

**THE ESSENCE OF THE CONCEPTS “INTERFERENCE” AND “LINGUISTIC INTERFERENCE”**

**A.I. Karimova**

Senior Lecturer at TGUE

(Uzbekistan, Tashkent)

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**Abstract**

In the science of linguistics, the concepts of "interference" and "linguistic interference" have important lexical significance. These concepts create certain obstacles in the study of a second (usually foreign) language due to the dominance of the first (usually native) language in language contact situations. As a result, students experience certain difficulties in learning a foreign language.

This article explores the essence of the concepts of “interference” and “linguistic interference.”

**Key concepts:** language contact, foreign language, concept, interference, language interference.

**Main Body**

Language, as a means of mutual information exchange, plays a crucial role in the life of every nation and people. By its very nature, language serves as a tool for communication among social subjects living in a specific area and sharing a common linguistic identity or a unified language unit. At the same time, language plays an unparalleled role in establishing international ties between different cultural units.

"Scientific and technological progress, globalization in various areas of human activity have qualitatively changed relationships between people and states: contacts between business partners are expanding and strengthening, and instead of open confrontation, politicians, governments, and organizations are moving towards business intercultural cooperation and the study of other nations' cultures. All these processes are closely connected with the means of communication—language" [2, p. 3].

In communication processes involving languages from different families or groups, mutual influence occurs. As a result of the phenomenon known as interference, certain words or phrases are acquired by the second language under the dominant influence of the primary language during communication. This leads to the emergence of new concepts (terms) in the vocabulary of social subjects. However, in such situations, along with positive aspects, certain phonetic, grammatical, morphological, and orthographic errors and shortcomings are noticeable.

Difficulties in learning foreign languages are more evident under conditions of global communication. Therefore, it is reasonable to know the dictionary meaning and lexical description of the term "interference."

The term "**interference**" (from Latin *inter* – "between" and *ferens* (*ferentis*) – "carrying", "transferring"; French – "to interfere with each other") was first used in studies conducted in the fields of optics and acoustics in physics. According to its dictionary definition, the term refers to "the assistance or opposition of two or more waves arising from oscillatory, periodically repeating movements. Waves can occur in liquids, solids, gases, and ether" [6].

Later, this definition began to be used in natural sciences such as botany, biology, zoology (harm to a specific species due to the influence of closely related species), genetics (reduction of

crossover frequency due to theoretical importance) [4], medicine (when infection by one virus suppresses the effect of another virus) [7], and biochemistry (interference of any factor in a biochemical system leading to disruption of the process).

As a result of research conducted in the field of social sciences, the concept of "interference" began to be used more frequently. In pedagogy and psychology, in particular, this term refers to "the interaction between new material and existing memories, which negatively affects the assimilation of new material" [4]. "In social psychology, this concept denotes a conflict arising between opposing emotions, values, or motives" [12, p. 16].

The concept "**language interference**" has been used since the second half of the 20th century to describe the influence of different languages on each other during translation. In linguistics, the term "**linguistic interference**" was first introduced by American linguist **Uriel Weinreich** in his work *Languages in Contact: Findings and Problems* (1953), where he defined it as "speech communication between two language communities." According to the author, the phenomenon of language interference appears in the incorrect interpretation of the features of the second language by an individual during communication. In linguistics, the term "linguistic interference" is often used interchangeably with "language interference," the latter having become more popular. The term was also adopted by members of the Prague Linguistic Circle to describe deviations from the norms of interacting languages [11].

Based on the conducted research, it is evident that there are various approaches in linguistics to interpreting the concept of "interference". In particular (see Table 1):

**Table 1. Linguistic Interpretation of the Concept of "Interference"**

No	Authors	Lexical Interpretation of the Concept
1.	Uriel Weinreich	Two or more languages are in contact if they are alternately used by the same individual. Thus, individuals using the language are the place of contact. [3, p. 25]
2.	I.S. Alexeeva	A violation of linguistic norms under the influence of elements of another language, as well as the process of one language influencing another. [1, p. 170]
3.	N.V. Yartseva	Interaction of language systems in conditions of bilingualism, formed either through language contact or individual acquisition of a non-native language; expressed in deviations from the norms and system of the second language under the influence of the native one. [8]
4.	G.M. Pulatova	The deep-rooted, automatic, unconscious application of native language models in a different (foreign) language. [10, p. 12]
5.	G.S. Makhmadieva	Speech built according to the norms of the native or foreign language that creates atypical connections and relationships between individual linguistic elements of the foreign language. [9,

No	Authors	Lexical Interpretation of the Concept
.		pp. 20–21]

Currently, the term “interference” is widely used not only in linguistics but also in the methodology of teaching foreign, i.e., non-native languages.

