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THE COMPREHENSIVE ANALYSIS OF MOTHER TONGUE INFLUENCE ON SECOND LANGUAGE ACQUISITION

Annotation

The role of a learner’s mother tongue (L1) while acquiring a foreign language (L2) has been a subject of substantial linguistic research. This article reviews various aspects of how the mother tongue influences second language learning, considering factors such as linguistic transfer, cognitive development, and sociocultural interactions. The influence of the mother tongue on second language acquisition also extends to educational strategies and pedagogy. Teachers who are aware of the linguistic background of their students can adapt their instructional methods to leverage the strengths and address the challenges posed by the learners’ L1. For instance, bilingual education programs that incorporate the mother tongue in the initial stages of learning can provide a supportive bridge to L2 acquisition. In the context of Uzbek learners, integrating Uzbek language resources and cultural references into English lessons can make the learning process more relatable and effective.

Key words: mother tongue (L1), learning foreign language (L2), language acquisition, fluency, accuracy.

КОМПЛЕКСНЫЙ АНАЛИЗ ВЛИЯНИЯ РОДНОГО ЯЗЫКА НА ОСВОЕНИЕ ВТОРОГО ЯЗЫКА

Аннотация

Роль родного языка учащегося при освоении иностранного языка стала предметом существенных лингвистических исследований. В этой статье рассматриваются различные аспекты того, как родной язык влияет на изучение второго языка, с учетом таких факторов, как языковой перенос, когнитивное развитие и социокультурное взаимодействие. Влияние родного языка на освоение второго языка также распространяется на образовательные стратегии и педагогику.

Ключевые слова: родной язык, изучение иностранного языка, освоение языка, беглость, точность.

ONA TILINING IKKINCHI TIL O‘ZLASHTIRISHGA TA’SIRI TAHLILI

Annotatsiya

Xorijiy tilni o‘zlashtirishda ona tilining o‘rni katta ahamiyatga egadir va ushbu mavzu dunyo tilshunoslik tadqiqotlarining dolzarb mavzularidan biriga aylangan. Ushbu maqolada insonning birinchi tili ya’ni ona tili va uning ikkinchi tilni o‘rganish jarayoniga ta’sir etuvchi omillari haqida ma’lumot beradi. Ta’kidlash joizki, talaba ikkinchi til sifatida biron bir xorijiy tilni o‘rganar ekan bu jarayonda o‘zining ona tili asosiy manbaa bo‘lib hizmat qiladi. Shu jumladan, yangi so‘zlarning tarjimasini, matnlarning ketma-ketligi, gap strukturasi va grammatik qoidalar ona tiliga qiyosiy darajada tushuntiriladi va o‘zlashtiriladi. Shu boisdan, talabaning ona tili turli jihatlar yuzasidan xorijiy tilni o‘rganish jarayoniga o‘z ta’sirini o‘tkazadi. Mazkur ilmiy maqolada ushbu masala batafsil yoritiladi va ilmiy asoslari taqdim etiladi.

Introduction. The mother tongue plays a complex role in the acquisition of a second language, influencing linguistic, cognitive, sociocultural, and psychological dimensions of learning. Understanding these influences can help educators develop more effective teaching strategies that acknowledge and leverage the learner’s L1, ultimately facilitating a more holistic and successful language learning experience. The research into this area underscores the importance of considering the learner’s entire linguistic repertoire, rather than viewing the second language acquisition process in isolation. By embracing the complexities of the mother tongue’s role, educators and learners alike can navigate the challenges and opportunities of acquiring a new language with greater insight and efficacy. Learning a foreign language, particularly English, is a complex process influenced by various factors, one of the most significant being the learner’s mother tongue. Especially, for Uzbek speakers, the impact of their native language on learning English can be compound and proficient in the new language.

The acquisition of a second language is influenced by numerous factors ranging from cognitive abilities and age to the learning environment. Among these, the learner’s mother tongue plays a crucial role. Obviously, learner’s mother tongue impacts while he/she learns a second language. The understanding of how L1 impacts L2 learning is crucial for developing effective language teaching strategies. In this article it will be examined how the mechanisms of L1 influence and their practical implications for language education.

