

## The Problems of Phonetic Interference in Mastering English Pronunciation and Ways of its Prevention

**Muxtorov Muhiddin Mansur o'g'li**

Galaktika o'quv markazida ingliz tili katta o'qituvchisi, magistr

**Abstract:** With developing interest to teaching/learning foreign languages, especially English, a lot of decrees and regulation are being issued on this matter in Uzbekistan. One of the major problems in teaching/learning English is considered to be the phenomenon known as “interference” or positive/negative transfer. A vast majority of teachers of English throughout the world have an opinion that pronunciation is of great importance in learning a language and errors occurring while pronouncing (phonetic interference) can result in misunderstanding. In order to avoid these probable errors, it's proposed to conduct phonetics in the very first year of education. The following article concerns with the importance of some features of pronunciation and the problems occurred in the process of mastering foreign-language pronunciation; In addition, it gives vivid examples of phonetic interference and methods of famous scholars on preventing linguistic interference occurrences. Moreover, we analyzed specific sounds which may undergo phonetic interference among Uzbek/Russian speakers.

**Keywords:** pronunciation, interferential, bilingualism, phonetic, acoustic, language experience, phonology, difficulties, zones, prevention, error, interdental sounds, vowel length, negative transfer, phoneme.

### Introduction

The problems of linguistic and intra-lingual interference have always interested linguists and methodologists. Nevertheless, we again turn to this problem, taking into account modern requirements for the quality of foreign language education. "Interference (from Latin inter - between, mutual and ferio - touch, hit).

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).

There are loads of classifications of interference. So U.Weinreich distinguishes between "linguistic" and "speech" interference. At the level of the language system, scientist V. Alimov presents the following types of interference:

- sound (phonetic, phonological and sound-reproductive) interference.
- spelling interference
- grammatical (morphological, syntactic and punctuation) interference. and others. According to Professor J.J. Jalolov, in the learning process we face two types of problems:
- organizational difficulties;
- difficulties of interference (1987. p.56).

In addition, the professor also divides difficulties into 1) dominant and 2) subordinate. Hence, the professor understands as dominant difficulties those which require additional exercises (for

example, articles). It is the difficulties associated with interference that the professor assigns to the second group, which are usually corrected with the help of the teacher's explanation (Jalolov, 1987, pp. 59-61)

Professor J.J. Jalolov presents the following sequence of interference analysis:

1. Conduct a linguistic-contrastive analysis.
2. Conduct linguodidactic analysis.
3. Analyze the typical mistakes of students.
4. Compare the analysis data with students' errors.

Therefore, professor Makhkamova states that in local linguodidactics, this is called the procedure of establishing a methodological typology of difficulties.

Nowadays many scientists and researchers pay much attention to the problems of bilingualism, namely the interference of the mother tongue when learning a foreign language. When considering interference from a psycholinguistic point of view, it becomes apparent automatic division of the speech stream into bundles of distinctive features identical to those of the native language. For example, signs of phonemes that are irrelevant from the point of view of the phonological system of the native language, but significant differential in terms of the language of others are discarded and, conversely, the signs are absolutely irrelevant for non-native language is fundamental to the perception and speech reproduction in a foreign language.

Thus, it appears that the support of any language makes every unfamiliar sound (or any audio sequence) into a sequence of phonemes of the native language. Bilingual properties, which are determined by phonological hearing, existing in its linguistic consciousness, can be considered the most common explanation for the phenomenon of interference. Educators pay considerable attention to this phenomenon primarily because the process of transferring systems of the native language into the system of non-native (or interference) generates a speech bilingual media focus, which is like a kind of mirror, which reflects the signs of the native language. If the focus is the system of sustainable skills of speaking wrong, mistakes in pronunciation that inevitably arise in the study of bilingual speech of the national language, are random, but they are often difficult to correct. In order to be a quick fix, teachers should be aware of their causes and zones of their appearance.

Now let's turn to the analysis of phonetic interference, which leads to a violation of the meaning of the utterance, and as a result, to a failure in communication, as evidenced by the works of V.V. Kuleshov, N.A. Lyubimova, J.J. Jalolov and many others.

We analyzed the phonetic level of English in comparison with Uzbek as well and found the following: 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. 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.

In this regard, it should be emphasized that the interference can be viewed from three different sides: 1) as a result of the interaction of two or more systems; 2) as a process of interaction; 3) as its background. With regard to the sound system is necessary to talk about the phonetic conditioning of phonological processes. Phonetic conditionality can be of two types:

1. The student cannot hear the difference between sounds (or melodic contour of the native and foreign language);
2. The student hear the difference, but it cannot correctly pronounce the sound (melodic contour) non-native language because of the negative impact of the base of the native language.

