



## Important principles of teaching a foreign (English) language

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### ABSTRACT

The article is devoted to the problems of teaching and learning a foreign language. The object of the research is the foreign language and the native language of the student, and the research topic concerns the principles, and methods of teaching a foreign language, as well as changes and differences in its form and meaning. In particular, the article examines the principle of reliance on the native language and one of the basic principles in the practice of teaching a foreign language. The main content of teaching foreign and native languages is explained, its positive aspects are indicated and difficulties (the phenomenon of interference) that may be associated with the application of this principle in practice are indicated. We can say that in the process of learning a foreign language, in addition to the phenomenon of interference, opinions are expressed about the need for a student to rely on his native language.

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## Chet tili(ingliz tili)ni o'qitishning muhim tamoyillari

### ANNOTATSIYA

#### *Kalit so'zlar:*

lingvistika,  
chet til,  
ona til,  
interferentsiya,  
o'qitish printsiplari,  
ona tilga tayanish tamoyili,  
ikki tillilik.

Maqola chet tilni o'qitish va o'rganish muammolariga bag'ishlangan. Ushbu tadqiqot ishining ob'ekti chet tili va o'rganuvchining ona tili bo'lib, tadqiqot mavzusi chet tilni o'qitish tamoyillari, usullari va unda yuzaga keladigan shakl va ma'no o'zgarishlari hamda farqlari haqida boradi. Chet til va ona tilni o'qitishning asosiy mazmuni ochib berildi, uning ijobiy tomonlari va ushbu tamoyilni amalda qo'llash bilan bog'liq

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bo'lishi mumkin bo'lgan qiyinchiliklar (aralashuv hodisasi) ko'rsatildi. Shuni aytish mumkinki, chet tilini o'rganish jarayonida interferentsiya hodisasidan tashqari talabanning ona tilga tayanish zarurligi haqidagi qarashlar ilgari suriladi.

## Важные принципы обучения иностранному (английскому) языку

### АННОТАЦИЯ

#### Ключевые слова:

лингвистика,  
иностранный язык,  
родной язык,  
вмешательство,  
принцип обучения,  
принцип опоры на  
родной язык,  
двуязычие.

Статья посвящена проблемам преподавания и изучения иностранного языка. Объектом исследования являются иностранный язык и родной язык учащегося, а тема исследования касается принципов, методов обучения иностранному языку, а также изменений и различий в его форме и значении. В частности, в статье рассматривается принцип опоры на родной язык и один из основных принципов в практике обучения иностранному языку. Объясняется основное содержание обучения иностранному и родному языкам, указываются его положительные стороны и указываются трудности (явление интерференции), которые могут быть связаны с применением этого принципа на практике. Можно сказать, что в процессе изучения иностранного языка, помимо явления интерференции, высказываются мнения о необходимости для ученика полагаться на родной язык.

### INTRODUCTION

I. The free choice of the language of education in Uzbekistan is specifically noted in all laws and official documents. Accordingly, every citizen of Uzbekistan can speak any language and raise children in any language.

Teaching the mother tongue is determined by the conduct of the entire educational process in the mother tongue, textbooks, study guides, and dictionaries published in the student's language. It is very difficult to apply such an idea to foreign language education because the student does not have enough natural conditions and environment, educational, and didactic materials to learn a foreign language. In this case, foreign language teachers should create textbooks, training manuals, and thesauruses, taking into account the characteristics of the native language. Currently, the possibilities of creating such educational materials are limited. Because there are very few studies on comparative typology, which is the basis of any science and education. Therefore, the first and most urgent task of Uzbek linguists and scientists is to develop research works dedicated to comparing the native language with a foreign language. It is regrettable to note that there are almost no works on the science, theory, and practice of comparative-typological research in the Uzbek language, and those that exist are scattered in various collections and journals. Because comparative-typology research is not only for foreign language education but also for the development of science and education of Uzbek language and literature.

