

Kushnazarova Y.K.
teacher of the primary education chair
Chirchik State Pedagogical Institute of Tashkent region
Republic of Uzbekistan

**INTERFERENCE, ITS MEANING, CONTENT AND THEIR
ELIMINATION IN TWO CONTACTING ENGLISH-UZBEK
LANGUAGES**

Annotation. This article deals with the types of interference in the two contacting languages- English and Uzbek. The elimination of the interferences.

Keywords. Interference elimination, process, speech, activity, education, difficulties.

The problem of language interference has always been one of the cornerstone in language learning in different educational establishments. Thus, during the formation of language speech in different establishments interference occurs during language learning. It is evident that any language has its specific characteristic features which differs one from another, what are they? They are language phenomena: phoneme, morpheme, word phrase, sentences, etc.

Within this article we try to describe each of these language phenomena and their specifics while learning the target language. Further it will be used the term language 1-mother tongue, language 2-target language which are being taught as a foreign language- English language. The students usually learn English as a target language. Who know that English language one of the most used language during the talks and different activities in human lives. Belongings of different languages to different language families are the most base of interferences while language learning process. If to compare language

phenomena in the two contacting English and Uzbek Languages, we find differences in the human speech. Especially when English is taught in the Uzbek auditorium in different educational establishments.

Interference itself has always been one of the important objects in language learning process in schools and in higher educational institutes and Universities.

Interferences are studied on different levels which is shown in our article earlier. But every level shows problematic points of the interferences. Each language has its structure, their speech, pronunciation and grammar. When one of these mentioned above language phenomenon needs individual investigation there appear comparison of every phenomenon. Let it be phonologic (phoneme) interference, morphologic interference (morpheme), lexical (word) interference, syntactical (sentence) interference and other communicative, cultural, intercultural, moral, social and other branches of human lives. Each of these interference needs individual comparison and investigation in order to find similarity, differences and the bases of interferences and their elimination in the learning processes.

What is interference itself? Definition. In research on second Language acquisition and language contact, the term interference refers to the influence of one language (or variety) on another in the speech of buildings who use both languages.

Language interference (also known as L1 interference, linguistic interference, cross-linguistic interference (or transfer) is the effect of language learners first language on their production of the language they are learning. The effect can be on any aspect of language; grammar, vocabulary, accent, spelling and so on. It is most often discussed as a source of errors (negative transfer), although where the relevant feature of both languages is the same, it results in correct language production (positive transfer). The greater the differences between the two contacting languages, the more negative the effect of interference are likely to be. Interference is most commonly discussed in the

context of target language teaching but it will inevitably occur in any situation where someone has an imperfect command of a second language.

Interference may be conscious or unconscious. Consciously, the student may guess because he has not learned or has forgotten the correct usage. Unconsciously, the student may not consider that the features of the language may differ, or he may know the correct rules but be insufficiently skilled to put them into practice, and so fall back on the example of his first language.

Interference has mainly two types in linguistics. Intra-lingual interference and inter-lingual interference. Every of them has its inner explanation. When analyzed the intra-lingual interference, it can be seen in all language levels and in all language aspects. For example, phonic pair of words in English. A minimal pair is two words that vary by only a single sound, usually meaning sounds that may confuse English learners, like the /f/ and /v/ in fan and van, ...

Pair /l/ Initial /v/and /w/; minimal pair /x/ and /a/; minimal pair in phonology, minimal pairs are pair of words or phonology, minimal pairs are pair of words or phrases in a particular language, spoken or signed, that differ in only one phonological element, such as a phoneme, tone or chronemic, and have distinct meaning. They are used to demonstrate that two phoneme are two separate phonemes in the language.

Minimal pairs Exmaples: list for pronunciation. Minimal pairs: Bent/Vent; fan/van; vine/fine; save/safe; thumb/sum , etc.

Inter-lingual interference may occur when the sounds of two languages are analyzed and distinguished. While learning English, Uzbek students feel difficulties of the English sounds. According to professor S.F.Shatilov sounds of any language when compared are different. So, he described sounds and divided them into three groups: - similar sounds, partially similar sounds, and quite different sounds.

Lexical interference also may be of different types. It depends on the meaning and sound changes in pair of words. Below, they will be described. For example:

Cat – noun. 1. A small furry animal kept as a pet. 2. A wild animal related to this, such as a lion or a tiger.

cut - noun. 1. Act of cutting; stroke with a sword, whip, etc. result of such as a stroke; opening made by a knife or other sharp-edged tool, etc.

meet- v.t. 1. Come face to face with from the opposite or a different direction; come together from different points or directions.

meat- noun. 1. Flesh of animals used as food, excluding fish and birds.

bear-noun. 1. Large, heavy animal with thick fur.

2. rough, clumsy ill- mannered person.

beer- noun. Alcoholic drink made from malt and favored with hops; other drinks made from roots, etc.

bat 1 - n. small, blind animal like mouse with large wings that flies at night and feeds on fruit and insects, as blind as a bat, unable to see, not seeing clearly.

bat 2.-n. 1. Shaped wooden implement for striking the ball in games, ex. Cricket and baseball.

but 1- adv. Only (now the usual word) ; we can but try;

but 2- strong form. conj.1. (coordinating); eg. Tom was not there but his brother was.

Lots of such examples may be given. Our task is to show some examples in order to understand how the lexical interference exists in the two contacting languages. We showed examples for only intra-lingual interference.

In conclusion, it can be said that sounds of any language differ from each other and they need special ways of explanation and training during the lesson in order to teach pupils (students) to be able to pronounce them perfectly.

(to be continued)

Reference

- 1.Chomsky.N. and Halle.M.1968. The sound patterns of English. New York: Harpet
- 2.Wells.T.C.2000 Yongman Pronunciation dictionary. Secnd Edition. Harlow: Yongman.
- 3.Crutender.A.,1994. Gimson's Pronunciation of English. Fifth edition of A.C.Gimson, Introduction to the pronunciation of English, London: Edvard Arnold.
4. Makhmatkulov Kh.M. Types of Interference in English and Turkic Languages, Termez State University 2018, PP.298-299
5. Jabborova Onakhon Mannapovna. (2019). Psycholocial and pedagogical foundations of the formation of the artistic perception of students in secondary schools. European journal of research and reflection in educational sciences 7(10),9-14.
6. Kushnazarova Y.K .-Some Economic Impliciationz For The Nanoindustry. Экономика и социум” N (83)2021