



SOME PROBLEMS BETWEEN THE NATIVE LANGUAGE OF FOREIGN STUDENTS AND LEARNING ENGLISH

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ABSTRACT	KEY WORDS
This article is devoted to considering the peculiarities of using the native language in the process of teaching a foreign language. The process of language education in a foreign language is closely related to the question of the interaction of two language systems in the speaker's mind. All mental processes of students, their mental activities are closely related to their native language, phonetics, grammar and lexical structure.	foreign students, languages, native teaching process, speaking.

The problem of using the native language of international students in the process of developing foreign language proficiency is one of the major problems at the stage of bilingual education. Under interference refers to the negative impact of language norms on the learning process. Skills transfer, on the other hand, is seen as a positive phenomenon that facilitates and accelerates the development of one language on the basis of another. Negative interference is commonly called inter-linguistic interference.

Their appearance when learning a foreign language by ear in a foreign language. Poor working of the mental mechanisms of speech. The problem arises in aural recognition, comparison, discrimination, recognition, and prediction of speech at the socio-cultural information level. Cross-language clashes can appear at all language levels: phonetic, lexical, and grammatical.

The practice of teaching foreign students shows that even discreet, very light, and sometimes whispered references to Russian do not delay the acquisition of the lexical and grammatical structures of the English language, stimulate the student's speaking, and improve the English language. It has been shown to contribute to faster migration of one language system to another language system. The psychological atmosphere created by the teacher in the classroom contributes significantly to positive outcomes (compassion, calm and creative atmosphere). Foreign language assimilation is a complex psychological and physiological process. The most important methodological requirement for pronunciation training at all stages is to avoid pronunciation errors. This ensures that the pronunciation abilities created are preserved even in more challenging situations when incorporated into a system of new sound environments. Mispronunciation of English under the influence of Asian languages can be caused by various factors. Chief among these are phonological peculiarities, phonetic-based differences, positional and combinatorial communication, and ignorance of reading rules. When learning a foreign language, the learning process is not too difficult if you can draw certain similarities

with your native language. The positive influence of the native language on the development of similar languages and speaking skills is called transference. At the same time, we often encounter linguistic phenomena that either have no native equivalent or are used in different ways. In this case, a negative interference phenomenon occurs. When learning, the foreign language and the mother tongue come into close contact. However, Russian and English are not closely related languages, and there are many important differences in the systems of these languages. The problem arises of the unacceptability of excessive or, conversely, insufficient use of the national language. Knowing a certain number of English words is not enough to express your thoughts in a foreign language. You should have at least a basic idea of the syntactic structure of sentences and be able to shape them independently. Without the ability to form sentences from words, it is impossible to express thoughts verbally or in writing.

Many syntactic constructions in the English language differ in structure from the same constructions in the native language. This discrepancy makes study difficult. Various mistakes are made under the influence of these factors. To minimize them, it is necessary to correct them skillfully and competently, as well as anticipate such errors and prevent them in advance. Currently it is almost impossible to disregard the mother tongue and not to use it when learning a foreign language. It happens involuntarily, spontaneously, naturally. In my opinion, the principle of taking into account the mother tongue is one of the most important when learning a foreign language. Leading methodologists especially recommend its use when teaching children of primary and secondary school age, as well as those who are starting to learn a foreign language for the first time. Applying the principle of taking into account the mother tongue when learning a foreign language is one of the most effective and effective principles of teaching a foreign language, it should be applied at different stages of language learning. This principle allows students to more vividly see the subtleties of learning a foreign language, to delve into the culture of the language being studied. This principle allows the teacher to freely explain the material using comparisons of Russian and English grammar, phonetics, vocabulary, phraseology, culture. The principle of taking into account the mother tongue helps learning a foreign language like no other principle. Currently it is almost impossible to disregard the mother tongue and not to use it when learning a foreign language. It happens involuntarily, spontaneously, naturally. At the initial stage of learning a foreign language, during lessons we speak to students in their native language (in Russian), explain all the rules in Russian, try to make analogies with the Russian language, use exercises based on mother tongue. In high school, there is a comparison of the mother tongue and the learned language, a comparison of phenomena, structures and constructions. Of course, school children speak and write most lessons in a foreign language, but their mother tongue cannot be ignored. Explanation of grammatical structures, lexical units, phrase logical units, translation methods - all of this should be based on the students' native language.

The principle of consideration of the mother tongue is used in different fields: bilingual education, specially organized approaches to learning a foreign language based on the consideration of the mother tongue, various exercises, games and translations on the comparison of the mother tongue with a foreign language one. One can observe a number of advantages and disadvantages of this principle, noted by various methodologists and linguists in their works. However, nowadays we use it almost everywhere, and the role of the mother tongue in learning a foreign language is undoubtedly very, very important. Considering the above, it can be concluded that the mother tongue plays an important role in learning a foreign language. In today's globalized society, the dialogue of cultures is more important than ever, which forces us to change our attitude towards a foreign-speaking country and its linguistic

phenomena. Within the framework of foreign language education, a student forms his own independent language system based on his mother tongue, which has the main characteristics of the mother tongue and the non-mother tongue to be learned, i.e. a foreign language. The student, strengthened by his linguistic and cultural experience as a native speaker, proceeds steadily, step by step, towards mastering the system of a non-native language.

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