



## Phonetic phenomena in different languages

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### ABSTRACT

The article deals with prevention and overcoming of typical mistakes, committing by polylingual students, studying English or in parallel with it, that should be based on comparative analysis of linguistic phenomena of contacting languages. In the first place, it allows to expose the source of interlingua transference, graduate the difficulties in studying new language, and, in the second place, sufficiently assist the students in comprehension of the phenomena of the studying language.

### Keywords:

comparative analysis, interlingua transference, phoneme, vowels, contacting languages, student-bilinguals

In order to successfully master the norms of the Russian literary language by students of Uzbek groups of academic lyceums, it is necessary to take into account the existing similarities and differences in the phonetic systems of the Uzbek and Russian languages. In this case, the greatest attention should be paid to the functional aspect of phonetics, that is, a comparative analysis of the phonological systems of the Russian and Uzbek languages. The relevance of this problem for the methodology of teaching Russian to native Uzbek speakers is due to a number of factors, and not only the presence of certain dissimilar elements in both languages. So, V.A. Vinogradov noted: "Languages differ at the phonological level precisely by a different set of phonological categories essential for them. In two languages, some sounds may be articulatory very similar to each other, but their position in the system will be different, that is, they will be included in different phonological categories. This gives rise to the difficulty of mastering "similar" sounds, which is associated

not so much with correct articulatory reproduction.<sup>1</sup>

By the time they begin studying a second foreign language in their specialty at the Faculty of Foreign Languages, all students can be qualified as individuals who are fluent in their native and Russian languages, as well as the first foreign language (English) at a high communicative level. Consequently, in order to create adequate means of teaching direct pronunciation, it is necessary to conduct a comparative analysis of the phonetic systems of contacting languages. In the conditions of teaching a second foreign language to bilingual students, taking into account the proficiency of the first foreign language, the procedure for the formation of phonetic automatism becomes many times more complicated, since the contact of several phonetic systems cannot but affect the process of mastering the phonetic side of the second foreign language. At the same time, we note that without relying on phonological knowledge, the

<sup>1</sup> Kirov E.F. Determinants of language and general phenomena // Bulletin of the Russian Peoples' Friendship University. Series:

Theory of language. Semiotics. Semantics, 2019. Vol. 10. no. 1. pp. 85-91. doi: 10.22363/2313-2299-2019-10-1-85-91.

process of forming pronunciation automatism causes significant disruptions.

A comparative analysis of the phonetic systems of different languages allows us to develop a rational teaching system, taking into account the prediction of the difficulties that students may encounter. According to many methodologists, comparative studies have certain limits of applicability, which is determined by the degree of relationship languages being studied, since the possibility of using comparative techniques are directly proportional to the degree of relatedness of the languages being studied. At the same time, it is important to choose the parameters for comparing series of similar phenomena in order to emphasize the universal, general and differential in comparable languages, as distant as, for example, German and Avar. In the sound structure of languages of different systems, phonemes have such parameters, the general characteristics of languages of different systems allow comparison by all distinctive features. The number of phonemes in different languages varies significantly, but each language has a limited number of them, since each phoneme is characterized by a set of differential features, which may or may not be present.<sup>2</sup>

Let us present such a matrix to show possible combinations of differential features of vowel phonemes in each of the languages being compared. The following series of correlations of differential features of phonemes are of interest to us: phonemes of the Russian language and phonemes of the Avar and Dargin languages that come into contact in the classroom; phonemes of the German language, which are studied after English; phonemes of German, Russian, Avar and Dargin languages that come into contact in the process of teaching a second foreign language (oral introductory course when learning German after English).

The comparative analysis carried out allows us to notice the existence of greater similarities

than differences in the characteristics of the German and English languages, than in the characteristics of Russian and national languages. This concerns not only the presence/absence of nasal vowels, but also the connection between marked and unmarked features of phonemes in all compared languages.<sup>3</sup> This leads to the main methodological conclusion that when teaching a second foreign language, it is advisable to rely on the knowledge, skills and abilities acquired when studying the first foreign language, where significant methodological assistance lies in comparing the pronunciation norms of the native and the second foreign language being studied.

A comparative analysis of the sound systems of German, English, Russian, Dargin and Avar languages revealed typical students' mistakes in pronunciation, possible sources of interlingual transfer, which made it possible to grade the difficulties in learning the German language. The results of this analysis form the basis for a set of training exercises when teaching difficult phonetic phenomena. The established general linguistic patterns of the compared languages are important for the methods of teaching the German language in multilingual conditions and determine the features of the method of teaching the pronunciation of the German language as a second specialty, in particular, techniques and methods of explanation, the nature of exercises for the formation of articulatory and articulatory skills.

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<sup>3</sup> Encyclopedic dictionary-reference book of linguistic terms and concepts. Russian language: in 2 volumes. / A.N.Tikhonov, R.I.

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