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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**LINGUACULTURAL INTERFERENCE ON THE EXAMPLE OF THE
ENGLISH LEXICON PROVERBS****Muborak A. Turaeva***Lecturer**Jizzakh State Pedagogical University**Jizzakh, Uzbekistan**E-mail: mturaeva10@mail.ru***ABOUT ARTICLE**

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Abstract: The interference arising from the negative impact 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. Linguists and methodologists are trying to find ways to reduce the interfering impact of the language being studied at the lexical level in order to optimize the process of mastering a foreign language and minimize students' lexical errors. The author of the article investigates the concept of linguacultural interference and indicates the types of interference.

INTRODUCTION

The term "interference" comes from the Latin words "inter" (between) and "ferens" / "ferentis" (carrying, transferring) [2, p. 24]. It first appeared in the field of physics, chemistry and biology, and then was borrowed into the field of linguistics. This phenomenon is studied in linguistics, sociolinguistics, psychology and psycholinguistics and can manifest itself both in oral and written speech.

Psychologists consider interference as the occurrence of obstacles and interference due to the transfer of skills and abilities from one activity to another. Given the psycholinguistic side of this phenomenon, since the form of speech products caused by interference is due to the functioning of the psychophysiological mechanisms of their generation, then interference must be considered as a process of conflict interaction of speech mechanisms due to objective differences, which externally

manifests itself in bilingual speech in deviations from the patterns of one language under the influence of negative interaction of another or due to intralinguistic influences of a similar nature [10, p. 36].

MATERIALS AND METHODS

In psycholinguistics, interference is considered as an integral part of the process of slow gradual penetration of one or another foreign language element into the system of the perceiving language in the process of mastering it. In linguistics, the problem of interference is considered within the framework of language contacts, and interference is understood as a violation by a bilingual (a person who speaks two languages) of the norms and rules for the correlation of two contacting languages [3, p. 48].

Interference is the replacement of the system of rules of the studied language with another, built under the influence of the system of rules of the native or previously studied language [11, p. 26]. Moreover, the interference resulting from the negative impact of the native language and the first foreign language on the third language being studied covers all linguistic levels of the language.

Interference occurs if one of the contacting systems is more familiar to the individual. After switching to the system of another language, the usual grammatical, lexical and phonetic patterns continue to operate in his mind.

The New Illustrated Encyclopedia defines interference as the interaction of language systems in the context of bilingualism, expressed in deviations from the norm and the system of the second language under the influence of the native [2, p. 38].

The problems of interference worried many linguists both in Russia and abroad. For the first time, the idea of the mutual influence of languages on each other was put forward by the Russian-Polish linguist I.A. Baudouin de Courtenay. By interference, the scientist understood the convergent restructuring of languages in the course of contacts. It should be remembered that at that time the term "interference" was not yet widely used. The main idea of I.A. Baudouin de Courtenay was that as a result of the mutual influence of languages on each other, not only the borrowing of individual linguistic units occurs, but also the convergence of languages as a whole [4, p. 253].

Later, this idea was developed in the teachings of L.V. Shcherba. Proceedings of L.V. Shcherba served as the basis for the study and description of interference phenomena in the language. L.V. Shcherba concludes that as a result of the mutual influence of languages on each other, there is a change in the norms of both contacting languages [9, p. 42-46].

After the publication of U. Weinreich's work "Language Contacts" in 1953, the term "linguistic interference" received wide scientific circulation. According to the views of U. Weinreich, the condition for the occurrence of interference is language contact, which can be understood as either verbal communication between two language groups, or a learning situation. U. Weinreich defines

interference as a deviation from linguistic norms that arise in the speech of bilinguals as a result of the fact that they speak foreign languages [11, p. 78-93].

Diebold interprets interference as a linguistic change resulting from the contact of two languages, C. Hockett understands interference as an individual borrowing effect. Other linguists, such as E.M. Vereshchagin, on the contrary, do not draw a connection between the violation of the norm of foreign speech and the manifestation of interference. They believe that the scope of interference is only the language system. This researcher proposes to understand speech manifestations of mental interference as interference, that is, speech statements that are made as a result of the interaction of skills and abilities that are inherent in a bilingual [5, p. 56-60].

In his work "Interference in Translation" V.V. Alimov also draws attention to the fact that for many years linguistic interference was considered as a linguistic phenomenon as a result of direct linguistic contact, while in the conditions of intermediary activity, interference was practically not considered [Alimov 2004: 35].

RESULTS AND DISCUSSION

Thus, despite the lack of a common interpretation of the term "interference" in linguistics, it can be defined as a process that inhibits the acquisition of a non-native language and arises as a result of the transfer of speech skills from one contacting language to another (from the native language to a foreign language, from the first foreign language to the second one). The lack of uniformity in definitions is caused, on the one hand, by the variety of situations in which language contacts are manifested, the difficulty of distinguishing between the psychological and linguistic aspects in speech, and, on the other hand, by insufficient experimental knowledge of this problem and the need for its comprehensive solution.

