

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ФАРҒОНА ДАВЛАТ УНИВЕРСИТЕТИ

**FarDU.
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1995 йилдан нашр этилади
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**НАУЧНЫЙ
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Издаётся с 1995 года
Выходит 6 раз в год

Муассис: Фаргона давлат университети.

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Тел.: (0373) 244-44-57. Мобил тел.: (+99891) 670-74-60
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Қоғоз бичими: - 60×84 1/8

Босма табоғи:

Офсет босма: Офсет қоғози.

Адади: 100 нусха

Буюртма №

ФарДУ нусха кўпайтириш бўлимида чоп этилди.

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**Фаргона,
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УДК: 408/409+415

ЎЗБЕК-НЕМИС БИЛИНГВИЗМИДА ИНТЕРФЕРЕНЦИЯ ҲОДИСАЛАРИ

INTERFERENCE PHENOMENA IN UZBEK-GERMAN BILINGUISM

ИНТЕРФЕРЕНТНЫЕ ЯВЛЕНИЯ В УЗБЕКСКО-НЕМЕЦКОМ БИЛИНГВИЗМЕ

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Аннотация

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Annotation

This article examines the interferential phenomena in the acquisition of the German language by the Uzbek audience and defines their prerequisites.

Аннотация

В статье рассматриваются интерферентные явления при приобретении немецкого языка узбекской аудиторией и определены их предпосылки.

Таянч сўз ва иборалар: тил алоқаси, интерференция ҳатолари, лексик-семантик интерференция, грамматик интерференция, тил нормаси, тил тузилиши, синтактик интерференция.

Keywords and expressions: contacting languages, interference mistakes, lexico - semantic interference, grammatical interference, language norm, language structure, syntactic interference.

Ключевые слова и выражения: контактирование языков, интерферентные ошибки, лексико-семантическая интерференция, грамматическая интерференция, языковая норма, структура языка, синтаксическая интерференция.

Introduction. The process of contacting the peoples living in the Republic of Uzbekistan is a live and ongoing process. This kind of phenomenon inevitably leads to close linguistic ties, which determines the mutual influence of languages, which is expressed, first of all, in lexical borrowings. But to adopt and accept the foreign words are always more difficult than a thought, idea or thing. The contact of languages always reflects social, psychological and linguistic factors directly related to the history of the relationship of peoples. A number of generations of a significant part of the population of our country are bilingual.

Numerous and long-term contacts between significant contingents of the multilingual population of Uzbekistan, which led to the formation of Uzbek-Russian, Uzbek-Tajik, Uzbek-German bilingualism, could not but lead to the emergence and development of numerous complex processes of linguistic influence, which represent the **relevance** of this article.

As many years of experience in the Uzbek audience shows, when mastering German vocabulary, the native language of students has a negative impact at the stage of initial assimilation.

The linguistic experience acquired by students in the study of the first non-native

(Russian) language has a great positive impact and facilitates the assimilation of the second non-native (foreign) language. Thus, the Russian language, with the appropriate organizing the educational process, can act as a factor inhibiting the interfering influence of the native language in mastering a foreign language. Russian and German languages, on the one hand, exhibit many similar features, leading to the transfer of forms and structures, which positively influences the development of a new language system. On the other hand, they have many differences that provoke the emergence of interference based on identification and false analogy.

The Uzbek language as a system mastered in a natural environment influences the process of mastering all subsequent language systems. Each subsequent language is influenced by the previous one. The study of interference and its consequences is one of the most important studies in recent years after linguists began to actively research language contacts. In this scientific field, the problem of interference was investigated by K. Bausch, H. Krist, H. -E. Krumm, H. Weinreich, A. R. Lado, H. Gluck, M. Wendt, R. Baur, B. Hufaisen, K. Bauman, M. Imier, E. Yukhash, J. Chohralsky, A.

