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OLIV VA O'RTA MAXSUS  
TA'LIM VAZIRLIGI**



**O'ZBEKISTON RESPUBLIKASI  
INNOVATSION  
RIVOJLANISH VAZIRLIGI**

# **TA'LIM TIZIMIDA CHET TILLARNI O'RGANISHNING ZAMONAVIY MUAMMOLARI VA ISTIQBOLLARI**

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LANGUAGES IN EDUCATIONAL SYSTEM  
International scientific-practical conference**

**March 5-6, 2020**

**СОВРЕМЕННЫЕ ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ ОБУЧЕНИЯ  
ИНОСТРАННЫМ ЯЗЫКАМ В ОБРАЗОВАТЕЛЬНОЙ СИСТЕМЕ  
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**5-6 марта, 2020**

Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2020 йил 7 февралдаги 56-Фсонли буйруғига асосан ўтказилган халқаро конференция материаллар тўпламига замонавий тилшунослик, таржимашунослик, адабиётшунослик ва чет тили ўқитиш методикасининг долзарб муаммоларига доир илмий маърузалар ўз аксини топган.

Мазкур “Таълим тизимида чет тилларни ўрганишнинг замонавий муаммолари ва истиқболлари” мавзuidaги халқаро конференция Бухоро давлат университети Хорижий тиллар факультети Немис ва француз тиллари кафедраси ташаббуси билан ўтказилмоқда.

Ушбу тўплагга халқаро илмий конференция катнашчилари, республика ва хорижий олийгоҳлар профессор-ўқитувчилари, катта илмий ходим изланувчилари ва тадқиқотчиларининг илмий мақолалари киритилган.

The International Conference held according decree No. 56-F dated February 7, 2020 of the Cabinet of Ministers of the Republic of Uzbekistan contains scientific reports on topical issues of modern linguistics, translation, literary criticism and teaching methods of foreign languages.

The international conference on theme "Modern Problems and Prospects of Learning Foreign Languages in Educational System" is being held in the German and French Languages department of Bukhara State University.

Scientific articles of participants of international scientific conferences, professors and teachers of national and foreign universities and researchers are included in this collection.

Международная конференция, проведенная в соответствии с постановлением Кабинета Министров Республики Узбекистан от 7 февраля 2020 года № 56-F, содержит научные доклады по актуальным вопросам современной лингвистики, перевода, литературоведения и методики преподавания иностранных языков.

На кафедре немецкого и французского языков Бухарского государственного университета проходит международная конференция на тему «Современные проблемы и перспективы изучения иностранных языков в системе образования».

В сборник включены научные статьи участников международных научных конференций, профессоров и преподавателей отечественных и зарубежных вузов и исследователей..

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## THE INFLUENCE OF FIRST LANGUAGE ON LANGUAGE LEARNING

*Izzatulla Akramov(BSU)*

Being very common among teachers of a foreign language therefore allows them to undertake a reflection that is both professional and personal, even even introspective. By trying to provide clear and concrete answers to this question, the foreign language trainer can thus question their teaching practices and orient them towards a new direction ...

Because it makes it possible both to build solid knowledge in the learner and to acquire the skills necessary for the proper use of the foreign language, the mother tongue appears to occupy a non-negligible and particularly important role. However, the contrast lies in his presence in a foreign language class, since there is a tendency to make the learner acquire a language other than his first language.

Generally speaking, teaching, learning and the acquisition of the foreign language in question are always at the same time teachers' practices, learners' practices and class practices. The latter are in fact in a close complementary relationship; they are interconnected and form a whole that it is necessary to understand and take into account when one is interested, directly or indirectly, in education.