The effect of one’s mother tongue on learning a second language is reflective and complex. Firstly, the structures, syntax,

and phonetics of the native language often shape how an individual approaches and comprehends the second language. This can either facilitate depending on the similarities or differences between the two languages. Additionally, cultural distinctions surrounded in the mother tongue can affect comprehension and expression in the second language, as learners may struggle to hold concepts or expressions that are foreign to their cultural background.

One of the primary ways in which the Uzbek language influences English learning is through its grammatical structure. Uzbek is an agglutinative language, which means it forms words and expresses grammatical relations through the addition of suffixes. In contrast, English relies more on word order and auxiliary verbs to convey meaning. For instance, in Uzbek language, the verb typically comes at the end of the sentence structure can cause Uzbek learners to struggle with the order of sentence in English.

Furthermore, cognitive processes such as pattern recognition and problem-solving, developed through the mother tongue, play a crucial role in language acquisition, influencing strategies used in learning a new language. Overall, the mother tongue assists as a foundation while mastering a second language, influencing everything from pronunciation to cultural understanding.

Literature review. The acquisition of a mother tongue plays a significant role in shaping the cognitive and linguistic framework within the languages which are being learned as a second language. For Uzbek learners of English, the influence of their native language is profound, impacting various aspects of

English language acquisition. There are numerous research works on mother tongue acquisition among Uzbek speakers and explores how it affects their learning of English, focusing on phonetics, grammar, vocabulary, and cultural nuances. One of the primary areas affected by mother tongue influence is phonetics. In can be stated that recent studies have shown that Uzbek speakers face various difficulties with certain English sounds that do not exist in Uzbek. Mirzaeva (2016) highlights that the absence of the "th" sounds in Uzbek often leads to substitutions with "s" or "z" sounds, causing mispronunciations like "zis" instead of "this." Additionally, Uzbek language lacks the vowel reduction common in unstressed syllables in English, making it challenging for learners to master the natural rhythm and intonation of spoken English (Usmonova, 2018).

Furthermore, language learning is deeply intertwined with cultural understanding. In fact, Uzbek learners of English language often struggle with English idiomatic expressions and cultural references that do not have direct equivalents in their native language. According to Tursunov (2018), idioms like "kick the bucket" or "spill the beans" can be perplexing for Uzbek learners due to their figurative nature. The cultural context behind such expressions requires learners to go beyond literal translations and develop an understanding of the cultural nuances of English-speaking societies. The influence of cultural context on language learning is significant, particularly regarding idiomatic expressions. For Uzbek learners of English, understanding idioms involves more than literal translation; it requires the cultural distinctions and figurative meanings fixed within the expressions. By exploring both Uzbek and English idioms, it is a good way to find equivalent of target idiom in other languages rather than giving translation of it.

Research methodology. As a native speaker of Uzbek language, it can be stated that the influence of Uzbek language on learning English as a foreign language is shaped by various factors such as:

Grammar structures: initially, Uzbek and English both languages diverge structurally. In Uzbek the sentence is mostly consisted of sequence as Subject + Object + Verb: Men ingliz tilini o'rganaman.

If the sentence is analyzed structurally, here the subject of the sentence is men, object is ingliz tilini while o'rganaman presents verb of the sentence.

English version of the following example is as followed which structurally varies from Uzbek language.

I learn English language: the structure of the sentence is Subject+Verb+Object.

It is visible by the examples that learners often try to apply the grammar rules of their native language to the foreign language, which can lead to errors. As it is mentioned the sequence in the structure of sentences in both languages are various and it can make some complications while acquiring English as a second language for learners whose mother tongue is Uzbek.

Vocabulary: the vocabulary of one's mother tongue can influence the way they learn and understand new words in a foreign language. Learners might try to find equivalents or similarities between words in their native language and the foreign language, which can sometimes be misleading or inaccurate.

Pronunciation: it is obvious that sounds that exist in one language may not exist in another. For this reason, learners may have difficulty pronouncing certain sounds that are not presented in their mother tongue. This can lead to accent issues and difficulties in being understood.

Cultural Context: it should be stated that language is deeply connected to culture. Expressions, idioms, and cultural references may not translate directly from one language to another. Understanding these cultural distinctions is essential for mastering a foreign language but can be challenging for learners whose mother tongue is very different culturally.