Weiss, K. Merio and many others. Bilingualism and multilingualism inevitably lead to interference, which W. Weinreich defines as "cases of deviations from the norms that occur in bilingual speech as a result of the fact that they know more languages than one, that is, due to language contact" [1,22]. L.V. Shcherba sees the essence of interference in the mutual adaptation of the language of the speaker and the language of the listener and the corresponding change in the norms of the languages in contact [2].

According to E. Yukhash, "we are dealing with interference when a linguistic norm is violated under the influence of other linguistic elements." We are locked in our opinion about the effects of interference. What we end up dealing with in our practice is always a violation of the language norm of the target language. "[4,174]. According to the theory of Y. Chohralsky and A. Weiss, it arises when structures that belong to two different language systems affect each other and cause interactions (mixing of languages) [5]. For K. Mario, interference is distinguishing the learner's language from the target language [6,27-44].

The process of mastering a foreign language is complex and accompanied by several problems. First of all, in this context, the influence of the native language is called. When studying new, alien phonetic, grammatical, lexical, syntactic and other phenomena, a person is constantly under the influence of linguistic models and norms of his native language. It is normal and logical process: the vast majority of people forms their speech using their native language, which is a translation (translator) into a foreign-language expression. Namely, various improper expressions and forms appear. Such phenomena (mistakes) are called interfering mistakes.

In this regard, linguists often talk about the "transfer". The term "transfer" means "conscious comparison or spontaneous influence of a native speaker in the direction that the speaker does not violate the norm of a foreign language. It can be assumed that transfer is most typical for those actions that are highly automated and therefore, as a rule, are not realized [3,143].

Goal setting and main objectives. The purpose of this article is to study the problem of interference errors encountered in the Uzbek-German bilingualism. To achieve the formulated goal, the following tasks were solved: 1) the theoretical foundations of the theory of the manifestation of interference, its causes and consequences were studied; 2) the actual phenomenon was investigated; 3) interference

errors were detected at three levels (lexico-semantic, grammatical and syntactic); 4) the consequences were derived and the research results were formulated. The analysis showed the following main reasons: 1) differences in the grammatical design of Uzbek and German; 2) differences in the functional use of some grammatical forms in Uzbek and German; 3) differences in the construction of the Uzbek and German sentences, both simple and composite. Grammatical interference causes formal rule deviations when using the language, which is primarily observed when declining conjugation. Syntax interference causes a violation of the sequence of words in the sentence. Lexico-semantic interference causes improper use of the meaning of the word. These kinds of interference deviations are due to certain differences in the expression of some meanings between the Uzbek and German languages.

Lexico-semantic interference. The analyzed examples indicate that for interference phenomena at this level, some cases of expression should be monitored that indicate lexical-semantic and grammatical errors, for example:

- "der Fuss" and "das Bein" - "oëk" There are no special lexemes for these names in the Uzbek language, therefore, errors of expression of such content often appear, for example: Ich habe lange draußen gewartet und habe kalte Beine bekommen. Instead of: Ich habe lange draußen gewartet und habe kalte Füße bekommen. - Men tashqarida uzoq vaqt kutib qoldim va oyoqlarim sovqotdi. - I waited so long outside and my feet froze. Der hat einen künstlichen Fuß. Instead of: Der hat ein künstliches Bein. - Uning oyoghi sun'iy. - He has an artificial leg.

- "der Arm" und "die Hand" as in the previous case, here we are talking about the use of special words to designate specific parts of the body, named in the Uzbek language only by one word "qo'l" ("hand"). This led to the falsified use of lexemes, for example: Er hat ein Buch im Arm. Instead: Er hat ein Buch in der Hand. - Uning qo'lida kitob. - He has a book in his hand. Im Verkehrsunfall hat er die Hand verloren. Instead: Im Verkehrsunfall hat er den Arm verloren.- Yo'l transport hodisasi tufayli uqo'lidan ayrildi.- In a traffic accident, he lost his hand.

