competence in his or her classroom. In their formation, the use of information and communication technology opens up new horizons. Students have access to the most extensive information services available, as well as the ability to work with multimedia interactive activities, workshops, games, and Internet-based content.

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OVERCOMING THE NATIVE LANGUAGE INTERFERENCE WHEN TEACHING ENGLISH PRONUNCIATION

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Kazakhstan, as a multilingual space, creates all conditions for the free development of the languages of all ethnic groups living on the territory of the republic. In this regard, the main direction of the latest language policy is the formation of multilingualism, which emphasizes the importance of preserving the native, ethnic language and the need to master foreign languages for professional and intercultural communication [1].

The relevance of this topic in today's Kazakhstan is determined by the fact that interest in the study of foreign languages has increased in the country, the attitude towards the study of the cultures of other peoples has changed. Citizens of Kazakhstan, joining the world culture through direct mastery of foreign languages, experience the influence of linguistic interference, which is undesirable in intercultural communication when establishing contacts by domestic entrepreneurs, firms and organizations with foreign partners in various fields of human activity. At the same time, the issues

related to increasing the efficiency of the process of teaching foreign languages, taking into account the influence of the native language of the bilingual, acquire particular relevance. When learning foreign languages, the native language influences the studied languages, i.e. when studying a foreign language, we will certainly encounter the phenomenon of linguistic interference.

Interference is the interaction of linguistic structures in bilingualism, which occurs either through linguistic interactions or through individual mastery of a non-native language; it manifests itself as deviations from the standard and the system of the second language under the control of the native. [2]

Interference occurs in the speech of a person who speaks two languages as a foreign language accent; it may be constant (as part of a collective's speech) or sporadic (as part of a person's idiolect). Interference can happen at any level of language, but it is most noticeable in phonetics (accent in the narrow sense of the word). Different phonemic structure, different rules for positional realization of phonemes, their harmony, different intonation, different ratio of differential and integral features, and/or different ways of expressing grammatical categories are all examples of disparities in the structures of communication languages.

Interference is observed in the process of direct communication between two (or more) languages, or, more generally, interference is observed in the process of direct linguistic contacts. However, the word "interference," which originated in physics and has since been applied to the technique of teaching a foreign language in the sense of "inhibiting the native language's effect on the assimilation of a foreign language," does not accurately reflect the nature of the linguistic phenomenon. From a methodological point of view, interference is a negative phenomenon (in terms of mastering a second language), but it is objective and inevitably arises as soon as multilingual groups enter into active contacts.

This phenomenon is most obvious in the process of teaching a second language: it emerges on the surface of someone else's speech of a native speaker in the form of a kind of product – obvious speech errors, qualified by the native speakers of the target language as a violation of linguistic norms. However, the results of the interference may be less noticeable than the speech error. They can have a positive value when assessing the processes of interaction between two (or more) contacting languages. [3]

In intercultural communication, interference manifests itself at all levels of the language system: sound (phonetic, phonological and sound-reproductive interference), grammatical (morphological, syntactic and punctuation interference), lexical, semantic and stylistic.

Negative phonetic interference is caused by discrepancies in the composition of phonemes and their combinations in contacting languages, as well as a mismatch of phonemic systems. At the same time, the similarity and genetic relationship of the contacting languages determine the type of the intervention manifestation. Phonetic negative interference is, first and foremost, a breach or distortion of the learned foreign language's language structure and norms caused by the interaction of two languages' phonetic structures and pronunciation norms in the speaker's brain, as expressed by the interference of auditory and pronunciation abilities. The investigation of the language exchange outcomes, detected in speech and evaluated in relation to the target language's norm, is fundamental for the interference problem. The examination is carried out by evaluating the specifics of the native language's effect on foreign language expression at phonological stages. Interference is one of the most difficult issues to solve when it comes to language exchange.

The work of respiratory mechanisms, the temporal and rhythmic organization of pronunciation, and the peculiarities of the students' working memory were discovered to influence phonation mechanisms, which include voice formation, sound processing, segmentation, and intonation.

The entire complex collection of phonation processes cannot be transferred from native language speech operation to foreign language speech. When learning a foreign language, the intervening effect of the native language is most clearly manifested in the articulatory and intonational programme.

