

## INTERFERENCE OF COMMUNICATIVE NORMS IN BILINGUAL CONDITIONS

Majidova Feruza Islom kizi,

English Teacher, Uzbekistan State World Language University

### Abstract:

This article discusses about the study of compatibility from the standpoint of interference seems extremely important, since it allows us to solve a number of both methodological and linguistic problems. It is widely proved that in linguistic studies, different types of combinability are considered separately. In practice, the assimilation of norms of different types of compatibility - grammatical, lexical, semantic - occurs simultaneously, in interconnection. Therefore, it is very important to comprehensively study compatibility in order to overcome interference, which allows us to take into account the conditions, reasons, levels of language and other extra- and intralinguistic factors that influence the successful acquisition of combinability norms in a non-native language.

**Keywords:** interference, bilingualism, modern linguistic, speech communication, semantic, phenomenon.

*"The first [challenge] is to define bilingualism...." (Bialystok, 2015:5).*

### Introduction

Bilingualism is not a new linguistic phenomenon, and people have been speaking more than one language since ancient times (Cenoz, 2013)<sup>1</sup>. In fact, it is now the world's monolinguals who are the minority, as the majority of the world's population grow up speaking more than one language (Ortega, 2009). Despite this, a definition of the term "bilingualism" lacks consensus, and without a clear definition, the language sciences and related disciplines have developed multiple descriptions and interpretations throughout the last century (Hamers & Blanc, 2000).

In connection with the development of the structural approach in modern linguistics, much attention of linguists is directed to the study of syntagmatic relationships between language units. One of the most pressing problems, therefore, remains the problem of word compatibility. Ideas about the interconnections of linguistic units were developed in their works by V.V. Vinogradov<sup>2</sup>, Yu.D. Apresyan, N.D. Arutyunova, V.G. Gak, S.D. Katsnelson, N.Z. Kotelova, V.V. Morkovkin, M.D. Stepanova, D.N. Shmelev, etc. Basically, research in this area comes down to a description of linguistic compatibility and its types. Our work is devoted to the study of compatibility as a problem of interference in conditions of classroom bilingualism.

The situation of bilingualism presupposes that communicants speak at least two languages - native

<sup>1</sup> Cenoz, J. (2013). Defining multilingualism. *Annual Review of Applied Linguistics*, 33, 3–18.

<sup>2</sup> Виноградов В.В. Основные типы лексических значений слова // Виноградов В.В. Избранные труды. Лексикология и лексикография. - М., 1977. - С. 162-189. Гак В.Г. Валентность // Лингвистический энциклопедический словарь. - М.: Советская энциклопедия, 1990. - 685с. Кацнельсон С.Д. Содержание слова, значение и обозначение. - М., 1987. - 110с. Степанова Г.В., Шрам А.Н. Введения в семасиологию русского языка. КГУ, 1980. Шмелев Д.Н. Проблемы семантического анализа лексики. М., 1973. - 244с.



and foreign. In the process of communication, these languages (systems) overlap each other and various changes occur in them at the level of language and speech. This phenomenon is called language interference.

The result of interference is often a violation of mutual understanding between people in the process of their verbal communication, so the study of interference seems extremely important - it allows us to anticipate errors and facilitate the task of correcting them.

The relevance of our article is due to insufficient attention to the problem of studying compatibility when teaching a non-native language, as well as the need to apply theoretical research on compatibility in practice, i.e. in methods of teaching a non-native language.

Naturally, when attempting to establish the meaning of a term, it is crucial to consider the significance of its definition. Bilingualism has a profound influence on various aspects such as education, determining which language should be taught, brain function, how languages interrelate and impact the speaker, and identity, whether the speaker identifies more with one language over the other. Given the wide array of implications, it is imperative to strive for a clear and comprehensive definition of this term.

Rapidly developing intercultural and interethnic connections, the trend towards globalization, and the widespread development of mass media have made bilingualism one of the most striking and widespread phenomena of modern reality. This is confirmed by the fact that, according to the results of recent studies, there are more bilinguals and multilinguals in the world than monolinguals (about 70%). It is also worth noting the growing popularity of children's bilingualism: it covers almost half of the children on the planet (Chirsheva, 2000)<sup>3</sup>.