- "kennen" - "tanimoq" und "wissen" - "bilmok." *If in Uzbek there is a translation for each given word, then in Russian these words are translated only by one word "know" regardless of the language situation, which often leads to the incorrect use of the verb "kennen" instead of the*

verb "wissen" and vice versa, for example: *Ich weiihn gut.- Men uni yaxhshi bilaman. Instead: Ich kenne ihn gut.-Men uni yaxhshi taniyman. In Russian, unlike Uzbek and German, one verb is used in translation. I know him well. Unser Lehrer kennt alles. Bizning o`qituvchi hamma narsani yaxhshi taniydi. Instead: Unser Lehrer weialles.- Bizning o`qituvchi hamma narsani yahshi biladi.- Our teacher knows everything. When learning German, many other interfering phenomena of the grammatical type are also found.*

Grammatical interference. The language system of Uzbek and German is almost completely asymmetric, so very frequent phenomena of grammatical interference are observed: *Ich aufstehe morgen. Instead: Ich stehe am Morgen auf.- Men tongda uyghonaman - I get up in the morning. Er lernt sich gut. Instead: Er lernt gut. -U yaxhshi o`qiydi. He's a good student.*

At the morphological level, interference errors arising from the use of nouns, verbs and prepositions are analyzed.

Verb management, as a type of grammatical connection, causes the greatest difficulties in an individual learning German. An analysis of the errors of oral and written statements of students showed that in the case of management, interference between Uzbek and German languages most often occurs. For example, the verb *gratulieren* with the control *Dativ, zu D* is mistakenly replaced by the Uzbek model *Akkusativ, mitDativ* ("congratulate someone on something" kimnidir nimabilandir tabriklamoq). Instead of *Ich ratuliere dir zum Geburtstag*, the individual speaks or writes *Ich gratuliere dich mit dem Geburtstag*.

1) **Noun.** The grammatical system of the German noun is significantly different from the Uzbek one. First of all, we mean the article, a phenomenon completely alien to the Uzbek language. The case system in German is also slightly different from Uzbek.

- incorrect use of the article. This type of error is when a German noun is used with an irregular article. This is motivated by the fact that in the Uzbek language the noun does not have a gender category, while in Russian and German it exists.

"Meine Zimmer ist sehr gemtlich" instead of *"Mein Zimmer ist sehr gemtlich"* since there is no gender in the Uzbek language, in Russian the word "room" is feminine, hence the phenomenon of interference occurs in the first sentence.

-- *"Der Brot schmeckt mir gut"* instead of: *"DasBrot schmeckt mir gut"* the noun "bread" in Russian is masculine.

The study showed that when studying the German language of nouns such as *das Problem* (problem, feminine), *das Resultat* (result, masculine), *das Dokument* (document, masculine), *das Plakat* (poster, masculine), *das Museum* (museum, masculine), *das Konzert* (concert, masculine), *das Zentrum* (center, masculine), *das Telephon* (telephone, masculine) the article is very often used not is correct at the initial stage of mastering the German language.

Use of the article with place names. Since the belonging of many geographic names is different in German, Uzbek and Russian, their use is very often recorded with the names of countries, for example: *ErstudiertinderFinnland. Instead of: Er studiert in Finnland.* U Finlandiyada o`qiydi. He is studying in Finland. *Der London ist in der England. Instead of: LondonistinEngland.* London Angliyaning poytakhti. London is the capital of England.

Education and use of the plural. First of all, in this case, the article of a German noun is indicated: *dieSchere, dieHose, dieTr.* In the Uzbek language of this type, nouns are used in the singular, but in German they have both singular and plural. Hence the following example follows: *MeineHosesindschwarz. Instead of: MeineHoseistschwarz.* Meningshimim qora. *Die Tr ins Zimmer sind geffnet. Instead of: Die Tr ins Zimmer ist geffnet.* Hona eshigi ochiq. The door is open.

2) **Verb.** The verb of German and Uzbek has many differences, for example: conjugation of verbs, separable and inseparable prefixes, the formation of three temporal forms of the verb, the formation of endings and much more contribute to the formation of interference errors in the study of German by Uzbek students. Grammatical errors of this kind, for example, improper declination or plural form, are not an interferential error, although the mentioned grammatical forms are generally different from Uzbek ones. These are typical errors that occur due to lack of knowledge when learning a foreign language.

