

Typology of Intralinguistic Factors Causing Cross-Linguistic Lexical Interference

Turaeva Muborak Abdukhomidovna

Senior Teacher, Faculty of Foreign Languages,
Department of Practical English Course, Jizzakh State Pedagogical University

ABSTRACT

The article deals with the typology of intralinguistic factors causing cross-linguistic lexical interference. It deals with linguistic factors that play an important role in identifying and classifying the main causes of interference as a multidisciplinary phenomenon.

KEYWORDS: *intralinguistic factors, cross-linguistic, lexical interference, linguistic factors, main causes of interference, multidisciplinary phenomenon.*

Linguistic factors play an important role in determining and classifying the main causes of interference as a multifaceted phenomenon.

According to Uriel Weinreich: "The true linguistic factors determining the emergence and development of interference must, first of all, include the differences and similarities of the contacting languages. Interference is always associated with a linguistic structure, which, as it were, expresses the specific attitude of the linguistic structure to the foreign element that has entered it." [6. 1p.]

In contrast to this opinion of the scientist, the founder of the Saratov school of linguistics, L.I. Barannikova, expresses a different opinion: "It is too simplistic to determine the cause of interference only by similarity or, conversely, differences in the structure of languages. Linguistic proximity, on the one hand, contributes to the development of bilingualism, the transition from one language to another, that is, the emergence of interference. But at the same time, on the other hand, the development of interference is limited by the very closeness of the languages. The presence of a large number of similar aspects in the system of sister languages sets certain limits for interference, since interference arises precisely on the basis of differences. [2. 16p].

From the above opinions of scientists, it is clear that it is appropriate to include similarities and differences in the systems of interacting languages as intralinguistic causes of interference phenomena.

The level of formation of speech skills in the studied foreign language is a factor that depends on this: a low level of language proficiency creates favorable conditions for the occurrence of interference, and, conversely, interference decreases with the development of skills.

From a psychological point of view, if a person whose native language is English learns German, he will easily perceive German through English, because the English and German alphabets are based on Latin graphics. However, it is a difficult task to perceive the English system through the Uzbek system. Because both languages belong to two

different language families. English is based on the Latin alphabet. The old Uzbek alphabet was based on the Cyrillic alphabet. Therefore, English has opposite characteristics to the Uzbek language in grammatical, lexical, and phonetic aspects. The new Uzbek alphabet, based on the current Latin alphabet, is similar in graphic terms, but fundamentally different in pronunciation and meaning, so the interference features have remained unchanged. Thus, one of the linguistic factors causing interference is the alphabet.

When learning English as a second foreign language, a person remembers not English, but the intonational patterns of his native language. Prosodic and intonational interference are the most complex types of interference, manifested in the form of foreign language pronunciation - accent. Prosodic interference is understood as changes in the influence of the native language on the person's expression of the prosodic system of the foreign language, which causes deviations in the prosodic norms of the foreign language. As G.M. Vishnevskaya writes: "Intonational interference is the interaction of intonational systems in bilingual speech in conditions of natural or artificial language contact: changes in intonational units and intonational means of expression, including changes in melody, pronunciation, stress, rhythm, tempo and other vocal speech." [5. 38p]

Mispronounced speech occurs because a bilingual person is less fluent in the pronunciation system of the non-native language and as a result simplifies the resources they use in their speech [1].

As Svetlana Nikiforova writes in her article on the analysis of the features of interference in the acquisition of the German language: "Prosodic and intonational interference of the native language and foreign languages is a phenomenon that requires constant work throughout the entire course of language learning. The strong influence of the native language on a person's speech in a foreign language is explained by the lack of a linguistic environment and the underdevelopment of pronunciation skills. The skills acquired in the process of acquiring a foreign language are manifested in a person's speech only in cases where the linguistic skills are high. In this case, the pronunciation in a foreign language is determined by imitating the intonation in it, dividing it into phrases, etc. However, with partial graphic and semantic correspondence of words in Russian, German and English, the English version of pronunciation is used in German speech. For example, instead of pronouncing a word with the stress on the last syllable, as is customary in the native language, the English version is used: Präsident is not Präsident (derived from the English word president), Salat is not Salat, but Salat (derived from the English word salad) and others are among them." [4. 122p.]

