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XORIJIY TIL O'RGANISHDAGI FONOLOGIK INTERFERENSIYA MUAMMOSINI BARTARAF ETISHDA SHAXSGA YO'NALTIRILGAN YONDASHUVDAN FOYDALANISH

Annotatsiya

Hozirgi raqamlashtirilgan zamonda til o'rganuvchilarning til o'rganish jarayonida bir qancha qiyinchiliklarga uchrashlariga qaramay, ikkinchi til o'rganishga bo'lgan talab ortib bormoqda. Amaliy tilshunoslikda fonologik interferensiya hodisasi olimlar o'rtasida qizg'in muhokamalarga sabab bo'lovchi doimiy masalalardan biridir. Dunyo bo'ylab ko'plab olimlar va tadqiqotchilar bu muammoni hal etish uchun ta'sirli va samarali metod va yondashuvlarni topishda katta izlanishlar olib bormoqda, bu borada CLT, TBL va TELL kabi metodlar hamda o'zgaruvchanlikga yo'naltirilgan yondashuv tavsiya etilmoqda. Ushbu maqola mavjud metodlar va yondashuv tahlili bilan birgalikda asosan e'tiborni shaxsga yo'naltirilgan yondashuv ya'ni oliy o'quv yurtlaridagi EFL talabalari duch keladigan fonologik interferensiyani bartaraf etishdagi yangicha usulga qaratilgan.

Kalit so'zlar: Fonologik interferensiya, ikkinchi tilni o'zlashtirish, zamonaviy metodlar, o'rganilayotgan til, fonetik xatolar, tuvush, talaffuzdagi xatolar.

ПРИМЕНЕНИЕ ЛИЧНОСТНО-ОРИЕНТИРОВАННОГО ПОДХОДА ДЛЯ ПРЕОДОЛЕНИЯ ПРОБЛЕМЫ ФОНОЛОГИЧЕСКОЙ ИНТЕРФЕРЕНЦИИ ПРИ ОСВОЕНИИ ИНОСТРАННОГО ЯЗЫКА

Аннотация

В эту цифровую эпоху спрос на изучение иностранных языков растет, несмотря на ряд трудностей, с которыми сталкиваются изучающие язык. В прикладной лингвистике фонологическая интерференция является одной из постоянных проблем, вызывающих жаркие споры среди ученых. Многие ученые и исследователи по всему миру проводят масштабные исследования, чтобы найти эффективные и действенные подходы к решению этого явления, тем самым предлагая различные методы, такие как CLT, TBL и TELL, а также подход, ориентированный на переменные. Наряду с анализом существующих методов и подходов, эта статья в основном фокусируется на подходе, ориентированном на человека, который является новой парадигмой в поиске путей устранения фонологических проблем, с которыми сталкиваются студенты, изучающие английский как иностранный в высших учебных заведениях.

Ключевые слова: Фонологическая интерференция, овладение вторым языком, современные методы, целевой язык, фонетические ошибки, звук, ошибки произношения.

ADOPTING A PERSON-CENTERED APPROACH TO OVERCOME THE ISSUE OF PHONOLOGICAL INTERFERENCE IN FOREIGN LANGUAGE ACQUISITION

Annotation

In this digital era, a demand for second language acquisition is accelerating despite of several challenges encountered by language learners. In Applied Linguistics, phonological interference is one of the permanent issue causing heated debates among scholars. Many scientists and researchers over the world are carrying out massive investigations to find out effective and efficient approaches to handle with this phenomenon, thereby suggesting various methods such as CLT, TBL and TELL and variable-centered approach. Along with the analysis of existed methods and approaches, this article mainly focuses on Person-centered approach that is a novel paradigm in the search of eliminating ways of phonological matters faced by EFL students in higher educational establishments.

Key words: Phonological interference, second language acquisition, contemporary methods, target language, phonetic errors, sound, pronunciation mistakes.

Introduction. Every language learner undergoes phonological interference in his or her educational journey to the target language. Phonological interference is a key contributor to students' phonetic errors as it is in somehow an unavoidable occasion.