In addition, I would like to emphasize that the mechanisms of linguistic interference are the identification and transfer of elements and functions of the contacting languages, and the linguistic reasons for this phenomenon are the differences and similarities in the language systems of the contacting languages.

There are a large number of approaches to the classification of types of interference, however, given the source of interference, there are two main types of it: interference "native language - foreign language" or interlingual (external) interference and interference "foreign language - foreign language" or intralingual (internal) interference. Within each of the selected types, there may be varieties depending on the nature of the interacting systems, the conditions for the flow of language contacts, etc. .

Interlingual interference is considered by researchers as the most powerful factor in the negative impact of the native language on the foreign language being studied, since teaching practice shows that the most persistent errors are caused by the interfering influence of the native language system,

rooted in the minds of students. It should be noted here that when students study two foreign languages, the previously studied foreign language will also have a negative impact on the later studied foreign language. Consequently, interlingual interference also takes place here [6, p. 29].

It should be noted that the influence of interlingual interference is large at the initial stage of learning a foreign language, while the influence of intralingual interference is typical for both the initial and advanced stages of learning a foreign language. Interlingual interference manifests itself either in the unlawful transfer of the phenomena of the native or previously studied languages into the foreign language studied later and the formation, by their analogy, of incorrect, non-existent phenomena in the foreign (later studied) language, or in the non-use of the phenomena of the second foreign language due to their absence in the native or first foreign language. Such interference can manifest itself both at the level of form and at the level of meaning and act at all levels of the language system: phonological, lexical and grammatical [6, p. 39].

A vivid example of interlingual interference is the phrase of aUzbek-speaking buyer who, having made his choice at the store counter, addresses the seller with the words: "Me this please". This phrase is incorrect not only from a grammatical point of view (the absence of any verb), but also from a sociocultural one. Even a grammatically correct sentence "Please give me this" will sound very unnatural to an English-speaking salesperson and may even be considered rude. In this case, it was worth saying "Can I have this? / I'd like this", however, the buyer, building his statement, was influenced by his native language, taking into account only its norms and rules [6, p. 45].

Unlike interlingual interference, intralinguistic interference is observed within the framework of one language being studied and manifests itself in the displacement of less learned or less frequent phenomena of the studied foreign language by more learned or more frequent phenomena. For example, a non-native English speaker who has experience with repeated use of the infinitive after to is more likely to say "I'm looking forward to hear from you" instead of the grammatically correct "I'm looking forward to hearing from you", neglecting the norms of management in the English language due to the influence of previously learned and "firmly" entrenched in the mind of the material.

If the interference is caused by a combination of interlingual and intralingual factors, it is customary to speak of mixed interference. For example, the wrong choice of a word from a synonymic series, is often associated with the phenomenon of underdifferentiated meaning in the vocabulary of the Uzbek language compared to English ("gapir. ayt" corresponds to English "say, tell, speak, talk"; - "offer, suggest, propose", etc.), is often also determined by intralinguistic interference (the preferred unit was either introduced earlier than others and therefore learned more "firmly" by the student, or was intensively used recently and is "on the ear" of the speaker).

Some studies point to the existence of another, less studied type of this phenomenon, namely, reverse interference, a phenomenon that causes distortion of statements (lexical, grammatical

structures, speech clichés) in the native language due to incorrect transfer of foreign elements into it. So, for example, the distorted expression “to take a shower” instead of the usual “take a shower” is a consequence of the tracing of the English “to take a shower”. Or, instead of saying, "Let's see if they can pull this off," a native Uzbek speaker, influenced by English, says, "Let's see if they can pull this off." This is due to the literal translation of if in the sentence “We’ll see if they can pull it off.” As a result, we are dealing with a sentence that does not comply with the norms of the Uzbek language.

Depending on the result of the manifestation of interference (communicative effect), it is usually divided into interference that makes understanding difficult, interference that violates understanding, and interference that prevents understanding. Interference that makes understanding difficult is said to be when the addressee's awareness of the perceived speech corresponds to the speaker's speech intention, although it is difficult.

This often happens when the laws of word combination are violated or when they are chosen incorrectly, as in the following example: "I'm coming across my friends on Sunday afternoon." In 15 this statement, the speaker misses the element of "accidental meeting" inherent in the meaning of the verb "to come across", but the main meaning of the sentence remains extremely clear to the addressee.

