Methods of Preventing the Interference Phenomena

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Abstract
In this article, considered the issues of teaching English pronunciation in attracting such comparisons. In the practice of language teaching two ways of teaching pronunciation are mainly distributed. The actuality of the investigation is explained on one hand by the profound interest in the role of a variety of factors in the developing pronunciation of learners, and on the other hand the effective ways of teaching Phonetics. This model reflects in part the influence of communication-based theories of language acquisition. And in large part, it reflects the influence of different pragmatist and progressive education theorists. As well as traditional approaches there are new methods that stress the importance of learner autonomy and responsibility for the learning process that attributes greater value to the learner's experience and knowledge.

Keywords: Mobile learning, electronic learning, traditional sceptical attitude).

Introduction

Recently in the Western methodology of teaching English so-called "Mobile learning" is practised. "Mobile learning" is a constituent part of electronic learning based on using easily portable devices. In opposition to the traditional sceptical attitude of the majority of teachers, we suppose that it is quite possible to make the usage of mobile devices at the lessons of a foreign language useful and effective [1,2,3].

There are the following types of mobile learning: individual, peer-to-peer or peer-to-instructor and group sharing mobile learning. It is a kind of learning in which the learner is not in some fixed preconditioned location, but he is more independent of the circumstances of the actual reality. Such kind of learning might be useful for students having definite challenges in the learning of a foreign language: challenges in pronunciation of unfamiliar sounds, in learning new grammatical forms, and in the practice of communication in a foreign language [4-7].

Methodology

Due to modern versions of mobile devices students learning English have a unique opportunity of learning the language, in particular, practising listening, speaking, reading, and writing skills outside the English lesson makes the teacher's job much easier, and at the same time motivates students, makes the language learning more accessible as they use their own mobile devices, also creates though artificial, but language atmosphere outside the English lesson [8-12].

The application of Mobile learning in Methods of teaching a foreign language alleviates foreign language learning a lot, making it more effective, practical and convenient for learners. In the

future with the development and amelioration of mobile devices Mobile learning will improve will promote self-study of languages and will create the opportunity for intensive learning of foreign languages and a significant reduction of efforts and time consumption for their mastering. At the same time regular extracurricular listening, Skype communication with native speakers, doing online language training very much improves the quality of language acquisition and to some extent help to overcome different kinds of challenges for bilingual individuals learning a foreign language and remember new vocabulary not by translation, but within the actual word combinations and phrases. In such cases, unfamiliar words are memorized much better and it is relatively easier for learners to overcome the challenges of the learning process [13-19].

For natural prevention of the challenges in the process of mastering a foreign language lively communication with native speakers, online correspondence, communication with bilingual friends, and mates speaking a foreign language is important.

Watching films in a foreign language, if necessary with subtitles, depending on the level of language learning, has a significant impact on prevention of the language learning challenges as well. It improves and develops reading skills, pronunciation and perception of different speech patterns.

Thus, apart from the traditional grammar-translation method the use of the communicative-interactive methodology in teaching a foreign language is the most effective, intensive and in overcoming learners' psychological barriers [20-27].

Using this methodology not only the teacher but also the learners themselves directly get engaged in the process of communication with each other, and the learner has an opportunity to express himself fluently in the target language bearing in mind that nobody will interrupt and stop him because of slight mistakes and errors in speech.

In such conditions, learners can easily overcome psychological and linguistic challenges appearing in learning a foreign language and master the language more effectively. Focusing not on mistakes in speech, but on the process of communication itself, the learners do not face with so-called '*language barrier*'.

When speaking about the challenges of mastering 2 languages, there is also an opinion about the mutual inhibition of languages in conditions of bilingualism. According to L. V. Sherba:

'Some inhibition to a foreign language from the direction of the mother tongue is unavoidable and quite normal: it is a natural challenge of learning a foreign language. If both languages are learned well and regularly used, mutual inhibition is not observed; some phenomena in this regard appear only in cases if any of the languages are not used any more [24-29].

Results and Discussion

Nowadays, English is taught in the high educational institutions in our Republic. Since the students will eventually learn English based on their mother tongue, there is a need for several research tools based on a comparison of phonetics, vocabulary and grammar of English. Our research work considered the issues of teaching English pronunciation in attracting such comparisons. In the practice of language teaching two ways of teaching pronunciation are mainly distributed.

− The first is based on imitation, i.e. by unconscious assimilation of the phonetic

phenomenon.
- The basis of the second is meaningful learning.
This means that teaching pronunciation skills cannot be mechanical.
"*Students need to maintain awareness of the linguistic features of foreign speech to the development of skills, and not vice versa, so this information is not given at all*".
This method of teaching pronunciation is called analytical and imitative. For example, learning English sound by students of Karakalpak [a:] is difficult. Students are inclined to change the English long vowel [a:] in the words garden - [ga:dn], star - [sta:], qualitatively and quantitatively, it's different from Karakalpak vowel [a] in the words of the bala - [bala] (child). Consequently, over the sound [a:] teachers have to work longer and more laborious, to prevent the influence of the corresponding sound of the native language of students.

The present study has investigated the issues connected with improving the English pronunciation of Karakalpak learners. The topic has been prompted by teaching practice which has shown Karakalpak students' problems while pronouncing particular English vowels such as [a:] and [ж], distinguishing [e] or [ж], [a:] or [Л] and not always differentiating long and short vowels such as [i:] or [i], [o:] or [o], [u:] or [u]. The idea was that the English language could help Karakalpak students with the improvement of especially difficult sounds mentioned above.

Although vocabulary and grammar are important elements in foreign language learning, actually nowadays where oral communication has become vital and inevitable, the most important element in foreign language learning is how to pronounce the vocabulary correctly [29-31].

A speaker may try hard to say the word but the listener will not understand it because the wrong pronunciation will distort the whole message.

People are judged by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Being able to speak English with proper pronunciation not only makes the speech intelligible but also builds up a proper rapport with the listeners.

Conclusion
The study of interference is really important both in Linguistics and Methods of teaching English for effective teaching and learning the foreign language.
Interference phenomenon can occur in conditions of artificial bilingualism in studying a foreign language at schools and higher educational institutions. At a later stage of foreign language learning when a bilingual individual already completely adapts to phonetic, morphological, lexical and syntactical systems of the mother tongue, challenges in 'adaptation' to the system of the foreign language if it is possible to express in this way, directly appear. Depending on phonetic, morphological, grammatical, lexical and syntactical features of the target language phonetic, morphological, grammatical, lexical and syntactical types of interference are distinguished.
Phonetic interference is observed in deviations from pronunciation norms, intonation and stress in bilinguals' speech; it is especially expressed in the accent manifested in a reverberant speech in cases when there are no equivalent phonemes characteristic to the second language in the

mother tongue. In such cases, phoneme interference distorts the sound form and the meaning of the utterance and also impedes, and in some cases disrupts the communication process.

As individuals, we always learn to speak earlier than to learn to read and write. Learning a language means performing the sounds, utterances, and words properly and correctly. One of the general goals in L2 learning, to speak the target language accurately and fluently like native speakers, is the most important one.

When we talk to other people in English, the first thing they notice is our pronunciation skills which can create a good impression about the quality of our language ability. Poor and unintelligible pronunciation makes our speech unpleasant and misunderstanding for both speakers and listeners. In addition, limited pronunciation skills make learners lose their self-confidence and result in a negative influence on learners to estimate their credibility and abilities.

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