From this, we can conclude that the essence of the interference process lies in the fact that a person learning a non-native language unconsciously transfers already existing rules and speech behavior patterns from their native language to the studied (foreign) language. From the above viewpoints of linguists, it can be concluded that interference is a multifaceted phenomenon, and the problem of interference remains relevant today, as it is still under study.

**Table 2. Main Differences and Similarities between Uzbek and Russian Languages**

<b>Uzbek Language</b>	<b>Russian Language</b>
<p><b>1. Fundamental Difference</b> Belongs to the Turkic language family (specifically, the Karluk group)</p> <p><b>2. Agglutinative Structure</b> Agglutinative ("gluing") language</p> <p><b>3. Pronouns</b> The pronoun "u" can mean "he," "she," or "it," and can refer to both animate and inanimate subjects; the verb typically appears are expressed with the word "u," used for both at the end of the sentence (e.g., "men (I) nonga animate and inanimate nouns (for bread) ketdim (left)")</p> <p><b>4. Prepositions</b> Prepositions are virtually absent; they are effectively replaced by suffixes or additional words placed after the main word</p> <p><b>5. Word Order</b> Sentences have a rigid word order</p> <p><b>6. Morphological Structure</b> Each morphological meaning of a word is expressed by a separate affix, which are added word to the base in a specific sequence; as a result, mood, and aspect, formed through various each word is relatively simple to decompose into its components</p> <p><b>7. Noun Derivation</b> Only one affix reflects professional affiliation – the suffix "-chi." For example: fisherman – balik+chi, controller – nazorat+chi, writer – yozuvchi+chi</p> <p><b>8. Plural-Only Nouns</b></p>	<p><b>1. Fundamental Difference</b> Belongs to the Indo-European language family (specifically, the East Slavic group)</p> <p><b>2. Inflectional Structure</b> Inflectional (flexible) language</p> <p><b>3. Pronouns</b> The pronouns "he," "she," and "it" in Uzbek</p> <p><b>4. Prepositions</b> Russian includes grammatical categories not present in Uzbek</p> <p><b>5. Word Order</b> Sentences do not have a rigid word order</p> <p><b>6. Morphological Structure</b> In Russian, the morphological meaning of a word includes gender, number, case, voice, mood, and aspect, formed through various methods (external inflection, internal inflection, phoneme alternation, suppletion, stress shift)</p> <p><b>7. Noun Derivation</b> In Russian, forming a noun denoting a person's profession can involve various derivational suffixes: каменщик, художник, строитель, архитектор, etc.</p> <p><b>8. Plural-Only Nouns</b></p>

### **Uzbek Language**

No words are used exclusively in the plural; for example, ногти, руки, глаза, ножницы, очки, брюки, шахматы are not plural, which do not exist in Uzbek used in the singular

#### **9. Verb Voice Systems**

Includes active, passive, and reflexive voices

### **Russian Language**

There are words used exclusively in the plural, which do not exist in Uzbek

#### **9. Verb Voice Systems**

Includes reciprocal and medio-passive voices

### **Main Similarities between Russian and Uzbek Languages**

- Both languages are affixal according to morphological classification.
- Numerals in both languages are divided into ordinal and cardinal numbers by grammatical features and meaning.
- Both languages have three moods for verbs: imperative, indicative, and subjunctive.
- Participles in both languages are not declined and do not change according to person or number.

### **Phonetic Interference in Russian Speech of Uzbek Students**

The study reveals that the manifestation of negative linguistic interference in the speech of Uzbek students learning the basics of the "Russian Language" subject is explained by reasons related to the main differences and similarities between the native Uzbek language and the first foreign language, Russian. These reasons are as follows:

- **Consonantism Systems:** In Russian, unlike Uzbek, soft and hard consonants have a clearly expressed phonological opposition. Therefore, it is crucial to form basic phonological representations in children at the initial stage of Russian language learning and to focus on the accessibility of didactic material types and practical exercises.
- **Assimilation Processes:** Due to progressive assimilation in the phonetic structure of the native language, subsequent voiced sounds in Russian speech are influenced by preceding voiceless sounds, leading to violations of orthoepic norms, such as [проспа] instead of [просьба], [воксал] instead of [вокзал].
- **Consonant Phoneme Inventory:** Russian has 37 consonant phonemes, while Uzbek has 24, leading to significant differences in their phonemic systems.
- **Stress Patterns:** Uzbek stress defines the unity of a word and marks the last syllable of each word, whereas Russian stress contributes to word differentiation and can vary within grammatical forms.

### **Conclusion**

The essence of the interference process lies in the fact that a person learning a non-native language unconsciously transfers the system of existing rules and speech behavior patterns established in their native language to the target language. Linguistic interference is a multifaceted phenomenon, and its study remains relevant as it continues to be developed.

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