

The Emergence of the Concept of Contrastive Analysis in Linguistics and the Views of Linguists on this Concept

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ABSTRACT

The article briefly describes when and how the concept of contrastive analysis appeared, and the views of some linguists who played an important role in the emergence and development of this analysis and the ways of life and contrastive analysis.

KEYWORDS: Contrastive analysis, structuralism, behaviorism, psychology, pedagogy.

The emergence of the concept of contrastive analysis in linguistics is closely related to pedagogy. It aims to compare languages to identify potential errors with the ultimate goal of distinguishing between what should be learned and what should not be learned in a second language learning setting.

Here, pairs of languages are compared to highlight similarities and differences, as differences lead to learning difficulties. [3]

Contrastive analysis (CA) was first used in the 1950s as an effective tool for second or foreign language teaching and learning. In this context, it has been used to compare pairs of languages, identify similarities and differences to predict learning difficulties, with the main goal of addressing them.[3] CA was used in the field of SLA in the 1950s. It is derived from the work of Bloomfield (1933), which began in the period of structuralism. It was later strengthened by Fries (1945), during which the main goal was to apply the ideas of structural linguistics to language. [1]

A structural approach is an approach to language learning that emphasizes the examination of language in great detail. Considered a traditional approach, this strategy examines language products such as sounds, morphemes, words, sentences, and vocabulary.

The structural approach is the way in which the learner learns the sentence pattern. Structures are different arrangements of words in one or another accepted style. It includes the different ways in which sentences, phrases or words can be used. It is based on the assumption that language can best be learned through scientific selection and evaluation of sentence and vocabulary structures or patterns. [6]

Language, as analyzed by structuralist linguists, is viewed as a rule-based system that can be hierarchically divided into subsystems, each with its own internal structure and pattern (Lennon 2008). After the Second World War, language learning and teaching began to develop again. With the arrival of immigration to the USA, it was necessary to teach the children of immigrants a foreign language, English. Therefore, it was believed that comparing the students' mother tongue and foreign languages makes learning easier. For example, as Fries (1945, p.9) noted, "the most effective materials are those based on a scientific description of the language being studied, carefully compared with a parallel

description of the learner's mother tongue".[4] Thus, language teaching based on a contrastive analysis approach that compares the characteristics of students' first language (L1) with their foreign language (FL) has become indispensable for successful learning. Bloomfield (1933) and later Fries (1945) are said to have begun.[1]

Charles Carpenter Fries (November 29, 1887 – December 8, 1967) was an American linguist and language teacher. Fries is the creator of the Aural-Oral method. Along with Robert Lado, he believed that language teaching and learning should be approached scientifically.

Fries graduated from Bucknell University in 1909, where he taught from 1911 to 1920, becoming a professor in 1917. Most of his career was spent lecturing at the University of Michigan (1920 and 1958). Fries was president of the National Council of Teachers of English in 1927 and 1928, president of the American Linguistics Association in 1939, and director of the Institute of Linguistics in 1936-1940 and 1945-1947. He founded the English language. Institute at the University of Michigan and served as its director from 1941 to 1956.[7]

The main works of Fries are devoted to structural linguistics. He conducted diachronic and synchronic studies of English, produced a series of English language textbooks for foreigners, and developed what he called "scientific principles of foreign language learning." Fries was editor of *Language Learning* in 1948.

In his 1945 book *Teaching and learning English as a foreign language*, Fries says about contrastive linguistics: The most effective materials are those that are devoted to the scientific description of the language being studied. are materials based on and carefully compared with a parallel description of the native language of the learner. [4]

Contrastive analysis was first elaborated by Lado (1957). He made clear the connection between the above quote from Fries and CA (contrast analysis). Lado (1957, p. 2) states that systematic comparison of students' languages and cultures is important for effective language teaching.[3]

Dr. Robert Lado (May 31, 1915, Tampa, Florida - December 11, 1995, Washington) was an American specialist in modern linguistics. His parents were Spanish immigrants who moved to Spain before he had the opportunity to learn English. He returned to the United States at age 21 and began studying English as an adult. This allowed him to develop an understanding and sensitivity to the problems faced by immigrants and speakers of other languages who are learning English as a second language.