An individual develops an acoustic-articulatory base in his native language as he develops his thought and speaking skills. This acoustic-articulatory base reflects the essence in the language where he is the speaker. As a result, a person learning a foreign language hears the sounds of the language through the lens of his native tongue, equating them to the latter's sounds. As a result, his auditory analyzer proves to be distorted, preferring a foreign language. The aim of learning to pronounce a foreign language is to adapt the psychophysiological processes of interpretation and development of speech to the phonetic essence of the language being studied by correcting existing auditory-pronunciation skills and creating new ones. The creation of the auditory-pronunciation base of the target language is possible due to the potential abilities of the human ear and the mobility of the articulation organs, which is excessive for the native language.

When the phoneme of the secondary language is confused with the phoneme of the primary language, the so-called "accent" in the voice of a bilingual in a non-native language emerges, as well as a deviation from the second language's pronunciation norms.

Despite the intractability of overcoming the native language's interfering effect, especially at the phonetic level, errors that occur when working on pronunciation can be eliminated.

The teacher's excellent pronunciation is one of the criteria for minimizing the effect of intervention, and he or she must also work systematically. It is self-evident that in the absence of proper language conditions and continuous self-control, even a well-delivered pronunciation deforms over time. Special phonetic exercises, which can be of two types: a) in listening; b) in replication, are the primary means of countering phonetic interference. Both classes are intertwined and play an equal role in auditory and pronunciation abilities. Listening should always be followed by an activity that directs students' voluntary attention to a specific phoneme function. [4]

The study of a word's sound type through onomatopoeic words, songs, and poems helps students to learn English and aids in the effective assimilation of phonetic phenomena in English, as well as the ability to distinguish between native and foreign languages' sound forms.

The setting in which songs are performed in the classroom is aimed at improving foreign language pronunciation and developing musical ear. The proper articulation and pronunciation of sounds can be reinforced by learning short, simple melodic songs with regular repetitions and a smooth rhythm.

Onomatopoeic words of the spoken language, consisting of sounds that approximately imitate natural noises and sounds, exist in English and other languages. The introduction of onomatopoeic words into speech can provide all possible assistance in practicing phonetic elements.

The use of poetry is also an effective technique in mastering a foreign language and increasing interest in its study. Memorizing rhymes does not require much effort from students and serves as an excellent means both for mastering language material and for practicing pronunciation skills. Working with poems and rhymes improves pronunciation, provides the creation of communicative, cognitive and aesthetic motivation. [5]

Students may also use drills to resolve interference and develop their English language fluency. What exactly is drilling? Drilling is an audio lingual technique in which students repeat a model that the instructor provides. The emphasis is on precision rather than fluency. Grammar, vocabulary, and pronunciation are all practiced by them. This technique is still used by many teachers in many parts of the world although the theory – behaviorism- which is the basis of such a technique was discredited a long time ago. There are many types of drilling: A) Repetition or imitation drills – basically a teacher says a model and the students repeat it; B) Substitution drills – teachers use substitution drills to practice structures or vocabulary items, the idea is to practice changing one or more words during the drill; C) Question and answer drills – question and answer drills refer to the use of questions as prompts, students provide the answer in a very controlled way; D) Transformation drills – students are

given a structure to be transformed; E) Chorus drills – teacher asks the whole class to repeat the model all together. [6]

Chant is described as singing or saying something repeatedly. Continuously shouting the same cheer at a sporting event is an example of chant. A chant is a poem, melody, or something that is repeated over and over again. A basic ABC Phonics chant is an example of a chant. A chant is simply a series of words spoken over music or rhythm. They are helpful because the music energizes the students and they must say the word in a rhythm.

Thus, we see that overcoming the interference of the native language when mastering the phonation base of the English language becomes possible. The minimization of interlingual interference is successfully carried out when using various phonetic techniques in foreign language lessons, such as songs, poems, tongue twisters and onomatopoeic words.

We came to the conclusion that the native language (Kazakh) plays a significant role in the study of a foreign language. Since a person learning a foreign language often refers back to his native tongue, he searches for similarities between the two. He compares and contrasts two languages. Thus, finding some similarities (for example, in phonetics, vocabulary, grammar), it is much easier for the student to master a foreign language, based on its similarities with the native language.

An individual, studying a foreign language, and at the same time, relying on his native language, brings together two completely different languages. And the closer the two languages are, the more the individual relies on his first language in speech activity in the second language. [5]

Studying a foreign language, an individual will never forget his native language and will not stop using speech in his native language, i.e. a foreign language will never replace, let alone supplant, a native language. The student, relying on his native linguacultural experience, consistently, step by step, moves towards mastering the system of a non-native language.

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MOODLE PLATFORM FOR TEACHING FOREIGN STUDENTS RUSSIAN LANGUAGE

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