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LANGUAGE INTERFERENCE IN UZBEK AND ENGLISH

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Annotation: This article deals with interference on different language levels. It's description and elimination in teaching process.

Key words: interference, interferencial, monophthons, diphthons, triphthons, linguadidactic, digraph, ligature, phoneme,

Introduction

The term “interference” noun /in-ter-fer-ence/ [in-te(r)-fir-en(t)s] has the following meanings:

- Involvement in the activities and concerns of other people when your involvement is not wanted
 - the act of interfering
 - additional signals that weaken or block the main signal in a radio or television broadcast.
- Sports: the act of illegally hitting or getting in the way of an opponent.

Full definition:

1.a: the act or process of interfering.

b: something that interferes.

2.: the mutual effect on meeting of two wave trains (as of light or sound) that constitutes alternating areas of increased and decreased amplitude (such as light and dark lines or louder and softer sound).

3.a: the legal hindering of an opponent in sports.

4. partial or complete inhibition or sometimes facilitation of other genetic crossovers in the vicinity of a chromosomal locus where a preceding crossovers has occurred.

5.a: confusion of a received radio signal due to the presence of noise (such as

atmospherics) or signals from two or more transmitters on a single frequency.

6. the disturbing effect of new learning on the performance of previously learned behavior with which it is inconsistent.

Main part

Interferencial /in-te(r)-fe-ren(t)-fel,-fir-en(t)-/

Example:

We had to put up with loud noise and constant interference from the neighbors.

First known use: 1783.

Synonyms: balk, bor, block, chain, clog, cramp, crimp, deterrent, drag, embarrassment, fatter, handicap, hindrance, holdback, hurdle, impediment, inhibition, encumbrance, let, manacle, obstacle, obstruction, shakles, slop, stumbling, trammel.

The use of the term may be various. Human lives are various. There are a lot of activity and state in the life of human beings. Every field of human life has lots of different branches which can not be counted, Every branch has its content inhuman use. Below, we try to give some of them as examples: a) talking process: “don’t interfere me I am talking with my teacher”. “Tom, mother is cooking salad for you, don’t interfere her!” “When one is reading a letter it is not good habit to interfere”. My father is working in the

garden, don't interfere him, he may get angry. The teacher is delivering his lecture, don't interfere him, it is not a good habit to interfere someone. The head of the organization is making a speech, don't go in, you'll interfere the meeting, and so on. So, lots of examples can be made in human life. We showed some of them, in order to make more clear the use of the term "interference".

The term was widely used by French phirics on the second half of the 18th century. It is known that language consists of three subsystems-phonological, lexical and grammatical. Each of them has its content, structure and specifics. Scholars have been investigating them on different levels. On phonological level it is analyzed the phonemic system of any language. Phonology studies the phonemes – vowel, consonant, monophthons, diphthons, triphthons and their specifics.

In order to make clear each of them we have to give a short explanation about them. For example:

-What is phoneme? – it is smallest distinctive unit. Phonemes, as they are given in literatures may be monophthongs, diphthons, triphthongs. Two types of phonemes are distinguished: vowel phonemes, consonant phonemes.

This article also deals with the analyses of phonemes in English and Uzbek languages. There are 20 vowels in English. They are:

Vowel (unlilar)

In English there are 20 vowels [i] [i:] [e] [æ] [ə:] [ə] [u] [u:] [ɔ] [ɔ:] [ʌ] [a:] [ei] [ai] [ɔi] [au] [ou] [iə] [eə] [uə] out of which 12 are monophthongs: [i] [i:] [e] [æ] [ə] [ə:] [u] [u:] [ɔ] [ɔ:] [ʌ] [a:] and 8 diphthongs: [ei] [ai] [ɔi] [au] [ou] [iə] [eə] [uə]. Whereas in Uzbek there are 6 vowels: [ɨ] [e/ə] [a] [o] [y] [y] and they are all monophthons.

Monophthong vowels are usually classified according to their articulatory and acoustic features. Articulatory features are as follows: 1) vertical positions of the tongue; 2) horizontal positions of the tongue; 3) positions of the lips; 4) degree of the roundedness; 5) spread of the lips.

According to the vertical positions of the tongue English and Uzbek vowels are divided into three groups (high – mid – low). But in English, in contrast to Uzbek, these groups have two variations (narrow - broad) each.

According to the horizontal positions of the tongue English vowels are of five types: 1) front, 2) front-retracted, 3) central, 4) back-retracted, 5) back. In Uzbek they are three: 1) front, 2) central, 3)back.

The following table, which is taken from A,Abduazizov's book (Tashkent, 2007, 105) with some changes reflects the similarities and differences between articulatory features of the English and Uzbek monophthong vowels.

But within this article the following notions and facts should be shown. In the linguadidactic investigations have been given phonemic similarities and quite differences. But, in fact not all specific peculiarities are shown in existing investigations. If to analyse consonant phonemes, some consonant phonemes have 2-3 types of pronunciation just one and the same consonant phoneme.