### **1. Bilingualism / plurilingualism and codic alternation through the use of the mother tongue in foreign language lessons**

By taking into account the presence of the mother tongue of each one - learners as teacher -, and of the foreign language, which corresponds to the target language that the learners must acquire, one can already note the presence of the alternation codic in a foreign language course, and claim to be in the context of a so-called bilingual or plurilingual communication situation. Indeed, due to the presence of the language of origin of the learners in the foreign language courses, we notice bilingualism or even plurilingualism almost inevitable (to be understood in the sense of mastery of two or more languages by the same person, including understood asymmetrically and unevenly). We can therefore qualify learners as bilingual individuals to the extent that, to use the words of F. Grosjean:

Contrary to a well-established belief, bilinguals rarely have equivalent fluency in both languages; some speak one language better than the other, others use one of the languages in specific situations, still others can only read or write one of the languages they speak. (Grosjean, 1982: VII).

In fact, the learners who are then in the process of acquiring the target language find themselves able to practice it, without however forgetting or leaving aside their original language. As for the teacher, he must make sure to transmit the foreign language correctly while checking and ensuring that the learners understand correctly, and of course using their mother tongue most of the time ...

Furthermore, as L. Gajo remarks: The bilingualism of the teacher has two advantages: on the one hand, it allows him to better understand what it means to build and manage a bilingual repertoire, and on the other hand, it gives students a model of the bilingual individual towards whom they are asked to tend. (Gajo, 2000: 26).

Thus, in a bilingual or plurilingual communication situation, it is common to note a change from one language (or a linguistic code) to another (or more than two), and when a language other than the foreign language is used during the course of verbal interactions, such as the mother tongue

example, one can then judiciously speak of codic alternation (“code-mixing”, or “code-switching” in English). In most cases, the speaker can use codic alternation to reiterate his message or respond to someone (Gumperz, 1989). In addition, both the learners and the teacher are led to use the two languages intermingled within the classroom space by agreeing (generally implicitly) on the fact of mixing and using languages simultaneously, with certainly a predominance for the use of the mother tongue with the least advanced levels, - despite studying a foreign language, which may seem paradoxical at first sight -, and conversely with more advanced levels...

## **2. The use of their mother tongue by learners: an easy solution?**

Following the previous observations on the presence of the mother tongue of the learners and therefore also of the codic alternation in foreign language lessons, it seems legitimate to wonder whether the recourse by the learners to their mother tongue would not be simply a choice or an easy solution.

In reality, as a learner of a foreign language, we have all tended, one day or another, to use our mother tongue, in particular because of its familiar and reassuring (because already known) character: the fact of communicating in his first language has something secure in it since it is generally the language that we know best and that we have acquired naturally from a very young age (Castellotti, 2001: 21). Therefore, it seems easier and more natural to express yourself in it. Likewise, the spontaneous nature of our mother tongue means that we do not need to think long and try to find the correct expressions in order to express ourselves and be easily understood. Thus, we commonly grant certain intrinsic “qualities” to this language that we acquired and internalized first and in a completely natural way, from a very young age; which makes it easier to use, including in a foreign language course.

As a general rule, therefore, learners are more confident and comfortable when it comes to expressing themselves in their native language, rather than in the foreign language studied.

“One might think that, first of all, the lack of competence in the language to be learned pushes the learners to take refuge, at the slightest difficulty, behind the “sure value” of a reassuring language because sufficiently mastered, which allows “express ideas more subtly and argue more convincingly. (Castellotti, 2001: 50).

In short, having recourse to one’s mother tongue seems to be an easy solution for learners because it ensures that they understand well and make themselves understood, without having to look for vocabulary and / or sometimes complicated expressions. However, it should not be forgotten that for some learners, communicating as much as possible in a foreign language and thus limiting the use of their mother tongue is a challenge to be accomplished, and therefore a source of motivation.

## **3. A different place and roles depending on the level of the learners**

“From the dawn of organized teaching of foreign or second languages, it seems that the question of the role of the first language has been raised. (Castellotti, 2001: 12).

Now, it is therefore necessary to focus our attention more specifically on the distribution and the different roles or functions that the mother tongue of the learners in the foreign language course can occupy; and you can quickly see that it differs depending on the level of the learners in question.