Thus, it is clear from these facts that the norms of pronunciation of a foreign language are directly influenced by the norms of pronunciation of the native language and cause the emergence of intonational interference. This type of interference can be eliminated through the development of a person's knowledge of a foreign language.

As Valery Kuznetsov, a scientist from the CIS countries, states in his article on interlingual interference: "The leading place among the lexical means that form the linguistic picture of the world is occupied by hyper-hyponymic relations. Hyperonyms are words with a general meaning and broad information. Hyponyms are lexical units that, due to their morphological structure, embody several meanings and have a certain nomenclature and narrow information. Hyperonyms and hyponyms are characterized by an ethnosemantic content specific to each language. Native speakers do not notice them in their native languages. They are determined when comparing the lexicon of two languages and during translation." [3. 143 p.]

The scientist analyzed English, French and Russian languages in the article. Based on the theories based on the scientist, we tried to include the Uzbek language in the analysis. According to the results of the analysis, there are hyperonyms in English and French that are not found in Uzbek and Russian. The hyperonym with a general meaning is fr. *véhicule* m., Eng. *vehicle* – any vehicle (car, bike, tank, plane); *monture* f. – any riding animal (horse, camel, donkey); *verre* m., Eng. *glass* – any container for drinking (glass, goblet, goblet, tumbler); *φp. cours d'eau* – any water that flows on the earth. Hyperonyms with a generalizing meaning: *rentrée* f. – *work after vacation, resuming studies*; *trognon* m. – *the uneaten part of any vegetable or fruit*; Eng. *pinch* – *any migratory bird*.

The method of concretization is used to translate hyperonyms into another language. Its equivalent is selected depending on the context and situation of communication. For example, the hyperonym "мероприятие" – "event" in Uzbek and Russian can be translated into French and English as follows: *cultural* – *manifestation culturelle, cultural event*; *diplomatie* – *initiative / démarche, diplomatic initiative*; *koronavirus profilaktikasi bo'yicha* – *mesures de prévention du Corona virus; prevention measures against Corona virus*; *bayramona* – *festivités, festivities*; *sportga oid* – *activité sportive, sports event*; *darsdan tashqari* – *activités en dehors de la classe, extracurricular activities*.

The narrowly defined category of hyponyms is used in two or more words that denote a specific object in another language. Hyponyms can be of various types: singular, paired, cognate, age-specific, gender-specific, specific to specific fields, a member of a synonymous series, and so on.

Examples of singular hyponyms: Eng. *incipit* – *asarning, qo'lyozmaning kirish so'zi*; Eng. *spawn, frayer* – *yumurtlamoq* (about fish). Many hyponyms are distinguished by their narrow meaning. Eng. *Wailiyig'lamoq, qichqirmoq* "The verb fryer can be used to refer to a newborn child, a baby, while the verb fryer can be used to refer to a fish. Paired hyponyms: *hand/arm, finger/toe, foot/leg*. Related hyponyms (most common): *calabash* – *kalabash, suvqovoq, coloquint* – *achchiq qovoq, pumpkin* – *dumaloq qovoq*; age specific hyponyms: Eng. *teg* – *ikki yillik qo'y, samlet* – *yosh qizil ikra*. Gender specific hyponyms: Eng. *monk* – *rohib, nun* – *rohiba*.

Ignorance of hyper-hyponymic relationships can lead to disruption of intercultural communication. For example: in English *flow* and *river* there is a difference between hyponyms and *flow* – *dengizga quyilish, river* – *boshqa daryoga quyilish* used in the following meanings: In communication with an English speaker *Chirchik river-Chirchik daryosi* when asked, the following question may arise in the speaker: "But into which sea does the Chirchik flow?" More verbs that are English like this *bite / sting* the difference between Uzbek and English does not exist. *Bite* – *tishlash* in the Uzbek language, the word "sting" is used when animals with teeth bite, and "sting" is used when insects bite. Alternatively, if not, in the Uzbek language *o'tirmoq* – *to sit* is expressed differently in English. If you sit down from a standing position – *to sit down*, standing up from a lying position – *to sit up* used. There are many cases of such lexical interference between English and Uzbek.

