

THE IMPACT OF NATIVE LANGUAGE ON SECOND LANGUAGE ACQUISITION

Safarova Zamira Zohid qizi

Buxoro davlat pedagogika instituti o'qituvchisi


Abstract: *The problems that students have when learning a foreign language are clearly illustrated in this research. Compared to learning a non-native language, students will not take as long to acquire their first language. They are unable to understand how these Native and Non-Native languages differ from one another. There are numerous justifications for talking about how students' native tongue affects their second language acquisition. A student can acquire their target language via a variety of techniques. This essay will go into great detail about various approaches. When learning this target language, students whose mother tongue serves as their medium will encounter numerous challenges. For a kid to succeed in this cutthroat world, learning this language is crucial. A student's inability to do an interview in their native tongue is one of the causes of this. In their professional setting, improving employability skills is equally crucial.*

Key words: *medium, proficiency, vocabulary, target language, foreign language, and native language.*

Аннотация: *Проблемы, с которыми сталкиваются студенты при изучении иностранного языка, четко иллюстрируются в этом исследовании. В отличие от изучения ненативного языка, студенты не тратят столько времени на освоение своего родного языка. Они не могут понять, как эти родные и неродные языки отличаются друг от друга. Существует множество оснований для обсуждения того, как родной язык студентов влияет на их освоение второго языка. Студент может освоить целевой язык различными способами. В этой статье будет подробно рассмотрено несколько подходов. При изучении этого целевого языка студенты, чей родной язык служит средством обучения, столкнутся с множеством трудностей. Для того чтобы ребенок смог добиться успеха в этом конкурентном мире, изучение этого языка имеет решающее значение. Неспособность студента пройти собеседование на родном языке является одной из причин этого. В профессиональной среде также крайне важно улучшение навыков трудоустройства.*

Ключевые слова: *средство, уровень владения, словарный запас, целевой язык, иностранный язык и родной язык.*





Overview The fact that English is an international language is well known, and every student will be eager to learn it. Either to learn how to become more proficient or to compete with others. In fact, it is regarded as the language that is used the most frequently across all subjects.

The majority of students will mistakenly believe that it is a native language, but in reality, it is not. We are not native English speakers. When two or more people are communicating, language serves as a medium, a bridge of sorts. A person should prioritize language if they wish to communicate effectively.

Learning this language requires mastery of both grammar and vocabulary. Students need to understand both what they are learning and what they are applying. It is unacceptable for someone to learn rules in their home tongue and then apply them in a foreign language. It is true that a teacher can teach the rules, and students can practice and get better at them. When studying a non-native language without the native tongue's influence, this has a significant impact on the pupil. Pronunciation is also influenced by the native tongue. A pupil should learn how to pronounce the sounds correctly in a foreign language.

Issues that students confront when studying the target language: Students should not give the impression that mastering their mother tongue makes learning the target language simple. One of the most significant of the several challenges that students encounter when learning their target language is the influence of their mother tongue. And additional factors include insufficient exposure, poor speech, grammar, etc.


The majority of students actually experienced these issues as a result of their medium, which prevented them from having the opportunity to learn the language in a way that would have improved their vocabulary, grammar, and pronunciation. After finishing school, the majority of them will be put in a scenario where they must learn a lot of things.

Additionally, they will get so perplexed by the scenario that they will acquire their target language in an incorrect manner. Fear of learning a language: "Courage is not the absence of fear, but the mastery and resistance of fear." –Mark Twain Due to their incapacity and fear of learning a new language, the majority of students will not be able to study or discover new things in the target language, but they will have a slight desire to do so.

The regular classrooms, which never give students this opportunity to explore, are another factor contributing to this. In conventional classroom settings, students typically learn passively, and teachers rarely give them the opportunity to think. Additionally, there won't be any opportunity to raise questions.

They will therefore become accustomed to those circumstances and maintain the belief that they should not investigate their own interests in relation to learning the target language. Students whose mother tongue is their medium of instruction from elementary





school through graduation begin to develop the habit of translating from their mother tongue into the target language.

It is crucial for students to comprehend that translating from their home tongue to the target language is not an appropriate method of usage or education.

METHODS AND METHODOLOGY

Adopting the non-native language is challenging because its rules differ from those of the target language. due to variations in pronunciation, grammar, and vocabulary. Lack of Basic Knowledge: Due to their learning medium, students' inability to grasp the fundamentals of their mother language is another major issue. In addition, the majority of students come from rural areas, and those whose knowledge is inadequate are having difficulties. while a learner attempts to translate their native language into a non-native one, pronunciation, which is crucial while learning a foreign language, will not be helpful.

Pronouncing few sounds are fundamentally different from native to non-native languages. When a student attempts to translate the huge field of linguistics, it can be extremely challenging.

A more thorough vocabulary understanding is required. It is necessary to learn grammar rules. To advance to a higher level of knowledge and proficiency, the majority of primary school pupils should develop the practice of expanding their vocabulary. They ought to get over their anxiety of language acquisition.


And acquire it with enthusiasm. Strategies to use when studying the target language: Students used to learn languages passively in the past. Teachers help them in learning language using Grammar translation method. One way to study this target language is to use your own tongue and translate the rules into a foreign language.

Here, the instructor taught in both languages.

Teaching in two languages is habitual, which throws the students into a language quagmire from which they are unable to escape. It is a major disadvantage for students learning the language. For pupils to learn pronunciation correctly, language laboratories are essential. Native language effect when producing a few sounds, such as the flawless pronunciation of /r/, paper, and other words that students create incorrectly because they are unaware of the transcription. Virtual Teaching: Students can learn languages virtually with the aid of virtual teaching, which improves their comprehension of foreign languages. More exposure to language at the student's foundational level is required.

