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INTERFERENCE IN ENGLISH AND UZBEK LANGUAGES AND ITS ELIMINATION

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ABSTRACT

The article deals with description of interference on phonological system of the English and Uzbek languages. Types of interferences and their elimination in teaching process in the primary stages of school education.

Keywords: phonemes, monophthongs, diphthongs, vowels, consonants, interference, elimination, organs of speech, pronunciation, target language, tongue, similar, different.

INTRODUCTION

This phenomenon is one of the current problems of linguistics today, due to the fact that scholars have different views on the specifics of linguistic interference and the mechanisms of movement of languages in different systems in the minds of linguists.

The positive effect, which has not yet been well studied, is that a number of skills in the mother tongue are transferred to the acquisition of a foreign language. For example, reading aloud can be a challenge for children or adults who are learning a foreign language. Knowledge of the mother tongue system helps students to learn a foreign language, especially when there are similar phenomena in the languages in which the mother tongue is studied. This positive effect is called transfer because the skills and abilities are transferred from the native language to the foreign language.

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At the same time, the mother tongue has a negative impact on learning a foreign language. Its essence is that the student translates the usual norms of his native language into a foreign language. For example, students pronounce the sounds of a foreign language in the same way as the sounds of their mother tongue, bringing the norm of relatively free word order in their mother tongue into Western European languages. Learners also misinterpret the meanings of similar phenomena in the native language in relation to foreign language phenomena.

METHODOLOGY

The word interference – noun /ˌɪntə(r)ˈfɪərəns/ / /ɪntə'fɪər(ə)ns/ means:

1**. Involvement** in the activities and concerns of other people when your involvement is not wanted,

- the act of interfering,

- additional signals that weaken or block the main signal in a radio or television broadcast.

2. – the disturbing effect or new learning on the performance or previously learned behaviour with which it is **inconsistent** - not always acting or behaving in the same way,

- not continuing to happen or develop in the same way,

- having parts that disagree with each other,

not in agreement with something.

3. - lacking **consistence:** such as **–a:** not compatible with another fact or claim –**inconsistant** statements**, b**: containing **incompatable** elements-an **inconsistant** argument, **c:** incoherent or illogical in thought or actions: changeable, **d**-not satisfiable by the same set of values for the unknowns-**inconsistant** equations…

Examples: -We had to put up with loud noise and constant **interference** from the neighbours**, interference** from the affairs of another notion trying to avoid governmental interference. First known use:1783.

Language Teaching. History - As the oldest University in the English Speaking world, Oxford is a unique and historic institution, but **teaching existed** at Oxford in some form in 1096 and developed rapidly from 1167, when Henry II banned English students from attending at the University of Paris.

There are two terms which are to be discussed in this article. They are **Interference** and **Elimination.**

Interference is translated as ,,aralashuv" in Uzbek ,,halaqit bermoq", ,,biron faoliyatga aralashuv".

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As English language belongs to Indo-European Languages family, but Uzbek belong to the Altay-Turkic languages family. They are different languages. That`s why their phonetic, lexic, syntactic features are different. As they are different, learning of a target language is somehow difficult, on the one hand, on the second hand, learning of a foreign language are also difficult. Even, thoughts, outlooks of people are also different.

RESULTS AND DISCUSSION

Types of Interference in English Language

1. Phonological interference.
2. Syntactic interference.
3. Lexical interference.

Within this article it is analysed and described phonological interference and its characteristic features in the contacting languages - English and Uzbek languages.

Phonological interference

Phonetics is about describing the sounds of speech and the patterns they make. Learners make it sound, objectively, rather different from how it sounds when spoken by native speaker. This is the well-documented phenomenon of phonological interference.

The nature of interference

Phonetics is about describing the sounds of speech and the patterns they make. Among its various practical applications, the one that will be uppermost in the minds of most readers is that of teaching learning the pronunciation of a foreign language.

When learners encounter a foreign language the natural tendency of learners is to hear it in terms of the sounds of learners own language (further-our language). We actually perceive it rather differently from the way native speakers do.

Equally, when we speak in English language we tend to attempt do so using the familiar sounds and sound patterns of our mother tongue. We make it sound, objectively, rather differently from how it sounds when spoken by native speakers.

This is well-documented phenomenon of phonological interference.Earlier,on the first half of the 20th century,academician L.V.Sherba in his books wrote about the use of mother tongue experience in learning a foreign language.He wrote that any learner of a foreign language while learning tries to use mother tongue experience.Of course,when a learner uses mother tongue experience he|she makes or mispronounces sounds of a target language.At the result of this interloculator may not understand the words which are used by a partner.(interloculator).In his time F.H.Palmer mentioned

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this language phenomenon and gave nessessary explanation, i.e he mentioned that learners may pronounce English sounds approximately,close to the original sounds.Because it is true any learner has already got used to use mother tongue sounds and it is almost impossible to pronounce as the native speakers do.Professor S.F.Shatilov in his book wrote that sounds of any language can be divided into three types. They are similar sounds, partially similar, and quite different sounds. But according to the latest investigation it might be said, that similar sounds also differ in pronunciation. Below we will give some examples, where we can distinguish the differences of the sounds which we say similar sounds. Our language 1 (L1-mother tongue) interferes with our attempts to function in the language two (L2-target language) the language we are going to learn in our social life.

We can easily demonstrate the effects of interference by considering the pronunciation of loan words. English has borrowed many words of the world languages which English has no similar words with full meanings, from the English language representatives of the other nation have borrowed many words belonging to the sport. So, it may go further borrowing words from one language into another as the international relations are growing day by day.