Knowing hyponyms leads to the elimination of interlingual interference. This can also be achieved by saving language resources. For example, in English "fear of performing in public" that is "omma oldida nutq so'zlashdan qo'rqish" rather than translating a phrase word for word *tejamkorlik bilan stage-fright* can also be expressed with a hyponym.

At this point, it is worth mentioning the term "Lexical lacuna". A lexical lacuna means the absence of a single-word designation of a certain object, concept or phenomenon in a given language.

There are words in the Uzbek language that do not have an equivalent in English. For example: *xoxlagan, xoxlovchi* the semantic lacuna of denotation *one who wishes*; in the plural *persons interested, those who so desire* are expressed through descriptive adjectives such as. Lacunae can be structural-semantic, as in this example, or word-forming and connotative.

Gaps in word formation in a language are explained by the analytical structure of the language and the limited derivational possibilities. For example, in the Uzbek language *qolmoq* The morphological equivalent of the word in English does not correspond to all the words or compounds formed from this word. On the contrary, it is expressed by other words. *Ortda qolmoq, sinfdan qolmoq, amalga oshmay qolmoq, nazardan qolmoq* and so on, the word "stay" in word combinations is different - other words *stay behind, drop out of class, to fail, to miss* is expressed by. Similar situations are observed in English.

Connotative lacunae are characterized by the absence of additional functional-stylistic, expressive-stylistic and emotional-expressive meanings added to the main meaning. There is no complete equivalent in English of words with additional meanings in Uzbek: *gulshan, firoq, anjuman, munojot, jumboq* words that are partially synonymous with words like *flower garden, farewell, meeting, prayer, puzzle* is expressed by.

It should be noted that the native speaker does not know about lacunae, does not feel them in his speech. They are visible in comparative typological studies and translation practice.

Here we should also dwell on realia. Realia are lexemes that denote objects or phenomena of material culture, ethno-national features, customs, rituals, as well as historical facts or processes and usually do not have lexical equivalents in

other languages¹. Realisms are common in areas such as the names of national dishes, clothing, and everyday life.

For example, food names: pilaf, lagmon, manti, shovla, chuchvara; shoe names: calish, kovush; folk art: songs, epics, folk dances: anjon polka, dilkhiroj, munojot, etc. The realities of the American way of life: drive-in - car service (meals, banking), watching movies outdoors on a big screen. Appointment of government positions: *USA State Secretary - AQSh Davlat kotibi* - Acting Minister of Foreign Affairs; *UK Chancellor of Exchequer - Buyuk Britaniya moliya vaziri* and so on.

Translating realities into another language is part of the large and important problems of conveying the national and cultural-historical specificity of the worldview of a language community and, as a result, achieving the effectiveness of intercultural dialogue. There are four methods of translating realities into another language. One of them is transliteration - this is a letter-by-letter transfer of a foreign word, similar to transcription. For example: the English transliteration of Uzbek cuisine looks like this: *Palov – pilaf a dish of oriental cuisine, the basis of which is boiled rice. A distinctive feature of pilaf is its friability, achieved by following the technology of rice preparation and adding animal or vegetable fat to pilaf, which prevents the grains from sticking together*²; *Manti - consisting of finely chopped meat in thinly rolled dough, steamed in a manti cooker (manti-kaskan/manti-kazan)*³; *Chuchvara – similar to ravioli, small casing of pasta filled with chopped meat, onion and often served with sour cream sauces*; *Samovar – a metal container used to boil water for tea and others*.