There are 20 consonant letters. They are: b/c/d/f/g/h/k/l/m/n/j/p/r/s/t/z/v/w/q/x. Among them there are consonant letters which in words have different soundings. Here are some of them: b 1- but, bus, building, begin, benefit, bear, busy, etc.

b 2 – ball, boss, bog, boring

d 1 – damn, dad, damp, dish
 d 2 - dall, dog, desk, deck
 k 1 – cat, cut, culture, cook
 k 2 – cought, cold, comfort, compress
 l 1 – lamp, less, latin
 l 2 – live, link, listen, lesson
 l 3 – tall, ball, roll, doll
 t 1 – teach, tank, tap, tip
 t 2 – top, tall, hot, got
 m 1 – math, mat, mag, man, etc.
 m 2 – motto, mall, mom, mock, etc.
 n 1 – name, nut, number, can, etc.
 n 2 – note, not, horn, born, etc.

So, one and the same English consonant sounds may have different pronunciation. These sounds need special phonetic drills while learning. Learners, in most cases pronounce them like their mother tongue sounds. But, these intralingual sound differences lead the learners to mispronunciation. It is important to give hints to the teacher: while learning English consonant sounds, try to show the differences in the words pronunciations. The more the example the better learning. If the teachers train the pupils for correct pronunciation at the early stages of learning target language consonant sounds, the speech of pupils will be more correct and beautiful.

Phoneme – noun /pho-neme/ ['founi:m]
 Linguistics: the smallest unit of speech that can be used to make one word different from another word. Definition: any of the abstract nits of the phonetic system of a language that correspond to a set of similar speech sounds (such as the velar [k] of cool and the palatal [k] of keel) which are perceived to be a single distinctive sound in the language.

Examples:

The sound represented by “c” and “b” are different phonemes, as in the words “cat” and “bat”.

Origin:

French phonemat – phoneme speech sound, utterance from phonem to sound.

First known use: 1879

Vowel: - a speech sound made with your mouth open and your tongue in the middle of your mouth not touching your teeth, lips, etc.

- A letter (such as a, e, i, o, u, and sometimes y in English) that represents a vowel.

Definition: 1. one of a class of speech sounds in the articulation of which the oral part of the breath channel is not blocked and is not constricted enough to cause audible friction; broadly: the one most prominent sound in a syllable.

2. a letter or other symbol representing a vowel – usually used in English of a, e, I, o, u, and sometimes y.

Origin – Middle English, from Anglo – French vowele, from Latin vocalis – more at VOCALIS.

First known use: 14th century.

Consonant – noun: - a speech sound (such as [p], / d/, or s/]) that is made by partly or completely stopping the flow of air breathed out from the mouth.

- a letter that represents a consonant: especially, any letter of the English alphabet except a, e, i, o, u, and sometimes y.

Definition: - one of a class speech sounds (such as [p/g/n/l/s/r]) characterized by constriction or closure at one or more points in the breath channel; also, a letter representing a consonant – usually used in English of any letter except a, e, I, o, and u.

Origin – Middle English, from Anglo – French, from Latin consonant, -consonans, from present participle of consonare see 1 consonant.

First known use: 14th century.

English consonant letters in their pronunciation have their specific features. One and the same consonant letter may have variations in pronunciation.

For example:

Monophthong – noun / mon-oph-thong/ [‘ma-ne(s)-thon]: - a vowel sound that throughout its duration has a single constant articulatory position.

Origin – Late Greek monophthongos, single vowel, from Greek mon-+phthongos sound.

First known use:1616.

Diphthong – noun /diph-θong/ [‘dif-θon, ‘dip-] linguistics: two vowel sound joined in one syllable to form one speech sound.

Definition: 1.Linguistics: a gliding (see ‘GLIDE) monosyllabic speech sound (such as the vowel combination at the end of toy) that starts at or near the articulatory position for one vowel and moves to or toward the position of another.

2. Linguistics: DIGRAPH.

3. Ligature (see LIGATURE) e or oe. Diphthong-gal = [dif-‘θon(g)el, dip-] adjective.

Examples: The sounds of “ou” in “out” and of “oy” in “boy” are diphthongs.

Origin – Middle English diptonge, from Middle French diptongue, from Late Latin diphthongus, from Greek diphthongos, from di-+phthongos voice, sound.

First known use: 15th century.

Uzbek consonant letters and the sound differences in Uzbek words:

[‘s] - sabr, Salim, singil, simob, sim, etc.

[s 2] – sog’lom, Sodiq, soqov, sotish, etc.

[L 1] – lab, lagan, langar, limon, libos, etc.

[l 2] – lotin, lola, tol, lozim, etc.

[m 1] – mazmun, ma’no, ming, minor, ma’qul, etc.

[m 2] – mol, muhim, mumtoz, mulk, etc.

[n 1] – na’matak, narsa, nabira, nasib, etc.

[n 2] – non, nozir, nodir, nom, notiq, etc.

[t 1] – ta’lim, tizim, timsol, tikish, etc.

[t 2]- tom, tomosha, to’g’on, to’lqin, etc.

[b 1] – bir, bilak, bigiz, biz, etc.

[b 2] – botir, bog’, bodom, bola, etc.

[k 1] – kamar, katta, kabutar, kim, etc.

[k 2] – kotib, komil, kosib, Komila, etc.

[v 1] – vazn, vatan, va’da, etc.

[v 2] – voqif, voqea, vulqon, voris, etc.

[z 1] – tizim, ziqna, ziyrak, Zilola, etc.

[z 2] – zo’r zolim, ovoz, ozon, etc.

Uzbek speakers pronounce some Uzbek consonant letters in words, but don’t pay attention to their differences. It is necessary to distinguish them, because while learning English they compare two contacting languages.

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