

# **HISTORICAL WORDS IN ENGLISH AND THEIR INTERFERENCE TO VOCABULARY TEACHING**

**Ahmedova Umida Xalikovna**

**Master of Economics and Service University of Termez**

**ABSTRACT** Annotation. The article reveals the role and place of native (Uzbek) language interference in teaching foreign (English) language. It discusses the types of interference from linguistic and didactic perspective. The author shares her experience, observation and study of the native language interference in teaching English as a foreign language the future teachers of native language, the most common mistakes in students' speech and methods of their neutralization.

**Keywords:** interference, interlingual, intralingual, native language, foreign language, grammar, vocabulary.

# **ИСТОРИЧЕСКИЕ СЛОВА В АНГЛИЙСКОМ ЯЗЫКЕ И ИХ ВЛИЯНИЕ НА ОБУЧЕНИЕ СЛОВАРНОМУ ЗАПАСУ**

**Ахмедова Умида Халиковна**

**Магистр экономики и сервиса Университет Термеза**

Аннотация. В статье раскрываются роль и место интерференции родного (узбекского) языка в обучении иностранному (английскому) языку. В ней обсуждаются виды интерференции с лингвистической и дидактической точек зрения. Автор делится своим опытом, наблюдениями и изучением интерференции родного языка при обучении будущих учителей родного языка английскому языку как иностранному, наиболее частыми ошибками в речи учащихся и методами их нейтрализации.

**Ключевые слова:** интерференция, межъязыковая, внутриязыковая, родной язык, иностранный язык, грамматика, лексика.

The definitions to interlingual interference have been given in such fields as comparative linguistics, psychology and language teaching methodology. For instance, R.Lado used the term —transfer<sup>ll</sup> in the place of —interferenc<sup>el</sup> and claimed that the grammar structure of the native language might be transferred to foreign language. [4: 58] If we compare all definitions to interlingual interference,

we can notice, that one type of scientists considers interlingual interference that results in divergence in the norm at least of one contacting languages; the others define it as the transfer of speech habits. The first definition is linguistic, the second one is psychological. U.Yusupov agrees that the linguistic definition stresses on the language as an abstract system, and the psychological one underlines the language as speech activity. Although the both definitions are correct, they need completion [8:102]. The interlingual interference and transfer issue in teaching foreign languages served as an object of the research of many local, Russian and Western linguists such as U.Yusupov, J.Jalolov, L.Vigotsky, V.Kostomarov, A.Leontyev, L.Scherba, E.Howgen and others. The effect of the native language on the learned (foreign) language has always been an integral part of consciousness. It doesn't turn out explicitly and systematically but often serves as initiating agent of negative effect and in the result of unconscious spontaneous transfer of language habit. Hereupon there occurs abnormality of foreign language under the effect of foreign language which is interference, that can be realized in all levels of language system but the grammar interference causes the greatest number of mistakes. The reason is that that the interacting systems with unequal grammar features and categories are complex enough and impede speech production in foreign language. The type of interference and its degree of intense are determined by different factors, particularly: specific conditions of language contacts, structure of languages and the age of learners.

**METHODOLOGY** Basing on the methodological literature on the discussed matter we can suppose that in the modern stage considering the effect of the native (Uzbek) language has been admitted as essential methodological principle of teaching English as foreign language, and the importance of implication of this principle in practice is conditioned by the following factors: 1) inexistence of the link between two languages, thinking and surrounding reality, that is reflected in forming world language picture; 2) presence of already developed speech skills in native (Uzbek) language by the moment of learning foreign (English) language; 3) presence of language components, that are typical to language systems of absolute most world languages, i.e. language universals. It is obvious that learning a foreign language

