

## **THE INFLUENCE OF NATIVE LANGUAGE ON TEACHING FOREIGN LANGUAGE**

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Methodic as a science has a great history in the teaching process. As it is evident the best and universal methods have not been defined yet. The scientists are always looking for advantages and disadvantages in using of each method. The old and very popular method in language teaching is still considered the method of visualization, which was for the first time introduced in the foreign language teaching process. The second popular method for teaching foreign languages was the comparison method of tenses, adjectives and so on. Later the other methods were offered by methodologists to eliminate the challenges the foreign students faced. This task is realized easily when the instructors and the learners are from the same nationality, it means they have common language knowledge to understand each other (e.g. Azerbaijani English language instructor teaches the English language to Azerbaijani students), but it is quite different when the teacher and students don't have a common language. In this case, the instructor faces great problems in explaining the meanings of the words, using the comparative grammar tables, the word order or structure of the sentences. The best method applied in this situation in the learning of foreign languages is teaching the language according to the model patterns worked out by a teacher or by other methodologists, using neither translation, grammar-translation nor any other traditional methods. The patterns should be chosen carefully following the principles of teaching (didactics) from 1) easier to difficult; 2) simple to complex; 3) known to unknown; 4) concrete to abstract; 5) practice to theory; 6) close to far. The most effective way of teaching foreign languages to non-native speaker students is the using the method of "oral introductory course". According to the requirements of

this method, the learners should repeat after the teacher what they hear orally, beginning from very frequently used expressions, greetings, sooner feel progress in language knowledge and enjoy it. The teacher must develop methods of teaching oral language and compile special teaching materials for the purpose. Here we must appreciate H. Palmer and M. West for their contribution to oral learning methods of English language, who enriched the technology of its successful implementation. The other successful method in the learning process is the audio–lingual method which is accompanied by visual aids (films, YouTube teaching lessons, short stories, dialogues). The oral approach method later must be followed by the improvement of writing and reading skills. So, the materials learned orally are gradually illustrated in graphics. To prove this the following experiment was carried out. Learners of group A are the foreign students where the teacher doesn't know their native language. The only way, in this case, to make the learners listen to the teacher's instructions, gestures, using body language. They guess what the teacher says, demonstrates, emphasizes with the help of pictures, things, as well as using some slides on the screen. No written form of the words are introduced to the graphics of the alphabet are taught. After having possessed a lot of words and expressions learned orally the teacher introduces the graphics of the orally assimilated most frequently used words and achieves great successes in the reading–understanding activity of the learners. The other group B has the same teaching environment, but the methods of teaching are different, i. e. from theory to practice method had priority. The learners, first of all, are introduced the graphics of the alphabet in a written form, reading the words and expressions and consequently are involved in speaking process. When feedback is compared in two groups the A group's achievements in speaking and understanding the spoken language skills are more successful than in group B but in group B the reading, writing skills have good achievements, which don't meet the requirements of the foreign language curriculum. This way of teaching foreign languages can be applied in both groups for the children and adults. In conclusion we must say that the oral approach allows the teacher 1) to center attention on teaching the pupils how to pronounce correctly; 2) to train the

learners through ears, not to become eye-learners; 3) to communicate with each other; 4) to provide the natural sequence in language assimilation, hearing, speaking, reading and writing. The other major problem the instructors face in teaching foreign languages is the interference of their native language to the teaching process, which were sometimes helps the teachers' work and sometimes makes it more complicated. In oral approach method application, the teacher most of all faces with the pronunciation, articulation problems. The articulation problems are difficult to solve than pronunciation. The fact is that first of all we must introduce the articulation of the sounds and then write the transcription of the word which is called pronunciation. When we articulate the sounds not existing in learners' native language (for Azerbaijani students e.g. [ŋ; Θ; w; ð]; for Russian students [ə; æ; h; ʒ; ŋ; Θ; w; ð; dʒ] first of all they find it very difficult. At the same time the articulation center of sounds in their native language creates some obstacles. So, they understand the pronunciation phenomena is the correct pronouncing of the words, e. g. daughter [d ɔ:t ə]; but articulation is the pure utterance of the sounds (e. g. ɔ: ə) they begin to differ the two different notions: phoneme and morpheme. In good pronunciation the students require a profound knowledge of reading rules and skills “ur” — [ɜ:] but in articulation of the sounds negative interference of their native language have a great impact e. g. in the word enough [ ɪ n ʌ f] GH is pronounced like [f], this rule is taught to learners and trained with some other examples: laugh, caught etc. But when they encounter the word borough [ bʌ r ə] they are at a perplex: what's going on? what is happening? Why not [ bʌ r əf]? We must carefully explain that this is pronunciation (not articulation) and is an exception, borrowed words very often undergo such an utterance. In the native language of the students in many languages, of course, the reading and pronouncing of the words coincide, is pronounced the same way and it is easy to acquire these languages; the learners are surprised when they meet in other foreign languages such rules where the writing and reading are quite different. They are tended to read and pronounce the words under the influence of their languages. This problem refers not only to the phonetics of the language as well as in grammar and lexicon, intonation, a stress.

In using negative form of the sentences, the Azerbaijani students make mistakes, under the influence of their native language, as in one sentence they use two negatives. But in English sentences it is wrong. I never do it. I see nobody. In any case, the teachers must use the opportunity of explaining the new teaching materials to the students avoiding the negative influence of their native language. The qualified teachers rely on their linguistic experience and familiar phenomena of the students' native language and take an advantage of its positive influence in the teaching process. In addition, mistakes may arise due to the lack of proper knowledge of the native language of the students which especially occur in districts where some dialect problems interfere with their mastering good language commands. Finally, the teacher prevents the students' from making mistakes in any speech activity and encourages them for further improvement on their learning process, quoting the idea that "Learning a language has a beginning, but no end".

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