

OVERCOMING ISSUES OF GRAPHIC INTERFERENCE IN THE PROCESS OF TEACHING RUSSIAN TO UZBEK STUDENTS OF ACADEMIC LYCEUMS

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ABSTRACT

This article deals with the problem of overcoming Uzbek-Russian graphic interference in the teaching of Russian spelling issues in Uzbek groups of academic lyceums of Uzbekistan. The author proposes a number of recommendations, bearing the character of a discussion to solve this problem.

Keywords: Graphic interference, phonetic interference, convergence and divergence of phonemic structures, audio-pronouncing skills, spelling literacy.

INTRODUCTION

The mastery of Russian language (along with other world languages) is one of the requirements of formation of harmoniously developed generation in Uzbekistan which is a means of developing the level of trainings of highly qualified staff. This is the key to the achievements of Russian and world culture, science, literature and art.

In today's language situation there is an important task in front of Uzbek schools: the formation of the ability to solve different communication problems with the help of linguistic means in many areas of social relations. At the same time the ultimate goal of language teaching in secondary and specialized school is a practical mastery not only verbal but also written language.

The analysis in schools, high schools and colleges with Uzbek language as a L1 and Russian language (L2) teaching practice suggests that the spelling literacy of pupils is not of high level. One of the main reasons for this, apparently, is the impact of the graphic interference in learning Russian.

LITERATURE REVIEW

The definition of the term "interference" is a fairly well-established and traditional in teaching field. For example, in the "Linguistic Encyclopedic Dictionary" (1990) proposed that "Interference (Latin, inter - each other or mutually and ferio - touch, hit) is an interaction of language systems in a bilingual environment either appeared when languages contact or by individual acquisition of non-native language; expressed as a deviation from the norm and a system of second language under the influence of the mother tongue ..." (Yartseva, 1990). E. Haugen (1972) defines that interference as a linguistic overlap, in which the linguistic unit is a part of two systems at the same time, or as a superposition of two language systems. V.Y. Rosenzweig (1972) believes that "interference is a frustration of the rules of correlation bilingual languages in contact, which manifests itself in the speech in the event of a fault".

METHODOLOGY

In some cases, the graphic errors reflect in the process of reading and writing in Russian by Uzbek students, due to the effect of the rules Uzbek Latin letters. For example, as a result of contamination of the Latin and Cyrillic letter comes the confusion of letters "p" (р) and "п"(р), "y"(oo) and "и"(e) while reading the Cyrillic letter "c" sometimes pronounced as [к], etc.

On the other hand, the graphic interference is closely related to the phonetic interference. The reflection in the minds of students of phonetic systems of two different languages leads to regularities impose on each other so that deviations from the orthoepical norm, phonological and phonetic errors. The sounds of Russian either replaced by the sounds of Uzbek language, or distorted in a certain way (within a particular idiolect of a student).

For example, in Uzbek language there is no correlation between the hardness / softness of sounds. Therefore, 24 consonant phonemes, paired by hardness / softness, are perceived as 12 phonemes. For example: [п]-[п']=[п], [б]-[б']=[б], [м]-[м']=[м], [ф]-[ф']=[п], [в]-[в']=[в], [т]-[т']=[т], [д]-[д']=[д], [с]-[с']=[с], [з]-[з']=[з], [н]-[н']=[н], [л]-[л']=[л], [р]-[р']=[р].

As a result, consonants, pronounced by pupils in reading, accordant with its acoustic and articular properties often cannot be clearly assigned neither hard nor soft sounds. In writing it is shown in the disordered use of soft signs (found in written works such as writing of "столь", "моторь", and "ливен" instead of "стол", "мотор", "ливень"). Additionally, contamination of letters «е» - «э», «ё» - «о», «ю» - «у», «я» - «а» after consonants (for example, in writings can be found orthographic variants such as *любовь, любофь, лубов* and so on.). Especially, very often there is impalpability of letters "и"- "ы" (noting that the letter "ы" does not exist in Uzbek- Cyrillic alphabet).

The following letters «е», «ё», «ю», «я» under the influence of Latin after vowels can be replaced by appropriate combinations of "йо" (for example, "мойо", "пойезд" instead of "моё" and "ноезд").

Therefore, from the beginning of learning and teaching Russian pronunciation as well as reading it is extremely important to create the background ideas about how a set of phonemes have compared in two languages (Russian and Uzbek), taking into the consideration whether the same structures exist, what the nature of differences is and so on. It is known that the comparison phonemic structures of two languages are shown in two ways:

- 1) convergence, if the second language has a smaller number of oppositions in accordance with a certain category of the first language;
- 2) Divergence.

In the 30es A. A. Reformatskiy wrote about the importance of this distinction, and later his view was developed by V.A.Vinogradov and other linguists.

During the interaction of systems and consonant vowels of Russian and Uzbek languages often arise false ideas about their similarities (convergence). This is due to the desire of teachers and students to follow the path of least resistance, as well as outdated methodological units. Thus, universal phoneme [a], presented in all languages of the world, in Russian and Uzbek has great similarity. However, on the other hand, taking into account the differences of pronunciation and phonetic rules existing in these languages we cannot say

that they are similar. In Russian, the sound [a] is a front vowel with raised throat. While pronouncing articulation in the neutral position, the tongue is low and is quite smooth. Vowel phoneme [a] can act in any position, but it is subject to a substantial reduction with a corresponding variation of the positional allophones such as [a], [ʌ], [ɤ]. An Uzbek sound [a] is also front vowel with raised throat. However, in contrast to a Russian phoneme [a] Uzbek phoneme reduction is not exposed, but depending on the consonant environment can be front vowel or back vowel, with the corresponding positional variants [a] and [ə].