According to scientist Mahmud, phonological interference mostly happens when the learners tend to substitute the particular target language sound with mother tongue phonemes when uttering one letter. It is because there are certain sounds of target language that do not exist in the mother tongue. Besides, the second language learners identify that target language as being the same as the mother tongue sounds which are actually different [1]. Thus, it is evident that disparities in language systems triggers troubles for both learners and instructors, so the prior task in front of educators

is to adopt appropriate approaches to struggle with the problem. In this way, person-centered approach help them efficiently because of focusing on student needs at first stage in this paradigm.

Literature review. In the last decades, the field of ELT (English Language Teaching) has witnessed considerable reformations that are outcomes of world intellectuals' exploration on what methodologies best teaches the language. The weaknesses of traditional approaches and strengths of contemporary ones were defined in several scientific works. Conventional methods such as grammar- translation, audio-lingual and direct instruction concentrate on grammar rules and vocabulary which results in the negligence of communicative competence and also fail to engage learners actively. In contrast, contemporary methods such as CLT

(Communicative Language Teaching), TBL (Task-Based Language Teaching) and TELL (Technology- Enhanced Language Learning) focus on interaction, fluency and learner autonomy. These methods, while promoting practical use of the language and integrating technology to enhance learning, also have tools for personalized and adaptive learning [2].

Recently, variable-centered approach has been one of the new approaches in education. According to hypotheses of scientists Lie and Wang, the variable-centered approach aims to examine relationships between variables of interest of learners, but distinct differences inherent in individual students were overlooked in this approach [3]. In response to this limitation, a person-centered approach has been recommended.

Person-centered approach (PCA) is a modern concept in language instruction which was developed by America psychologist Carl Rogers (1902-1987). Modern person-centered concepts of education are based on the best traditions of humanistic pedagogy that pays particular attention to the development of individuality and creativity of students able to self-actualize, to make independent life choices and optimal decisions [4].

Carl Rogers claimed that in education, key issues have always been that of deep and persistent learning that allows all participants to develop or grow as whole persons rather than just extend their knowledge on some subject matter or practice [5]. More recently, the requirement of taking the whole person into consideration while educating has explicitly been voiced. In this way, there is a need for new curriculum. Traditionally the curriculum consisted of three elements: knowledge, skills, attitudes, which tends to value knowledge above skills, and skills above attitudes. Experience of life suggests different priorities: positive attitudes are key to a rewarding life and job, skills are also more important than knowledge.

Although Carl Rogers expressed his opinions about the person-centered approach in 1970s and 1980s, it has been relevant to apply in education in recent years. To analyze the features of this approach, the book named on "Becoming an effective teacher " by Carl Rogers and his pupil Harold Lyon is great and it can be a manual for facilitators. In this book, they gave suggestions about the usage of person-centered approach at universities and assumed results.

The pedagogy of the 21st century gives more and more preference to the person-centered approach, since it allows revealing the personality of a student from different sides. The development of a person-centered approach is a rather complicated and time-consuming issue, because the very concept of «personality» includes a wide range of qualities that a person must possess in order to be such one [6].

Methodology. This study employed both qualitative and quantitative research methods, particularly in the forms of interviews and observations on examining the efficiency of Person-centered approach used for the intervention of students' phonological matters. According to Jamshed, interview is a method which is exclusively qualitative and is one of the most widely used. Its popularity is mainly due to its ability to allow researchers to obtain precise, relevant information. Interview is a type of empirical research that examines a current phenomenon in its actual environment. Additionally, this method is a form of a conversational approach, where in-depth data can be obtained [7].

At the outset, interviews among students in term of their phonological difficulties assisted to identify their weak points, as it is crucial to find out the weakness in problem solving. Then, this led to observe the adoption of person-centered approach in this environment to deal with the problem, since it is student needs-orientated approach and it

allows revealing the personality of a student from different sides.

Result and Discussion. In language learning and instruction, it is more and more evident whenever problems are encountered, primarily identifying the factors bringing out the matters is too urgent. Phonological interference is still an important issue to solve in language acquisition. There are several factors such as age of learning English, motivation to learn English, English learning aptitude, and language use which mainly impact on this phenomenon.

The results in the interview conducted among Uzbek students who are studying in the field of economy and accounting show that they have spoken Uzbek language from their childhood and use the language as mean of communication in their daily life. As the result, when the students spoke English, they cannot pronounce some particular sounds appropriately because those sounds are not available in Uzbek language and they are not accustomed to produce such sounds. For example, due to lack of English interdental sounds [θ] and [ð], they are often replaced by [d], [z] and [s], thereby leading to confusion in words such as "think - sink", "thin - a sin - a tin". Another phenomenon, vowel length, is also absent in Uzbek language, but plays a great role in English. For example: to live [I] – to leave [i:], to book [U] - tooth [u:].