According to G.M. Vishnevskaya "the huge variety of languages in the world is no longer an obstacle to communication. The global spread of English as a language of international communication, the sharp increase in the number of bilinguals and multilinguals on the planet creates a unique situation of language interaction and opens up new aspects of the study of the modern linguistic situation for linguists" (Vishnevskaya, 2005: 7-8)<sup>4</sup>.

The problems of bilingualism, multilingualism and the influence of languages on each other have long attracted the attention of not only linguists, but also representatives of other sciences.

The creation and development of the theory of bilingualism was preceded by the emergence of a closely related theory of language contacts. The impetus for the creation of this theory was the outstanding work of U. Weinreich "Language Contacts". The central place in his theory is occupied by human speech behavior in conditions of language contact (Vishnevskaya, 1997: 12). V.Yu. Rosenzweig defined language contact as "speech communication between two language groups" (Rosenzweig, 1972: 3)<sup>5</sup>.

In Russia, the theory of language contacts was studied by I.A. Baudouin de Courtenay and L.V. Shcherba. L.V. Shcherba was one of the first to define bilingualism (he used the term "bilingualism"). By bilingualism he understood "the ability of certain population groups to communicate in two languages" (Shcherba, 1974: 314)<sup>6</sup>. Later, other definitions of bilingualism began to appear.

<sup>3</sup> Чиршева Г.Н. Введение в онтобилингвологию. Череповец, 2000.

<sup>4</sup> Вишневская Г.М. Билингвизм и его аспекты: Учеб. пособие. Иваново, 1997. 97с.

<sup>5</sup> Розенцвейг В.Ю. Языковые контакты. - Л.: Наука. Ленинградское отделение, 1972. - 78с.

<sup>6</sup> Щерба Л.В. К вопросу о двуязычии // Щерба Л.В. Языковая система и речевая деятельность. - Л., 1974. - 424с.



In the interpretation of U. Weinreich, bilingualism is “the practice of alternating use of two languages” (Weinreich, 1972)<sup>7</sup>. This is the most general definition of bilingualism. In modern science, there are two approaches to understanding bilingualism - narrow and broad. According to the narrow approach, bilingualism occurs when the level of knowledge of a second language approaches the level of knowledge of the native language. The broad approach allows for significant differences in language proficiency levels (Vishnevskaya, 1997: 14). We, following V.Yu. Rosenzweig, A.A. Metlyuk, F.P. Filin, will adhere to a broad approach.

V.Yu. Rosenzweig defines bilingualism as “the mastery of two languages and their alternating use depending on the conditions of speech communication” and considers bilingualism “as a continuum extending from a very basic knowledge of the contact language to complete and fluent proficiency in it” (Rosenzweig, 1972: 4).

E.M. Vereshchagin understands bilingualism not as a phenomenon, but as a process. He defines bilingualism as a mental mechanism (knowledge, abilities, skills) that allows a person to reproduce and generate speech works that consistently belong to two language systems (Vereshchagin, 1969: 134)<sup>8</sup>.

There are also many typological classifications of bilingualism. One of the earliest belongs to L.V. Shcherba. The case when “two languages never meet: a member of two mutually exclusive groups never has the opportunity to use two languages interspersed. Both languages are completely isolated from each other,” he calls pure bilingualism. With mixed bilingualism, “two social groups cover each other to one degree or another, people constantly move from one language to another and use first one language, then another, without noticing which language they use in each given case” (Shcherba, 1974: 315).

The most common classification is that bilingualism is divided into natural and artificial. The criterion for their identification is the condition of occurrence. Natural bilingualism is formed “as a result of prolonged contact and interaction of speakers of two languages in the process of their joint practical activities, without purposeful influence on the development of this skill in the multilingual sphere,” and artificial bilingualism is “as a result of active and conscious influence on the development of this skill away from the main one.” masses of native speakers of a given foreign language” (Muratova, 1987: 172)<sup>9</sup>.

The influence of the native language causes the phenomenon of interference in the speech of a bilingual. Interference can only occur when two or more languages collide in the speaker's mind, i.e. in a situation of bilingualism (or multilingualism). G.M. Vishnevskaya notes that “the condition for the occurrence of interference is bilingualism, and the speech of a bilingual is the place of its formation” (Vishnevskaya, 1997: 25).

