1-ШЎБА. ТИЛЛАРНИ ЎҚИТИШНИНГ НАЗАРИЙ АСПЕКТЛАРИ, ЛИНГВОДИДАКТИКА ВА МЕТОДИКА

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INTERDISCIPLINARY STATUS OF CONTRASTIVE LINGUISTICS

The most beautiful thing we can experience is the mysterious.
It is the source of all true art and science.
Albert Einstein

Мазкур мақолада чоғиштирма тилшуносликда фанлараро мақомнинг мазмуни ва унинг концепциялар, методика ва таҳлил жараёнлари билан ўзаро интеграллашуви тўғрисида фикр юритилади. Муаллиф чет тилларни ўқитиш методикаси ва чоғиштирма тилшуносликнинг ўзаро алоқаларининг қисқача таҳлилини келтиради.

В статье рассматривается вопрос о междисциплинарном статусе контрастивной лингвистики и ее обмене идеями до взаимной интеграции концепций, методологии и процедуры анализа и так далее. Автор дает краткий анализ взаимосвязей контрастивной лингвистики с методикой преподавания иностранных языков.

This article deals with the meaning of interdisciplinary status in contrastive linguistics and its exchange of ideas to mutual integration of conceptions, methodology, and procedure of analysis and so on. Author gives brief analysis of interrelations of Contrastive Linguistics with methods of teaching foreign languages.

Калит сўзлар: фанлараро тизим, чоғиштирма тилшунослик, чет тилларини ўқитиш, тил факторлари, тил тизимлари типологияси.
Ключевые слова: междисциплинарный характер, контрастивная лингвистика, преподавание иностранного языка, языковые факторы, типологии языковых систем.
Key words: interdisciplinary character, contrastive linguistics, foreign language teaching, language factors, typology of language systems.

Identifying text linguistics as a particular branch of linguistics has defined the expansion of the range of opportunities of the interdisciplinary character which is

considered to be one of the main features of Modern Linguistics. The basis of this approach may be the principle of rudimentary analysis of the essential language functions and repertoire of linguistic resources that serve to implement them into life.

Interdisciplinary status means interrelation of two or more disciplines, the diapason of variation of which is vacillating from simple exchange of ideas to mutual integration of conceptions, methodology, and procedure of analysis and so on. It depends on the nature of the language itself which is a complicated dynamic and open system bounding with different spheres of human activity and their knowledge. There are two types of interdisciplinary status in general: internal, which means interrelation of all levels and aspects of language hierarchy and external means interrelation of humanities with other linguistic sciences, i.e. theory of translation, lexicography, stylistics and methods of teaching [Compare Buranov, 1983].

We are going to examine interrelations of Contrastive Linguistics with methods of teaching foreign languages, because it is very important training to a foreign language and mastering future teachers in this sphere.

The problems of training to a foreign language serve as an object of research for many sciences, including Contrastive Linguistics. The applying of Contrastive Linguistics as problem discipline can implement through the methods of teaching of foreign languages. Methods of teaching use legitimacies, established by Contrastive Linguistics.

In general, as any analytical investigation, Contrastive Linguistics has two purposes: theoretical and practical training. The first is connected with the typological analysis of a system of each of compared languages separately, the second one is connected with further applying of the results, obtained in analytical investigation.

Contrastive Linguistics has close links with the methods of teaching during detection of interfering means. Interference means mixing of differential tags of native and studied languages. The native language of the pupils, on which one they speak from the childhood, can influence a system of a foreign language, they start to learn.

Teachers of English often come across many mistakes which students make. It concerns pronunciation as well as the structure of the 1anguage, especially in oral and written speech. Often one word is used instead of another without any consideration given to the correlation of these words, which may differ from such in the mother tongue.

The analysis of interference is connected to comparative analysis of systems of two or more languages, with detection of differential tags of phonetic, phonological, grammatical and lexical systems, with a problem on necessity of actuation or exception of the native language of teaching a foreign language.

From the idealized point of view the analysis of interference is connected to installation of typological isomorphism and allomorphism. From the practical point of view such analysis can help at detection of errors arising under influencing of a system of the native language at a system of the applicable levels of a foreign language, and on the contrary.

Interference may effect to all factors of language positively and negatively.

Positive effects: learning a foreign language through the native one is more productive and easy for learners.

Negative effects: as a result of mixing the source and target languages their appeared hybrid languages, such as Black English, Pidgin English (Eastern Chinese and Korea), Beach-La-Mar English (The Pacific Ocean), Kreo English (Africa).

Furthermore, there are some challenges that learners must organize their thoughts in mind. If they don't mention it clearly it can be badly effect on the language. For example: In *phonetics*: sounds, rhythm, intonation; In *grammar:* using of articles, case ending; prepositions; word order; in *lexicon:* different types of word formation, phraseological and paremiological units and so on.

