

ISSUES OF ELIMINATING INTERLINGUAL INTERFERENCE

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Mukhitdinova Khadicha Sobirovna

Professor of Uzbekistan State University of World Languages, Doctor of Pedagogy

Abstract

The article describes the causes of interlanguage interference, its negative effects on language learning, and issues of their elimination.

Keywords

interlanguage interference, transposition, bilingualism, mother tongue skills, foreign language skills, cross-linguistic similarities and differences, language, interlinguistic equivalence and disequilibrium, didactic - educational resource.

The transfer of skills specific to one language to another is related to the complex activity of the human psyche, and in human thinking creates associations directly and indirectly related to his native language system. Knowledge of the mother tongue helps to learn a language in terms of similar features, but in different aspects, it allows the mastering of a second language, and it can create difficulties and obstacles for the student to develop new skills.

Indeed, the role of cross-linguistic interference, which is the result of the influence of native language skills, is strong in language acquisition errors. If the compatibility of the features of the studied language with the native language helps to acquire the language quickly, that is, it has a positive effect, while incompatible features have a negative effect on the acquisition of the language. In methodological science, the positive influence of the mother tongue in learning a second language is called transposition, and the negative influence is called the phenomenon of interference. Transposition the concept is interpreted in the methodology as positive influence, positive transfer, coming to help, assistance, transfer of knowledge, skills and competence leading to a positive result [1, 72].

Interference is derived from the Latin words "inter"-between, within, "ferentis"-transferring, and it means to have a negative impact on the methodology, to be a hindrance, to be a hole, to give a negative result in acquiring skills and competencies. This term was originally used in physics and meant the increase or decrease in the amplitude of vibrations of waves as a result of their collision. [2, 488]. Although the theory of interference has been widely studied and variously

defined by linguists, the problems related to cross-linguistic interference have not yet been fully resolved. V.A. According to Vinogradov, interlinguistic interference is a deviation from the norms of one or each language in interaction, which is mainly manifested in the speech of bilingual people [3].

The phenomenon of interference is also studied by psychologists, and from a psychological point of view, the phenomenon of interference is interpreted as an obstacle caused by the transfer of existing skills and competencies from one activity to another. In particular, O.A. Maklakov believes that the general law of development of skills consists in the fact that a person tries to perform a new task through the activity of previously mastered skills [4, 173]. O'.Q. According to Yusupov, it is interference in a process based on one skill or skill, the speech components are reflected in the second process, in which the transfer of language skills can be observed, as a rule, in two cases. In the first case, if the foreign language skills of the learner are weaker than the native language skills, then the native language skills replace the foreign language skills. In the second case, if the learner has no foreign language skills at all, then native language skills gap caused by interference easily takes over. Therefore, in the process of interference, a person learning a foreign language involuntarily transfers the norms of the system of speech rules established in the native language to the language being studied.

Cross-linguistic interference is a very wide-ranging phenomenon comparative study of languages for linguodidactic purposes, not only "cross-linguistic similarities and differences, cross-linguistic congruence and incongruity aspects" but also the character of interlinguistic interference, methodical communication "similarities and differences" to should also be paid attention to. Solving such tasks turns comparative linguistics into a didactic - educational resource for the methodology of teaching non-native languages [5, 100-102].

Unfortunately, although the phenomenon of interference has been widely studied theoretically and typologically, it has been relatively little studied in terms of educational methodology. Actually in comparative linguistics, the interfering aspects of the language can be of practical importance only when they are studied and applied in a methodological plan, no matter how much they are studied. That's why, today, identifying the factors of occurrence of inter-linguistic interference and researching the methodical aspects of their elimination has an important place in the study of languages.

V.S. Dmitriev supporting the idea that the main reason for difficulties in acquiring the pronunciation of a second language lies in the reception of foreign language speech through the phonetic prism of the native language, and that

students who have stable skills in pronunciation and listening comprehension of sounds in their native language use ready-made templates when receiving sounds of the second language they are not used to calculate [6].

Indeed, education It is no coincidence that the sounds of the second language are taught side-by-side with the sounds of the mother tongue in the initial stage. In teaching a non-native language, the interaction of the sound system has its own characteristics, in which speech sounds can be evaluated as "bad" and "average" pronunciation in the language being studied. The "poor" quality of speech in interference conditions negates good comprehension in the non-native language. In non-native languages, pronunciation errors such as not clearly distinguishing between sounds, not placing the sentence and word stress correctly, making a mistake in choosing the center of tone in a sentence are voluntary, and the existing Russian accent in students learning English, German, French and other languages is present in the process of their speech, including monologic in English. notices when making wide-ranging comments in a speech.

In short, the use of authentic educational materials, audio tapes with the voices of native speakers, newspaper and magazine materials, as well as the proper organization of the educational process that makes it compatible with the language, comparing and explaining the features of the native language and the language being studied, will lead to a significant reduction of interference in the speech of students. However, in second language education, has as long as the continuous activity of both languages is not ensured in the process of speech communication, that is, the speech of learners is mainly formed only in the course of the lesson and is not used in the process of free speech, it will be very difficult to eliminate interference or reduce the possibility of its occurrence.

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