychological circumstance makes it difficult the formation of new pronunciation skills and leads to a number of phonetic errors in the speech of students.

Each national language has its own unique, identity phonetic system, which speakers of this language seems to be the most convenient.

Accounting for the native language is the most important principle of communication-oriented teaching of a foreign language.

The implementation of this principle involves the analysis of the interfering influence of the speech system of the native language on the formed communicative system of a foreign language and the transfer of similar speech skills and abilities, which contributes to the successful mastery of a foreign language.

V. A. Vinogradov believes that the native language acts as source of interference when it "is the language of the best degree of ownership and functionally prevailing" [2].

S. I. Bernstein saw the main problem of difficulties in mastering foreign pronunciation in the fact that "students perceive the sound of someone else's speech through the prism of the phonetic system of the native language. Possessing stable listening and pronunciation skills



native language, they fit their perceptions and reproduction of unusual sounds of someone else's speech" [1].

One of the reasons for the appearance of problems in teaching Russian for Uzbek students are features of the Uzbek alphabet.

For Uzbek students, special difficulties arise in mastering the material, phonetic side of Russian - its phonetic-phonological system. In order to fully understand the similarities and differences between the Russian and Uzbek literary systems of consonants, it is necessary to refer to the data of the acoustic-articulatory features of the phonemes of these language systems.

An analysis of the sound structure of other languages, even the most distant from Russian and Uzbek, shows that there is necessarily a system of vowel and consonant phonemes. In other words, there cannot be a language where, for example, vowels or consonants would be absent. Thus, the presence of a system of vowels and a system of consonants in the structure of the language is universal.

And the total number of phonemes in both languages, with quantitative similarity, has a significant divergence in qualitative terms.

Let's compare the phonetic structure of Russian and Uzbek languages.

Each of these languages has systems of vowels and consonants. Russian has 6 vowel phonemes that do not differ in longitude and brevity, and 37 consonant phonemes.

In Uzbek, which also has 6 vowel phonemes and 24 consonant phonemes, but their composition is significantly different from the phonemes of Russian.

The main features of consonants are the place of formation, the method of formation and the participation of the vocal cords.

Depending on the place of formation in Russian, consonants are distinguished:

- 1) lip,
- 2) front-lingual,
- 3) middle language,
- 4) posterior lingual.

According to the method of formation in Russian consonants sounds differ in:

- 1) occlusive,
- 2) explosive,
- 3) closure-passage,
- 4) affricates,
- 5) slotted
- 6) trembling.

Depending on the participation of voice and noise, there are:

- 1) sonorous
- 2) noisy consonants.

Noisy, in turn, according to the participation of voices and noise are divided into:

- 1) deaf
- 2) voiced



The specific features of the consonants of Russian are:

1. softness
2. hardness.

Uzbek alphabet

The study of Uzbek begins with the alphabet. The Uzbek alphabet is based on the Latin and Cyrillic scripts. The Latin alphabet consists of 26 letters, three digraphs sh, ch and ng, as well as one apostrophe that acts as a hard sign. The Cyrillic alphabet consists of 33 letters. The table shows the Latin alphabet in comparison with the Cyrillic alphabet.

| Latin alphabet letters | Cyrillic alphabet letters | Pronunciation |
|------------------------|---------------------------|--|
| A a | А а | а |
| B b | Б б | бэ |
| D d | Д д | дэ |
| E e | Е е, Э э | э |
| F f | Ф ф | фэ |
| G g | Г г | гэ |
| H h | Х х | soft “хэ”, pronounced effortlessly |
| I i | И и | и |
| J j | Ж ж | джэ (sometimes жэ) |
| K k | К к | кэ |
| L l | Л л | лэ |
| M m | М м | мэ |
| N n | Н н | нэ |
| O o | О о | о |
| P p | П п | пэ |
| Q q | Қ қ | the average between the sounds “ка” and “ха” |
| R r | Р р | рэ |
| S s | С с | сэ |
| T t | Т т | тэ |
| U u | У у | у |
| V v | В в | вэ |
| X x | Х х | hard “хэ” |
| Y y | Й й | йэ |
| Z z | З з | зэ |
| O' o' | Ў ў | the average between the sounds “о” and “у” |
| G' g' | Ғ ғ | the average between the sounds “гэ” and “хэ” |
| Sh sh | Ш ш | шэ |
| Ch ch | Ч ч | чэ |
| Ng ng | Ң ң | ңг (two-letter sound) |
| ' (tutuq belgisi) | Ъ ъ | apostrophe, used to denote a solid sign |
| (ye) | Е е | е |
| (yo) | Ё ё | ё |
| (s, ts) | Ц ц | цэ |
| (yu) | Ю ю | ю |
| (ya) | Я я | я |