### **At a beginner level**

As we have seen previously, due to familiar characters, reassuring and spontaneous in their language kindergarten, it is more easy for the learners to use it in foreign language lessons, in particular with regard to beginner level learners (A1, A2 levels of the CEFR). Then, the fact that this language is shared in the same way and with a high degree of competence for all of the students and, in the majority of cases, the teacher himself, and it is in times normal the language of ordinary communication class strengthens undoubtedly its use. (Castellotti, 2001: 50).

Indeed, it seems quite logical to believe that the mother tongue is shared by most if not all learners, it encourages consciously or unconsciously to communicate in it, as they the are usually including outside foreign language courses. Thus, in order firstly to make the interactions and verbal exchanges as easy as possible between teacher and students, but also between the learners themselves, it seems necessary and essential to do not banish the language mother of course foreign language . In itself, it turns out that the learners of levels beginners have inevitably need to use their native language because they do not have the basic skills and knowledge necessary to always understand the teacher or a different speaker, nor even to express themselves and to be

properly understood in language foreign.

The teacher uses the first language to ensure that the learners understand correctly, to invalidate or confirm their hypotheses and to check their interpretation. (Castellotti, 2001: 54).

The foreign language teacher is thus part of a guiding process towards his learners, which aims to facilitate and assess, and if necessary, remedy access to meaning. Moreover, the fact that the teacher to use the original language of its entry-level learners and let them use also helps to establish a climate of confidence in which they can feel at ease . Without pressure, they will be able to increase gradually their use of the language target as good their looks and so the teacher is in the interest of their learning of the language foreign.

### **At an independent level**

At one level independent (levels B1, B2 of the CEFR) it turns out that the language motherly nelle also occupies an important role in the proper acquisition of the foreign language in it that relates to the building of skills and the know-how, and that the skills language in language target in the learners. In fact, by the means of a language means, and in particular of their language of origin, learners need to acquire and verify or meet the basic knowledge and skills of the foreign language. Students can therefore learn to establish a relationship between their original language-culture and the language-culture studied. The learning of such linguistic skills, knowledge or competences can therefore be done at an independent level, passing through the learners' language of origin, in particular to ensure or verify their good understanding, and if not to remedy it. In addition, this is particularly verifiable when it comes to the teacher of the foreign language in question to make a comment or an explanation of a grammatical or metalinguistic order in order to build with the learners a reflection on the target language : [...] the latter can demonstrate comprehension difficulties due to deficiencies in terminology in a foreign language, the first language is necessary so sometimes as a way more secure to make sure of the understanding of grammatical phenomena. (Castellotti, 2001: 54).

In fact, it is very common to see the students express a need to facilitate the understanding of complex grammatical phenomenon. However, this must be done through a passage in their mother tongue in order to ensure their good understanding. The mother tongue is a true matrix language in the process of learning and appropriating the foreign language .

“A through a repertoire composed of several languages, the tools communicative and reflexive bilingual are richer; the languages involved tend to specialize: the L1 assumes [then] an essentially metalinguistic function. (Gajo, 2000: 136).

In this case, it is appropriate therefore to consider the bilingualism or the multilingualism as a particular source of order activity metalinguistic. When the use of the first language is that of the teacher, whether he 's had himself initiated, or it continues in this way, a large part of the measured vibrations can actually be analyzed as often the index of a regulatory and / or metalinguistic function; it is therefore essentially for him [...] :

- manage activities and facilitate the progress of exchanges.
- check, deny and confirm understanding.
- carry out a metalinguistic reflection and explanation .

These operations then effectively demonstrate a main focus on learning, even if these language changes are also sometimes coupled with communication dropouts. (Castellotti, 2001: 63).

In sum, we can therefore see that the language native of public learning has an important role, including in independent level of individuals, to the extent where they are needed to ensure and to verify their understanding of grammar points or metalinguistic complex thus enabling them to establish the construction of the linguistic skills, know-how and competences which they have and / or will need thereafter.

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