

ON THE ISSUE OF LANGUAGE INTERFERENCE IN THE STUDY OF GERMAN VOCABULARY

Shaxnoza Askarova

*Doctor of Philosophy, PhD, Associate Professor ,
Fergana State University, Uzbekistan*

e-mail: askarovasch@gmail.com Tel.: + +99 6044750

Annotation: The author investigates the problems of language interference at the lexical and semantic levels when learning German, and also analyzes the main difficulties associated with the development and evaluation of linguistic resources. He examines the transfer of lexical and semantic structures from the native language to the foreign language, which leads to erroneous phrases.

Keywords: language interference, language resources, theoretical models, lexical level, semantic level, impact process, violation of the linguistic norm.

Annotatsiya: Muallif nemis tilini o'rganishda leksik va semantik darajadagi til interferensiyasi muammolarini o'rganadi, shuningdek, lingvistik resurslarni ishlab chiqish va baholash bilan bog'liq asosiy qiyinchiliklarni tahlil qiladi. U ona tilining leksik va semantik strukturasi chet tiliga o'tkazilishi natijasida yuzaga keladigan xatoliklarni ko'rib chiqadi.

Kalit so'zlar: : til intrferensiyasi, til resurslari, nazariy modellar, leksik daraja, semantik daraja, ta'sir qilish jarayoni, til normasining buzilishi

Аннотация: Автор исследует проблемы языковой интерференции на лексическом и семантическом уровнях при изучении немецкого языка, также анализирует основные трудности, связанные с разработкой и оценкой языковых ресурсов, перенос лексической или семантической структуры родного языка на иностранный язык, что приводит к ошибочным фразам.

Ключевые слова: языковая интерференция, языковые ресурсы, теоретические модели, лексический уровень, семантический уровень, процесс воздействия, нарушение языковой нормы.

INTRODUCTION

Linguistics claims that each student, when learning a foreign language, goes through several intermediate stages, including interlingual stages and the formation of a temporary language, which each student develops individually. At the initial stage of learning, the influence of the native language prevails, but as the process of learning a foreign language deepens, the influence of the native language gradually decreases. In this regard, various typical interference errors arise. Native speakers of the Uzbek language, regardless of their level of education, age or learning context, encounter similar errors when learning German. Knowing these standard errors allows students to more effectively analyze their sources, which subsequently helps to prevent them. This can be done through a contrasting or confrontational analysis of the native (Uzbek) and target (German) languages. Partial similarities can manifest themselves not only between elements of two language systems, but also within the system of the foreign language itself. For

example, the lack of contrast between semantically similar forms, supported by phonetic similarity, often leads to errors such as: Staat-Stadt, sitzen-setzen, liegen (to lie down, ётмок) — legen (to put, қўймок), bitten (to ask, taklif qilmok) — bieten (to offer, iltimos qilmok).

MATERIALS AND METHODS

Various aspects of linguistic interference are considered in the generally accepted definition proposed in the Linguistic Encyclopedic Dictionary edited by V.N. Yartseva: "Interference is the interaction of language systems in conditions of bilingualism, arising either as a result of language contact or during individual acquisition of a non-native language; it manifests itself in deviations from the norm and the system of the second language under the influence of the native language" [1: 197]. In the 1970s, the term "interference" became the subject of extensive linguistic analysis, during which various interpretations of this phenomenon were proposed. F. Deibser suggested that the negative influence of the structures of the first language on the structures of the target language should be considered as interference [2]. In turn, he proposed to call positive influence transfer. Unlike F. Deibser, J. Juhasz designated positive influence as "positive interference", which, in his opinion, can manifest itself exclusively in the lexical area, since the transfer of an element of the native language to a foreign language does not violate the norms with comparable meanings and distribution structures, but contributes to a more effective acquisition of the target language [3: 78].

S. Alekseeva, in turn, gives the following definition of interference: "Interference is a violation of the language norm under the influence of elements of another language, as well as the process of the influence of one language on another" [4:].

Particular attention is paid to lexical interference, which, being one of the most delicate areas, is subject to frequent violations. The semantic system practically does not obey strict categorical rules, which makes it more vulnerable to errors. According to the theory of M. Odstrechilova, language errors are "deviations from the system, from the codified norm of the target language" [8: 28].

One of the most common problems is the phenomenon of false friends of the translator (faux amis, false friends) - borrowed words or internationalisms that are formally identical or similar in the native and studied language, but have different meanings. Examples of such errors are: verzichten (to refuse) — sich weigern (to refuse), aufgeben (to give up) and ablehnen (to reject), as well as die Leistung (successes, achievements, academic performance).

