

THE PROBLEM OF LEXICAL INTERFERENCE IN TEACHING TRANSLATION

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***Anotatsiya.** Maqola lingvistik talabalarga tarjimani o'rgatishda leksik aralashuv muammosiga bag'ishlangan. Tarjima tayyorlashning rivojlanishi bilan tarjima bilan bog'liq muammolarni aniqlash va oldini olishga qiziqish ham ortdi. Hozirgi vaqtda ushbu muammolarni har tomonlama ko'rib chiqish turli xil tarjima turlari nazariyasi va amaliyoti kurslarida an'anaviy hisoblanadi. Interferensiya natijasida yuzaga kelgan tarjima xatolaridan, ya'ni birinchi til tizimining ikkinchisiga ta'siridan hech kim himoyalanganligi sababli, professional tarjimani o'rgatishda bu hodisani batafsil o'rganish zarurati tug'ildi. Ushbu muammo bilan bog'liq bo'lgan ayrim naqshlarni aniqlash va tahlil qilish shovqin xatolaridan qochishga yordam beradi va shu bilan chet tillari va tarjimani o'qitish jarayonini optimallashtiradi. Bu maqsadni amalga oshirish uchun, birinchidan, biz tillararo interferensiya hodisasini o'rgandik, bu yerda uning leksik turiga e'tibor qaratdik, ikkinchidan, 60 nafar tilshunos talabalar ishtirok etgantajriba o'tkazdik. Yakuniy bosqichda biz shovqin xatolarining yuqori foizini topdik, bu ushbu mavzuning dolzarbligini tasdiqladi. Kelgusida tadqiqotimizni davom ettirib, ushbu muammoni bartaraf etishning samarali yo'llarini belgilab olishni rejalashtirganmiz.*

***Kalit so'zlar:** Interferensiya; lingvistik interferensiya; assimilyatsiya; leksik aralashuv; lingvistik ta'sir; tarjima*

Аннотация Статья посвящена проблеме лексической интерференции при обучении переводу студентов-лингвистов. С развитием обучения переводу также возрос интерес к выявлению и предотвращению проблем, связанных с переводом. В настоящее время комплексное рассмотрение этих проблем является традиционным в курсах теории и практики различных видов перевода.

Поскольку никто не застрахован от переводческих ошибок, вызванных интерференцией, то есть влиянием первой языковой системы на вторую, возникла необходимость более подробно изучить это явление при обучении профессиональному переводу. Выявление и анализ определенных закономерностей, связанных с этой проблемой, может помочь избежать интерференционных ошибок и, таким образом, оптимизировать процесс обучения иностранным языкам и переводу. Для достижения этой цели мы, во-первых, изучили явление межъязыковой интерференции, где акцентировали внимание на ее лексическом типе, а, во-вторых, провели эксперимент, в котором приняли участие 60 студентов-лингвистов. На финальном этапе мы обнаружили высокий процент интерференционных ошибок, что подтвердило актуальность данной темы. В дальнейшем мы планируем продолжить наши исследования и определить эффективные пути преодоления этой проблемы.

Ключевые слова: Интерференция; языковая интерференция; ассимиляция; лексическая интерференция; языковое влияние; перевод

Annotation. The article is devoted to the problem of lexical interference in teaching translation to linguistic students. With the development of the translation training, the interest in identifying and preventing problems associated with translation has also increased.

Nowadays, a comprehensive consideration of these problems is traditional in courses of theory and practice of various translation types. Since no one is immune from translation errors caused by interference, i.e. the influence of the first language system on the second one, there was a need to study this

phenomenon when teaching professional translation in more detail. Identifying and analysing certain patterns associated with this problem can help avoid interference errors and, thus, optimize the process of teaching foreign languages and translation. To achieve this goal, firstly, we learnt the phenomenon of interlingual interference, where we focused on its lexical type, and, secondly, we conducted an experiment in which 60 linguistic students took part. At the final stage, we found a high percentage of interference errors, which confirmed the relevance of this topic. In the future, we plan to continue our research and identify effective ways to overcome this problem.

Key words: Interference; linguistic interference; assimilation; lexical interference; linguistic influence; translation

Introduction

In the 19th century, scholars concluded that languages influence each other. At that time, the observation of languages was conducted in Great Britain, France, Russia, the USA, and other countries. The term "interference" (from Latin: inter - "between, mutually" and ferentis - "to carry") was borrowed by linguistics from psychology (which in turn took it from physics) and was first used by scholars of the Prague School. Even Austrian linguist Schuchardt (1950) emphasized that the mixing of languages is not merely a result of borrowing but arises from the adaptation and simplification efforts of interacting languages. The interference of languages manifests when each language assimilates certain elements characteristic of a second language, thereby reducing distinctions within specific parts of that language (Bodujen de Kurtenje, 1963). In a subsequent definition, various aspects of linguistic interference are considered: Interference is the interaction between language systems in bilingual contexts that develops either during verbal communication or in the process of individual assimilation of a non-native language; it is expressed through deviations from the norms and systems of the second language under the influence of the native language (Kuzmina, 2008, p. 37). Generally, interference that arises during the process of learning a new language develops more significantly if both languages are

typologically related. For linguistics students learning German or French as well as English, lexical blending issues hold significant importance. The semantic proximity between two languages can facilitate the process of acquiring a foreign language, as many words share similar meanings (Chacon Beltran, 2006, p. 30). In other words, scholars who support this viewpoint believe that if words have a common origin, it will be easier to learn them, which helps develop language skills and improve vocabulary (Arce Medero, 2006). Many scholars argue that the level of lexical translation depends on the relationship between the two languages (Frunza, 2006; O'Neil & Casanovas, 1997). At the same time, the proximity between two languages is a key factor in the intensity of linguistic influence and allows for predicting potential errors that may arise when teaching students to translate and utilizing various methods and techniques (Kalvo, 2005). Another important aspect of second language acquisition is the significance of context: background knowledge "becomes an important factor influencing semantic structure since newly processed information must align with previously stated information" (Duran, 2004, p. 89). The subject's communicative experience is considered a fundamental factor influencing task outcomes.

