



THE INFLUENCE OF THE NATIVE LANGUAGE (UZBEK / RUSSIAN) ON LEARNING ENGLISH

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Abstract

This article analyzes the influence of the native language on learning English as a foreign language. It examines the main aspects of language interference, its positive and negative aspects, and how it manifests itself in Uzbek-speaking and Russian-speaking students. Particular attention is paid to methodological approaches aimed at minimizing errors and improving learning effectiveness.

Keywords: Native language, interference, English language, learning, grammar, phonetics, vocabulary.

Introduction

In the context of globalization, English occupies a key position as a means of international communication. However, learning it is fraught with difficulties, one of which is the influence of students' native languages. The native language forms a cognitive and linguistic foundation that inevitably carries over to foreign language learning.

The relevance of this study is due to the need to identify the characteristics of language interference and develop effective methods for overcoming it in the educational process.

Theoretical Foundations of the Study

The influence of the native language on foreign language learning has been extensively studied within the field of comparative linguistics. According to the contrastive analysis hypothesis, differences between the native and target languages are the primary source of error.

Language interference is defined as the process of transferring native language structures into a foreign language. It can be either positive (facilitation) or negative



(interference). Modern research emphasizes that interference affects all levels of language: phonetics, grammar, and vocabulary.

1. The influence of the native language on the phonetic level

Phonetic interference manifests itself in accent, incorrect pronunciation of sounds, and intonation patterns. For example, Uzbek-speaking and Russian-speaking students typically experience difficulties pronouncing the interdental sounds /θ/ and /ð/, which are absent in their native languages.

In addition, differences in the rhythm and intonation of speech lead to a decrease in the intelligibility of the statement.

2. Impact on the grammatical level

Grammatical interference is one of the most common problems. Key difficulties include incorrect use of tenses , the lack of articles in speech, and the transfer of sentence structure from the native language. For example, the lack of an article in Uzbek and Russian leads to systematic errors in the use of "a/ an / the ."

3. Lexical interference

Lexical errors are often associated with direct translation of words and expressions. Students tend to use calques and encounter so-called "false translator's friends." This leads to distortion of meaning and a decrease in the quality of communication.

4. Characteristics of Uzbek-speaking and Russian-speaking students

Uzbek-speaking students are typically influenced by the agglutinative structure of the language, which manifests itself in difficulties with word order and grammatical categories of English. Russian-speaking students, on the other hand, experience difficulties related to differences in tense and syntax. A common problem for both groups is the lack of articles and the difficulty in using them correctly.

5. The positive influence of the native language

Despite its challenges, the native language can facilitate learning. Similarities in grammatical structures and the presence of international vocabulary facilitate learning. Furthermore, students' developed cognitive skills allow them to adapt more quickly to a new language system.



6. Methodological recommendations

To minimize the negative influence of the native language during English learning, it is advisable to use a comprehensive methodological approach. First and foremost, contrast analysis plays an important role, allowing one to identify similarities and differences between the native and target languages and prevent common student errors.

Equally important is the implementation of a communicative approach focused on developing practical language skills in real-life situations. This approach helps reduce dependence on native language structures and foster linguistic intuition.

Systematic error correction is also an effective tool, allowing not only to correct speech inaccuracies but also to develop sustainable language skills. Particular attention should be paid to typical errors caused by native language interference.

The use of authentic materials (texts, audio, and video resources) helps students immerse themselves in a natural language environment, which, in turn, reduces the influence of their native language and develops foreign language comprehension skills.

Furthermore, developing oral communication skills is a key element of learning, as it is during speaking that interference is most evident. Regular oral communication practice helps students develop fluency and confidence.

Thus, effective English language teaching must take into account the individual characteristics of students, their language background, and their level of preparation, which allows for the development of a more adaptive and effective educational strategy.

Conclusion

Thus, one's native language has a significant impact on the English learning process. Interference can either hinder or facilitate learning.

Taking into account the characteristics of students' native languages allows teachers to more effectively organize the educational process and improve their English proficiency.



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