As the analysis of mistakes shows, they may be divided into two groups: 1) mistakes of casual character which usually occur because of non-sufficient training. Such mistakes may be eliminated by means of a special system of exercises. These mistakes are usually of an individual character. 2) mistakes of a steady character, which are made if not by all then by a majority of students due to the influence of their mother tongue. Thus, for example, Uzbek students often pronounce [e] instead of [æ], confusing words *bed* and *bad.* Sometimes learners of English omit indefinite or definite article, because such linguistic phenomena are absolutely alien to Uzbek and Russian. Mistakes of miss nature are very difficult to eliminate. They are considered to be typical, steady.

To organize the learning activity aimed at correcting mistakes the teacher of English must **first of all** realize the sources of these mistakes, **secondly**, he has to think over and find necessary and the most effective measures to prevent the occurrence of these mistakes. If mistakes still occur, the task of the teacher is to work out the system of exercises aimed at correcting, eliminating these mistakes. **Thirdly**, all necessary aids must take into account all the difficulties connected with the studying of a foreign 1anguage. Such aids must facilitate the acquirement of correct 1anguage skills. **Fourthly,** the teacher has to carry out well-grounded selection of 1anguage and speech material and at the same time to present it in necessary quantity in accord with the real abilities of students.

Let us consider these points in more detail. The studying of a foreign 1anguage, English in our case, presupposes the acquirement of all peculiarities of its structure. Thus, two 1anguage systems are contrasted: the system of the mother tongue and the

system of the foreign 1anguage. All regularities of the foreign 1anguage structure collide with students' native 1anguage. Here two 1anguage systems are intermingled: on the one hand, the foreign 1anguage demands from every student the restructuring of certain stereotypes formed on the basis of the native 1anguage structure. During this restructuring the student will bring the regularities of his mother tongue into his speech in a foreign language at all levels of the 1anguage system. It is naturally that all speakers of this or that native 1anguage will make the same mistakes, which can be called typical, or to be more precise, typological. This can easily be observed on those components of a foreign 1anguage which are absent in students' native 1anguage or which are different from those represented in their mother tongue.

On the other hand, students' mother tongue will constantly impose its norms on students' speech in a foreign 1anguage, and thus it will be a regular source of steady mistakes at all levels of foreign 1anguage structure. This phenomenon is called the interference of 1anguages.

Typological study of English and Uzbek or Russian helps to state the structurally and functionally isomorphic and structurally and functionally allomorphic features of both 1anguages.

The structurally and functionally isomorphic features can't serve as a source of steady mistakes, because functional similarity of corresponding 1anguage phenomena guarantees the absence of such mistakes. Here the mistakes of another type may occur, caused by non-sufficient mastering of materially different but functionally close elements of 1anguage structure.

Thus, the allomorphic features of both 1anguages are considered to be the strongest source of students' mistakes. Many mistakes occur when the norms of the mother tongue are transferred on the structure of a foreign 1anguage. For example, such typological feature of the English 1anguage as the existence of two main types of vowels (long and short) in its phonological system and the absence of such phenomena in Uzbek or Russian cause many mistakes in students' pronunciation, when [i] and [i:], [u] and [u:], etc. are confused thus leading to incorrect sound forming of words and wrong perception.

Typology of phonological systems of native and foreign 1anguages helps to consider all typological differences of both 1anguages and gives an opportunity to theoretically define those difficulties which may arise in mastering the phonological system of the foreign 1anguage; it helps to select phonetic and phonological difficulties and to work out corresponding sequence of sounds to be studied as well as the necessary system of exercises.

Typological differences in morphological structures of both 1anguages also serve as a source of regular mistakes.

A lot of mistakes are made by students while structuring the sentence. It is caused by typological differences of English and Uzbek. The analytical structure of the English 1anguage demands a strict word order: SVO. The 1anguages of agglutinative type have a fixed word order but it greatly differs from that in English: SOV.

Let's see one more example, concerning with mining of a regional technique of training to a foreign language. At teaching foreign languages in separate areas of the Central Asian republics it is necessary to allow the knowledge of two or more languages of the local residents. In such cities of Uzbekistan as Bukhara, Samarkand the interfering role simultaneously is played systems of the Uzbek, Tadjik and Russian languages. However, regional technique is not designed yet.

Summarizing everything said and also practical examples observed in the process of mastering a foreign 1anguage it is necessary to stress that Contrastive Linguistics treats not separate elements of the 1anguage but the structure and the system of the 1anguage taken as a whole. Thus, Contrastive Linguistics helps to solve general methodological as well as particular problems in teaching a foreign language in varying situations (e.g. nationality of learners), among such we find theoretical grounding and working out of methods and techniques of teaching particular sounds and their variants, certain grammatical forms and specific phraseological units of a foreign language in accord with the main peculiarities of the mother tongue.

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