

**HISTORY OF THE EMERGENCE OF LINGUISTIC
THE TERM «INTERFERENCE»**

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Annotation: The article provides an interpretation of the term “interference” in various fields of science, outlines the history of the emergence of this phenomenon in linguistics with the participation of the American linguist Uriel Weinreich, and describes three types of interference that arise when teaching Russian to students at non-linguistic universities.

Key words: Interference, linguistics, linguistic interference, bilingualism, sociolinguist, bilingualism, multilingualism, linguistic, geographical, economic, social, political, cultural, demographic, ideological factors.

The word “interference” has many different meanings, depending on the science being described. In physics, the word interference is “the mutual increase or decrease in the resulting amplitude of two or more coherent waves when they are superimposed on each other”. Interference (psychology) - mutual suppression of simultaneously occurring mental processes; due to a limited amount of distributed attention;

Interference (botany) is a variant of competition; unfavorable interactions that occur when there are close neighbors of the same or closely related species;

Interference (zoology) - oppression or destruction of animals by animals of their own species (observed, in particular, in moray eels);

Interference (genetics) - suppression of crossing over in areas immediately adjacent to the points of exchange that have already occurred; in practice it means a decrease in the frequency of double crossing overs compared to the theoretical value;

Interference (biochemistry) is the interference of any factor in the functioning of a biochemical system, leading to disruption of the process. For example, interference in biochemical analysis. [1]

Interference (linguistics) is a consequence of the influence of one language on another. Linguistic interference is the interaction of language systems in conditions of bilingualism, which develops through contacts between languages or in the process of individual acquisition of a non-native language.

Interference is expressed in deviation from the norm and system of the second language under the influence of the native language. It appears as a foreign accent in the speech of a bilingual person and can cover all levels of language, but it is especially noticeable in phonetics.

The main source of interference is inconsistencies in the system of interacting languages.

Much attention was paid to the concept of interference by Uriel Weinreich, an American linguist, one of the founders of sociolinguistics, who is best known for his research in the field of contact linguistics, which studies the social sphere of culture, economics, politics and society in order to better understand the mechanisms of language development.

In the last months of his life, he worked with his students on a paper describing the changes, based on principles of linguistic diversity and field research. Thanks to this work, sociolinguistics later emerged.

The question arises: why was Weinreich so interested in the topic of mutual influence of different languages? The answer is very simple: he was interested in the interaction of the languages he spoke with each other. Even in his youth, Weinreich knew Russian, German, English and other European languages. It was the observation of his speech and the mutual influence of the three languages he spoke that led him to the idea of studying bilingualism and multilingualism.

The term interference became widely used after the publication of W. Weinreich's monograph "Language Contacts," which was first published by the New York Linguistic Circle, where W. Weinreich defined interference.

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The use of several languages within a particular social community. [2]

It was Weinreich's doctoral dissertation that laid the first foundations of contact linguistics, where he, traveling through Switzerland in 1949, speaking four national languages, studied the peculiarities of the bilingualism of this country.

As a result of the study, the scientist found that the French language occupies a high place in the French-speaking part of Switzerland, and in Romanesque Switzerland the Roman language is gradually fading away and may disappear completely if interest in it is not artificially maintained.

Now let's dwell on the structural features of the Russian and Uzbek languages, which belong to different groups of world languages.

According to L.S. Vygotsky, «a child learns a foreign language at school in a

completely different way than his native one. We can say that mastering a foreign language is exactly the opposite of mastering a first language». [3]. A child acquires his native language unconsciously and involuntarily, and mastering his native language never begins with learning the alphabet, reading and writing, consciously constructing a sentence, verbally determining the meaning of a word, learning grammar does not begin with studying, all this usually happens at the beginning of mastering a foreign language. And the foreign begins with consciousness and intention. That is, we can say that the development of the native language occurs from the bottom up, and the development of a foreign language - from the top down. In the first case, elementary, lower features of speech appear earlier, and complex forms associated with the development of the phonetic structure of the language develop later.

A comparative study of the phonetic systems of the Russian and Uzbek languages will help teach students of the national group to correctly pronounce individual vowels and consonants, and thereby prevent errors caused by the influence of their native language.

Uzbek students encounter a number of difficulties in mastering the Russian language, which are caused, on the one hand, by the specific features of its grammatical system, and on the other, by the interfering influence of the students' native language on the Russian language being studied. The reason for this is that the Russian and Uzbek languages belong genetically to different groups of world languages, so there are large differences between them.

If the assimilation of the native language proceeds simultaneously with the process of development of thinking, then the Russian language, which Uzbek children usually begin to study from the age of seven (in the first grade), is acquired by students if they have already developed, to one degree or another, thinking, framed within the framework native language systems.

Until the acquisition of a non-native language has reached active mastery, the native language system exerts quite strong pressure on the process of acquiring a non-native (in particular Russian) language.

Taking into account the peculiarities of the native language, it is possible to eliminate the possibility of its pressure on the process of mastering the Russian language.

As a result of proficiency in the native language and its strong consolidation in the minds of students, it is impossible to exclude it from the process of mastering the Russian language. This system cannot but influence the activities of the Uzbek student aimed at mastering the Russian language.

In order to teach Uzbek students to correctly pronounce Russian sounds and sound combinations, it is necessary to begin teaching first-year students of national groups with the alphabet and phonetic structure of the Russian language.

The reason for this, of course, is the completely different composition of the alphabet and phonetic structure of the Russian and Uzbek languages. As we know, the Uzbek language is built on the basis of the Latin alphabet, and the Russian language is based on the letters of the Cyrillic alphabet.

Having mastered not so strong knowledge and skills in elementary school, high school students make many mistakes. And here high school teachers try to help their students structure their speech correctly, both phonetically and spellingly, i.e. as a result of the relationship between two languages at the level of speech implementation and grammatical structuring, knowledge, skills and abilities are transferred from the native language, in our example (from Uzbek) to the language being studied (Russian). Such transfer in the educational process can play both a positive and negative role, and is called “interference”.

The word “interference” comes from the Latin *interferens*, from *inter* - between + *-ferens* - bearing, transferring - in linguistics it means the consequence of the influence of one language on another, that is, the application of the norms of one language in another in written or oral speech.

There are three types of interference: phonetic, lexical and grammatical. Phonetic interference occurs both during the perception and production of speech. In turn, this manifests itself in a violation of the hierarchy and interaction of auditory-pronunciation in speech in a secondary system language, affecting the perceptual and articulatory foundations, that is, phonetic interference is a violation, i.e. making mistakes that distort the sound form and meaning of a word. For example: *vipili instead (drank), otes (father), specially (specially)*.

Lexical interference is a confusion of linguistic units that occurs when languages come into contact, and this process is an integral part of two language processes: language contact and mixing. Lexical errors are violations of the lexical norm, frequent use of words with the wrong meaning, incorrect semantic correspondence, or violation of the morphemic form. It can be a mixture of words with a similar meaning: «*We will fight until our last breath*». A mixture of similar-sounding words: *excavator - escalator, cornet – clarinet*.

Grammatical interference - manifests itself in bilingual speech by the influence of the grammatical structure of the native language on the second language, studied by mixing the functions of case meanings and prepositions and with a violation of word order and lack of agreement in gender, number and case. For example: *my*

mother, a student, got an A, my name is Islam, etc.

Thus, it is necessary to focus on factors such as: linguistic, geographical, economic, social, political, cultural, demographic, ideological, etc.

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