Uzbekistan is a multi-ethnic country, and the ability to compare each language used in it with the mother tongue is limited. However, there is an opportunity to learn languages close to us, such as Russian, Tajik, Kazakh, Kyrgyz, Turkmen, Tatar, and Azerbaijani, in comparison with Uzbek. In addition, Mahmud Kashgari, who was the first to compare related languages, also laid the foundation for the first comparative study of non-related languages (Persian and Turkic). Alisher Navoi is one of our great linguist typologists.

To the question of which language should be compared with the Uzbek language, it can be said that it is appropriate to compare it with the languages of international communication. The next language changes over time, for example, the Russian language, which is currently the language of communication, will probably give way to English or another language in the future. However, the methodology and methods of studying the language of international communication in comparison with the Uzbek language serve as a conceptual basis for studying the mother tongue in comparison with other languages of our republic.

II. One of the main and controversial issues in foreign language education is the use of the mother tongue. This issue has been widely studied in Russian educational science (F.I. Buslayev, L.V. Shcherba, Yu.N. Karaulova, V.A. Vinogradova, I.V. Arnold, etc.) and has caused many questions and discussions. We have concluded that the provisions of the law of the mother tongue should be widely used in foreign language education. The very reasonable idea is that those who know the native language well will learn a foreign language quickly and fluently, and those who know a foreign language well understand the rules of the internal laws of the native language. Therefore, it is advisable to start learning a foreign language after the student has thoroughly mastered the rules of the native language. Currently, teaching a foreign language in secondary schools from the second grade can be considered as a unique next experience.

It is not good to be limited to the ideas and experiences of Russian and European linguists and educationalists in foreign language education. Because learning a foreign language, for example, here is not defined by the 30s-40s of the last century. Foreign language teaching goes back thousands of years and starts with madrasa education. In our madrassas, the student of Arabic and Persian languages has been thoroughly studied, and the pronunciation (tajwid), spelling, lexicon, grammar, subtleties of speech, metaphors, and other methodological tools of the Qur'an have been seriously studied on a large scale. Unfortunately, the secrets of madrasa education remain a mystery. Therefore, it is inevitable that a comparative study of the two forms of education in Uzbekistan will lead to very positive results.

In the science and practice of linguistics, different opinions have been expressed about the use of the mother tongue in the process of foreign language education. Two of them are directly related to the topic we are covering. The first of these is the "Intuitive" direction, in which emphasis is placed on perceiving the language directly (without analyzing foreign language phenomena and translating them into the native language). The second direction is based on the conscious learning of a foreign language and emphasizes the practical application of the knowledge gained to the understanding of the studied language phenomena. The next direction remains a priority in foreign language education today.

On the other hand, the objective issue of foreign language education is one of the topics that should be resolved quickly. Here, the issue of teaching a student to speak

or speak has not been discussed for many years. Academicians F.I. Buslayev, L.V. Shcherba, and others, whose names were mentioned above, considered teaching the students the rules of the language as one of the most tried and true methods of education and proved the advantages of this method in their pedagogical activities. At the same time, some educationalists say that foreign language education should be an objective speech and speech activity. In recent years, their number has been increasing. For example, I.A. Zimnyaya expresses the opinion that the main object of foreign language education is speech activity. [6:45]. He talks about the interaction between language as a subject of education and speech activity as the goal of education, and defines the following characteristics of language as a subject of study:

Firstly, (language does not give a person new knowledge about the objective world), and secondly, learning a language satisfies the need for communication [6:45-50].

According to S. Burkova, A. Dergabuzov, and A. Filotov, the main feature of language as a subject of study and the educational object and goal of speech activity is that the general principles of speech activity are familiar to students. Based on this, they believe that one of the best ways to learn a foreign language is to have a deep knowledge of the grammatical structure of the native language and then use this knowledge in learning a foreign language. We also like their opinion below. When teaching speech activity in a foreign language, “foreign language” becomes the subject of comparison with the mother tongue.

