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ABOUT PHONETIC INTERFERENCE IN TEACHING THE PRONUNCIATION OF PHARYNGEAL AND YAWNING SOUNDS OF THE ARABIC LANGUAGE

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Abstract. As we know, at one of the first stages in teaching Arabic pronunciation, students and teachers are faced with a phenomenon such as linguistic or interlanguage interference. As a result, some characteristic errors appear in the students' speech, which impedes the formation of certain skills and abilities for the correct articulation of difficult-to-pronounce phonemes. The proposed article is devoted to the study of this phenomenon and the causes of its occurrence.

Keywords: linguistics, phonetic interference, phoneme, consonant, phonological system, pronunciation, accent, comparative analysis.

Students of the International Islamic Academy of Uzbekistan are taught Arabic as the main oriental language in groups with Uzbek and Russian languages of instruction. At one of the initial stages in teaching and setting Arabic pronunciation, students and teachers are faced with such a phenomenon as linguistic or interlingual interference, when the rules and norms of one language affect another, usually the native language on the pronunciation norms of the target language. As a result, several characteristic errors are observed in the speech of trainees, which complicate the process of forming certain skills and abilities for the correct articulation of hard-to-pronounce phonemes. To prevent this, several special phonetic exercises are recommended, as well as a comparative study of the phonological and articulatory systems of the Arabic and Uzbek languages, which also contributes to the prevention of the phenomena of linguistic interference.

As we know, the Arabic language belongs to the Semito-Hamitic language family and is distinguished by a very developed system of consonants. In the Middle Ages, during the period of the Arab conquests, the Arabic language, being the language of science and culture, became widespread in the territories conquered by the Arabs that became part of the Arab Caliphate. Also, it had an undeniable influence on the development of the languages of local peoples and nationalities. As for the Arabic script, it is the basis of writing for several oriental languages to this day. If we trace the history of the mutual influence of the Arabic and Uzbek languages, which existed and developed side by side over the centuries, then we can cite numerous examples of this mutual influence not only at the lexical but also at the phonetic levels. The Uzbek language belongs to the Karluk group of Turkic languages, belonging to the Altai language

family. For a long period of history, for the written expression of the Uzbek language, Arabic graphics were used, the composition of which, in turn, underwent certain changes concerning the phonetic system of the Uzbek language. As a result, writing based on the Arabic alphabet arose, supplemented with new letters, since the Arabic alphabet was not enough to cover all the phonemes of the Uzbek language. The modified Arabic alphabet became the basis for the new writing of the Uzbek language.

At present, the Uzbek language contains a large number of words borrowed from the Arabic language, several of which have undergone corresponding phonetic changes concerning the Uzbek language. Due to the absence in the Uzbek language of emphatic consonants ض، ص، ط، yaw sound ع, stop sound ء - hamza, interdental ذ, ث, as well as guttural ح, these consonant phonemes in the borrowed words underwent certain phonetic changes. For example, in words of primordial Arabic origin عالم (scientist), عزيز (dear), عسل (honey) and عظيم (great), the yawning sound ع when borrowed in the Uzbek language is simply omitted and not pronounced: "olim", "aziz", "asal "And" azim ". This is one of the simplest examples of phonetic interference in the borrowing of words as they move from one language to another.

Interlingual interference (from lat. "Inter" - "between" and "ference" - "transferring") means the transfer of the rules and regulations of one language to another or the mutual influence of languages. In this case, there is a violation or distortion of the norms and rules of one language under the influence of another. As V.Yu. Rosenzweig notes, "interference is a violation by the bilingual of the rules for correlating contacting languages, which

manifests itself in his speech as a deviation from the norm." [Rozenzveig B.Y., 1972: 28].

