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INTERFERENCE, TYPES, STRUCTURE, CONTENTS AND THEIR MEANINGS

Abstract: The article deals with the interference, structure, meanings and contents of the word philology. The structure, branches and explanations in the formation of speech of the student s in the contacting English-Uzbek languages.

The problem of language interference being a process which regards the mastering of a second language, appeared as result of transference of speech skills from one contact language into another (from the native language into the second one), has concerned researchers for decades.

Interference, once appeared in linguistics, when a foreign language began to be taught in different schools, educational establishments, later. Every teacher knows that English language in Europe began to develop earlier at the beginning of its middle formation. At that time England began to export its goods of human usage life style.

Key words: Philology, linguistics, grammar, formation, structure, branches, contents, meanings.

Language: English

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Introduction

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In the process of teaching and learning English there are important terms in linguistics. Their meanings, usages and their roles are grate in the formation of speech, understanding and mastering English. Of course, the students before learning any foreign language they have to understand the terms , their meaning which are being taught as language phenomena.

Further the first language –mother tongue (L1) and the target Language (L2) will be used in learning language2-target language, students (pupils) have previous language 1 experiences. According to L.B. Sherba learners of a target language and can masterly operate with them.

These experiences are two types. Mother longue experience and mental experiences. Mother tongue experiences can be seen in language learning processes. What are they? First students before learning a target language have mother tongue experiences. Their experiences in language 1 will be used while learning the target language. The first language- Language 1 has its phonological, morphological, grammatical and syntactical specifics. Every of them has a firm knowledge print in their brains. They always are ready to be used by the learners.

In learning language 2-target language the learners use mother tongue in the life style. the ways of expressing of feelings, thoughts and mental outlooks. These factors are also influence for learning a target language.

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So, the learners meet (with) some difficulties. They are phonological, lexical, grammatical and called as interferences. These interferences may be in two types. They are inter-lingual and intra-lingual. Intra-lingual interference may occur in any case of usage language phenomena. They may be called as phonological, lexical and grammatical in linguistics.

In the social and moral interference the learners may meet in expressing their feelings and thoughts in a target language. Any nation any person while expressing their thoughts use their historical, traditional, cultural, educational and national experiences. While expressing feelings and thoughts the learners have to be more attentive. Because, moral way of life plays more important role in acting and behaving in the real life style.

Academician L.B. Sherba was right because any learner has at his disposal ready outlooks knowledge in various subjects in surrounding world. Yet, it may be any kind of activity, thought, behave, play, talk, spending time, sightseeing, eating, living and other cultural, moral feelings and activities. They all influence in understanding each-other by the representatives of the two language speakers.

If to take into consideration language interferences in this case it should be taken only language phenomena. Any language is analyzed in the following four levels. They are phonological, morphological, lexical and grammatical.

In phonological level the sound system of the two languages L1 and L2. professor S.Ph.Shatilov wrote: The sound system of the comparing languages- L1 and L2 can be described in the following way:

- a. 1) similar sound;
- b. 2) half (partially similar);
- c. 3) quite different sounds.

He is right with his personal outlook knowledge and understanding, on the one hand. On the second hand, the analyses may be different by different scholars- scientists. Inside the phonological system one can find differences even in similar sounds. Describing this associate professor Kh. M. Makhmatkulov gives the following explanation and examples: **Similar sounds** as [k], [n], [m], [l], [b], [g], [d], [z], [o], [p], [s] and some other sounds.

But these sounds in English and Turkic languages are considered to be similar, in pronouncing some of these sounds are differences. For example, the sound [l] has different pronunciation types in the following words: We may call them [l]1, [l]2, [l]3.

L [l] 1 L [l] 2 [l] 3
Tall let language
Ball lend lasso

Hall lesson lamb
Fall love lamp
Call live lips

B. Half –similar sounds. They are - [r], [t], [v], [f], etc. which sound half- similar in pronunciation, but in pronouncing some words with them, there can be heard and understood that there one feels the differences.

C. Quite different sounds- The following sounds as [w], [O], [o]. pronunciation of these sounds need special attention. The organs of speech work quite different.

The analyses of these sounds and the pronunciation show that their difficulties in pronouncing need from teachers special ways of showing how to pronounce them in order to be able to pronounce perfectly. Teachers have to show, to train their pronunciation with the help of different technical and nontechnical aids, pictures, visual aids and other didactic mater

In order to eliminate language interference, first of all teachers must make clear what are the language phenomena and language levels. Professors Haymovich and Chakhayan put questions: what is phoneme?-the smallest distinctive unit. What is morpheme?-the smallest meaningful unit. What is a word?- the smallest naming unit. What is a sentence?-the smallest communication unit.

If to analyze language units, there are different language interferences. The teachers tasks are to find the sources of their appearances and to differentiate them and to look for of their elimination of these interferences.

At the beginning of this article it was given the term philology and its inter privation. What is “philology”?- the study of language; especially, the study of how languages and words develop. Definition: the study of literature and of disciplines relevant to literature or to language as used in literature.

2. a: linguistics; especially; historical and comparative linguistics; b: the study of human speech especially as the vehicle of literature and as a field of study that sheds light on cultural history. Philology (from Latin) love of literature; from Greek-philologos- found of learning and literature from phil+logos; word speech- legend.

In conclusion it can be said that any term in linguistics has its meanings and contents. The teachers have to use them and give their meanings in a correct way in order the teachers may understand any term and their usage in language speech.

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