Phoneme difficulties

In articulation base, organs of speech work somehow different. From the earliest of a new-born children or babies pronounce language sounds as their surrounding people pronounce any sound or sound-combinations. The articulatory organs from the very beginning train vocal cards, articulatory organs in order to pronounce sounds-vowel and consonant sounds.

We know that the speech of human beings formed during a long period. Until the formation of human speech thousands of years might have passed. Little by little people human beings began to pronounce vowel sounds at first. Then they began to combine vowel sounds with easy consonants. They formed vowel-consonant sound-combinations, like small babies.

Today the scientists agree that until the formation of human speech they began to pronounce first vowel sounds, then consonant sounds, then began to combine words with easy words. So, many years have passed until word combinations began to be combined.

Of course, to learn to pronounce target language sounds it needs much training on pronunciation. That is why phoneme difficulties are the problemsin learning target language.

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It is well understood that certain sound types are intrinsically more difficult than others.According to one phonological theory,they are ,,marked`` (Chomsky and Halle 1968:Ch.9;Lass 1984:7.4).Quite apart from this.any sound types in the L2 that have obvious counterpart in the L1 are likely to cause problems for learners.Thus the English dental fricatives,[θ] and [ð] are a familiar stumbling –block for beginning learners from many language backgrounds.(They are also a stambling –block for native speakers,being among the last sounds that children acquire and tending to be replaced by [f,v] or [t,d] in various local accents-Wells 1982:96-97.)

Teachers and learners of EFL know that they have to devote time and energy to the articulation of these sounds.

Ever since the heyday of structuralist linguistics in the middle of the twentieth century, teachers and textbook writers have known of the usefulness of minimal-pair drills in which the difficult sounds are compared and contrasted with other sounds that might be confused with them. We practice, for example, with pairs such as thumb- sum /θʌm/ - /sʌm/, thick – sick /θɪk/ - /sɪk/, path -pass /pɑːθ/ - /pɑːs/

(This article is written from a British English perspective. But all the points made remain equally valid for learners of American English,making appropriate changes.In AmE the last example becomes /pɑːθ/ - /pɑːs/.It is not only that the dental fricatives are problematic in themselves,being articulatorily difficult,they also stand in phonemic contrast with the alveolar fricatives: ,[θ] vs [s], [ð] vs [z].

There are many pairs of words which are distinguished from one another only by this contrast, and there are therefore messages that have the potential for being misunderstood if the contrast is not mastered. (Look at that strange moth&moss!)

For the L1 representatives it can be useful to show physically articulatory explanation of the pronunciation of the pairs of words with the sounds [f] vs [v] in the example [f] fan vs [v] van.They are very close in soundings.Just the same with the soundings of the words ,[θ] vs [s] in the examples /θɪn/ thin [sin] sin,etc.Even [ð] vs [v] in the examples /ðæt/ the learners mispronouns these sounds because these quite different sounds don`t exist in the L1.The teachers task is to show them practically how the organs of speech work when learners pronounce these sounds.Any sound change in human speech leads to misunderstasnding the speech of a person who is speaking or expressing his thoughts in British English.

It can be very helpful for learners to be given an articulatory explanation of what is involved,particularly in cases where the relevant organs of speech can be easily seen.English [v] is another difficult sound for Uzbek learners and it needs to be carefully distinguished from [b] .In the case of [v] the lower lip as active

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articulator, is pressed against the upper teeth in such a way as to allow the air expelled from the lungs to continue to pass through:in phonetic terminology,it is **labiodental and fricative.** With [b], on the other hand, the lower lip articulates with the upper lip and forms a firm contact with it such that the air flow is completely blocked for a moment:it is bilabial and plosive. Learners can easily see the difference if the teacher demonstrates it accurately and confidently, and they can usually manage to reproduce it themselves by imitation.

Sound production, however, is only one side of the fact. We also need to train learners in sound perception. This is where ear training is vital. The learner must learn to hear the phonemic contrast /v/ vs /b/

With a picture showing a **vote** and **boat.**

Learners can be drilled to respond correctly to" **Is this a boat?** "**Is this a vote?" Which is the boat?" Show me the vote".**

The same thing can be done with the very much more difficult contrast /r/ vs /l/ (difficult that is, for L1 Learners)

Articulatory explanations-/r/ with central air-flow, side rims of tongue free of contact, tongue tip firmly on the alveolar ridge must be supplemented by ear-training and minimal-pair practice. **Is it right? Is it light? A red pencil? A lead pencil? Shall I correct them or collect them?**

We can combine the two problems by drilling loving /ˈlʌvɪŋ/ and rubbing /ˈrʌbɪŋ/. Students must learn to **identify** the two words on hearing them and they must learn to **pronounce** them in a way that leaves no doubt as to which is which.

CONCLUSION

Having been discussed the phonic system of the L1, L2 in the primary stages in school teaching it has been drawn attention of the teachers to the differences of articulation bases of each language.While learning pronunciation of the sounds of the L2, the representatives of the L1 are not able to pronounce sounds like L2 speakers.That`s why,the learners have possibilities to pronounce target language sounds approximately close to the original according to H.Palmer.In any case learners of the target language while learning use their mother tongue experiences according to L.B.Sherbakov target language depends on the patience of teachers.The more qualified training exercises to eliminate the interference of the L1 experiences the better learning of the target language sounds.

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