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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**UNDERSTANDING THE MAIN TYPES OF INTERFERENCE IN
ENGLISH LANGUAGE LEARNING****Muborak Turaeva**

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Key words: interference, linguacultural interference, acquisition, consequences, multinational, cultural interference, psychological Interference, overgeneralization, cognitive load, authentic material, feedback, syntactic binding rules, to mitigate

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Abstract: This article provides an overview of interference in English language learning, emphasizing its types and strategies to address challenges faced by learners. The interference arising from the negative consequences of one language on another covers all linguistic levels of the language being studied, including the lexical one, which leads to deviations from the language norm and numerous lexical errors of students. The author of the article investigates the concept of linguacultural interference and indicates the types of interference. Understanding these concepts can lead to more effective language acquisition and teaching methods.

INTRODUCTION

In today's modern world, knowing a foreign language is considered one of the necessary conditions for the personal development of the young generation. However, every language learner faces the problem of learning a second language or a foreign language, which can have negative consequences. At the end of the 9th century. As a result of studies and observations in the USA, France, Great Britain, Russia and other multinational countries, linguists have come to the conclusion that languages influence each other in one way or another and therefore are mixed in their study.

Mastering the English language also requires learning the culture of English-speaking countries. In this regard, as V.S. Vinogradov noted, culture is a set of material and spiritual

values that have been collected and are being collected by a certain group of people, and it is a set of values of one national society that are completely absent from another or significantly different from them. They are a national socio-cultural fund that requires learning in the process of learning a foreign language [p. 37 Vinogradov, V.S. 2004. – 240 p. Ur, P. A 2009. – 388 p.].

MATERIALS AND STRATEGIES TO MITIGATE INTERFERENCE

At the initial stage of learning a foreign language, the most common mistake in translation from the mother tongue is literalism (literalism). Having spoken one language all our life, it is very difficult to understand how to make a sentence using words in another language that have the same meaning but different pronunciation.

Language learning is a complex process influenced by various factors, including the learner's native language. Interference, a common phenomenon in second language acquisition, can significantly impact language proficiency. This article explores the main types of interference—linguistic and psychological—highlighting their effects on English language learning and offering strategies for mitigation.

Interference occurs when elements of a learner's native language (L1) influence their use of a target language (L2), in this case, English. This can manifest in vocabulary, grammar, pronunciation, and overall language use. Understanding the types of interference is crucial for educators and learners alike, as it helps identify challenges and implement effective learning strategies.

However, despite the partial or complete similarity of grammatical structures, English phrases and word combinations cannot be translated authentically (authentically) into Uzbek for a number of reasons. The interaction of two language systems can occur at all levels of language, therefore, according to these levels, interference can be considered to have the following main forms:

1. Linguistic Interference
2. Cultural interference
3. Psychological Interference

1. Linguistic Interference

Linguistic interference refers to the influence of a learner's first language on their English language use. This can be seen in various aspects:

Lexical Interference (expressing the studied concept through the native language or the first foreign language). This occurs when learners incorrectly translate words or phrases from

their native language to English. For example, a Spanish speaker might mistakenly say "I have 25 years" instead of "I am 25 years old," directly translating from Spanish.

Syntactic Interference (transferring syntactic binding rules of another language to English). This involves the transfer of sentence structure from the native language to English. For instance, a Chinese learner might say "He very likes this book" instead of "He really likes this book," reflecting the structure of their native language.

Grammatical interference (replacing the rules and features of the English language morphology with the rules of another language).

Phonological Interference or phonetic interference (mixing the rules of English phonetics with the rules of the mother tongue or the first foreign language). Pronunciation can also be affected. For example, a French speaker might struggle with the English "th" sound, replacing it with an "s" or "z" sound, leading to mispronunciations.

2. Cultural interference (explaining English cultural phenomena through other familiar cultural stereotypes).

3. Psychological Interference

Psychological interference refers to the mental barriers and anxieties that learners face when acquiring a new language. Factors include:

Fear of Making Mistakes: Many learners hesitate to speak or write in English due to fear of incorrect grammar or pronunciation. This anxiety can inhibit practice and progress.