More complex causal dependence we can see in the relationship with learners' errors. The main causes of errors are:

- The student cannot hear the difference between sounds (or melodic contour) of the mother and the target language (sensory or perceptual level), which leads to the fact that he cannot correctly reproduce audible sound (engine level). Here we should talk about regular error determined by the level sensor when the learner cannot utter a sound, because *I did not hear it*).
- Student hears the difference, but cannot correctly pronounce the sound. This is a regular error, defined on motor level.
- The student hears and speaks correctly (for reasons no error).
- The student cannot hear the difference, but it can correctly pronounce (possible irregular error).

Then, with what exactly four options to meet the teacher depends on several factors: 1) from the phonetic properties of interfering phonological systems (or parts thereof); 2) from the individual properties of the students (in some highly developed sensory abilities, others – worse, engine components and different amenable to restructuring in different individuals who speak the same language).

In this regard, it should be noted that the instructional significance has recognized the native language base in learning a second language, as it speaks of the necessity of comparison, which is carried out in two main directions: a comparison of phonetic systems and analysis of focus. Only when comparing the contacted language systems (native and studied), we can identify the typical difficulties in mastering pronunciation of non-native language and to find the best ways to overcome these difficulties. Exceptional interests are bilingual pupils, in particular, the residents of the republic, for whom Russian is the second native language.

In order to prevent and eliminate phonetic interference, according to U.A.Zhluktenko while teaching pronunciation one is to avoid overcorrection, i.e. exaggerated attention to the form relevance of foreign language models and standards, as this may cause unnatural speech. In turn, G. M Vishnevskaya, indicates that the impact of the sound system of the native language on the sound system of a foreign language, directly proportional to the increase in the linear extent of verbal expression, so as to form the necessary skills, special attention should be paid to the pronunciation of not individual sounds but to words, phrases, proposals and the whole text. At the same time V.V. Kuleshov offered to eliminate disturbances caused by phonetic interference, the use of three types of control:

- visual control, consisting of "external" articulating characterized by standard English pronunciation;
- tactile control, including an analysis of movable parts' touch character of the vocal apparatus to fixed and relatively fixed, the establishment of the area of control;
- acoustic control, aimed at determining the sound quality of speech in a foreign language.

For the prevention and removal of grammatical interference, according to L.M. Pascar, it's necessary to utilize three principles: 1) consciousness and activity, 2) speech orientation of training,

3) accounting language experience. We are sure, that these principles can be applied to teaching pronunciation too.

### **Conclusion**

In our view, the principle of consciousness and activity allows students to acquire theoretical knowledge about the phenomenon of prior training in its use. After explanation of any rule the teacher should create such a situation in the classroom, where learners faced with the need to apply their knowledge in practice. The second principle focus on providing continuous speech practice of students, its use allows the teachers to activate the knowledge and skills to solve communication problems.

Thus, the study of phonetic and phonological interferences helps to understand the nature of learners' errors on these levels and the suggested principles allow creating appropriate drills to overcome interference with negative effect. Overcoming or reducing phonetic interference when teaching English to students is very challenging. However, the abundant use of authentic audio materials, as well as special work on English pronunciation, leads to its significant overcoming.

### **References**

1. Weinreich Uriel. Monolingualism and multilingualism // Foreign linguistics. Under translation from German by V.Yu. Rozensveyg, V.A. Zveginseva, B.Yu. Gorodeskiy. –M., 1999. – pp. 7–42.
2. Alimov V.V. Theory of translation. Translation in the sphere of professional communication. – M.: “Едиториал УРСС” Publishing House, 2005. - pp. 19-20.
3. Jalolov J. J. Problems of the content of teaching a foreign language – Tashkent: “ФАН” Publishing House. – 1987. - pp 102.
4. Makhkamova, G.T. (2017). Methodology of teaching special subjects. Tashkent, Uzbekistan: Tamaddun Publishing House.
5. Kuleshov V.V. Comparison of articulatory bases of English and Russian, and phonetic interference – M., 1987. – pp. 50-57.
6. Lyubimova N.A. Phonetic interference. – Л.: ЛГУ, 1985.
7. Jluktenko Yu. A. Linguistic aspects of bilingualism. – Киев: “Вища шк.” Publishing House, 1974
8. Vishnevskaya G.M. Bilingualism and its aspects. – Ivanovo, 1997.
9. Vinogradov V.A. Interference // Linguistic Encyclopedic Dictionary. - М .: Soviet encyclopedia, 1990.- 685p.
10. Pascar L. M. grammatical interference in Russian speech and ways of its prevention in practical course of Russian. –M., 1989.