This method of translation is recommended when a speaker of English or another language is not familiar with Uzbek cuisine. Another way to explain the Reality is to translate it, that is, word-for-word translation. When translating the Reality, it is useful for the speaker to explain phrases that do not have equivalents in their native language. However, this method does not always fully reveal the meaning of the Reality. For example, to an Uzbek speaker who is not familiar with the customs of the English parliament, «*Boxing Day*» the meaning of the word «*savdogarlarning "Rojdestvo qutisi"*» i.e. a day when you get a little money to appreciate the work you have done throughout the year." cannot be conveyed clearly without additional explanation.

Valery Kuznetsov says in his article: "Scalping can sometimes ruin intercultural dialogue." As an example, he gives the following quasi-realities: "In France, rest homes and sanatoriums (sanas), unlike in other countries, were places where patients suffering from tuberculosis were treated. As an equivalent to this word station *de cure* and *station thermale* combinations can be used. in France *maison de repos* - means a medical facility for rehabilitation. As an equivalent *centre de vacances* The word *pensionnat* cannot be translated as *pensionnat* because the word *pensionnat* means boarding school and this could lead to misunderstandings among Francophones. Its equivalent is *pension de famille* and *maison de famille* combinations can be used". [3. 143 p.]

Tuberculosis patients were also treated in sanatoriums in the United States. A rough equivalent of the word sanatorium *health resort* and *spa-resort / retreat- kurort va kurort kompleksi* (thalassotherapy and other health resorts). Such health care facilities also exist in other countries. A literal translation of the term rest home can be misleading. As in French, *pensione* means a home for the elderly. In British English, the word sanatorium means an isolation facility for sick children in a college or boarding school.

In some cases, approximate translation can also be used when translating realities into another language. Example, *chuchvara - a kind of ravioli; Маданият уйи (саройи)* an approximate analogue of the compound - *Community center-tuman (shahar) jamoat markazi, ommaviy tadbirlar o'tkaziladigan joy, ijtimoiy qo'llab-quvvatlash maskani; istirohat bog'i / dam olish maskani-recreation park / recreation center* approximate equivalents such as *btlan* can also be given.

So, as can be seen from the above examples, lexical interference is the result of cross-linguistic identification of lexical units (morphemes, words, phrases, phraseological units).

Cross-linguistic lexical interference can be manifested through the following factors:

1. occurs as a result of different ways of expressing the same conceptual content in different languages. As a result, in related languages (for example, Uzbek *gapirmoq* the word is English *to speak, to tell, to say, to talk* corresponds to the words) allomorphic distribution of lexical units within lexical-grammatical areas is observed;
2. the reason for the interference may be the differences in the categorical properties of the words (Uzbek *ochiq xavoda bo'lish* - English *to be in the open*);
3. interference can be a consequence of using incorrect cognates (eg, *accurate* English - *aniq*, Uzbek - *toza, extiyotkor*; *artist* - English - *rassom*, Uzbek - *rassom*).

A number of authors distinguish semantic interference within lexical interference, believing that if lexical interference manifests itself at the word level, semantic interference occurs at the semantic level. [3. 145 p.]

The main causes of semantic interference are polysemy, homonymy, and synonymy, the main reason for which is inconsistency in the nomenclature of concepts. In this case, phenomena known to the speaker are reflected in the new language differently than in their native language. For example, in Uzbek *qora non* - English *brown bread*, Uzbek *bosh kiyimsiz* - English *with the open head*.

This type of interference is most often manifested at the initial stage of learning a foreign language, when a person with a limited vocabulary translates a foreign text word for word based on the structures of his native language.

To summarize, the following can be included among the intralinguistic causes of interference:

- differences and similarities in the languages of contact;
- low development of speech skills in the foreign language being studied;
- alphabet;
- prosodic and intonational interference;
- hypernyms and hyponyms;
- lexical lacuna;

¹ <https://ru.wikipedia.org/wiki/Реалия>

² <https://uz.wikipedia.org/wiki/Palov>

³ <https://ru.wikipedia.org/wiki/Манты>

- realia;
- includes certain conditions of communicative action.

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