

# **THE PHONETIC INTERFERENCE IN THE ORAL SPEECH OF FOREIGN STUDENTS**

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Modern methods of foreign language teaching, including Ukrainian language, is formed according to the principle of the communicative orientation. The most important element of the successful implementation of this principle study is the formation of oral speech skills and abilities of the foreign students. The correct Ukrainian speech of the foreign students is the evidence of their linguistic competence, which shows their language skills, defining their speech behaviour. The spoken language teaching – one of the greatest challenges in teaching foreign languages because, as practice shows, the language material, learned by the students is not only a means of communication but also a means of their professional knowledge acquiring.

The training of the foreign students in Odessa National Economic University should be considered in two ways. According to a first (primary) aspect, the studying is the process of professional knowledge obtaining, according to the second one – the Ukrainian language mastering as the most important and the most effective means to achieve the objectives of the first aspect. Accordingly, it is vitally important and necessary task for the foreign students is Ukrainian language studying as the means to achieving successful educational activities.

While studying Ukrainian language as a foreign language, the Russian-speaking students have the linguistic interference at different levels (phonetic, grammatical and lexical). This is stipulated by the interaction of two interrelated languages – Ukrainian and Russian.

The issue of language interference is still actual in modern linguistics. The term «linguistic interference» means «deviations from the norms of the language appearing in bilingual speakers as a result of familiarity with other languages» [4, p. 62]. According to E. Hauhen the phenomenon of interference entails a violation of rules and regulations by bilinguals the ratio of two contacting language systems. Therefore, interference is a creation and product of the bilingualism.

Bilingualism is defined as «psychic mechanism (knowledge, skills) that allows people to create and produce their speech that consistently includes two linguistic systems» [2, p. 134].

U. Vaynrayh considers bilingualism as the practice of alternating use of two languages, and people who use it can be considered as bilingual [1, p. 22]. N. Mechkovskaya defines bilingualism as the use of multiple languages by the same persons in the process of the appropriate communication [3, p. 368].

Thus, the linguistic consciousness of the individual-bilingual who speaks two languages, has some features of the second (non-native) language in the native system (dominant) language and vice versa. In such cases it is necessary to mention about the interference of two language systems. Therefore, interlinguistic interference, in our opinion, is the result of improper linguistic speech expression by the bilingual in nonnative language, which is caused by the influence of the native language.

Methods of foreign languages teaching characterize the interference as a negative result of the unconscious use of the previous linguistic experience as a braking effect of the native language to the language which is being learned. This phenomenon is objective and inevitable.

Thus, the Russian-speaking students in the interaction of Ukrainian and Russian phonetic systems have the phonetic interference mainly in oral

speech. Under the influence of phonetic system of Russian (dominant) language in the Ukrainian language (the language-recipient), foreign students often use combinatorial or positional versions of phonemes that do not correspond to the orphoeptic standards of pronunciation of Ukrainian language. For example, there is a stunning voiced consonants at the end of a word, syllable or to contact phonemes: **уря[т]** (urya[t]) – government, **ві[т]соток** (vi[t]sotok) – interest, **розро[п]ка** (rozro[p]ka) – development, **ста[ф]ка** (sta[f]ka) – rate, **забе[с]печити** (zabe[s]pechyty) – to provide, **ві[т]шкодування** (vi[t]shkoduvanya) – the repayment, **мето[т]** (metho[t]) – method, **дивіден[т]** (dividen[t]) – dividend, **бю[т]джет** (bu[t]get) – budget.

In the process of the students verbal expression there is softening the consonants **р** (r), **ч** (ch), **ш** (sh) and **ж** (zh) in positions they are pronounced firmly in the Ukrainian language: **[ч'о]зо** ([ch'o]ho) – Ukr. **[чо]зо** ([cho]ho); **[ш'ч'о]** ([sh'ch'o]) – Ukr. **що [шчо]** ([shcho]); **Сибі[р']** (Sibiu[r']) – Ukr. **Сибі[р]** (Sybiu[r]).

We observe also the characteristic feature of Russian language that is called «akannya», which in turn raises the improper pronunciation norms of the Ukrainian language: **[а]ренда** ([a]renda) – Ukr. **[о]ренда** (orenda), **[а]рганізація** ([a]rganizatsiya) – Ukr. **[о]рганізація** ([o]rganizatsiya), **до[а]кумент** (d[a]cument) – Ukr. **до[о]кумент** (d[o]cument).

The interference phenomenon is often observed in phonetic levels, especially in the accent of the speaker. The presence of persistent disproportions of normative pronunciation is explained by the differences of phonological system in Ukrainian and Russian languages.

It is necessary to mention, that the quality of phonetic sounds can vary greatly from the conditions of communication as well as the individual characteristics of the speaker.

Thorough studying the mistakes that occur in the speech of foreign students, stipulates the development of correlation methods to prevent and overcome the phonetic interference, namely by the development of complex educational and training exercises; the use of audio and visual facilities; the efficient control of the educational material, learned by the students.

In our opinion, taking into account the factor of the phonetic interference in the Ukrainian language as a foreign language, can predict the possible mistakes in the speech of Russian students and, importantly, reduce their amount. Thus, considering these aspects, facilitates the process of studying, that, in turn, corresponds to the modern challenges of the educational process intensification.

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