It is possible to use the knowledge gained in the mother tongue in learning and teaching a foreign language to give the desired results. Because the mother tongue is the only factor that forms the speaking skills of a person. The Russian scientist A.A. Vinogradov in his book “Linguistics and the Language of Education” shows how one language affects another language. An overemphasis on the mother tongue can indeed push both foreign language education and foreign culture into the background. But it allows you to learn a foreign language quickly and deeply. In both cases, one should not deviate from the standards of education.

In foreign language education, working based on the mother tongue is based on the method of comparing the foreign language with the mother tongue. It has been widely tested in educational practice that translation from a foreign language into a native language and from a native language into a foreign language gives good results. Therefore, it is advisable to pay more attention to translation exercises in foreign language classes and to memorize them. Because any sentence that comes from the exercise can be used in everyday conversation practice. Because translation helps to better understand the essence of things and events and to distinguish consciously between the observed similarities and differences between two languages.

III. Pedagogy and translation studies complement each other, and one cannot be imagined without the other. Therefore, it is not for nothing that foreign language education is called grammar-translation education. One of the most important features of comparative studies conducted in the field of pedagogy and translation studies is to find an alternative (equivalent) in another language for the studied phenomenon of the language. In this case, equivalence can be observed both within the same level of both languages and within different levels. The important thing is to be able to fully convey the meaning of the concept being taught and translated into another language. This is what O.D. Meshkov writes about it [O.D. Meshkov 1972, 44]. It emphasizes the importance of which language is used as a basis for education and



translation. According to this author, how to make a decision depends on the following circumstances:

A) in case of teaching education and translation to understand a text written in a foreign language and translation from a foreign language into a native language, the foreign language is taken as the basis;

b) if the teacher's goal is to teach the student to express the thought expressed in a foreign language and to translate from the native language into a foreign language, the base language performs the function [see: Meshkov, 40-45].

Also, a separate study of O.D. Meshkov's comparative studies only within the methodological, translational and linguistic frameworks does not give the intended result. Therefore, it is appropriate to use the research summarizing the achievements and results in this direction. Of course, in such a case, one direction can be the leader, and the rest can be assistants. After all, any comparative research in our case should be linguistic-interpretive-methodical in nature.

If the researcher sets himself the goal of a comparative study of word-forming patterns in both languages, then it is appropriate to perform the following task, in which the main focus is to find cross-linguistic alternatives that are compared:

1) finding characteristic alternatives for foreign word-forming patterns in the native language;

2) collecting and analyzing alternatives for the level of word formation;

3) determining the reason why some of the alternatives should be sought from other levels;

4) collected alternatives are specific to the languages being compared show lexical-grammatical features. For this, it is necessary to have deep theoretical knowledge and practical skills about the unit that is the object of comparison. Because, not only in one language but also in two languages being compared, this object may not have been sufficiently studied. If it is learned in one and not learned in the other, bringing the theoretical knowledge of the learned language to the unlearned language can lead to a general theoretical conclusion.

IV. One of the current topics in today's educational science and practice is to teach the student to express what he has read in oral and written forms. Because this will clarify three issues; teaching correct pronunciation, speaking and writing based on reading correct pronunciation are formed. In foreign language education, the main idea is that the development of speaking skills is the basis of teaching to read and write, but this issue can be approached differently, that is, reading and writing skills are oral skills. It is appropriate to advance the idea that is the basis of skill formation. Because the student's ability to read also serves to form other skills in language education. Not only this, it is necessary to teach pronunciation in language education, in secondary and higher schools, or preparatory courses. Therefore, in the mentioned types of education, a phonetic course should be taught, in which only phonetic exercises should be performed. In learning any language, it is advisable to strictly adhere to the fact that pronunciation is primary. Because correcting the wrong pronunciation of a sound is one of the most difficult processes. In addition, during the phonetic course, the student is faced with the rules of studying in the language being studied. Only after the phonetic course is mastered, it is necessary to move to the lexicon and read the text. In order to form the student's speech, first of all, in-depth teaching of grammar, teaching in comparison with a

foreign language (native language) can also give the desired results. We are convinced of this in our work.

