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## POSITIVE AND NEGATIVE EFFECTS OF INTERFERENCE EVENTS IN THE SPEECH OF BILINGVES

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**Abstract.** The article analyzes the interference errors that occur in the process of learning a foreign language, their causes, views on interference, types of interference and in addition to this we also take more attention to the interference and studying foreign languages. Bilingv must learn the structure of both two languages. It's not just about written contexts, it's more about discussion. Because the more the learner communicates, the more the new vocabulary will improve. The article discusses this.

**Keywords.** Interlingual interference, bilingual, internal interference, external interference, phonetics, interference, and foreign language learning.

### I. Introduction.

Language, which is a means of communication, emerges through verbal and nonverbal features in the process of communication. The language scene is full of historical, logical and social nuances. Each layer in the language system consists of several structures. Therefore, knowledge of language and a clear approach to the grammatical system enrich the phonetic, lexical, syntactic, morphological and morphemic levels of the linguistic system. The universality of the international linguistic landscape is also inextricably linked to the lexical layer. Because it is important to know several languages and to communicate them correctly using the grammatical bases in their native language.

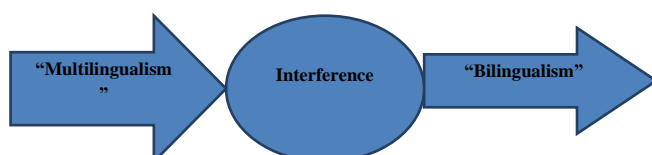
In the 19th century, scientific observations in the languages of multinational countries, including the United Kingdom, France, the United States, and Russia, showed that languages interact with each other. The study is scientifically based. These relationships take the form of bilingualism and, in some cases, multilingualism. These are the conditions that create the conditions for bilingual or multilingual interference.

Interference deviation from language norms in oral and written speech of bilinguals and language learners who are fluent in two or more languages or speaking by automatically copying the phonetic, lexical, grammatical, and phrase logical features of a particular language into the material of another language. That is, the phenomenon of interference (**from latin language, inter - interaction, frens - rise, impact**) in the context of multilingualism in the form of the interaction of different language families and groups, as well as the language system of closely related languages can be interpreted.

**Analysis of the relevant literature.** It is known that the term "interference" was first used in physics, psychology, chemistry and biology, and later in linguistics. In physics, for example, the phenomenon of interference is understood as the formation of light and dark paths as a result of the redistribution of energy by two or more light rays.

In psychology, the question of the interaction of skills, that is, the effect of old habits on newly formed skills, was considered as interference.

In biology, the effect of crossover on one section of homologous chromosomes on the formation of a new crossover on another adjacent section.



Manifestation of language interference is the ability of an individual to use his or her previous linguistic experience and automatically apply the phonetic, morphological features, syntactic and phrase logical constructions of previously known languages to another language system and structure. It can be described as misuse. That's the term. After the definitions in U.Vaynraix's work "Languages in contact" ("Aloqadagi tillar") became popular scientifically. According to the scientist, in order for interference to take place at a certain language level or in an individual's speech, there must be an intensive interlingual interaction. In particular, U.Vaynraix argues that interference is a state of deviation from the norms of language in the speech of a bilingual person as a result of knowledge of foreign languages. This condition can occur in the following situations:

- In the process of language teaching;
- Communication between two or more languages;
- When a person uses two or more languages in their speech.

In all of these situations, the central figure is individuals who use languages. Interpersonal language often leads to interference, that is, in the speech of bilinguals, as a result of their familiarity with more than one language, there are cases of disobedience and deviation from the norms of language.

As a result of the language relationship, languages may move away from or closer to each other. Distance is called "divergence" and come to the near is called "convergence". In order for a language relationship to take place, one or both parties must know the language as the mother tongue and the other party as the language or intermediate language. Knowing two languages is called "bilingualism" and a person who knows two languages is called "bilingv". Bilingual can mistranslate the rules of one language into another. This phenomenon is called "interference".

