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LINGUO-CULTURAL INTERFERENCE IN ENGLISH SPEECH OF KAZAKH STUDENTS

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Kazakhstan, as a multilingual space, creates all conditions for the free development of 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 the country has increased interest in the study of foreign languages, the attitude to the study of the cultures of other peoples has changed. The citizens of Kazakhstan, being introduced to the world culture through direct mastery of foreign languages, experience the influence of language interference, which is undesirable in cross-cultural communication when establishing contacts between domestic entrepreneurs, firms and organizations with foreign partners in various spheres of human activity. At the same time, issues related to improving the effectiveness of the process of teaching foreign languages, taking into account the influence of the native bilingual language, are of particular relevance. When learning foreign languages, the native language has an impact on the languages being studied, i.e. when learning a foreign language, we are bound to encounter the phenomenon of language interference.

In linguistic science, the term "interference" was introduced by representatives of the Prague Linguistic Circle. Interference is an interaction of language systems in the conditions of bilingualism, which develops either during language contacts, or during individual development of a non-native language [2].

The most famous is the definition of interference given by W. Weinreich, where by interference he understands the negative result of the interaction of languages, which manifests itself in the form of violations of the norms of the studied language in the process of using it by a bilingual [3].

At the present stage, language interference is one of the main objects of research conducted in linguistics, in particular, in the theory of language contacts, as well as in the framework of bilinguology. Active consideration of language interference began in the middle of the XX century and continues to the present day. The theoretical provisions that form the basis of this phenomenon (research approaches, definitions, classifications, causes, etc.) were developed.

In the process of learning a non-native language, the so-called inter-language arises, in which the laws of both the native and foreign languages apply [4]. This interlanguage is the bridge through which students learn a foreign language. The contact of the native and the studied languages leads to the phenomenon of "interference", which is possible at all levels of the language. A significant contribution to the theory of language interaction was made by the works of M. M. Kopylenko, A. E. Karlinsky, Z. K. Akhmetzhanova, M. K. Isaev, A. I. Rabinovich, K. M. Baibulsinova, in which the study of phonetic interference was carried out based on the interaction of Kazakh and Russian, Kazakh and German, Kazakh and English languages.

Phonetic interference is understood as incorrect pronouncing of sounds and sound combinations of a non-native language (in general or in a certain position in a word), replacing them with sounds of the native language [5]. At the phonetic level, interference is associated with various deviations from the pronunciation norms. Examples of phonetic interference can be heard in virtually every practical lesson of a foreign language. First of all, it is a change in the place of stress in some foreign words under the influence of the Kazakh language.

For example, a native speaker of the Kazakh language, learning German, can pronounce in German words dental [t], [d], [l], [n] instead of alveolar, i.e., as is typical of the Kazakh language; or instead of uvular [r], the student can pronounce in English words Kazakh [p].[6]

Therefore, the second approach seems to be more broad and appropriate, since language interference in a non-native language is a two-way process in which errors in speech in the studied language are the result of the negative influence of the features of both the native language and the studied one. For example, difficulties in pronouncing the vowels [y: y], vocalized [r], affricate [pf] [7].

Similarity in the grammatical forms of interacting languages (with the exception of closely related ones) is quite rare and atypical, but bilinguals constantly expose them to identification. And the greater the difference between the systems of languages, the more each of them has its own forms and models, the greater the potential area of interference.

The main tasks of teaching a foreign language in a language university also include mastering foreign language vocabulary in speech. It is known that the degree of lexical correctness of foreign language speech is one of the main indicators of the level of proficiency in it.

However, the practice of teaching foreign languages, as well as the data of methodological studies (Abdigaliev S. A., Galperin G. A., Zimnaya I. A., Folomkina S. K., Yu.Bagana, Blazhevich, Yu. S.) indicate that the mastering of foreign language vocabulary is complicated by the interfering influence of the native language.

Lexical interference is defined as the borrowing of lexemes of a foreign language in bilingualism, which is expressed either in the transfer of a phonemic sequence from one language to another, or in shifts in the structure of the meaning of the lexeme of the native language, or in formations scalped according to the model of foreign words [8]. At the semantic level, interference manifests itself at the level of word meanings. It is connected with the fact that the phenomena known to the speaker are reflected in a foreign language differently than in the native one:

For example: the Kazakh "ауыл" and the English "Village" refer to a small settlement outside the city, but the living standards, conditions and lifestyle in Kazakhstan and Britain in such settlements are slightly different.

In addition to special language thinking, which formally most often leads to interference at the lexico-semantic level, it is necessary to take into account the typological differences in the grammatical structure, and in particular, the syntactic side, of the languages in contact. Accordingly, there are deviations from the regularities of the combinability properties of syntactic units. Thus, I. N. Grigoriev defines syntactic interference as "typical deviations from the norm of word combination, expressed in an involuntary distortion of the semantic structure of syntactic units under the influence of associative connections of the native language" [9].

Consequently, the interfering influence of languages at different stages is obvious. The acquisition of a non-native language, both in natural and artificial conditions, does not take place independently of the knowledge, skills and abilities that each person has since childhood, in the field of the native language. On the contrary, in this case, there are certain processes of interaction between the already learned and assimilated languages, which are carried out not chaotically, but on the basis of certain laws, the essence of which is to use the previous language experience when learning and using a second language.

In the proposed article, the phenomenon of interference is considered on the example of learning English by native Kazakh speakers. The recipients were students of the IT school-lyceum in Aktau.

Observations made in English language classes state that the reason for non-random errors in statements in a foreign language is often due to the mutual influence of language elements and the rules of the two language systems. Reasons for deviations from the norms in English speech, the speech is explained by the fact that speakers of their native Kazakh language, using a foreign language, constantly "force" themselves to deviate from the usual norms of their native language. The norms of the native language are so stable in their minds that when students build English sentences, they try to "align" the differences between English and their native language, as if to achieve similarity between the elements of the native and the studied languages.