Interference that violates understanding is understood as such a form of its manifestation when the original thought is perceived by the listener / reader with bewilderment, some misunderstanding, for example: “She has lived there for ten years” (about a person who is no longer alive) . Under the influence of the tense system of the Uzbek language, without attaching importance to the difference between such tenses of the English language as Past Simple and Present Perfect, the speaker "confuses" the addressee who is aware of the death of this person. However, having eliminated the misunderstanding with the help of a second question, the main essence of what was said (a fact from a person's life) remains clear to the listener.

Interference that interferes with understanding occurs when the listener misunderstands the speaker. This type of interference often leads to communication failure. Let's take the following example: "I taught English at school". The speaker, intending to say that he studied English at school, replaces the verbs "study / learn" with the verb "teach", because in his native Uzbek language, all three may have the translation “teach”, thereby unintentionally informing the addressee of false information about his experience at school.

Some linguists call these types of interference (interference that hinders understanding, interference that disrupts understanding, and interference that prevents understanding) weak, moderate, and strong, as well as communicatively relevant (violating mutual understanding of interlocutors) and communicatively irrelevant (not interfering with mutual understanding) interference [8, p.93].

In addition, scientists talk about the existence of synchronous and dynamic interference. Synchronic interference most often cannot be overcome, it is unchanged and always remains with the student, for example, his accent. Dynamic interference precedes the first type chronologically, reflecting the process of the student's progressive movement in mastering the language, and can be overcome.

According to the types associated with the specifics of speech activity, productive interference (when generating speech) and receptive interference (during perception, understanding of speech) are distinguished. Interference in productive types of speech activity (writing, speaking) lends itself to direct observation and is more pronounced than in receptive types of speech (reading, listening).

Along with the indicated types of interference, depending on the nature of speech deviation from the norm, combinatorial and modifier interference are also distinguished [8, p. 10].

In addition to the above types of linguistic interference, according to the nature of the transfer of skills of the native language to the target language, direct (transfer of the norms of one's language into another language) and indirect (errors are observed in the use of such linguistic phenomena that are absent in the native language) interference are distinguished [1, p. 8].

Given the nature of the manifestation of interference, some linguists also distinguish explicit (elements of their own language are introduced) and hidden (simplification, impoverishment of the expressive possibilities of the language: what can lead to errors is excluded) interference [3].

As studies in the field of linguistics show, interference can be observed at various language levels: phonetic, graphic and orthographic, grammatical (including morphological, punctuation and syntactic), lexical, semantic, stylistic; it can also be associated with some linguistic and cultural factors. Therefore, linguists single out phonetic, graphic and orthographic, grammatical, lexical, semantic, stylistic and linguistic and cultural (cultural or sociocultural) interference, respectively [3, p. 23].

Graphical and spelling interference manifests itself in writing: the rules for writing words of one language are “transferred” to another language or “superimposed” on similar ones in the source language. In the case of graphic interference, we are talking about the incorrect spelling of graphemes, as in the following example: a child who has begun learning English writes “bab” instead of “dad” and “qarden” instead of “garden” due to underdifferentiation of English graphemes. Graphic interference can also be associated with direct substitution of graphemes, i.e. an attempt to write a word in letters of a “foreign” alphabet, for example: “net”, “Volga”, etc. Such cases give rise to graphic inconsistencies [3, p. 18].

Grammatical interference occurs when the rules of arrangement, agreement, choice or mandatory change of grammatical units included in the system of one language are applied to approximately the same chains of elements of another language, which leads to a violation of the

grammatical norms of the latter, or when the rules that are mandatory with points of view of the grammar of one language do not work due to their absence in the grammar of another. Within the framework of this type, morphological, syntactic and punctuation interference is distinguished.

Morphological interference is associated with a violation of the categorical features of the parts of speech of one language under the influence of the corresponding categories of another. Deviations from the norm can be both "formal" (for example, errors in conjugation of verbs or declension of nouns) and "functional" (incorrect use of grammatical forms).

Interference in the field of syntax is expressed in the replacement of the rules for the syntactic formulation of a sentence, characteristic of one language, with the rules that apply in another [10, p. 37].

CONCLUSION

Lexical interference at the level of microstructure is due to the indistinguishability of semes (linguistic units that carry meaning) with a common lexeme as part of one word. Consider the following example: a student - a native speaker of the Russian language perceives the lexeme "man" with all the semes contained in it as a single whole, without taking into account the fact that in the English language system certain sememes can be part of completely different lexemes, as a result of which lexical interference occurs.

Lexical interference is understood as a two-way (in terms of expression and content) convergence of lexical units of one or different languages, due primarily to their phonetic, but also the resulting semantic use, and leading to an involuntary violation of the language norm. With lexical interference, most often there is a "borrowing" of lexemes from one language by another, which is expressed either in the transfer of a phonemic sequence from one to the second, or in a shift in the meaning of a lexeme in one of the languages, or in formations skalked according to the lexical models of one of the languages.

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