The phenomenon of interference is not only physicists, psychologists, biologists. It has been studied by linguists and various researches have been carried out by linguists. In Uzbek linguistics Abdurauf Fitrat, Ye.D.Polivanov, U.Tursunov, V.V.Reshetov, M.M.Mirzayev, K.Yusupov, K.Raxmonberdiyev and also this phenomenon is also covered in the works of such scientists as N.Gulamova, H.Gulamov, Sh.Jorayev, A.Vakhidov.

In the Arab period, for example, in the works of Abu Ali Ibn Sina, Beruni Farobi, in particular, Mahmud Kashgari, Mahmud Zamakhshari, Alisher Navoi and others, there are ideas about bilingualism. For example, Mahmud Kashgari's 11th-century "Devonu lug'otit turk" is a grammar, ethnographic, historical, geographical, and folklore material for learning Turkish and other languages. He compares the phonetic and grammatical features of Turkic languages on the basis of Turkish, Oghuz and Kipchak dialects.

Mahmud Zamakhshari's work "Muqaddimat-ul Adab" covers all the words and phrases of the Arabic language used at that time, and their meanings and etymology are interpreted in a wide enough way. Information on Uzbek, Chigatay (Uzbek) and Mongolian and Turkish languages is also provided. His "Muqaddim ul-Adab" compares Persian, Uzbek and Mongol lexemes.

In Mahmudhoja Behbudi's article "Language Issue", we read that: "Let's prepare for the future, not for the past". "We Turkestans need to know Turkish, Arabic, Persian, and Russian, which is why Turks, that is, Uzbeks," says Behbudi. "Most Turkestans speak Uzbek". Persian is the language of madrasa and udabo. Poetry and religious books in all madrassas in Arabic... This rule, that is, the textbook is Arabic, the teacher is Turkish, the editor and translator is Persian, is very strange. These three languages have been used in Turkestan since ancient times".

In world linguistics M.Ruhlen, J.Nichols, L.Edzard, Georg, Stefan, P.A.Michalove, A.M.Ramer, P.J.Sidwell, A.Francois, L.V.Lier, G.Doerfer, I.A.Boduen de Kurtene, G.Paul, L.Blumfield, A.Martine, U.Vaynrayx, L.V.Shcherba, V.Yu.Rozensveyg, V.A.Avrarin, Ye.M.Vereshchagin. The issue of interference is covered in detail in the works of linguists.

Comparative study of languages began in Europe in the early nineteenth century. One of the great representatives of comparative studies, Wilhelimfon Humboldt first studied European languages, then Basque, Sanskrit, Chinese, Malay, Polynesian Hindus, ancient Hebrew, and Japanese.

In his article "On the Problem of Language Interference", G.Schuhardt writes that there is no language in the world that is not mixed and does not contain elements of other languages. Antoine Maye, a scholar of Indo-European languages, took a sociological approach to the phenomenon of speech in his Introduction to the Comparative-Historical Study of Indo-European Languages.

On the subject of Uzbek and Tajik bilingualism, linguists such as A.K.Borovkov, H.Gulamov, K.Yusupov, D.Ishondadayev, M.Mirzaev, R.Rakhmatova, B.Jabborov, R.Hidirov, M.Zokirov, S.Zokirova engaged.

Let's talk about the positive and negative effects of this phenomenon in language learning, contact or blinging speech. The influence of one language on another, which has been studied for hundreds of years, has been negatively assessed. However, it is noted that today there are some positive aspects of this phenomenon. Let's see:

