The status of contrastive linguistics across disciplines

" The most beautiful thing we can experience is the mysterious.

It is the source of all true art and science."

Albert Einstein

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Abstract

The notion of interdisciplinary status in contrastive linguistics is discussed in this article, along with the idea-sharing and mutual integration of conceptions, methodology, analysis procedures, and other related topics.

Key words: : the nature of being multidisciplinary, contrastive linguistics, instruction of foreign languages, language variables, and typology of language systems.

Introduction

One of the main features of modern linguistics that is frequently recognised is its interdisciplinary nature. This has been defined by the distinction of text linguistics as a separate area within linguistics. This approach can be predicated on the notion of doing a basic analysis of the linguistic resources' lexicon and the basic functions of language in order to employ them in daily contexts.

The term "interdisciplinary" refers to the relationship between two or more disciplines, with the degree of variation ranging from a simple interchange of ideas to reciprocal integration of concepts, methods, and analysis procedures, among other things. It is dependent upon the nature of language itself, which is an intricate, dynamic, and open system that is intertwined with many domains of human knowledge and action. In general, there are two types of interdisciplinary status: external, which refers to the interaction of the humanities with other linguistic sciences, such as lexicography, stylistics, translation theory, and teaching methodologies, and internal, which refers to the interaction of all levels and aspects of the language hierarchy [Compare Buranov, 1983].

We will look at the connections between Contrastive Linguistics and foreign language teaching techniques because preparing future educators in this field and learning a foreign language are crucial.

Many fields of study, including Contrastive Linguistics, are interested in the challenges associated with learning a foreign language. The methods of teaching foreign languages can be used to use Contrastive Linguistics as a problem subject. Teaching strategies employ the legitimacies developed by Contrastive Linguistics.

Like any analytical study, Contrastive Linguistics generally aims to provide both theoretical and practical instruction. The first is related to the typological study of a system of each of the languages under comparison independently, and the second is related to the further application of the findings from the analytical research.

The techniques used in teaching during the identification of interfering means are closely related to contrastive linguistics. Interference refers to the blending of native and

learned languages' differential tags. The native language that students speak from an early age might have an impact on the foreign language learning system.

English teachers frequently see a lot of errors made by their pupils. It relates to language structure and pronunciation, particularly in written and spoken communication. Frequently, one term is substituted for another without taking into account how these words relate to one another, which may not be the same in the mother tongue.

The comparative study of systems involving two or more languages is linked to the analysis of interference, with detection.

From an idealised perspective, the installation of typological isomorphism and allomorphism is linked to the investigation of interference. From a pragmatic perspective, this type of study can assist in identifying mistakes that result from the influence of a native language system on a foreign language system that is applicable at a certain level, or vice versa.

Interference can have both good and negative effects on all linguistic components.

Positive effects: It is easier and more effective for learners to acquire a new language through their original tongue.

Negative effects: When source and target languages are mixed, hybrid languages like Black English, Beach-La-Mar English (the Pacific Ocean), Pidgin English (Eastern Chinese and Korea), and Kreo English (Africa) emerge.

Additionally, there are a few difficulties that students need to plan their ideas for. If they don't make it obvious, it could have a negative impact on the language. As an illustration: Sounds, rhythm, and intonation are examples of phonetics; articles, case endings, prepositions, and word order are examples of grammar; various word formation patterns, phraseological and paremiological units, and so forth are examples of lexicon.

The examination of errors reveals that they may be separated into two categories: 1) Casual errors, which typically result from inadequate instruction. A unique fitness regimen can help to eradicate these errors. These errors are typically personal in nature. 2) Consistent errors, which are caused by the impact of their mother tongue and are made by most pupils, if not all of them. For instance, Uzbek pupils frequently pronounce [e] instead of [ae], mixing up the terms "bad" and "bed." Since Uzbek and Russian are completely unfamiliar with such linguistic occurrences, English language learners may omit the indefinite or definite article. Errors of Miss Nature are quite hard to get rid of. They are seen as normal, stable.

The English instructor must first identify the origins of the errors before organising the learning activity designed to rectify them. He must next consider the best ways to stop the errors from happening in the first place. If errors persist, the instructor's job is to devise a series of exercises designed to rectify and eradicate these errors. Thirdly, the required assistance must consider all of the challenges associated with learning a foreign language. These tools have to make it easier to learn the proper language. Fourthly, the instructor must choose language and speech materials carefully and provide them in a quantity that is appropriate for the students' actual ability levels.

Let's take a closer look at these topics. Learning the idiosyncrasies of a foreign language—in this example, English—is a prerequisite to learning it. Consequently, two language systems are compared: the mother tongue system and the foreign language system. The pupils' native language and the foreign language's regularities conflict. Two language systems are mixed together here: on the one hand, the foreign language requires all students to reframe certain prejudices that were created using the native language framework.

The learner will incorporate the patterns of his native language into his speech in a foreign language at all levels of the language system throughout this restructuring. It is only normal for all speakers of this or that native language to commit the same errors, which are said to as typical—or more accurately, typological. This is readily apparent when it comes to elements of a foreign language that are either missing from or distinct from those found in the pupils' home tongue.

However, the mother tongue of the pupils will continuously impose its norms on their speech in a foreign language, which means that it will be a consistent source of errors at all levels of the foreign language structure. The term "language interference" refers to this phenomena.

The structural and functional similarities as well as differences between English and Uzbek or Russian may be expressed through a typological analysis of these languages.

Because the functional resemblance of related language events ensures that such mistakes do not occur, structurally and functionally isomorphic characteristics cannot be the source of steady mistakes. Here, errors of a different kind might arise from inadequate comprehension of linguistic structure's functionally related but materially distinct components.

Therefore, it is thought that the most significant cause of students' errors is the allomorphic characteristics of both languages. When mother tongue rules are imposed on a foreign language's structure, many errors happen. For instance, many pronunciation errors in students occur from typological features of the English language, such as the two main types of vowels (long and short) in its phonological system, which are not present in Uzbek or Russian. This confusion between [i] and [i:], [u] and [u:], etc., results in incorrect word formation and perception.

Typology of phonological systems of native and foreign languages aids in taking into account all typological differences between the two languages and provides a theoretical framework for defining potential challenges in mastering the foreign language's phonological system. It also aids in the selection of phonetic and phonological challenges and the development of the corresponding study sequence and exercise regimen.

Frequent errors can also be attributed to typological variations in the morphological structures of the two languages.

Students often make blunders when it comes to sentence structure. The typological disparities between Uzbek and English are the reason of it. SVO, or rigorous word order, is required by the English language's analytical structure. Although the word order of agglutinative languages is stable, it is very different from that of English: SOV.

Let's look at one more illustration, this one including the mining of a local method for teaching foreign languages. It is essential to permit locals to speak two or more languages while teaching foreign languages in distinct regions of the Central Asian republics. The Russian, Tadjik, and Uzbek linguistic systems all play a simultaneous interfering role in Uzbekistan's major cities, including Bukhara and Samarkand. Regional method has not yet been devised, nevertheless.

In summary, contrastive linguistics considers the language's structure and system as a whole rather than individual components, as demonstrated by the real-world examples seen during the process of learning a foreign language. Thus, Contrastive Linguistics aids in the solution of both general and specific methodological issues that arise when teaching a foreign language in a variety of contexts (such as the nationality of the learners). Among these are issues relating to the theoretical foundation and development of strategies and tactics for

teaching specific sounds and their variants, particular grammatical forms, and particular phraseological units of a foreign language in accordance with the main characteristics of the mother tongue.

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