

**PERSON-CENTRED APPROACH TO OVERCOME
PHONOLOGICAL INTERFERENCE IN LANGUAGE ACQUISITION**

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Abstract. *In the last years, the attitude to language teaching and learning is changing because of ongoing enhancement in modern science and technology. Teachers and learners embrace novelties in their field, as possible as they are applying new ways, approaches in order to solve their problems as well as achieve their goals. In linguistics, the issue of phonological interference is considered as a matter which raises the problem of mispronunciation in target language instruction. In this thesis, the phenomenon of phonological interference and person-centered approach to minimize its impacts on language learning are discussed.*

Key words: *native language interference, bilingualism, person-centered approach, language experience.*

Introduction. Language interference is the impact of a language learner's native tongue on their ability to produce the new language. It indicates that the first language of the speaker has an impact on their second or foreign language. In this instance, it is clear that language interference is common among beginners or students learning English. To put it another way, language learners incorporate first-language structure into the target language.

Many researchers over the world conducted studies regarding language interference. Scientist Festman cited about difficulties in mastering second language due to the interference that is influenced by old habit, familiarity with mother tongue, and interaction of two languages communities. Besides, he noted that

interference can occur in the phonological, grammatical, lexical, and semantic systems.

Phonological interference is a phenomenon which is typically observed in the process of mastering another language, in bilinguals' speech. The term "phonological" specifically refers to elements that have a foreign accent, such as stress, rhythm, intonation, and speech sounds, which are transferred from one language to another. Interference is a term used in sociolinguistics and second language acquisition to describe the inaccuracy that a speaker brings into one language as a result of this contact with another language.

The views of phonetic interference may be different in the speech of people who live in different parts of the world even though their learning target language is the same, for example English language. Because, every nation has their own language which has particular linguistic features that cannot be found in another ones. Besides, this occurred because some sounds which are available in English are not available in their mother tongue.

The research result that Rivera and Marisol carried out provides vital data concerning the impacts of native language on second language acquisition. They discovered that the two main ways in which Spanish pronunciation might be inferred phonologically in English were long vowels and consonant clusters. In English, a word's meaning can be altered by the length of a vowel, but not in Spanish. Additionally, pronunciation errors occurred because Spanish speakers read English using the same method (letter by letter) as they do in Spanish.

When we analyze Chinese scientists' studies on the topic, the results shows that students in Northwest China struggled to distinguish between the sounds /n/ and /l/, /ei/ and /en/, and /u/ and /. All of these were brought on by their inability to tell apart various Chinese phoneme pairs in their dialects. Furthermore, there were no long or short vowels in the dialect of central China, which caused confusion among learners regarding phonetic pairings. These phonetic pairs caused confusion among the students in this area: /n/ and /l/, /u/ and //, /i/ and /i/, /w/, /f/ and /v/, /f/ and /h/.

Researches conducted on analyzing the phonetic level of English in

comparison with Uzbek show the followings: lack of English interdental sounds [θ] and [ð], which are often replaced by [d], [z] and [s], which can lead to confusion in words such as "think - sink", "thin - a sin - a tin". The English [r] is pronounced differently from Russian or Uzbek ones.

One of the main problem in language learning and teaching is to find effective methods and approaches. Nowadays, the person-centered approach is considered as a new approach which is rather different from conventional ones in educational process.

The Person-centered Approach was developed by the American psychologist Carl Rogers and adapted in several innovative educational settings holds great promise in promoting experiential, whole person learning. Person-centered learning is a shared responsibility where teacher and student meet to inspire each other and to bring the best out of them imparting knowledge, skills, attitudes, and experiences in a creative and fun environment. This maximizes teaching and learning bringing quality and creativity to the classroom.

According to Carl Rogers, this approach is based on person-centered freedom—to learn and to live. It eliminates every one of the elements of conventional education. It does not rely on a carefully prescribed curriculum, but rather on one that is largely self-chosen; instead of standard assignments for all, each student sets his own assignment; lectures constitute the most infrequent mode of instruction; standardized tests lose their place; grades are either self-determined or become a relatively unimportant index of learning.

Till this time, It has been used to think that traditional curriculum consists 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. It should not be ignored that even though students obtain immense knowledge, if they do not have skills to use in in practice, this gained knowledge will be in vain.

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