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ABOUT PHONETIC INTERFERENCE IN TEACHING THE PRONUNCIATION OF PHARYNGEAL AND YAWNING SOUNDS OF THE ARABIC LANGUAGE

О ФОНЕТИЧЕСКОЙ ИНТЕРФЕРЕНЦИИ ПРИ ПРОИЗНОШЕНИИ АРАБСКИХ ФАРИНГАЛЬНЫХ И ЗЕВНЫХ ЗВУКОВ

ARAB TILIDAGI TIL ORQASI VA HALQUM TOVUSHLARINING TALAFFUZIGA DOIR FONETIK INTERFERENSIYAGA DOIR

Abstract: As we know, at one of the first stages in teaching Arabic pronunciation, students and teachers are faced with a phenomenon such as linguistic or interlanguage interference. As a result, some specific errors appear in the students' speech, which impedes the formation of certain skills and abilities for the correct articulation of difficult-to-pronounce phonemes. The proposed article is devoted to the study of this phenomenon and the causes of its occurrence.

Keywords: linguistics, phonetic interference, phoneme, consonant, phonological system, pronunciation, accent, comparative analysis.

Аннотация: На одном из начальных этапов при обучении и постановке арабского произношения студенты и преподаватели сталкиваются с таким явлением как лингвистическая или межъязыковая интерференция. В результате в речи обучаемых наблюдается ряд характерных ошибок, затрудняющих процесс формирования определенных

навыков и умений для правильной артикуляции труднопроизносимых фонем. Предлагаемая статья посвящена изучению этого явления и причин его возникновения.

Ключевые слова: лингвистика, фонетическая интерференция, фонема, фонологическая система, арабский язык, произношение, акцент, сравнительно-сопоставительный анализ.

Annotasiya: Arabcha talaffuzni o'rgatishning dastlabki bosqichlaridan birida talabalar va o'qituvchilar lingvistik yoki tillararo interferensiya hodisaga duch kelishadi. Natijada o'quvchilar nutqida talaffuzi qiyin bo'lgan fonemalarni to'g'ri ifodalash uchun ma'lum ko'nikma va malakalarni shakllantirish jarayoniga to'sqinlik qiluvchi bir qator o'ziga xos xatolar kuzatiladi. Taqdim etilayotgan maqola ushbu hodisani va uning paydo bo'lish sabablarini tadqiq etishga bag'ishlangan.

Tayanch so'zlar: tilshunoslik, fonetik interferensiya, fonema, fonologik tizim, arab tili, talaffuz, urg'u, qiyosiy tahlil.

The Arabic language belongs to the Semitic-Hamitic language family and is determined by a very developed system of consonants. In the Middle Ages, during the spread of the Arab conquests, the Arabic language, being the language of science and culture, became widespread in the territories conquered by the Arabs, which became part of the Arab Caliphate. In addition, he had an undeniable influence on the evolution of the languages of local peoples and nationalities. The Arabic script is the basis of writing for many Oriental languages till now. If we trace the history of the mutual influence of the Arabic and Uzbek languages, which existed and developed side by side for centuries, we can give numerous examples of this mutual influence not only at the lexical but also at the phonetic levels.

At present, the Uzbek language contains a lot of borrowings from Arabic, many of which have undergone corresponding phonetic changes concerning the Uzbek language. Due to the absence in the Uzbek language of emphatic consonants ض, ظ, ط, yawning sound ع, stop sound ء - hamza, interdental ذ, ث, as well as guttural ه and ح, these consonant phonemes in borrowed words

have undergone specific phonetic changes. For example, in the words of primordial Arabic origin عالم (scientist), عزيز (expensive), عسل (honey), and عظيم (big, large), the yawning sound ع is omitted and is not pronounced in the Uzbek language: *olim*, *aziz*, *asal*, and *azim*. We can see here one of the simplest examples of phonetic interference when words move from one language to another.

Interlingual *interference* (from Latin *inter* - between and *ference* - transferring) means the transfer of the norms and rules of one language to another or the mutual influence of languages. Rosenzweig V.Yu. notes, that interference is a violation by a bilingual of the rules for correlating contacting languages, which manifests itself in his speech as a deviation from the norm. [14:28].

We can observe the interference when the student automatically transfers the sounds of native speech to speech in a foreign language. There are usually two types of linguistic interference: phonetic and graphic. We have chosen phonetic interference in the articulation of Uzbek students as the object of study. Students are accustomed to pronouncing the same sounds in the Uzbek language and pronounce Arabic phonemes as the phonemes of the Uzbek language they are used to, resulting in an Uzbek accent, which is sometimes not very easy to correct. Most of the phonetic errors made by students are the result of the phenomena of sound interference. Kornev V.A. writes that a person who acquires a non-native language unconsciously transfers the system of existing rules, the program of speech behavior fixed in the native language, to the foreign one. [10]

For overcoming the phenomena of sound interference we have to identify the most mistakes made by students and do a comparative analysis of the grammatical systems of the Arabic and Uzbek languages. Comparative analysis of systems, first of all, helps to compare and see the patterns of deviations in language systems, understand the causes of inconsistencies in the implementation of foreign speech, and overcome failures in mastering the norms of the foreign language. A feature of comparative analysis to teach foreign pronunciation

is the need to supplement its data with an analysis of phonetic errors. As a result of such an analysis, a linguistic model of accent in the speech of a foreigner emerges. We can adequately describe it in a comparative analysis of the contacting languages. [13]. Thus, a comparative analysis of the phonological systems of two languages is of great help in identifying and analyzing the most characteristic errors.