The term “interference” (from the Latin *inter* - between and *ferentis* - carrying, carrying) was first introduced by members of the Prague Linguistic Circle. This term became widespread after the publication of W. Weinreich’s work “Language Contacts”. In this work, he writes that the place of contact of languages is the individual himself, and the consequence of this contact is interference, i.e. “instances of deviation from the norm of each language that occur in the speech

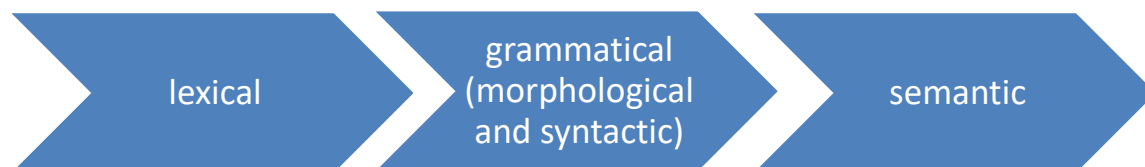
<sup>7</sup> Вайнрайх У. Языковые контакты: состояние и проблемы исследования / пер. с англ. и коммент. Ю.А. Жлуктенко. Киев: Вища школа, 1979. - 263с.

<sup>8</sup> Вережчин Е.М. Психологическая и методическая характеристика двуязычия (билингвизма). М.:, 1969. - 160с.

<sup>9</sup> Муратова З.Г. Понятие билингвизма и некоторые вопросы обучения иностранному языку // Лингводидактические исследования. - М.: Изд-во МГУ, 1987. С.167-175



of bilinguals as a result of their exposure to more than one language” (Weinreich, 1979: 22). As we see, all these researchers, one way or another, consider interference at the phonological, morphological, syntactic, lexical and semantic levels. Sometimes morphological and syntactic interference are combined into one - grammatical, and lexical and semantic - into lexical-semantic. This variety of terms is explained by the fact that changes very often affect several levels of language at once, and it can be difficult to distinguish between them. In our work we will consider the following types of interference:



Morphological interference. Morphological interference manifests itself at the level of morphemes and parts of speech. M.V. Dyachkov defined morphological interference as “borrowing systems of affixes and their paradigms from one language to another” (Dyachkov, 1992: 85)<sup>10</sup>.

Interference at the morpheme level is based, first of all, on categorical differences and other features of the parts of speech of different languages. T.V. Korneva says that these differences are revealed when comparing any part of speech, for example: mismatch of gender of nouns, forms of verbs, presence or absence of articles. The author notes “that in order to overcome grammatical interference it is necessary to identify similarities and differences and establish interlingual equivalents for their successful assimilation” (Korneva).

Morphological interference often occurs when translating into English nouns such as:

- **Advice** - совет, совет - maslaxat
- **News** - новость, новости - yangilik
- **Hair** - волос, волосы - soch
- **Knowledge** - знания - bilim
- **Progress** - успех, успехи - muvaffaqiyot, taraqqiyot

Prepositions are also subject to morphological interference:

- преуспеть в чем-то  
*to be good at smth. (не in);*
- не присутствовать на встрече  
*to be absent from the meeting (не on, in, at);*
- в кредит  
*on credit (не in);*
- вскрикнуть от боли  
*to cry out with pain (не from);*
- вести бой с противником  
*to fight against the enemy (а не with);*

<sup>10</sup> Дьячков М.В. Проблемы двуязычия (многоязычия). - М.: Институт национальных проблем в МО РФСР, 1992. - 102с.

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*to be guilty of a crime (a не in).*

Syntactic interference quite often appears at the sentence level, for example:

- Я хочу, чтобы мою машину перекрасили.

*I'd like to have my car repainted.*

Interference is one of these linguistic phenomena, because it is possible only when there is interaction between two or more languages. Interference is the result of the overlap of several (usually two) language systems, and can cause both positive and negative consequences. The problem of interference is studied in several aspects, the main ones being psycholinguistic, linguistic and methodological. Particular attention was paid to the linguistic aspect, within which interference is divided into syntactic, morphological, lexical and semantic. These types of interference correlate with the same types of compatibility and will form the basis for further study and description of this phenomenon.

Bilingualism (bilingualism) as a phenomenon of modern society. Consideration of psychological, psychophysiological, linguistic, sociocultural, methodological reasons for the occurrence of interference. The current state of the theory of compatibility and valence of words.

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