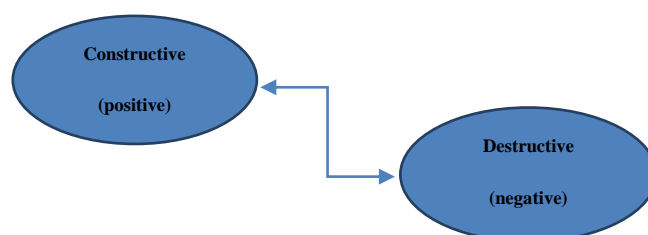
1. The existence of the positive aspects of bilingualism for humanity was first proved in 1962. Elizabeth Pill and Wallace Lambert are conducting research in Montreal. Their study compared children who could speak French and English and spoke only French. The goal is to reveal the constructive

aspects of bilingualism. They say that if the research is done correctly, bilingual children can achieve high results in nonverbal concussion as well as monologue children. However, bilingual children were expected to report a worse outcome in verbal communication than monologues. But research has shown the opposite, with bilingual children scoring the highest at all stages. This was a positive result for the first time but not yet perfect. There are many reasons for interference. Linguists justify the origin of interference as follows: a) similarities between the language being studied and the mother tongue; b) comprehensive presence (presence) of the lexical and grammatical structure of the native language in the bilingual consciousness; c) lack of skills and abilities to apply the knowledge of the learned language (lexical, grammatical, syntactic...) in speech practice; d) psychological barrier (fear, belief, withdrawal in communication..).

**Analysis and results.** There are two main types of interference:

- a) internal (within the mother tongue);
- b) external (due to the influence of other languages).

1. Research shows that bilingualism does not appear in human memory and experience only in the light of negativity. This means that interference can have a twofold effect on the human mind. These are:



2. Scientists are once again giving children a simple cognitive test to study their speech. The children were of different ages. Bilingv children did this task much earlier than monolingum children. In 2004, the study began to be used in adults. It has not yet been concluded that bilingualism makes a person very intelligent and experienced. But it's also a bit of a mistake to focus on the downside.

3. Since phonetic interference is one of the main problems encountered in foreign language teaching, this problem has been studied extensively in terms of methodological and language teaching technologies. Since this phenomenon is a serious obstacle, especially in the process of teaching foreign languages, the occurrence of phonetic interference errors in the speech of a student or other language learners is not only a theoretical issue (causes, types), but also their prevention and occurrence. The didactic and psychological aspects of elimination are also studied. In particular, the linguist K.Kadyrova explains the causes of phonetic interference in the teaching of Arabic to Uzbek students, citing the following opinion of O.A.Yamshchikova: "Phonetic interference is the result of an effective influence on the skills later developed as the leader of a particular skill system. One of the main features of phonetic interference as a psychological phenomenon in other language teaching methods is that it leads to impaired auditory and pronunciation skills as a result of interactions and the opposite perception of the phonetic system of the language being studied".

*For example, when a Tajik speaker speaks Uzbek, his or her voice deviates significantly from the norm. Abdullah Avloni's "Is Advocacy Easy?" Let's play the drama. The drama tells the story of a 30-year-old Tajik named Khushvaqt who lost his horse. Almost every sound in his speech is said with an accent. Examples of phonetic, lexical, and, of course, syntactic interference are the words of the Tajik people in the interaction of languages. So, our observations show that in the speech of the Tajik language, in most cases, the interfering sounds are:*

- [i ]

*[o'] flours. It should be noted that these vowels are pronounced and read in the speech of the representative of the Tajik nation with a long and strong accent. (negative interference). We will see:*

**[i:] front row**

**[i:] back row**

**[o'] -[o] front row**

*Example: "Xushvaqt (kirar): Assalomu alaykum, h[ə]jay[i:] Jn, akunk[i:]sanga abd[i:]vakat b[ə]lg[ə]nsan, b[i:]z san[i:]ng old[i:]nga kelg'onm[i:]z. Akunk[i:] ], h[ə]jay[i:] Jn, man[i:] :k[i:] Jot y[ə]qotg'on. San b[i:]lgank[i:]tavoqdek yag'[i:] :r[i:] J(ng) bor. Yag'[i:] :r[i:] :ngn[i:] ustungga, zang'ar, yog'[i:] :ngdan surg'onsan. Buku.. uch kun bo'ld[i:] ], qaysi go'rg'a ketganin[i:] b[i:] :lmaymuz. Q[i:]d[i:] :rasan, q[i:]dirasan – top[i:] :lmaysan. Agar top[i:] :b berasan besh tanga suyunch[i:] berasan".*

In the Russian encyclopedic dictionary, interference is defined as follows: in the context of knowing two or more languages (plural), the interaction of language systems, the deviation of speech norms from the pattern, the result of language communication. Interference is a violation of the norms of another language under the influence of the mother tongue of the bilingual.

