

THE CONCEPT OF PHONOLOGICAL INTERFERENCE IN LANGUAGE ACQUISITION

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Annotation: In recent decades, the world around us has become increasingly multicultural. People are in regular contact not only with other cultures, but also with languages. Naturally, every language owes particular linguistic peculiarities and these peculiarities are clearly manifested whenever a language is being learnt or thought. The article discusses the issue of phonological interference as well as its influences on language mastering process.

Keywords: English language teaching, phonological interference, English sounds, natural tendency, pronunciation, phonetic, language experience, phonology, vowel length, types of interference, classification of interference.

Annotatsiya: So'nggi o'n yilliklarda atrofimizdagi dunyo tobora ko'p madaniyatli bo'lib bormoqda. Odamlar nafaqat boshqa madaniyatlar, balki tillar bilan ham muntazam aloqada. Tabiiyki, har bir til o'ziga xos til xususiyatlariga ega va bu xususiyatlar tilni o'rganish yoki o'rganish jarayonida aniq namoyon bo'ladi. Maqolada fonologik shovqin muammosi va uning tilni o'zlashtirish jarayoniga ta'siri muhokama qilinadi.

Kalit so'zlar: ingliz tilini o'rgatish, fonologik interferensiya, inglizcha tovushlar, tabiiy tendentsiya, talaffuz, fonetik, til tajribasi, fonologiya, unli tovush uzunligi, interferensiya turlari, interferensiya tasnifi.

Аннотация: В последние десятилетия мир вокруг нас становится все более мультикультурным. Люди регулярно контактируют не только с другими культурами, но и с языками. Естественно, каждый язык имеет определенные лингвистические особенности, и эти особенности ясно проявляются всякий раз, когда язык изучается или изучается. В статье рассматривается проблема фонологической интерференции, а также ее влияние на процесс овладения языком.

Ключевые слова: обучение английскому языку, фонологическая интерференция, английские звуки, естественная тенденция, произношение, фонетика, языковой опыт, фонология, длина гласных, виды интерференции, классификация интерференции.

Introduction

People from different parts of the world can be distinguished by their languages. When we confront a foreign language, our natural tendency is to hear it in terms of the sounds of our own language. We actually perceive it rather differently from the way native speakers do. Equally, when we speak a foreign language, we tend to attempt to 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 the well-documented phenomenon of phonological **interference**. The term "phonological" specifically refers to elements that have a foreign accent,

such as stress, rhythm, intonation, and speech sounds, which are transferred from one language to another. Interference is a term used in sociolinguistics and second language acquisition to describe the inaccuracy that a speaker brings into one language as a result of this contact with another language.

The influence of the mother tongue on the acquisition of a new foreign language is observed at all language levels: the phonetic level, orthographic level, lexic level and so on. Among the types of interference listed above, it is the phonetic interference that is most evident in the communication process. The reason is that in the speech of bilinguals who speak a foreign language, as a result of the contact of languages, the violation of language norms and errors in oral speech are more noticeable only on the phonetic scale.

The phenomenon of “interference” has long been one of the fields of interest in many linguists. The term “interference” is derived from Latin (inter - between, mutual and ferio - touch, hit). Initially, this concept originated in the fields of science, such as physics, chemistry, biology, and later began to be used in linguistics. This concept is widely studied in areas such as linguistics, psychology, and psycholinguistics, and is used in both oral and written speech.

The term "interference" was first introduced into linguistic literature by André Martin in 1936 and gained its popularity through Uriel Weinreich's work "Languages in Contact" (1953)

According to Mahmud (2017, p. 57), Phonological interference may be mostly caused by borrowing system from another language. It is also called the interference of sounds if a speaker reproduces sounds of one language and make mistakes by adapting it with another language. Phonological interference mostly happens when the learners tend to substitute the particular target language sound with mother tongue phonemes when uttering one letter. It is because there are certain sounds of target language which do not exist in the mother tongue. Besides, the second language learners identify that target language as being the same as the mother tongue sounds which are actually different.

According to numerous researches, like the ones done by Rivera and Marisol, have been done on the effects of native language on second or foreign languages (2018, p. 33). They discovered that the two main ways in which Spanish pronunciation might be inferred phonologically in English were long vowels and consonant clusters. In English, a word's meaning can be altered by the length of a vowel, but not in Spanish. Additionally, pronunciation errors occurred because Spanish speakers read English using the same method (letter by letter) as they do in Spanish. The research result that Zheng conducted provides another discovery regarding native language interferences with second language acquisition (2018, pp. 1478-1484). He demonstrated that students in Northwest China struggled to distinguish between the sounds /n/ and /l/, /ei/ and /en/, and /u/ and /. All of these were brought on by their inability to tell apart various Chinese phoneme pairs in their dialects. Furthermore, there were no long or short vowels in the dialect of central China, which caused confusion among learners regarding phonetic pairings. These phonetic pairs caused confusion among the students in this area: /n/ and /l/, /u/ and //, /i/ and /i/, /w/, /f/ and /v/, /f/ and /h/.

Researches conducted on analyzing the phonetic level of English in comparison with Uzbek show the followings: lack of English interdental sounds [θ] and [ð], which are often replaced by [d], [z] and [s], which can lead to confusion in words such as "think - sink", "thin - a sin - a tin". The English [r] is pronounced differently from Russian or Uzbek ones. In addition, 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 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. Another phenomenon, vowel length, is also absent in Uzbek and Russian, but plays a great role in English. For example: to live [I] – to leave [i:], to book [U] - tooth [u:]. The famous phonetician Daniel Jones distinguishes two types of the letter "L" (dark and light) in English, which cannot be found in Uzbek.

CONCLUSION

Having been discussed the issue of phonological interference in language learning, it is proved that by giving the main focus on phonetic system and the masterful use of phonetic devices in the process of communication is initially important to have ability of the clear speech and perceiving target language correctly.

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