



PHONETIC INTERFERENCE IN THE PROCESS OF LEARNING THE RUSSIAN LANGUAGE BY STUDENTS STUDYING IN THE UZBEK GROUP, AND RECOMMENDATIONS FOR ITS ELIMINATION

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ABSTRACT

The state analyzes phonetic interference errors that occur in the process of teaching the Russian language, ix causes, views on interference, warnings that arise when Uzbek students learn the language in the phonological system of the Russian language.

KEYWORDS

Phonetic interference, bilingualism, accent, exposure, speech habits, spoken language, written language.

INTRODUCTION

Interference is a retreat from the norm in bilingv speech, which does not know two languages perfectly. In such a psychological process, the

proportionality, adequacy between the rules of languages \ u200b \ u200bthat have come into contact are violated. The essence of the interference process is that a person studying



another language voluntarily transfers the norm of the system of rules of speech behavior, enshrined in his native language, to the language under study.

The level and size of the interference are different. They depend on subjective and objective factors. Subjective factors are determined by the speaker's personal language skills, his level of language awareness. Objective factors, on the other hand, include the genetic similarity of the languages that have entered into contact, its system-structural features that determine the specificity of the language being studied.

Like any change in language, interference is manifested, first of all, in the field of the speech norm. Interference appears in bilingual's speech as a result of his personal acquaintance with another language. In bilingual's speech, interference phenomena are reflected in the language, which are strengthened as a result of constant repetitions and become commonplace. Their further application will no longer depend on bilingualism.

Linguistic interference occurs at all levels of the language system. Accordingly, it can be divided into the following types:

- phonetic interference
- lexical-semantic interference
- morphology interference
- syntactic interference
- stylistic interference

In the process of language learning, knowledge of the phonetic level of the second language is considered important and is a high stage of perfect language learning. The reason we say this

is because the perfect mastery of the phonetic level is one of the important factors that requires a long practice. This often occurs as a result of the fact that the phonological level of the second language does not correspond to the phonological level of the first language.

The phenomenon that causes great difficulty in language learning is the emphasis and intonation in that language, which the linguist L.R. Zinder says that "the greatest difficulty in learning a foreign language is manifested in learning exactly the same language intonation." It is as a result of the use of intonation and accent that the meaning of words in speech may be distorted or incomprehensible to the listener. Therefore, attention should be paid to phonetic interference in the early stages of language learning. If bilingual learns a language without paying attention to phonological interference, or if he learns a language from bilingual, where there is phonetic interference in his speech, and this situation persists for many years, phonological residual interference is formed. Getting rid of phonological residual interference is a great challenge.

Involuntary support of the characteristics of the phonetic means of the native language (vowel, consonant, accent, intonation and their specific aspects in relation to each other) in the language under study is a phenomenon of phonetic interference. Incorrect pronunciation of sounds, incorrect pronunciation of accents and intonation cause an accent.

The term accent is originally Latin ("accentus" – accent) and is used in modern linguistics not in the sense of accent, but in the sense of the presence



of phonetic features of the native language in the pronunciation of a person learning a second language.

This is the phonetic interference (accent, accent) that occurs in the process of learning the Russian language in our article...) we will try to analyze. It is known to us that the Uzbek language belongs to the agglutinative language family, the accent has a "migratory" character, and the Russian language belongs to the inflective language family, the place of accent becomes clear, and the accent plays an important role in the pronunciation of words. V.Yu."Interference is a violation of the rules of languages \ u200b \ u200bof communication in bilingv speech," says rosentzweig.

Methodist scientist V.S.Dmitrieva is a well-known linguist who paid special attention to the problem of bilingualism in the field of linguistics.S.Trubeskoy cites the following opinion: "we usually use our phonological swimmer, which in the process of hearing and analyzing speech is involuntarily considered primary in the native language. The fact that our"swimmers" do not correspond to another language (this is natural, of course) causes a number of errors, misunderstandings. Sounds in a foreign language also accept incorrect phonological interference in our language." So, an act in a foreign language is not an inability to pronounce this or that sound, but it is associated with a "wrong judgment on sound" based on differences-differences in the phonological system of the native language and a foreign language.

We are also the above linguist N.S.We fully agree with trubeskoy's opinion, because Uzbek students mainly try to use any sound closer to this sound in their native language when pronouncing sounds that are not an alternative to the Uzbek language in Russian written and oral speech, and in a purely phonetic way allow interference.

For example: the sound ы is not given with a special letter, even if it exists in Uzbek. This condition often leads to incorrect pronunciation: рыба–риба, тыква –тиква, свежий – свежий, вкусный – вкусний...

The accent, in addition to the pronunciation of vowels and consonants, is also noticeable in accents and intonation. That is why the fight against accentuated pronunciation of vowels and consonants in bilingv's speech should be equally aimed at accents and intonation.

At the initial stage of language learning, foreign language sounds are studied side by side with native language sounds. A relatively common type of phonetic interference is interference based on similarity, which is usually associated with the direct transfer of pronunciation skills in the native language to similar sounds when mastering the sounds of the studied foreign language speech.