Conjugation of verbs by temporal forms. Formation of basic verbal forms. Conjugation of weak verbs is an exemplary example of this type of interference, namely: *Prteritum* form weak verbs in German with the suffix "-te," and in the process of learning it is very often that students apply this rule to all verbs and types of past tense. In the same way, you can change in addition to the form of a weak verb (*prteritalen*) and the form of a strong verb, for example:

sagen- sagte, also sprechen -sprechte (sprach), geben -gebte (gab) and others. These

errors are due to the fact that the system of shaping time according to its principles and in its structure does not coincide with the Uzbek one. In German there are three, and in Uzbek there are five forms of past tense, so mistakes are often made in this area, for example: *Sie hateinBuchgelest*. Instead: *Sie hat ein Buch gelesen*. U kitob o`qigan edi.

Errors at this level are mainly based on the use of auxiliary verbs "**haben - have**" and "**sein - be**" in German. In the Uzbek language, synthetic forms are needed. On the other hand, in German there is a different structure of past tense formation (Perfektbildung). We are talking about the use of auxiliary verbs "**haben - have**" and "**sein - be**", which creates difficulties for Uzbek students, for example: *Nach Samarkand haben die Gäste aus Deutschland mit dem Auto gefahren*. Вместо: *Nach Samarkand sind die Gäste aus Deutschland mit dem Auto gefahren*. Germaniyalik mehmonlar Samarqandga mashinada ketdilar.

The use of prefixed verbs. The phenomenon of detachable prefixes of the German language is alien to the Uzbek language, the reason for this is that this type of word formation does not exist in the Uzbek language, but instead of prefixes, word combinations can be used to translate words. "*Herunterladen- yuklab olmoq - download, überschreiben - ustiga yozib qo`ymoq - write, umschreiben - qaytadan yozmoq, qaytadan ko`chirib yozmoq - rewrite, abschreiben-ko`chirib olmoq - write off.*

Syntactic interference. The main reason for this is the relatively free sequence of words in the Uzbek language and regulated in the German language. When forming a sentence in German or when translating a phrase from Uzbek into German, the word order in the sentence plays an

important role. For example: "*Am Abend wir ins Kino gehen*" *Biz kechki payt kinoga boramiz*. Instead: "*Am Abend gehen wir ins Kino*"

When creating question sentences, errors of the interferent kind appear, since in the Uzbek language there is no certain rule of word order, for example: Instead: *Sie arbeitet in der Schule?* Instead: *Arbeitet sie in der Schule?* - U maktabda ishlaydimi? - Does she work at school?

Some errors arise due to the fact that the Uzbek interrogative sentence may not be used without the subject, but with the addition of the endings of personal pronouns, for example: *Kommst du morgen?* *Ertaga kelasanmi?* - *Arbeiten Sie heute?* - *Bugun ishlaysizmi?*

In the compound sentence, errors are made in the subordinate sentence, which is associated with the tendency of free word order in the Uzbek language, for example: *Ich habe heute frei, darum will ich im Park spazieren*. Men bugun bo`shman, shuning uchun bog`da sayr qilmoqchiman. *Aziz hat schlechte Note in Physik bekommen, deswegen muss er heute lernen*. Aziz fizika fanidan yomon bago oldi, shuning uchun u bugun o`qishi kerak.

Conclusions and research perspectives. The study made it possible to draw the following conclusions: violations and shifts in the linguistic structure in the acquisition of German from Uzbek-speaking students are caused by significant asymmetries in the linguistic construction of German and Uzbek languages. Current training methodologies are working on effective solutions to this problem. A suitable model for avoiding errors in acquiring a foreign language is contrast learning, the task of which is to identify differences, inconsistencies, highlight, update and eliminate errors of both language systems using exercises.

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(Reviewer: N.Khoshimova – doctor of philosophy in philology).