occurs not through the mechanical assimilation of specific grammar elements, but through the correction of the existing language competence, when students rely on the native language knowledge and use those grammar categories, through which objective reality refracted in their consciousness. As E.A. Vertogradskaya noted «each unit of a foreign language seems to fall into the ready signified «cell» and is placed conveniently in it due to the fundamental corporation of signified sign systems of different languages of the world» [7: 122]. The characteristics of the grammar system are unique in every language, and the linguistic structure of the native language is very stable in human thinking, as they are formed at an early age and experience the influence of foreign language elements much later. In order to predict interference, rules are considered to be very important of establishing regular relations to interlingual correspondence. There are two main aspects of grammar interference: the interaction of systems of contacting languages and the destruction of individual grammar models [6:237]. Interference occurs very often in teaching foreign language and the teacher should be guided by the actualization regularities of linguistic systems in the students' minds. The way of overcoming interfering effect of the native language lies through the deep awareness of all native and learned language features in comparative plan. And the following positions have been selected for analysis of language facts: - term of expression (content of language elements for actualization of one or another grammar meaning); - term of content (the lack of grammar categories or forms in one of the languages because of the differences in their semantics); - term of functioning (using units with an identical meaning in various ways). On the base of grammar interference, as a rule, there are differences in term of expression, when existing in both languages' meanings are delivered through different language means. But the semantics of the languages units and their functions cause the inadequacy of foreign language norms (word order, sequence of time, specific meanings of verb forms and others). Since typical or persistent mistakes of students in their speech in English are in most cases a consequence of typological differences in the grammatical and lexical structure of their native and learned languages, a comparative analysis method is a very effective

method of working to prevent such mistakes. It is very appropriate in our context since our study is carried out on the example of mistakes of students of the philological direction and the students are supposed to assimilate the comparative language material relatively easy. It should also be noted that misspeaking mistakes, individual mistakes in words and phrases included in the vocabulary minimum of the first and second years are made by students when they come across with mismatch structural features in words that are semantically close. It is known in foreign language teaching methodology the teacher should never interrupt the students while speaking to correct his/her mistakes, since interruption can lead to demotivation, in the result the student is disappointed in learning a foreign language. For this reason the foreign language teacher has to ignore the students' mistakes that were transferred from his/her native language, but in the written speech, for example in writing letters, essays or reports, the language teacher can't ignore them, although he/she understands the students' messages contents. We have conditionally created typology of most common grammar mistakes in students written speech that were reflected in their written control work tasks basing on the classifications of Abdullaeva M. [1] and others. Having studied the other methodologists' experiences and conclusions and basing on our own experiences and observations we divided the mistakes in the English speech of the students into two main types: So the future teacher of English as a foreign language should not only be fluent in the language, understand its structure deeply and correctly from a linguistic point of view, but also clearly understand those aspects of the English language that bring this language closer and, on the contrary, distinguish it from the native student, and know the interference potential of interlingual differences, interlingual interference results and ways to overcome them.

#### REFERENCES:

1. Azim Hojiyev, O'zbek tili sinonimlarining izohli lug'ati" Moskva, 1981.
2. Hojjeva H. Area of respect in the Uzbek language and its linguistic-speech features.: Philol. candidate of sciences... dis. – Samarkand, 2001. – P. 120.
3. I.R. Galperin "English stylistics" – Moscow.

4. U.K. Yusupov “Contrastive linguistics of the English and Uzbek languages” – Tashkent, 2008 – P. 106.
5. Rustamovna A. D., Xasanovna A. S. MODERN PEDAGOGICAL TECHNOLOGIES AS A MEANS OF IMPROVING THE QUALITY OF EDUCATION //Zbiór artykułów naukowych recenzowanych. – Т. 176.
6. Эргашев Х. Ч. Развитие экономики по соседству, привлекая инновации и цифровизацию в малый бизнес и предпринимательство (в случае Сурхандарьинской области) //Экономика и социум. – 2023. – №. 1-1 (104). – С. 507-510.
7. Aliqulova M., Aliqulova F., Ergashev X. C. INTERACTIVE METHODS OF TEACHING //Научные горизонты. – 2019. – №. 5-1. – С. 28-31.