He received his doctorate from the University of Michigan. Later, he became a professor of English and director of the English Language Institute at the University of Michigan. After several years at the University of Michigan, he joined the staff of Georgetown University in Georgetown, Washington, where he served for 13 years as dean of the Institute of Languages (later renamed the Department of Languages and Linguistics).

Dr. Lado won a Ford-Fulbright grant to establish English departments at five universities in Spain and collaborated with universities in Latin America. He has lectured in linguistics around the world and received worldwide recognition and honors, including honorary doctorates from Georgetown and Sophia University in Tokyo, Japan. Lado is considered one of the founders of modern counter-linguistics, he served to improve language teaching materials as a sub-discipline of applied linguistics. His most influential book is *Linguistics*

Across Cultures: Practical Linguistics for Language Teachers, in which he argues that "comparisons between native and foreign languages hold the key to the ease or difficulty of learning a foreign language." The book describes methods of comparing two systems of sound, grammar, vocabulary, writing and culture.[7]

Lado and Charles Carpenter Fries were both associated with a strong version of the counterfactual hypothesis, which states that language learning difficulties can be predicted based on systematic comparisons of a learner's first language system (its grammar, phonology, and language) with the second language system. .

He later founded and served as president of Lado International College, a successful language training institution based on an academically rigorous English language education program for speakers of other languages. The school has three campuses in the Washington Metropolitan area.

In recognition of Lado's outstanding contributions to the field of language testing (Lado, 1961), the International Language Testing Association (ILTA) established the prestigious Robert Lado Memorial Award for the best student paper presented annually at the Language Testing Research Colloquium (LTRC).[7]

He was a lifelong member of the Spanish Catholic Center in Washington. She also received the Daughters of the American Revolution Medal of Honor in the District of Columbia. He was one of the co-founders of Teachers of English to Speakers of Other Languages (TESOL), a professional association dedicated to teaching English to foreign students.[7]

In his work "Linguistics across culture", he says: People tend to transfer the forms and meanings of their native language, culture, to the forms and meanings and culture of a foreign language - this means speaking in a foreign language. and is effective both in trying to navigate the culture and trying to understand it. [3]

Lado laid the foundation for CA theory and methodology. His book is accepted as a basis by many linguists. He said: "For a student in contact with a foreign language, some of its features are very easy, while others are very difficult. Elements similar to his mother tongue will be simple for him, while other elements will be difficult," he says. [3]

The author added that the important thing in textbooks and training manuals is to find the obstacles that need to be overcome in the educational process, to compare the mother tongue and foreign language and culture.

He says: "We can systematically compare the student's language and culture, and predict and describe the patterns that cause difficulties in learning and those that do not cause difficulties".[3]

According to Robert Lado, CA contrasts one language system, grammar, phonology, and lexicon with that of a second language in order to predict the difficulties that foreign language learners may face. CA is also useful for creating teaching materials needed by foreign language learners and teachers. [2]

A student learning a foreign language (L2) is greatly influenced by his native language (L1) both theoretically and practically. Until the 1960s, the behaviorist theory of imitation and habit formation was dominant in language learning.

A learner of any L2 already has a set of previous habits, the habits of the mother tongue. [5]

Behaviorism - Behavioral theory proposes that language is learned through environment and conditioning. It is a field of psychological research that focuses on observing and analyzing how controlled environmental changes affect behavior. The goal of behavioristic training methods is to manipulate the subject's environment - human or animal - in an effort to change the subject's observable behavior. From a behaviorist perspective, learning is determined entirely by this change in the subject's observable behavior. The role of the subject in the learning process is to act on the environment; the subject forms associations between stimuli and changes behavior based on these associations.[5]

The teacher's role is to manipulate the environment to encourage desired behavior changes. The principles of behaviorism were not formed overnight, but developed over time by many psychologists and linguists.

Adabiyotlar ro'yxati.

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