The main source of interference is discrepancies in the systems interacting languages: in phonemic composition, in grammatical and lexical categories and ways of their expression, in the stylistic structure of the language, etc. The main deviations from the norms of the language at the phonetic, lexical-semantic and grammatical levels are associated with typological differences between the foreign and native languages, with the peculiarities of the influence of the native language. These deviations may also be due to the degree of proficiency in a second (foreign) language, as well as the lack of a natural speech environment of the language being studied.

The norms of the native language system in the mind of the student constantly defeat the" foreign " norms, as evidenced by mass errors in non-native speech. Moreover, these violations of the norms of the second language are not spontaneous, not chaotic, they are clearly directed in the nature of assimilation to the norms of the native language. Observations made in the classes made it possible to identify the following types of interference.

Students often make mistakes at the phonological, grammatical, lexical, syntactic, and linguocultural levels.

At the phonological level, the phonemes of the other language are underdifferentiated. Underdifferentiation occurs because in the Kazakh language, the difference between similar sounds is not phonologically significant.

Interfering phenomena also occur when grammatical structures do not match in the studied and native languages.

For example, the absence of the gender category in the Kazakh language leads to difficulties in defining the gender in English: Thus, the sentence "Ол дәрігер." depending on the gender of the

subject expressed by the subject "Ол" in English will be translated as "He" or "She". As a result, the sentence "Ол дәрігер." is translated by students as "He is a doctor." or "She is a doctor."

In recent decades, the issues of intercultural communication have occupied a fairly large place in the work of Russian linguists, and therefore, it is relevant to develop issues of cultural interference. At the linguistic and cultural level, interference is caused not by the language system itself, but by the culture that the language displays. Interference occurs when at least one of the participants in the communication perceives similar realities, phenomena, and norms of behavior in another culture through the prism of the model of world understanding that they have learned [6].

So, for example, in the culture of the Kazakh people, it is customary to address parents and older relatives respectfully, with "Сіз (You)", while in England the polite form of address is used mainly in relation to unfamiliar people, colleagues, business partners, and is rarely found between members of the same family. Possession of speech skills of the native language can, on the one hand, facilitate the process of mastering a foreign language, and, on the other hand, provoke the occurrence of errors in foreign language speech. This is especially true for the initial stage of training. Since the foreign language knowledge and skills of students are still far from perfect, "reliance" on the native language is more or less inevitable.

Accordingly, there is a new goal of teaching foreign languages in the context of a new paradigm of foreign language education, which affects the personality of the student, his readiness, abilities and personal qualities that allow him to carry out various types of speech-thinking activities in the context of social interaction with representatives of other linguistic ethnosociums and their culture.

The student can always learn to reproduce with absolute accuracy a certain number of models of the English language, without mastering this language as a whole generating system, without acquiring the ability to produce an infinite number of correct combinations of elements of this language. The speech behavior of different bilingual speakers is very different. Some people learn several foreign languages as well as their native ones, and the interference is negligible. Others speak a second language much less well than their native language, and there is a constant strong interference in their speech. Some easily switch from one language to another, depending on situations, others do it with great difficulty. The same person can behave very differently in different situations of bilingualism. Some students realize that they are making mistakes, but do not know how to properly express themselves. And this leads to a loss of interest. Therefore, the prevention of errors and the explanation of errors against the background of assimilation there is a surefire path to productive bilingualism. The more fluent students are in their native language, the less interference phenomena are felt in their speech.

Since interference is a natural and therefore predictable phenomenon, its prevention is one of the main tasks in teaching foreign languages.

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CONSTANCY AND VARIABILITY IN INTONATION SYSTEM OF ENGLISH (TEACHING ON THE EXAMPLES OF ENGLISH ADVERTISEMENT)

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The article studies the possibility of applying English advertisements as materials for teaching intonation along with the in-depth analysis of variability in intonation in English language. Using advertisements in the classroom can help the learners to understand the intonational patterns in English.

This article investigates the aspects of English intonation through the perspectives of acoustics and linguistics. The latter, linguistics, is no doubt used mostly in teaching the intonation of English language, according to the methodology in teaching English as a foreign language [3, p 100]. Further, the individual aspects and features of intonation in English language are investigated with the help of several qualitative research papers which study the aspects of intonation of English language through several types of sentences and phrases.

In order to do the research on the intonation in English language, it is important to study the previous research papers on this topic. Most of the papers signified the different aspects of intonation of English language with the help of "fundamental frequency patterns" [3, p 100]. The study identified the main two features of intonation in English language: rise and lowering, which might be used together in different shades and orders in the sentences. However, there is no possibility of using these two features individually. This means that the best way to study intonation in English language is with the help of patterns in speech. However, the pattern might differ according to the grammatical structure of the sentence. Therefore, it is important to highlight the close connection between the grammatical structures and rules and patterns in intonation in English language.

The method of the research included the general cognitive analysis of the local and international literature on the topic first, followed by the methods of statistical and analytical investigations of the experiment data.

Observing the intonation in a typical English language lesson in Kazakhstan, it was identified that intonation does not always correspond to the patterns of the native speakers. The stress can be put in the last syllable, unlike the correct pattern, and the pauses are used in the wrong places. This can be explained by the effect of L1 and L2. The latter does not concern the English language, as our country utilizes 2 languages of Kazakh and Russian languages. It is important to highlight that the stress is put in the last syllable in both of languages. Therefore, the pattern in intonation of the non-native speaker differs from the pattern of native speakers. Moreover, the intonation pattern rather might look like a curve, rather than a hat-pattern.