A pupil must also comprehend the significance of acquiring this language independently of his or her mother tongue. Students can also learn non-native languages more effectively with the use of audio-visual aids. Their fear of learning this language will be conquered.





Because they lack the necessary language skills, pupils occasionally feel uncomfortable engaging in conversation with others.

RESEARCH RESULTS

A student can study through the use of PowerPoint presentations, various mother tongue influence movies, and computer-assisted language labs. Extensive vocabulary practice is also required. This strategy even helps the facilitator guide a student in the best possible way and approach them appropriately. By pointing the pupils in the proper direction: In this case, the role of the teacher is also crucial. In order for them to discover themselves while learning a foreign language, the teacher should provide them with appropriate guidance. Teaching English using one's native tongue is not the same as teaching it from the ground up. Thus, it involves teaching language through a variety of easy techniques that are beneficial and successful.


It is suggested that English teachers, regardless of where they teach, adhere to a few simple teaching strategies in order to prevent potential language barriers and issues. A facilitator should employ those techniques and be aware of the students' level. Teachers should use the audio-lingual approach, which emphasizes speaking and listening. Students develop memorizing and drilling techniques in this mechanical approach. Key Ideas in Language Learning: Students should be aware that language is merely a means of expressing their thoughts, feelings, and ideas.

- Foreign language learning objectives
- The ability to read in addition to understanding;
- The capacity to comprehend the language of the speaker.
- The growth of creative abilities.

- The capacity to comprehend how each sound should be pronounced. Exercise principle: Drilling is crucial to language acquisition. Any knowledge that is repeatedly reinforced becomes ingrained in their brains. The student-centered method's guiding principle is that in order to provide students with the knowledge they need, classrooms should be designed with their needs in mind. Students should feel comfortable speaking the language in order to increase their speaking and listening possibilities. Another crucial component of language learning, especially second language acquisition, is motivation. Textbooks and other English-language resources should be taken into account. Speaking, listening, reading, writing, and proper pronunciation are all necessary for language acquisition. Method of oral practice: Oral practice is the main focus of the oral practice approach. Grammar is used more often. The target language will be the students' primary focus. The role of the student will be active. The student is capable of self-correction.

DISCUSSION





The majority of technologies will be utilized to formalize the teaching and learning process. A learner can also learn a language properly with the use of activity-based learning. Every language instructor has at some point experienced feelings of guilt, perplexity, and frustration with their pupils' alleged excessive usage of their mother tongue in class. This notion can become a significant issue in a monolingual setting, where all pupils speak the same mother tongue. For most language teachers, this is the reality of the classroom. For some teachers, the greatest solution to the issue is to force the kids to talk in English and to refrain from using their mother tongue. As far as it goes, this approach is fine, but it hardly ever gives either the teacher or the pupils an opportunity to comprehend the original motivation behind the usage of L1. However, being proactive is a more comprehensive approach. This implies that the mother tongue should be actively controlled and influenced by the teacher. He shouldn't waste time attempting to get the mother tongue out of the classroom entirely.

Actually, he ought to focus on how to play and take advantage of L1. Determine when and why using L1 would be advantageous. If the instructor believes it would be beneficial, he should give his students an explanation of his decisions. If he can accomplish this, his lessons will probably be more realistic since they will capture the organic interaction between L1 and L2, which is a fundamental aspect of learning a second language. In EFL classrooms, the following tasks require the use of both L1 and L2. Activities lasting 15 minutes

Pre-intermediate + Conversation Starters Newspapers in the mother tongue are used to practice conversations. Select an article from today's newspaper and ask pupils to explain its content in English. Depending on how challenging the text is, this could lead to vocabulary exercises as the pupils practice telling the teacher the main ideas of the text. This is comparable to using pictures, but typically more successful. Like the image, the L1 text quickly generates conversation starters. (Intermediate plus) Dubbing Show pupils a snippet of a well-known mother tongue TV show (such as a soap opera) and inform them that they have been hired by the BBC to translate it into English. Encourage teamwork among students in larger classrooms. The contract goes to the finest version!

With the TV sound turned off, the students can focus on interpreting the script, acting out the parts, and physically dubbing. Crossword puzzle and word search for "False Friends" (intermediate plus) Create a string of statements that contain a fictitious acquaintance. Put the sentence in English. Create a crossword puzzle with the appropriate English words. Give the pupils the puzzle and let them solve it on their own. Doubt and shadow (all levels) Before attempting a communication activity (shadow) in English, have the pupils practice it in their native tongue. Then, compare the two.

CONCLUSION

It is necessary to cultivate a favorable attitude toward the language.



- Pay closer attention to precise language acquisition.
- Using techniques correctly to acquire the language in an efficient manner.
- The growth of a high degree of skill free from ineptitude.
- A thorough study of vocabulary and intense practice of necessary words;
- A correct pronunciation of sounds with a solid understanding of them. The role of L1 in teaching foreign languages is still up for debate.

On the one hand, some educators discourage the use of L1 or do not see its substantial potential, while many teachers abuse it excessively. Both are misusing a very valuable resource. In my opinion, instruction should be given in the target language whenever feasible, and in the mother tongue only when absolutely required. In EFL lessons, using L1 sensibly and sparingly can only be beneficial. Effective target language instruction must be matched with L1 use, taking into account the learners' mother tongue and cultural background and utilizing them to their full potential.

First and foremost, we must keep in mind that students' mistakes are a valuable resource that tells the teacher about the interlanguage proficiency of his students. Because of this, it is crucial to avoid negative marking, which teaches students that they will lose points for making mistakes.

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