Uzbek has the following consonants: [b], [d], [f], [z], [x], [ʒ], [ʒ], [k], [l], [m], [n], [ŋ], [k], [p], [c], [m], [θ], [x], [ʉ], [z], [z], [u], [ç], [hɔ].

In Uzbek, as in other Turkic languages, two-element combinations are noted at the end of a word in most cases.

- 1) labial,
- 2) lingual (anterior lingual, middle lingual, posterior lingual, deeply posterior lingual).

According to the method of formation, there are explosives:

- 1) pure explosive,
- 2) compound explosives,
- 3) slotted,
- 4) explosive-slit (nasal, lateral, trembling)

According to the participation of voice and noise, noisy ones are distinguished:

- 3) voiced
- 4) deaf
- 5) sonorous (voiced)

In a document prepared by the Academy of Sciences of Uzbekistan, the alphabet is represented by 28 letters, 1 letter combination (ng) and 1 apostrophe (indicates a solid sign). In the current law, adopted on September 2, 1993, the alphabet consists of 26 letters, 3 letter combinations (ng, sh and ch) and an apostrophe.

| Latin | | | Cyrillic | Latin | | | Cyrillic |
|---------|-----------|---------------|----------|---------|-----------|-----------------|----------|
| Printed | Written | Pronunciation | Letters | Printed | Written | Pronunciation | Letters |
| A a | <i>Aa</i> | <i>a</i> | А а | Ō ō | <i>Ōō</i> | <i>ō</i> | Ů ů |
| B b | <i>Bb</i> | <i>be</i> | Б б | P p | <i>Pp</i> | <i>pe</i> | П п |
| D d | <i>Dd</i> | <i>de</i> | Д д | Q q | <i>Qq</i> | <i>qe</i> | Қ қ |
| E e | <i>Ee</i> | <i>e</i> | Э э | R r | <i>Rr</i> | <i>re</i> | Р р |
| F f | <i>Ff</i> | <i>fe</i> | Ф ф | S s | <i>Ss</i> | <i>se</i> | С с |
| G g | <i>Gg</i> | <i>ge</i> | Г г | Ş ş | <i>Şş</i> | <i>şe</i> | Ш ш |
| Ġ ġ | <i>Ġġ</i> | <i>ġe</i> | Ғ ғ | Ç ç | <i>Çç</i> | <i>çe</i> | Ч ч |
| H h | <i>Hh</i> | <i>he</i> | Х х | T t | <i>Tt</i> | <i>te</i> | Т т |
| I i | <i>Ii</i> | <i>i</i> | И и | U u | <i>Uu</i> | <i>u</i> | У у |
| J j | <i>Jj</i> | <i>je</i> | Ж ж | V v | <i>Vv</i> | <i>ve</i> | В в |
| K k | <i>Kk</i> | <i>ke</i> | К к | X x | <i>Xx</i> | <i>xe</i> | Х х |
| L l | <i>Ll</i> | <i>le</i> | Л л | Y y | <i>Yy</i> | <i>ye</i> | Й й |
| M m | <i>Mm</i> | <i>me</i> | М м | Z z | <i>Zz</i> | <i>ze</i> | З з |
| N n | <i>Nn</i> | <i>ne</i> | Н н | ng | <i>ng</i> | <i>nge</i> | нг |
| O o | <i>Oo</i> | <i>o</i> | О о | ' | ' | <i>Tutuq b.</i> | ъ |

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