Lexical interference

Lexical interference at the lexical level is the mixing of the lexical units of two languages due to their similarities. This is reflected in terms of meaning and expression. The phonetic closeness of words leads to an involuntary violation of the norms of the target language when utilizing words from that language (Kuznecova, 1998). In such cases, students often encounter the issue of "false friends" in translation. As R. Chacon-Beltran emphasized, negative interference can not only lead to incorrect translations but also hinder the acquisition of a second language altogether (Chacon-Beltran). For interference to manifest, objective conditions created by the specific characteristics of a language are necessary: there should be differential features that can be contrasted within one language or with the native language, i.e., existing within and between languages.

Problem Statement

Any individual who has learned two or more languages is not immune to translation errors that arise from the influence or interference of their first language system on the second. This phenomenon necessitates a more detailed linguistic and stylistic examination. Analyzing and identifying certain patterns related to this issue can help prevent interference errors and optimize the process of teaching foreign languages and translation. We initially set the following tasks:

- To describe the phenomenon of interference as a problem in teaching translation;
- To consider lexical interference as one type of linguistic interference;
- To develop a plan aimed at identifying instances of lexical interference when translating from Russian to English and from English to Russian, and to conduct an educational experiment;
- To analyze the translation results obtained through the experiment.

Research Goal: The goal of this study is to demonstrate, through an educational experiment, the existence of lexical interference as a problem encountered in teaching translation to linguistic students.

Research Method: An analysis of literature helped in formulating our methodology for conducting experiments aimed at analyzing the obtained results. Sixty respondents participated in this experiment. They were directly involved in learning foreign languages in an artificial environment, possessing both theoretical knowledge and practical experience in translation. To ensure the integrity of the experiment, we allowed them a limited amount of time to translate certain sentences without using any aids.

In the first phase, we presented students with a list of sentences for translation from Russian into English. These sentences contained words that could lead to lexical interference.

1. На тот момент я не чувствовал к ней ничего, кроме симпатии
2. Тема данной работы всегда будет актуальна.
3. И тогда мы сразу же поехали на автобазу.

4. Джону всегда нравился ром.
5. Она выиграла, потому что ей выпал валет.
6. Ты знаешь аккорды для этой песни?

For the second phase of the experiment, we provided the students with sentences in English to translate.

1. His delegation believed that they had such special expertise.
2. He was a genial and kind man.
3. You need someone to lift your morale.
4. The U.S. Army adopted a new ammunition.
5. Apologies should, however, be followed by rehabilitation.

Results:

Phase one results After the first phase of the experiment, we achieved the following results. In the first sentence, the terms "sympathy" (46%) and "liked" (23%) were very common variations in translation. This result indicates that 46% of students fell under the influence of "false friends" and incorrectly identified this word. 23% of students were unsure about the correctness of choosing an equivalent to avoid making a mistake, and they opted for a slightly altered version of the sentence using a synonym for translation. In this case, the appropriate word for translation—"affection"—was found in only 3% of responses. The rest showed various options for translation: "liked her," "a great affection," "sympathy," "great attraction," "very nice for her," "was about to fall in love," "feeling," and "felt in love." When translating the second sentence, students provided various answers, including one that was among the most accurate, which had a general usage rate of approximately 26%. The most common translation was "actual" (31%), confirming the manifestation of lexical interference.

We also identified translations for terms such as "popular," "important," and "up-to-date" (9% each), as well as "essential" and "a matter" (2% each). In 12% of the responses, students were unable to provide any translation. The most common translations of the lexeme "автобаза" were "avtobase" and "car station," accounting for 23% and 20%, respectively. We need to elaborate on the first word,

as it contains the most frequent translation error. The word "автобаза" points to potentially existing asymmetric dialectal phenomena. While the morphemes auto- and -base exist in English, there is no such word as "автобаза." This error often arises when translating from Russian to English due to the presence of morphemes that may seem correct in the native language.

Thus, the results of the experiment confirm that there is a problem of lexical interference when teaching translation to linguistics students. On average, we identified interlingual homonyms in 29% of responses; in 26% of cases, we found that certain words or entire sentences were omitted due to a lack of knowledge about specific translated equivalents of similar lexemes. Spelling errors are more frequently encountered when translating from Russian to English. At the same time, the share of presented equivalent translations constitutes an average of 33%.

All this indicates that there is interlingual lexical interference or a negative influence from one language on another when teaching translation, which is manifested when an ambiguous meaning of a word is conveyed during translation from one's native language into a foreign language. Overall, interference is an inevitable phenomenon for all learners of foreign languages, including translators. Nevertheless, the topic presented in this article requires further research to develop effective techniques for eliminating lexical interference in foreign language teaching and translation.

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