V. The problem of the negative influence (interference) of the mother tongue in teaching a foreign language arises from the above mentioned. The issue of interference has been widely studied in world education and foreign language education in Uzbekistan. However, almost all of these works are written in foreign languages (Russian). Therefore, the issue of interference in Uzbek language education is not very popular. We will try to explain this issue below.

Interference (Linguistic interference) (lat. interference, noun inter-aro+-ferens-carrying, transmitting) is made by adding the suffix, applying the norms of one language to the norms of another language. 'siri means to study the consequences.

According to Max Weinreich, linguistic interference occurs due to linguistic contact [11:1-7], according to E. Haugen, interference is a special linguistic compatibility (agreement) in which a linguistic unit simultaneously functions as an element of two language systems.

The well-known Russian linguist V. Yu. Rosensveik gives the following definition of interference: "Interference is the knowledge of the laws of the languages in contact (bilingual speaker)" U. R. Kadyrov, in his speech, "Interference is manifested in the form of deviation from the norm" [8:28]. In another source, interference is defined as follows: "Interference (Lat. inter - between, and ferio - to include) - is made up of words and is the interaction of language systems in the context of bilingualism. It is manifested in the interaction of languages and in the individual learning of a foreign language..." [10:197].

According to A.L. Pumpyanisky, the reasons for the appearance of interference are as follows:

- 1) firmly believe that words and grammatical forms have the same meaning;
- 2) mix up the graphic expression of words;
- 3) wrong use of analogy;
- 4) translate words with relatively clear meanings;
- 5) inability to find their Russian meaning when translating English words, lexical and grammatical combinations, etc.

Sources show the following types of interference:

1. Sound (phonetic, phonological) interference
2. Orthographic interference
3. Grammatical (morphological, syntactic, punctuational) interference
4. Lexical intervention
5. Semantic interference
6. Stylistic interference
7. Interference within the language

Teaching and learning foreign languages is related to bilingualism. The use of a foreign language "by a person learning it is a phenomenon of bilingualism and should be analyzed linguistically as such"[8:211].

Since the issue of bilingualism is one of the less studied areas in Uzbek linguistics and education, we leave this issue open and limit ourselves to the recommendation of those interested in the topic to read L. V. Shcherba's article "About bilingualism". Interesting information about this is given in L.I. Zilberman's article entitled "Interference of language and method of teaching foreign language". [5:20-33].

Here are some of the author's thoughts:

1. Mother tongue interference in learning a foreign language is somewhat better studied at the grammatical level than at other levels. However, he writes here that there is still no systematic and categorical approach to both mother tongue and foreign language phenomena and gives several examples related to the problem:

A) One of the main categories reflecting the structure of sentences in different languages is the opposition of “personal-impersonal” sentences: in English: it is cold, in French: il fait froid, in German: es ist kalt, in Russian: kholodno. It seems that Western European languages use personal sentences and Slavic languages use impersonal sentences;

B) the second example is an example of interference at the syntactic level gives examples of infinitive sentences. The English infinitive indirect agreement (Complex object) is widely used in French and German after physical perception verbs (je, fausser, lui, venir); German (ich, she, ihn, kommen); in Russian comes after causative verbs of the type “to force a person to do something”. Here, the teacher should know these situations in the mother tongue and pay attention to such interference situations in foreign language education. After that, L. I. Zilberman writes about the interference observed in the system of identifiers in different languages.

This issue creates certain difficulties for foreign language learners because the position of the determiner is directly related to the logical-syntactic construction of languages. In Uzbek, the determiner comes before the determined. For example, a good child, a beautiful flower, a book by a scientist, etc. But in Uzbek poetry, the poetic, including rhythm, tura, rhyme, and law can come after the defining definition with the requirement of rules. For example, Vatanim manim, spring has come, and when the bell rings. This situation is also observed in English. For example, breaking news, broken glass, trust yourself. However, there are languages in which certain syntactic devices can come before or after the determiner. For example, French is one such language.