Methodists divide skills into three groups: 1) transfer of speech skills in the native language to new language information; 2) transfer skills previously formed in the native language to new language information; 3) comparing facts in two languages and establishing incompatible ones, mastering them on the basis of "contrast". If we look at Uzbek from the point of view of the native language, Turkish from the point of view of a



foreign language, then all three of the above approaches can be used in practice. Both languages belong to the same language family, therefore, they have something in common. But Uzbek and Russian languages belong to different language families, which is why different aspects are given more importance in these languages.

Language training in the educational system is one of the most important, at the same time extremely responsible tasks. The current problems in this regard are especially noticeable in teaching a second language in the general education process. When informing students about a different language, they are initially introduced to the phonetic system of that language. This is the case when the most attention is required, this is the absorption of sounds into their consciousness, such as the role of sounds, the way of their formation, pronunciation, when students are taught the sounds of the second language. Because it is natural that mastering these characteristics causes a certain degree of difficulty for the reader. And this requires attention, responsibility from the teacher. Therefore, it should be remembered that before each" pedagogue there are tasks for children to pronounce sounds in words Pure, cleanly, to correctly pronounce words in accordance with the rules of orthoepy of the language, to clearly pronounce them, to educate expressive speech in them."

Therefore, when learning a language, first of all, attention should be paid to correct hearing and correct pronunciation. Only when we pronounce

sounds pure and clean does the language learning process become easier and easier.

In Uzbek, the sound " l "is pronounced soft or hard, depending on which sounds are associated with the composition of the word, while in Russian they indicate the softness of the letter" l "with a special softening sign" in the form of "L". That is why Uzbek students in Russian speeches have a remote control, bol–bol, bit–bit, bud–bud... words such as are pronounced in this case and рўзбек тилида “л” товуши сўз таркибида қайси товушлар билан боғланишига қараб, юмшоқ ёки қаттиқ талаффуз қилинади, рус тилида эса “л” ҳарфининг юмшоқлигини махсус юмшатиш белгиси “ь” билан кўрсатишади. Шунинг учун ўзбек талабалари русча нутқларида пульт–пулт, боль–бол, бить–бит, будь–буд... каби сўзларни шу ҳолатда талаффуз қилинади ва фонетик интерференция юзага келади. Шу ўринда рус талабалари ҳам бу ҳолатда гуль–гул, тульки–тулки каби сўзларни шу ҳолатда талаффуз қилишади.

Ҳар бир алифбода у мансуб бўлган тилга хос хусусиятлар қамраб олиниши табиий, албатта. Бугунги кунда адабий тилимизда мавжуд 30 та фонеманинг ёзма нутқда 26 та ҳарф ва учта ҳарфий бирикма билан ифодалаши, ж ҳарфининг эса тилимизда ҳам қоришиқ ундошни, ҳам ўзлашма сўзларда қўлланувчи қоришиқ сирғалувчи ундошни англитиши меъёр сифатида қабул қилинган. Бундан ташқари, рус тилидаги юмшатиш ва айириш белгисига мувофиқ келувчи тутуқ белгисига эга. Рус тилида эса 42 та фонема мавжудлиги ва уларнинг алифбода 31 ҳарфда берилиши



маълум.Тилимиздаги ундошларга нисбатан рус тилида ундошлар сонининг ортиқлиги, яъни 36 тадан иборат эканлиги ундошларнинг артикуляцион жиҳатдан ташқари жаранги-жарангсизлик, қаттиқ-юмшоқлик хусусиятига кўра контраст муносабатда эканлигига ҳам боғлиқ.

Phonetic interference occurs. At this point, Russian students also pronounce such words as flower-flower, Fox-Fox in this case.

It is natural, of course, that in each alphabet the characteristics characteristic of the language to which it belongs are covered. Today it is accepted as the norm that the 30 phonemes present in our literary language are represented in written speech by 26 letters and three Harfi combinations, while the letter j means both a mixed consonant in our language and a mixed sliding consonant used in borrowed words. It also has the sign of a parrot, which corresponds to the sign of softening and subtraction in the Russian language. And in Russian it is known that there are 42 phonemes and they are given in the alphabet in 31 letters. The excess of the number of consonants in the Russian language in relation to consonants in our language, that is, it consists of 36, also depends on the fact that in addition to the articulatory aspect of consonants, there is a contrast relationship in terms of the nature of slang, hard-softness.

The articulation base of our native language forms not only the pronunciation ability of the Uzbek language, but also the phonemic hearing ability of those of us who own the language. A similar system of articulation of the Russian language can also be said to be only its distinctive feature. The

result of the "collision" of the articulation bases of the Uzbek and Russian languages comes to the middle as an act. In fact, the emergence of the pronunciation of another language in the speech of the owner of a particular language is the result of these imbalances. In time V.I.As kodukhov correctly noted, " the articulatory basis of languages differs from each other in different activity of different organs of speech and a different combination of their actions. The articulation base of the Russian language is characterized by the fact that the vibration of the vocal cords is combined with various verbal articulations: this language, unlike, for example, Turkic languages, is rich in sound consonants...»

In conclusion, phonetic interference can be eliminated if Uzbek students are taught in the process of teaching the Russian language with special emphasis on supersegment elements, special attention is paid to different aspects of the phonological level of Russian-Uzbek languages, and more oral speech-forming exercises are carried out (hearing and speaking).

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