

**METHODOLOGICAL ANALYSIS OF THE CONCEPTS OF INTERFERENCE
AND TRANSPOSITION IN DEVELOPING STUDENTS' LINGUISTIC
COMPETENCE IN ENGLISH LESSONS**

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Abstract: *This article discusses the linguistic phenomena of interference and transposition, which teachers often encounter while teaching foreign languages (particularly English) in schools. The focus is on their impact on the development of students' linguistic competence and how these concepts can be methodically addressed in the language learning process.*

Keywords: *interference, transposition, grammatical, lexical, cultural, functional, semantic*

When learning a foreign language, learners gain certain knowledge, skills, and competencies related to that language. However, this process involves navigating through various linguistic and psychological stages. Language acquisition is not only related to linguistics but is also deeply connected with psychology and pedagogy.

The term interference derives from Latin: “inter” meaning “between” and “ferens/ferentis” meaning “carrying.” Initially used in physics, biology, and chemistry, the term was later introduced into linguistics. Today, interference is extensively studied. In linguistics, interference refers to the negative influence of a learner’s existing knowledge, skills, and habits (from their native or previously learned language) on the acquisition of a new foreign language [1].

For instance, in teaching the grammatical concept of “articles” in English—a category absent in Uzbek—students may struggle to conceptualize this new grammatical feature. As a result, learners’ language experience is challenged and enriched by unfamiliar linguistic elements.

The negative effects of interference can stem from either interlingual (influence of the native or second language) or intralingual (within the target foreign language) sources. Interference often occurs in vocabulary, grammar, and pronunciation, disrupting communication and sometimes leading to mutual misunderstanding. As a natural outcome of interference, difficulties and errors arise.

Types of interference include:

- **Phonetic interference** – pronunciation errors
- **Grammatical interference** – issues with gender, number, tenses, or word order
- **Lexical interference** – incorrect use of borrowed or false cognate words
- **Stylistic and cultural interference** – incorrect stylistic tone or misinterpretation of culturally embedded meanings in translation

The difficulties learners face when learning a foreign language are often related to mastering functional, formal (structural), and semantic (meaning-related) aspects of linguistic units. A unit may be complex in terms of its use, structure, or meaning. Despite being a single unit, each of these dimensions can vary in difficulty.

From a methodological standpoint, language units are generally divided into two categories: easy and difficult. Easy units are those that closely resemble elements from the learner's native or previously learned language. For example, words that are identical or very similar in both languages (internationalisms) such as tennis – tennis, dollar – dollar, business – business are considered easier to learn. Similar phenomena exist in grammar (e.g., functional aspects of verb tenses or the basic degree of adjectives), as well as in pronunciation (e.g., phonemes like [p], [t], [k], [s], [tj]).

Such linguistic similarities across languages are described in methodology as potential language material (potential lexical/grammatical/pronunciation units) [1].

Understanding the concept of interference helps teachers recognize cross-linguistic differences and explain them to school students by comparing the target language with the native language. This, in turn, aids in bridging linguistic gaps, ensuring accurate comprehension and translation of texts, facilitating the acquisition of grammar rules, and enabling students to choose appropriate vocabulary and expressions in both spoken and written language according to context and style.

Another important concept that contributes to the development of students' language skills is transposition. Transposition refers to the positive influence of the knowledge, skills, and competencies acquired from the learner's native or previously studied language on the learning of a new foreign language.

When a word that belongs to a specific lexical or grammatical category changes its position or is used in a different syntactic context, it may take on a new grammatical function. The functional role of a word is defined by the speech situation. Depending on the communicative context, the same word can shift syntactically and functionally. This transformation of functional possibilities among parts of speech is referred to as functional transposition, a term introduced by linguist S. Balli. According to him, the ability of a word to participate in various syntactic constructions and take on different roles depending on context is called functional transposition [3:130].

In linguistics, transposition refers to the process in which a word or linguistic unit changes its grammatical or functional category, often without altering its core meaning. This typically involves a shift from one part of speech to another (e.g., email → to email), and may occur through affixation or conversion. Transposition plays a central role in language development, fostering linguistic flexibility and enabling the creation of new forms and functions in both speech and writing.

Considering the two concepts discussed above, we can conclude that teaching school students with an understanding of interference and transposition is essential for developing their language knowledge, skills, and competencies. Explaining and comparing these

linguistic phenomena across languages can significantly enhance students' linguistic competence. For instance, the concept of gender, which does not exist in Uzbek grammar, might be new and challenging for Uzbek-speaking students. However, since it exists in Russian grammar, a comparative approach between Russian and English can help overcome such difficulties.

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