One specific example of L1 interference is seen in the phonetics of learners from East Asian languages such as Mandarin, Korean or Japanese. These learners often struggle with English consonant clusters or sounds that do not exist in their native languages, such as the /r/ and /l/ distinction in English. This led to frequent mispronunciations like "lice" instead of "rice," especially among beginner learners. These errors, while less frequent at advanced levels, were still noticeable in spontaneous speech [8].

A number of researches show that learners from Romance language backgrounds (e.g., Spanish, French, and Italian) tend to struggle with fewer phonological errors than learners from other language families because Romance languages share a similar alphabet and some common phonetic elements with English. However, these learners may still face grammatical challenges, particularly with English's use of articles and prepositions, which differ from their L1 usage [9]. In contrast, learners from Sino-Tibetan language backgrounds (e.g., Mandarin, Cantonese) often face substantial phonological and syntactical interference when learning English. Studies have shown that Mandarin speakers frequently have difficulty with English's consonant clusters, which do not exist in Mandarin [10].

If it is generally told, different - aged students study in a group at universities, they possess diverse backgrounds in English proficiency, their motivation and language skills are distinguishable as well as they do not use language similarly in their daily routine. It should not be ignored that the more the target language is used, the more fluent speech can be obtained. However, this is not considered as a solid remedy. Initially, focusing on students' individuality and personality is prior to strive for the speech free of pronunciation mistakes. For example, observations show that some students fail in getting communication in the second language even though they have enough knowledge in terms of grammar, phonetics and vocabulary. Hence, they feel dissatisfied with themselves in learning processes. All is because of the fear for making mistakes or being ashamed of speaking in front of others. Hence, usage of Person-centered approach in such situations is a wise decision, since it allows revealing the personality of a student from different sides.

The purpose of person-centered approach is to protect and promote a person's innate creative capacities of learning from their experiences, to promote wholeness and integration

in the individual by focusing on their personal growth, and develop them into creative and competent members of the society who can contribute effectively to their community. The student-centered approach requires a willingness from teachers to share their power and have better trust in their students.

Lessons by PCA are carried out differently from traditional ones. In this approach, a learning community is organized where professors and students intentionally create a facilitative climate of learning and collaboratively strive to achieve common goals. The students share their self-evaluation with the group and receive their peers' and the professors' feedback.

Thus, the role of the student-centered teacher is a professional commitment to learning and towards effective, democratic and value-based education, the capacity to share her/his passion about learning, relating to the students with respect, empathy and congruence.

The teacher needs to be capable of being in touch with herself, her students, the members of her community and the world and having the needed skills and attitudes to be a facilitator of learning, an effective mentor promoting student creativity and autonomy and capable of helping students develop their personal and social skills.

In person-centered approach, the usage of following methods and techniques is effective to overcome phonological interference.

Active listening and empathy.

Teacher listens carefully to the student's pronunciation challenges and provide feedback without judgments, encouraging self-awareness.

Self- discovery and awareness.

Students are empowered to notice phonological interference through self-monitoring.

Techniques:

Recording and Playback. Students record their speech and compare it with native pronunciation.

Miror practice. Observing mouth movements while pronouncing difficult sounds

Positive reinforcement and encouragement.

Creating a safe, anxiety-free environment where mistakes are seen as learning opportunities.

Celebrating small improvements to boost confidence.

Activities.

Engaging students in real-life conversations rather than mechanical repetition.

Role-playing, storytelling, and discussion help students integrate pronunciation naturally. For instance, instead of repeating "this" and "these" in isolation, a student discusses their favourite things using these words in context.

Conclusion. As the conclusion, the students in higher educational establishments made errors in pronunciation of particular English sounds as the result of their native language interference. This interference is also caused by some factors regarding the students' personal aspect and the English instruction at educational places. Adoption of contemporary methods such as CLT,TBL and TELL and variable – centered approach in somehow brings out satisfying results, however in terms of the occasion in which some problems are attached to students' individuality and personality, they are a bit incapable to solve these matters. Hence, using of PCA in such situations leads to achieve educational goals.

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