The group of errors made by students in the study of Arabic phonemes includes pronunciation errors related to pharyngeal and yawning sounds of the Arabic language.

The pharyngeal consonant ع - ‘ain has certain pronunciation norms in Arabic and is a voiced noisy consonant. When we articulate this consonant, the muscles of the larynx tightly close in the form of a short throat spasm, after which there is an instant relaxation of the laryngeal muscles. In this case, the vocal cords are involved, and therefore this consonant is voiced. [9: 65]. This sound is one of the most difficult to pronounce in Arabic, as it has practically no analogs in other languages. The Uzbek language has many words borrowed from the Arabic language. The borrowed words in the original Arabic versions contained this sound. But after the transition to the Uzbek language, these words have undergone certain phonetic changes. If in the Arabic original, the phoneme ع is at the beginning or the end of the word, then in the Uzbek version it is not pronounced, but it affects the subsequent vowel, which is pronounced with certain differences from the standard Uzbek vowel. For example, the words علم (‘ilmun) - and عمر (‘umrun) have equivalents in the Uzbek language, pronounced as «ilm» and «umr», that is, the consonant ع is simply not pronounced here. And the vowels “i” and “u” in the Uzbek words “ilm” (science, knowledge) and “umr” (life) have an articulation different, for example, from the words “ikki” (two) or “izdosh” (follower) and pronounced with more force and tension than in the normal state. In the middle of a loan word, the consonant ع also undergoes articulatory changes. The indicated consonant is not pronounced as such

and is replaced in the letter with a solid sign “ ‘ ”, which does not indicate a specific sound but is part of the Uzbek alphabet. For example, in the words “ma’lumotlar”, “ta’til” and “ta’lim” (see Arabic equivalents - «معلومات», «تعطيل», «تعليم») This phoneme also affects the vowels adjacent to it, which are also pronounced with more stress. In the mistakes of students that occur when mastering the pronunciation norms of this consonant, it can be traced that they automatically transfer the form of pronunciation of Uzbek words to their Arabic equivalents. They practically avoid its pronunciation.

Another consonant of the Arabic alphabet «hamza» - ء, has also lost its phonological and articulatory characteristics in the Uzbek language. It is a voiceless explosive stop consonant. We pronounce this consonant by closing and opening the vocal cords. We can produce a sharp sound, similar to a slight cough. In Uzbek words borrowed from Arabic and containing the consonant hamza in the original, it, like the pharyngeal consonant ع, is not pronounced at the end of the word (Arabic “imda”) (إمضاء) and the Uzbek - imzo), but also affects neighboring vowels with it if it is in the middle of a word (Arabic “ra’iis”) (رئيس) and Uzbek “rais”, Arabic “ta’kiid”) (تأكيد) and Uzbek “takid”, Arabic “ta’sis”) (تأسيس) and Uzbek “ta’sis” As we see in writing, hamza in the Uzbek language is also replaced by a solid sign “ ‘ ” if it is in the middle of a word followed by a consonant.

The yawning fricative noisy voiceless consonant ح also belongs to the category of difficult to pronounce consonants. Its articulation is similar to the voiced consonant of the same series ع. The difference lies in the fact that when articulating the sound ح, the muscles do not adjoin tightly to each other. They narrow strongly, forming a narrow gap. Sound is produced when air passes through this gap and rubs against the tense muscles of the vocal cords. When teaching the pronunciation of this sound, students often replace it with an easier-to-articulate consonant fricative • (x), which is formed in the parts of the larynx located much higher in the vocal cords, which do not strain at

all during pronunciation. The equivalent of this consonant in the Uzbek language is a consonant sound (madhhun). This sound is articulated as “h”, and we hear respectively “hamdun”, “hukmun” and “madhun”, which is one of the clearest signs of sound interference.

To prevent or eliminate cases of phonetic inertia in students’ speech, we should focus on the articulation of Arabic emphatic, pharyngeal, and yawning consonants by checking the position of the students’ speech organs during their pronunciation (based on specially designed phonetic exercises). To avoid mistakes when training on the pronunciation of emphatic sounds, students need to constantly monitor the tense position of the speech organs and pay special attention to the difference between the emphatic and their corresponding simple consonants of the Uzbek language.

Thus, when teaching the pronunciation norms of the Arabic language, students should be developed the skills of correct articulation of sounds that are difficult to pronounce. Students have to master their articulation skills and learn to catch and distinguish features that, while not being phonologically essential for their native language, are essential for the Arabic language. They can achieve positive effects through exercises aimed at working out paired sounds. [7].

Phonetic exercises give good results when the hard-to-pronounce phonemes listed above are at the end of a word after vowels (in a post-vocal position) when their pronunciation features are manifested. As a rule, voiced consonants in Arabic words at the end are not stunned. For example, in Uzbek and Russian, and are pronounced loudly (in ضابط, حفظ, قبض, ربيع, مسح, etc.). In addition, students are encouraged to pay attention to the written expression of emphatic and interdental consonants, focusing on their pronunciation norms in Arabic.

We can achieve good results and correct pronunciation by repeatedly listening to and repeating words and expressions that contain sounds, the pronunciation of which is difficult for students of this category.

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