Usually, two types of linguistic interference are distinguished: phonetic and graphic. We have chosen as the object of our research the phonetic interference in the speech of Uzbek students when teaching the Arabic language. As we know, when staging and practicing the pronunciation of Arabic sounds, students who are accustomed to pronouncing the same sounds in the Uzbek language pronounce Arabic phonemes as their familiar Uzbek phonemes, resulting in an "Uzbek accent", which is sometimes not very easy to correct. The main part of the phonetic mistakes made by students is a consequence of the above-mentioned phenomenon of sound interference when the acquired pronunciation of sounds of one language affects their pronunciation in another language. Kornev V.A. writes that "the essence of the interference process is that a person who unconsciously learns a foreign language transfers the system of existing rules, a program of speech behavior, fixed in the native language, to the studied one." [Kornev V.A., 1997: 82]

There are several types of ways to overcome the phenomena of sound interference in the speech of trainees. An important role in this is played by the identification of the most typical mistakes made by students and their study to further exclude them from the students' speech, as well as a comparative and comparative analysis of the grammatical systems of the studied language and native languages, in our case, the Arabic and Uzbek languages. Comparative analysis of systems, first of all, helps to compare and see the patterns of deviations in language systems, to understand the reasons for inconsistencies in

the implementation of foreign speech, to overcome failures in mastering the norms of the target language. "The peculiarity of comparative analysis to teach foreign language pronunciation is the need to supplement its data with the analysis of students' phonetic errors. As a result of such an analysis, a linguistic model of accent in the speech practice of a foreigner is clearly outlined; it can be adequately described in a comparative analysis of the languages in contact. " [Rogoznaia, 2009: 4]. Thus, a comparative analysis of the phonological systems of the two languages is of great help in identifying and analyzing the most typical errors. In turn, the identification and analysis of mistakes made by students in the study of the Arabic language, as well as their reasons, will allow the teacher to demonstrate the differences in the phonetic systems of both languages and prevent them in the course of further work on Arabic pronunciation. Let's start by looking at the most common mistakes students make when learning Arabic phonemes.

The most typical and persistent mistakes of students in the formulation of Arabic pronunciation are mistakes caused by the influence of the native Uzbek language. The formulation of Arabic pronunciation here faces several difficulties, the reasons for which can be divided into two groups. The first reason is that such sounds are absent in the Uzbek language, so learning their pronunciation presents a certain difficulty for both the teacher and the students. For example, the emphatic consonants and the yawning sound ع - "ain" have corresponding pronunciation norms in Arabic and have no similar ones in Uzbek. The second reason can be explained by the fact that in the Uzbek language there are sounds similar in pronunciation to the

indicated Arabic consonants, which interfere with the correct assimilation of the required pronunciation norms.

Common mistakes made by students in the study of Arabic phonemes include pronunciation errors when working on Arabic emphatic consonants ط، ظ، ص، ض, interdental ث, ذ, as well as yaw sounds and, in particular, over the pharyngeal sound ع, stop sound ء - hamza, as well as the yawning sound ح. The setting of their pronunciation encounters several difficulties, one of the reasons for which is that such sounds, as noted above, are absent in the Uzbek language, therefore, learning their pronunciation presents a certain difficulty for both the teacher and the students themselves. For example, the pharyngeal consonant ع - "ain" has certain pronunciation norms in Arabic and is a voiced, noisy consonant. During its articulation, the strongly tense muscles of the larynx tightly close in the form of a short throat spasm, after which there is an instant relaxation of the laryngeal muscles. The vocal cords are involved, and therefore this consonant is a call. [Kovalev A.A., Sharbatov G. Sh. 1998: 65]. This sound is one of the most difficult to pronounce in Arabic, as it has practically no analogs in other languages. The Uzbek language has a large number of words borrowed from the Arabic language, in the original Arabic versions of which this sound was originally contained. But after the transition to the Uzbek language, these words underwent certain phonetic changes. If in the Arabic original the phoneme ع is at the beginning or the end of a word, then in the Uzbek analog it is not pronounced, but it affects the subsequent vowel, which is pronounced with certain differences from the standard Uzbek vowel "i". For example, the words علم ('ilmun) - and عمر (' umrun)