Turning to the statistics, as of January 1, 2017 in Samarkand: *representatives of the Azerbaijani nation - 4869 people; representatives of the Russian nation - 48,414 people; representatives of the Korean nationality -6026 people; representatives of the Tajik nation - 269,652 people; Tatars and Bashkirs - 431 people.* The contact of several languages contributes to the formation of bilingual speech. Interference can cause the language to lose its purity. When we look at the speech of the bilinguals, we see several shortcomings. As the phenomenon of interference began to be observed in linguistics, the effect on point norms increased significantly. The study of language and the correct interpretation of its grammar are in part related to human psychology. Language lexicon, language grammar and phonetics are not excluded from the problems caused by interference.

For example, an Uzbek student misunderstands the phonemes [ы],[ь] in his native language and makes a mistake in his speech. (negative interference). We will see:

**Example:** Тврожн[ы]йпирог-  
Tvarojn[i] pirog – cottage cheese pie;

Освежител[ь] воздуха- asvijitil[-]-  
air freshener;

Гелев[ы]йручка - “Gelivi ruchka  
yoki gelivi so‘zining o‘zi ishlatiladi” - a gel-  
based writing textbook;

Газов[ы]йбалон- “Gazivi balon yoki  
Gaz balon” - gas tank;

Маннаякаша- “Mankasha yoki mani  
kasha” - semolina porridge;

Картофельжареный–“Jarinni  
kachka yoki kartishka” – fried potatoes;

We see that bilinguals who are fluent in two languages (Russian, Uzbek) find it easier to learn another third language (English). In particular, Russian grammar and English grammar are very similar. In both Russian and English, the cut is often preceded. It is much easier to translate a sentence in English. (positive interference).

We will see: I am a magistrate  
→→→→→Я магистрант;

4. Dual and repeated lexemes are actively used in both languages. This can be seen in Uzbek or Tajik proverbs.

**Example:** Бекораба  
“Озозўрганибдонобўлур” нагуфтаги-ку  
[Тай.] // Тожикибиродарларимизайтгандай:  
“Кам-камхўрхамешахўр” [Жом.]

Phraseological compounds with Uzbek lexemes: қавоқу димоқ қадан – to protest; абоғу тоғ гапзадан – from a garden, speaking from a mountain; қошу қавоқ қадан – not in a good mood; димога чоққадан – used in the sense of rejoicing.

5. The use of synonyms and differences in their meanings can lead to interference. These types of errors can be

found when a single word in the native language is represented by several lines of synonyms.

For example, the word "accept" in Uzbek can be expressed in English by several lines of synonyms: “to accept”, “to admit”, “to adopt”, “to receive”, “to take”... We face different challenges when translating from one language to another. When translating from English to Uzbek or Russian, it is important to pay attention to the phrases. The difficulty with translation is that you can use the word in different combinations. The method of translation depends on the correct understanding of the lexical units in the context.

### Example:

1. to take place - sodir bo‘lmoq -  
происходит;

2. to take care of - g‘amxo‘rlik qilmoq  
— заботится;

3. to take tea — drink tea.

**Conclusion.** So, from the above aspects, it can be seen that interference has not only negative but also positive features. Bilingual must learn the structure of both languages. It's not just about written contexts, it's more about discussion. Because the more the learner communicates, the more the new vocabulary will improve. Only then can all forms of accent and interference be eliminated. However, scientists deny that the interference may disappear completely.

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