Nevertheless, in practice of language teaching unnoted differences just are not taken into account and thus often confuse students, contributing to the preservation of accent in their speech and in writing there are many errors occur by the influence of graphic interference. The elaboration of the problem that we are researching is large enough that it is strongly demand the necessity to develop new approaches and technologies aimed at the solution. It is obvious that there cannot be completed in one or even a few lessons. Fighting graphic interference and its negative impact on the level of spelling literacy should continue throughout the process of learning Russian language, from the beginning to the end. At the same time, in our opinion, there is an urgent need to develop special techniques and exercises aimed exclusively at solving the problem of overcoming the graphic interference in the teaching of Russian spelling issues in groups with Uzbek language of instruction.

RESULTS

As the discussion to solve this problem we offer the following training options and controlled- training exercises.

Exercises, used to form pronunciation skills, can be divided into two major groups: a) exercises for hearing and b) exercises for producing. These two groups are closely related to each other, and they develop both auditory and pronunciation skills.

I. *Exercises for hearing.* The number of types actually phonetic exercises for hearing is relatively small because the improvement of auditory skills is carried out in exercises for listening, and all of them are aimed primarily at the development of phonetic hearing and determination of distinctive features repeated phonemes and graphemes. Hearing must be active, so it should always be accompanied by the task, concentrating students' attention on a particular characteristic of the phoneme or grapheme.

Exercises can be performed only by ear or using graphics symbols (printed text). As an example of the first exercise the following tasks can be presented:

1. Listen to a series of sounds / words and raise your hand (or a signal card) when you hear the sound [...].

2. Listen to the sentence and say how many times you hear the sound [...];

Exercises performed with graphical symbols may take the following form:

1. In a series of words (phrases, sentences) underline the one that the teacher / speaker pronounces from each row to pronounce a single word / sentence;

2. Underline words in the sentence /text, which have the sound [...].

3. Fill in letters. Read the word.

II. *Exercises in oral and written reproduction.*

The work on the interference effects caused by the pronunciation of vowels under the stress, the following exercises will help:

- 1) Selection of the largest possible number of words with the interference phenomenon and writing them into the dictionary.
- 2) A clear pronunciation of these words in their literary form. Training in this pronunciation may be accompanied by an analysis of the articulation of the speech organs.
- 3) Formation of other words with the same root and the same vowel under the stress.
- 4) Comparison of pairs of words with vowels between soft consonants and vowels before hard consonants.
- 5) The more frequent use of these words in spoken and written classroom and home assignments.
- 6) Memorizing examples of words and then basing on the analogy write other words of similar type.
- 7) Right (literary) reading of examples given in the interference design.

While work on the mistakes of writing unstressed vowel of various types, made by Uzbek learners of academic lyceums have to be taken into account all the general methodological conditions, specifically the ability to:

- a) establish a sound and morphological structure of words;
- b) determine the relationship between the sound structure of words as interference and literary pronunciation;
- c) select the composition of related words, analyze their value, to establish similarity in sound structure and the difference in values;
- d) correctly apply the rule of stress testing;
- d) use the technique of substitution question or reference words with the accent on the end (for example, when checking the spelling of unstressed endings of nouns and adjectives).

The foundations of the exercises in oral and written production are single sounds, syllables, words, phrases, and sentences. It can be organized on the principle of analogies (all examples contain the same topic), on the principle of opposition (examples are chosen so that they opposed any indication), or given in random order. In the first two cases, exercises perform a training function and in the last one it is a control work.

Obviously, exercises for producing aimed at developing proper pronunciation skills. From the point of this view, practicing and using in teaching tongue twisters, nursery rhythms, poems particularly can be considered useful techniques for improving the students' pronunciation. However, doing exercises aimed at overcoming the graphic interference and monitoring students' skills of auditory pronouncing systematically the results of this work should be focused on the skills of spelling literacy.

DISCUSSION

Implementation of the results presented above is intended to compensate for the current shortage of attention to the problems of Uzbek-Russian graphic and phonetic interference in teaching of Russian spelling issues in Uzbek groups of academic lyceums of the Republic of Uzbekistan. We emphasize that the textbooks recommended for usage in Russian language classes do not affect the problem that motivates us to go into polemic with their authors.

We insist that it is necessary to research the solution to overcome the problem of graphic interference in teaching Russian spelling issues in Uzbek groups of academic lyceums.

CONCLUSIONS

As a result of the study we have made the following conclusions:

1. Mastering the Russian language (along with other world languages) is one of the conditions of formation of harmoniously developed young generation in Uzbekistan who are future highly qualified staff.
2. Interference is objectively occurring process of interaction between language systems in bilingual conditions, or targeted learning of a second language, which is the reflection of breaking various norms of the second (non-native) language rules under the influence of the mother tongue.
3. Graphic interference occurs in the process of reading and writing in Russian by Uzbek students, due to the difference of Uzbek Latin letters as well as the differences between sounds of two languages.
4. During the interaction of systems and consonant vowels of Russian and Uzbek languages often arise false ideas about their similarities (convergence). This is due to the desire of teachers and students to follow the path of least resistance, as well as outdated methodological units.
5. Real and effective solution to overcome the interference of graphics in teaching Russian spelling issues in Uzbek groups of academic lyceums can only be done by including appropriate units to the textbooks and designing special exercises for practicing sounds system.

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