



**THE IMPACT OF MOTHER TONGUE ON FOREIGN LANGUAGE
ACQUISITION**

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ABSTRACT

The article discusses the unique aspects of teaching a foreign language while utilizing one's mother tongue. The issue of two language systems interacting in the speaker's mind is intrinsically tied to the process of teaching foreign language speech. The phonetic, grammatical, and lexical structures of the native language are intimately linked to all aspects of students' brain processes and thought processes.

Key words

foreign language, teaching, mother tongue, first language, grammar, vocabulary, teaching methods

Language learning has grown so important that Goethe once observed, "Whoever does not know any foreign language does not know his own." Early exposure to a second language enables one to be tolerant of others who speak it differently and to communicate with others in unfamiliar situations without fear.

Speech patterns are shaped by the peculiarities of the first language, which also affects the acquisition of a second language.

Understanding a foreign language and culture naturally is somewhat disrupted when one learns a language just through comparison with one's mother tongue. If we can establish some similarities between teaching a foreign language and our native tongue, the process of learning will be less difficult. Transfer is the process by which similar language and speech skills are formed and strengthened by positive interaction with the native language.

However, these linguistic occurrences are frequently encountered by us and either lack native language equivalents or are used in different ways. The detrimental characteristic of interference appears in this instance. Both native and foreign languages are closely interacted with during the learning process. However, the linguistic systems of Russian and English are very different from one another, and they are not closely related languages. This raises the question of whether it is appropriate to utilize one's native tongue when learning a foreign



language and whether excessive or, conversely, insufficient usage of one's home tongue is acceptable.

It is not sufficient to know a particular amount of English words in order to convey an idea in a foreign language. The ability to independently form sentences and at least a basic comprehension of their grammatical structure are essential. It is impossible to communicate an idea verbally or in writing if one cannot form sentences out of individual words.

The structure of many English syntactic formulations is different from that of the corresponding structures in native tongues. Learning is challenging due to this disparity. Various errors are made as a result of these circumstances. To reduce them, these mistakes must be skillfully and professionally corrected. They also need to be anticipated and avoided beforehand.

The mother tongue is now an essential tool for learning foreign languages, and it is nearly impossible to ignore it. It occurs inadvertently, organically, and spontaneously. The mother tongue principle is, in my opinion, one of the most crucial ones when it comes to teaching foreign languages. Experts in teaching methods particularly recommend using it with students in elementary and secondary education, as well as those beginning to study a foreign language for the first time.

Considering the mother tongue when learning a foreign language is one of the most efficient and successful methods of teaching a foreign language; it should be implemented at various phases of language acquisition. By using this approach, students can have a deeper understanding of the culture of the language they are studying and a clearer understanding of the nuances of learning a foreign language. With reference to Russian and English phonetics, grammar, vocabulary, phraseology, and culture, the teacher can freely convey the content due to this principle. One of the most helpful principles for teaching a foreign language is the one about considering the native language above all others.

There are several benefits and drawbacks to this idea that have been mentioned by linguists and methodologists in their writings. Still, we use it almost everywhere these days, and learning a foreign language definitely benefits much from having one's mother tongue.

It can be inferred from the foregoing that learning a foreign language involves a substantial amount of mother tongue usage. A foreign language nation and its linguistic phenomena must transform our perspective in the context of today's globalized society, when cross-cultural communication is more crucial than ever. A foreign language learner develops his own independent language system when studying a foreign language; this language system combines the essential elements of both the learner's native tongue and the studied non-native language. Learning



the non-native language system requires the learner to make incremental progress based on his or her own linguistic and cultural experiences.

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