Overgeneralization: Learners may apply rules from their native language too broadly. For instance, a learner might assume that all English verbs follow the same conjugation patterns as those in their first language, leading to errors.

Cognitive Load: Balancing the demands of learning new vocabulary, grammar, and pronunciation can overwhelm learners, causing confusion and mistakes.

Also, there are big differences in the translations of phraseological units in Uzbek and English languages. Idioms may have the same meaning, but differ in appearance, words, and pronunciation. Literal translation of fixed compounds is completely wrong. Language learners may resort to transliteration in these situations, which further exacerbates the interference effect.

Examples of expressions that cannot be translated literally are:

Birds of a feather flock together - the blind finds the blind at night,

Follow the beeline - choose a short way,

Cut the melon - to share the profit,

Dog my cats – чин сўзим!

Kick the bucket – жон бермоқ ва х.к. [Н.Қамбаров. Инглизча-Ўзбекча универсал луғат маълумотнома /Н.Қамбаров. –Т.: “Turon-Iqbol”, 2014. -188б.]

So, we can see that interference is a vague and very common phenomenon among English language learners. One of the main tasks of the teacher is to teach the student to distinguish between native and foreign languages, so that the problem of interference does not play a negative role in language learning, but can also facilitate its learning.

One of the main tasks of the teacher is to prevent the complete transfer of one language structure to another. For this, it is important to avoid semantic interference between students and to define linguistic boundaries. For example, in Uzbek and English, the word "person" has similar characteristics, but its use in English depends on a specific communicative situation and a specific context.

All researchers say that acquisition occurs mainly at the lexical level of the language, less often at the phonetic, morphological, syntactic and phraseological levels. Any language undergoes changes in the process of development - some words appear, some disappear, and some change beyond recognition.

To determine the nature of lexical interference, it is necessary to first determine how the interaction of languages took place. In it, regardless of whether the words belong to the same or different language systems, it is necessary to pay attention to whether it happened involuntarily, incorrectly or arbitrarily, on purpose. It follows that the main difficulties associated with the acquisition of words are how they enter the language. Acquired words can be semantically expanded or narrowed, which complicates the student's perception and makes it difficult to learn in general. Therefore, we can provide the following strategies to overcome such difficulties.

Strategies to Mitigate Interference

1. Focus on Awareness

Educators can help learners become aware of specific areas where interference occurs. This can be done through targeted exercises that highlight differences between the native language and English.

2. Encourage Practice

Creating a low-pressure environment for speaking and writing encourages learners to practice without fear. Regular practice can help reduce anxiety and build confidence.

3. Use Contrastive Analysis

Contrastive analysis involves comparing the structures and rules of the native language and English. By understanding these differences, learners can better navigate potential areas of interference.

4. Provide Feedback

Constructive feedback helps learners recognize and correct errors influenced by interference. Regular assessments can guide learners in improving their language skills.

5. Incorporate Authentic Materials

Using real-world materials, such as movies, songs, and articles, exposes learners to natural language use. This can help them internalize correct structures and vocabulary while minimizing reliance on their native language.

CONCLUSION

Thus, the mentioned types of interference help to understand the language disorders that lead to the impairment of language builders. Therefore, when learning a foreign language, it is necessary to control the foreign language with the native language and practice the use of certain expressions in order to check the appearance of phonetic interference and avoid phonetic and grammatical lexical errors. The influence of languages on each other is an inevitable phenomenon. As bilingualism manifests itself in all aspects of life, interference, particularly lexical interference, will undoubtedly occur. The more languages develop, the more acquisitions occur in language communication.

Interference is more likely to occur at all stages of foreign language learning, especially in the early stages, as the language learner is no longer in constant contact with the language in English and is more exposed to the influence of their native language. Lexical interference, as the most common phenomenon among English language learners, often has a negative character, preventing them from freely comprehending the material. However, there is another side of the issue, which is that the manifestation of lexical interference in a positive direction can create conditions for the language learner to avoid common mistakes and to memorize words effectively, to form methods of freely expressing his thoughts.

Understanding the main types of interference in English language learning is essential for both learners and educators. By recognizing linguistic and psychological interference, strategies can be implemented to enhance the learning process. With targeted interventions, learners can overcome challenges and achieve greater proficiency in English.

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