1. The grammatical and stylistic function of word order is determined by the typological features of each language. According to the author of the article, word order in languages with a synthetic structure is used for methodological purposes and to determine the actuality of a sentence, while in analytical languages (for example: English), word order performs a grammatical function by ensuring the syntactic connection of words in a sentence [5:31]. Therefore, ignorance of the normative principles of the use of word order in the native language and a foreign language will undoubtedly damage the quality of education. The teacher should conduct many exercises on examples of both languages. At the same time, these exercises improve the student’s logical-grammatical skills.

2. L. I. Zilberman points out that there are cases of interference in the function of punctuation marks, so it is important to know that they are used in both languages. Therefore, a comparative study of the use of punctuation marks, especially commas leads to a decrease in the influence of the native language on the foreign language.

3. In our opinion, the opinions of this author about the characteristics of the manifestation of word meanings in the native language and a foreign language are very worthy of attention. Because, if the meaning is expressed lexically in one language, it is expressed morphologically in another language. This situation, which is well-known to theoretical and practical translators, is almost ignored in language education. It is emphasized to study them based on bilingual materials and to reflect the obtained results

in textbooks and training manuals, to limit the interference of the mother tongue in this regard.

4. Linguistics tries to teach more linguistic tools. Extralinguistic situations are hardly involved in education. For example, it is obvious to everyone that the meaning and function of the gestures of one language do not correspond to the gestures of another language in terms of form and content. Bringing a more linguistic-cultural issue into foreign language education not only enriches the student's knowledge but also his worldview. Therefore, it is appropriate to perform appropriate exercises on mother tongue interference related to extralinguistic situations.

5. Any difference in the languages being compared can be a source of interference in learning a foreign language. We often see this in the example of categories. Because, to create an understanding of these categories in the student, it is necessary to rely on the lexical-grammatical means of the native language that express the same meaning.

If none of the mother tongue categories are present in the target language, latent interference may occur. Hidden interference prof. According to V. G. Gak, it is manifested when the student tries to express the meaning he knows using foreign language tools. It is desirable to know the language system, its norms, and its parts to eliminate hidden interference.

A language system is a set of language elements and relationships between them, while a language norm is a set of concrete forms traditionally attached to the speaker. If errors at the system level lead to a violation of the content, the violation of the norm gives an idea of the incorrect structure of the speech. The language norm (see the definition above) should be distinguished from the speech norm. Its difference from the norm of speech is that the thought expressed is correct, but the speaker does not use it in the speech situation in this case. [4:19-24].

Therefore, language structure, language/speech norms, and knowledge of legal rules are among the main factors that determine the quality of education and translation.

In summary, this article can serve as a kind of theoretical impetus for foreign language education and comparative-typological research, which is its basis. the formation of social and cultural competence in the teaching of the language should occur with the consistent development of these components. Getting to know the elements and parts that have communicative significance, such as the culture of the Shet language and the patterns of behavior accepted in society, speech formulas suitable for the situation, attitude to the history of the state, family values, traditional beliefs, and everyday reality, literature of elders and children, refers to art and others. Research in modern linguistics and linguodidactics is based on the triad "person - consciousness - language", because the person is simultaneously a speaker, carrier, and learner of the language. It was a total of five, and one link could not be removed from it. In this regard, an idea about the linguistic person in science was formed by crossing and combining linguocognitive, psycholinguistic, and sociolinguistic categories. In Uzbekistan, the requirements for foreign philology graduates are improving. Today's competitive specialist must be able to successfully solve various professional problems in the field of science and technology, in addition to his mother tongue, Russian and English, along with mastering professional skills and abilities. From this point of view, as a competitive specialist, a graduate should know Shet languages in the field of professional communication. One of the trends of modern English language teaching is to develop the personality and role of the student in the educational process, taking into account his needs and abilities. An important aspect



of teaching English is the independent activity of students, which involves the conscious acquisition of English, which is related to the acquisition of self-education and improvement skills throughout life. It is important to develop the linguistic and methodological foundations of the formation and improvement of professional competencies of students of higher education institutions in Uzbekistan.

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