THE ROLE OF TRANSFER IN TEACHING A SECOND FOREIGN LANGUAGE

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Annotation: The article deals with the problem of transfer (the influence of the native language) that arises in the study of foreign languages. This paper reveals the types of transfer from the point of view of psychology, methodology, psycholinguistics, lexicology and intercultural communication. It is concluded that when studying and comparing two or more language systems, transfer covers not only the language level, but also the extralinguistic level.

Key words: Negative and positive transfer, transfer, transfer problems, second foreign language.

Teaching a second foreign language differs in many ways from learning and teaching the first. Psychologists, linguists, and practicing teachers have accumulated considerable experience in identifying what favors its assimilation, facilitates and accelerates this process, and what hinders its proper study. One of the factors is the experience of learning a previous foreign language, working methods, the ability to switch from one language system to another.

At the same time, both transfer (positive influence) of language learning skills and interference (negative influence) are inevitable. As a result of repeated operations on the material of the first non-native language, related to the reproduction of sounds, memorization of certain grammatical forms, etc., students develop good auditory and articulatory sensitivity. When learning a second foreign language, as a result of such a transfer, one can quickly master articulation, it is easier to catch semantic differences.

From the point of view of memorization, the study of a second foreign language proceeds in favorable conditions, because the knowledge of two languages provides more opportunities for establishing relationships conducive to memorization and improving memorization techniques.

However, learning a second foreign language is associated with certain difficulties. The proximity of linguistic phenomena is most often the cause of interference: students perceive coincident sides, but do not consider differences. In addition, incorrect language learning skills acquired in the first foreign language are also transferred to the second language.

When mastering speech activity in a foreign language, students use their knowledge of the system of their native language, skills and abilities of speech activity. This mechanism is called transfer.

The result of the transfer can be negative or positive. The transfer of knowledge and skills can speed up the process of mastering a new language; in other cases, the native language causes interference - deviation from language norms, violation of the rules of the language being studied.

When teaching a second foreign language, students use transfer even more widely. They transfer their knowledge and skills not only from their native language, but also from their first foreign language. At the initial stage of learning, interference from the field of the first foreign language, most often English, seems insurmountable. The most common types of interference are orthographic, phonological, lexical, morphological and syntactic.

A feature of the method of teaching a second foreign language is not the prevention of interference, but the need to ensure a positive transfer. A learner of a second foreign language carries out transfer at many levels, thus optimizing his studies. At the initial stage of teaching a second foreign language, students have general learning skills. In the process of mastering the first foreign language, students develop some special skills, for example, working with a bilingual dictionary, semantization of words based on a linguistic guess, etc.

The transfer of knowledge, skills and abilities from the native language and the first foreign language when teaching a second foreign language is a natural process that does not depend on the

will of the student. However, it can be not only unconscious, but also conscious if the teacher involves students in comparing languages. Students with a good level of preparation in the first foreign language, especially those whose skills and abilities in the first language were formed consciously, resort to conscious transfer independently and very actively.

Transfer stimulation can significantly optimize the learning process, speed it up, make it more enjoyable for students by creating a situation of success.

The most important are the following principles of teaching a second foreign language:

- it is necessary to rely in every possible way on the knowledge of the native and first foreign languages in order to stimulate the phenomena of transfer and prevent, and then neutralize the interference;
- it is desirable that the teacher of the second foreign language has an idea about the first foreign language of the trainees or knows it to some extent;
- the rule should precede the practical application of a new linguistic phenomenon;
- it is important to adhere to the principle of consistency and gradualness, “from simple to complex”.

Thus, transfer plays a certain role in teaching a second foreign language and has features that must be considered.

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WORDLY KNOWLEDGE