Language Interference: sometimes, learners may mix elements of their mother tongue with the foreign language they are learning, a phenomenon known as language interference. This

can happen at various levels, including pronunciation, grammar, and vocabulary.

Obviously, to effectively decrease the influence of the mother tongue while learning English language, learners and educators can adopt various strategies. These strategies mostly focus on improving pronunciation, grammar, syntax, and vocabulary acquisition, ultimately fostering more accurate and fluent English usage.

Initially, learners should practice Pronunciation repetitions. It is better to use tools such as phonetic exercises and speech recognition software to practice and correct English sounds. Emphasizing the differences between English sounds and those in the learner's mother tongue helps to decrease the pronunciation mistakes. Secondly, learners can engage in active listening to native English speakers through various media, such as movies, podcasts, and music. Encouraging learners to mimic the pronunciation and intonation patterns they hear. Moreover, learners should practice the rhythm, stress, and intonation patterns specific to English. Learners should utilize exercises that highlight the contrast between the learner's native intonation and English intonation.

Besides, contrastive analysis of two languages: mother tongue and ESL (English as a second language) should be conducted in comparative studies of both languages. English grammar and syntax with the learner's mother tongue highlight key differences and common pitfalls to increase awareness and accuracy. For instance, usage of sentence transformation exercises where learners convert sentences from their native structure to English structure can assist learners to solve the problem. In fact, implementing these kinds of strategies, learners can minimize the interference of their mother tongue in their English learning process, leading to better fluency and accuracy. Adapting these approaches to the specific linguistic background of learners can further enhance their effectiveness, creating a more personalized and successful learning experience.

Analysis and results. Uzbek and English languages belong to distinct language families, which contributes to the difficulties Uzbek learners face while acquiring English. In fact, Uzbek is a part of the Turkic language family, specifically within the Karluk branch, characterized by agglutinative morphology where words are formed by adding a series of suffixes to a base. On the contrary, English belongs to the Germanic branch of the Indo-European language family and uses inflectional morphology along with a fixed word order to convey grammatical relationships. The differences in phonology, syntax, and grammatical structures between these language families attitude significant challenges for Uzbek learners of English language. For instance, there are several English sounds that do not exist in the Uzbek phonetic inventory. It seems challenging for Uzbek learners to pronounce accurately. Notable examples are given below:

Sound "th" does not exist in Uzbek language and learners may find difficult to pronounce words with this sound properly. As Uzbek does not have this dental fricative, often learners substitute them with sounds like [d] or [z] for the voiced "th" and [s] or [t] for the voiceless "th". For this reason, words like this, that, or other can be mispronounced by Uzbek learners of English language. For example:

The word "This" might be pronounced as "zis" or "dis."

The word "Think" might be pronounced as "sink" or "tink."

Besides, English language distinguishes between long and short vowels ("beat" and "bit"), a distinction that can be challenging for Uzbek speakers.

The word "Beat" is pronounced as /bi:t/ with long vowel.

The word "Bit" is pronounced as /bit/ with short vowel.

As, Uzbek language does not include long and short vowels, Uzbek speakers of English language might pronounce both words in a similar way as "bit"

Conclusion. To sum up it should be stated that the mother tongue plays a crucial role in the process of learning a foreign language, shaping the learner's approach and proficiency. For Uzbek speakers learning English, the differences in grammatical structures, pronunciation, vocabulary, and cultural

context present both challenges and opportunities. By understanding these influences, educators can tailor their teaching methods to address specific difficulties faced by Uzbek learners, while learners can develop strategies to influence their native language strengths in mastering English. Ultimately, recognizing and addressing the role of the mother tongue can lead to more effective and efficient language learning.

The relationship between the mother tongue and English is intricate and dynamic, shaping the path of language acquisition. While linguistic transfer and interference pose challenges, bilingualism offers cognitive advantages that enrich the learning

process. By embracing linguistic diversity and employing effective learning strategies, individuals can navigate the journey of mastering English with confidence and proficiency, bridging cultures and fostering global communication. In conclusion, understanding the influence of mother tongue on English learning is crucial for developing effective educational strategies. This study highlights the need for personalized and linguistically informed approaches to language teaching, which can significantly enhance the learning experience and outcomes for students from diverse linguistic backgrounds.

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