have Uzbek equivalents, pronounced 'ilm' and 'umr', that is, the consonant ع is simply not pronounced here. And the vowels "i" and "u" in the Uzbek words "ilm" (science, knowledge) and "umr" (life) have articulations that are different, for example, from the words "ikki" (two) or "izdosh" (follower) and pronounced with more force and tension than in the usual state. In the middle of the borrowed word, the consonant ع also undergoes articulation changes. The specified consonant as such is not pronounced and in the letter is replaced by a solid sign "Ъ", which does not denote a specific sound, but is part of the Uzbek alphabet. For example, in the words "malumotlar", "ta'til" and "ta'lim" (see the Arabic equivalents - "معلومات", "تعطيل", "تعليم") This phoneme also affects the adjacent vowels, which are also pronounced with great tension. In the mistakes of students that arise when mastering the pronunciation norms of this consonant, it can be traced that they automatically transfer the pronunciation form of Uzbek words to their Arabic equivalents, that is, they practically avoid its pronunciation.

Another consonant of the Arabic alphabet, called "khamza" - "ء", has also lost its phonological and articulatory characteristics in the Uzbek language. It is a voiceless plosive occlusive consonant, which is formed by closing and opening the vocal cords. This produces a sharp sound similar to a light cough. In Uzbek words borrowed from the Arabic language and containing the consonant "hamza" in the original, it, like the pharyngeal consonant ع, is simply not pronounced at the end of the word (Arabic "imda" (إمضاء) and Uzbek "imzo"), but also affects the neighboring with it vowels, if it is in the middle of the word (Arabic "ra'iis" (رئيس) and Uzbek

"rais", Arabic "ta'kiid" (تأكيد) and Uzbek "takid", Arabic "ta'sis" (تأسيس) and Uzbek "tasis" As we can see in the letter, "khamza" in the Uzbek language is also replaced by a solid sign "Ъ" if it is in the middle of a word followed by a consonant sound.

The yawning slit noisy fricative voiceless consonant ح also belongs to the category of consonants that are difficult to pronounce. Its articulation is similar to the articulation of a voiced consonant of the same series ع. The difference is that when articulating the sound ح, the muscles do not adjoin tightly to each other, they narrow strongly, forming a narrow gap. Sound is generated when air passes through this gap and friction against the tense muscles of the vocal cords. When teaching the pronunciation of this sound, students often replace it with an easier-to-articulate consonant fricative sound ه (x), the formation of which occurs in the parts of the larynx located much higher, that is, in the vocal cords, which do not strain at all during pronunciation, and the equivalent in the Uzbek language is a consonant sound (madhhun), this sound is articulated as "x" (h), and we hear "Hamdun", "hukmun" and "Madhun", respectively, which is one of the clearest signs of sound interference.

In our opinion, when setting the Arabic pronunciation to prevent or eliminate cases of phonetic interference in the speech of students, the main attention should be focused on the correct articulation of the Arabic emphatic, pharyngeal, and yaw consonants by checking the position of the speech organs of students during their pronunciation based on the repeated repetition of words containing the specified phonemes, as part of specially developed phonetic exercises. To avoid mistakes when training on the pronunciation of emphatic

sounds, students need to constantly monitor the tense position of the speech organs and pay special attention to the difference in the pronunciation of arabic and their corresponding consonants.

Thus, when learning the pronunciation norms of the Arabic language, students should be formed at the initial stages, and later developed the skills of correct articulation of sounds difficult for pronunciation. Students must not only master difficult and unfamiliar articulation but also learn to capture and distinguish features that, while not phonologically essential for their native language, are essential for the Arabic language.

Also, good results and correct pronunciation can be achieved using modern information technologies, as well as audio, video, and computer technology by repeatedly listening and repeating words and expressions containing sounds, the pronunciation of which is difficult for students of this category [Chývashova A.D, 2017].

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