There are also synonyms that represent intralingual transfer, such as Antrag / Auftrag, as well as confusion of similar-sounding words or unrecognized differentiation of meanings in German. For example, the phrase "Unterricht am Abend ist nicht bequem" instead of: ungünstig in German can be incorrectly translated as "classes in the evening are not convenient", while the word bequem in German means "convenient", while in Uzbek the similar word қулад means "convenient" in another context.

RESULTS AND DISCUSSION

When learning a foreign language, the lexical area often includes words that acquire a meaning in the foreign language similar to their equivalent in the native language. This leads to interference, since many words in the native language and their equivalents in the foreign language are not always completely identical in meaning. Even phonetic similarity can cause false associations, which leads to paronymy - a confusion of formally similar but semantically different words, such as Erlebnis (experience) - Ergebnis (result), gelingen (success) - gelangen (achievement).

Intralinguistic interference also occurs when the structure of the native language influences other elements of the target language, which manifests itself, for example, in errors associated with verb inflections according to person, such as *Sie lieste* or *sie möchte*. These examples illustrate the confusion of personal verb endings, which is especially common in the initial stages of language learning.

Existing classifications of interference errors in linguistic literature encounter difficulties in distinguishing between grammatical and lexical errors. Problems arise in such areas of speech as verbal valence, prepositional constructions, conjunctions and word formation, regardless of whether the errors relate to grammatical or lexical categories. In this regard, J. Juhasz proposed a classification based on contrast and lack of contrast. In this paper, language interference is defined as an erroneous, often unconscious transfer of linguistic elements from one language to another at the individual level, resulting from the interaction of these languages. Interference is an integral intermediate stage in the development of language literacy, as it provides information about the current level of competence of the learner in a foreign language and allows us to determine effective methods for eliminating interference.

CONCLUSION

The discussion about the possible need for interference in language acquisition cannot be ignored. Accordingly, the learner will always formulate hypotheses and test or refute them, which makes language acquisition a continuous process. Error correction does not serve to completely eliminate erroneous use in language acquisition, but to minimize them. The relationship between the native and foreign languages is a dynamic relationship with constant feedback. Knowledge in the target language changes from the stage of learning and constantly acts in a modified form on the target language. This is a continuous interaction of proactive and reactive transfer, which can also be called cyclic transfer.

The examples show how difficult it is to choose the right word to express a thought in a foreign language. When choosing the necessary word for a sentence, lexical-semantic interference is very often observed in the speech of students, since they build sentences based on their native language. An incorrect choice of expression is said when a native speaker encounters some expressions in a foreign language that partially complement each other in free variation. Thus, insufficient proficiency in a foreign language, the inability to distinguish free lexical units from stable ones, leads to the manifestation of interference in the speech of Uzbek students. Consequently, a student, not understanding lexical units and relying on knowledge of his native language, involuntarily transfers the semantics of stable phrases from his native language to a foreign one, on this basis lexical-semantic interference is formed. Indeed, the process of transferring elements of the native language to a foreign language, including set expressions, can lead to errors. This is especially true for those who study the language in conditions where both languages have different structures and norms. For example, when trying to translate a phrase or expression directly from their native language, students may use lexical units that are not always accurate or natural in the context of the foreign language.

LIST OF USED LITERATURE

1. Linguistics. The Great Encyclopedic Dictionary / Ed. V. N. Yartseva. 2nd ed. Moscow: The Great Russian Encyclopedia, 1998. –P. 197.
2. Deybser F. La linguistique contrastive et les interferences. 1970. Lf.36.
3. Juhász J. Probleme der Interferenz. Munich. Hueber. 1970. - P.78.

4. Alekseeva I. S. Introduction to Translation Studies: a textbook for students of higher professional education institutions / I. S. Alekseeva. 6th ed., stereotype. SPb.: SPbSU; M.: Academy, 2012. –P. 368.
5. Odstrčilová M. Lexikalische Interferenz im studienbegleitenden Fremdsprachenunterricht. 2006. -S.28.
6. Coseriu E Contrastive Linguistik und Übersetzung: ihr Verhältnis zueinander. In: Kühlwein, Wolfgang/Thome, Gisela/Wilss, Wolfram (Hrsg.): Contrastive Linguistik und Übersetzungswissenschaft. Akten des Internationalen Kolloquiums. Trier / Saarbrücken, 1981. - S. 183-199.