

**THE ROLE OF SPEECH SKILLS IN WORKING WITH ALLOPHONES IN  
UZBEKISTAN'S HIGHER EDUCATION INSTITUTIONS**

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**Abstract:**

This article highlights the role of innovative methods and the importance of modern technologies in professional development. Among the most critical challenges in contemporary Russian studies when working with allophones in Uzbekistan's higher education institutions is the consideration of cross-linguistic interference and the utilization of speech skill transposition.

**Keywords**

contemporary russian studies, allophones, cross-linguistic interference transposition of speech skills, professional skills, teaching efficiency, pedagogy.

In linguistics, linguodidactics, and language teaching methodology, interference is examined from various perspectives and within corresponding conceptual frameworks (intralingual interference, cross-linguistic interference: linguistic interpretation, psychological interpretation, etc.). In scientific literature, the understanding of interference is traditionally and most frequently encountered from the following two perspectives:

**1. Interference as the interaction and mutual influence of contacting languages.**

According to this interpretation, interference is a general concept in which positive phenomena (**facilitation**) and negative phenomena (**interference**) are not differentiated; instead, they are viewed as the result of a single process of interaction and mutual influence between the systems of the contacting languages.

**2. Interference as the negative influence of contacting language systems** and its result—typically the influence of the native language system on speech production in a non-native language. Alternatively, it is defined as the **negative transfer** of knowledge, abilities, and skills formed through the use of the native language onto the process of speech production in a non-native language.

The term "interference" thus becomes ambiguous, whereas one of the primary requirements for any scientific term is monosemy, i.e., the absence of ambiguity (a matter that warrants separate consideration). In scientific literature, the understanding of interference as a one-sided influence of native language features on the process of non-native language acquisition remains dominant. In our view, interference in non-native speech is the result of a simultaneous, dual-natured negative influence of both the native and non-native languages. Based on this understanding of cross-linguistic interference, we propose the following definition:

**Cross-linguistic interference** is the simultaneous, dual-natured negative impact of the features of native and non-native language systems contacting in the consciousness of an individual or society, causing deviations from the norms of the target language (and, less frequently, from the norms of the native language), which manifests as errors during the process of speech production, typically in the second language.

**Transposition of speech skills** (positive transfer, facilitation) is a highly complex and multifaceted phenomenon, the manifestations of which depend on several factors:

**The manifestation of speech skill transposition depends on several factors:**

- a) the level of knowledge, abilities, and skills in the native language;
- b) the presence of identical or similar elements between the native and Russian languages;
- c) the methodology of utilizing transposition in each specific case;
- d) the nature of motivation during students' performance of learning activities.

The factors of interference and transposition constitute the principle of considering the native language when teaching Russian as a non-native and foreign language.

Students' native language should be viewed not as a system to be overcome, but as a foundation for acquiring Russian as a non-native language. In accordance with this premise, it is advisable to develop curricula and textbooks that orient learners toward those features of their native language that are easily transferred to Russian, are related to it, or are frequently borrowed from it.

A number of difficulties in teaching Russian to allophones are caused by differences in phonetics and grammar. According to morphological classification, both languages belong to the category of languages that utilize affixes. However, Russian is a **flectional** (from Latin "inflectional") language, whereas Uzbek is **agglutinative** (from Latin "gluing together").

In the **Uzbek language**, each distinct morphological meaning of a word is expressed by a separate affix; furthermore, these affixes are added to the stem in a specific sequence (if there are several). As a result, each word is relatively easy to deconstruct into its constituent parts.

In the **Russian language**, the morphological meaning of a word encompasses gender, number, and case, as well as voice, mood, and aspect. These meanings are formed through various methods:

- **External flexion (inflection):** i.e., suffixes, prefixes, and endings added to the word root (e.g., *pri-yekhat'*, *pro-yekhat'sya*);
- **Internal flexion:** i.e., the substitution of certain letters within the word root (e.g., *lezhat' – lyag*);
- **Phonemic alternation:** (e.g., *iskat' – ishchu*, *chasto – chashche*);
- **Suppletive method:** (e.g., *chelovek – lyudi*, *rebenok – deti*);
- **Stress shift:** (e.g., *ishchushchiy – iskat'*).

In Uzbek, prepositions are virtually non-existent; they are successfully replaced by various types of suffixes or **postpositions** — additional words placed after the main word.

The Russian language possesses certain grammatical categories that are absent in Uzbek, namely **aspect**, **gender**, and **animacy** or **inanimacy**. For example, in the Uzbek language, the pronoun **u** can signify "he," "she," or "it," referring not only to animate beings but also to inanimate objects.

The types of **verbal voices** in the Uzbek and Russian languages also differ from one another. Both languages share the **active**, **passive**, and **reflexive** voices. In addition to these, Uzbek features the **causative** and **reciprocal-cooperative** voices, whereas Russian includes the **reciprocal** and **middle-reflexive** (reflexive-middle) voices.

During classes, the instructor should follow the principle of "**from simple to complex.**" The primary task of a teacher of Russian as a foreign language (RFL) is to teach students not only the theory of the language but, most importantly, the ability to apply this theory in linguistic practice. The **comparative method** makes it possible to identify difficulties arising from discrepancies between the native and target language systems, thereby facilitating the practical acquisition of the second language.

Thus, the process of non-native language acquisition, as well as the formation of bilingual and multilingual individuals and societies, is subject to the negative interference of both languages. This includes features present in the native language but absent in the target language, as well as features of the target language that have no equivalent in the native tongue. Bilingualism enriches both the individual and society, not only in terms of international communication and professional activities in two languages but also in educational and cultural dimensions, offering a broader perspective of reality through both native and non-native (yet familiar) **linguistic pictures of the world.**

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