

LINGUISTIC AND CULTURAL INTERFERENCE IN ENGLISH LEARNING AMONG UZBEK STUDENTS

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Annotatsiya: Mazkur maqolada o'zbek talabalari ingliz tilini o'rganishda duch keladigan lingvistik va madaniy interferensiya muammolari tahlil qilinadi. Interferensiyaning turlari, sabablari va uni kamaytirish yo'llari ko'rib chiqiladi.

Kalit so'zlar: *interferensiya, lingvistika, madaniyat, EFL, kommunikatsiya.*

Аннотация: В статье рассматриваются лингвистические и культурные интерференции при изучении английского языка узбекскими студентами. Анализируются причины интерференции и предлагаются методы ее преодоления.

Ключевые слова: *интерференция, язык, культура, обучение, коммуникация.*

Abstract: This article examines linguistic and cultural interference in English learning among Uzbek students. It identifies key types of interference, explores their causes, and suggests strategies to reduce their impact in EFL classrooms.

Key words: *interference, linguistics, culture, EFL, communication.*

Introduction

English has become a global language used in education, business, and international communication. In Uzbekistan, learning English is increasingly important due to globalization and educational reforms. However, many students still face difficulties in mastering the language. One of the main reasons is linguistic and cultural interference.

Interference occurs when elements of a learner's native language influence the target language. In multilingual contexts like Uzbekistan, where Uzbek and Russian are widely used, learners often transfer structures into English, leading to errors. The aim of this study is to analyze linguistic and cultural interference among Uzbek students and propose practical solutions. The objectives are to identify common types of interference, examine their causes, and suggest effective teaching strategies.

Linguistic interference is a common phenomenon in second language acquisition. Uzbek students often transfer grammatical structures, vocabulary, and pronunciation patterns into English. One of the most noticeable types is grammatical interference. Uzbek follows a Subject-Object-Verb (SOV) structure, while English uses Subject-Verb-Object (SVO). As a result, students produce sentences such as "*I to the university go*" instead of "*I go to the university.*"

Lexical interference also occurs when students translate expressions literally. For example, "*open the light*" instead of "*turn on the light*" reflects native language influence. Such errors show a lack of awareness of idiomatic usage in English.

Phonological interference is another important issue. Uzbek learners often struggle with English sounds that do not exist in their native language, especially vowel

distinctions and stress patterns. These difficulties affect both pronunciation and listening comprehension.

Cultural interference also influences communication. Language is closely connected to culture, and differences in communication styles can lead to misunderstandings. Uzbek students may use forms of speech that are appropriate in their culture but not in English-speaking contexts. For example, failing to use polite expressions such as "*Could you please...*" may result in pragmatic errors.

Literature Review and Methodology

Previous studies indicate that interference is a natural part of language learning but can hinder progress if not addressed [1]. Researchers emphasize that both linguistic and cultural factors contribute to communication difficulties [2]. The concept of cross-linguistic influence explains how knowledge of one language affects another [3].

This study adopts a qualitative approach. Data were collected through classroom observation, analysis of students' written work, and recordings of oral speech. Participants were university students learning English as a foreign language.

Errors were categorized into grammatical, lexical, and phonological interference. Cultural aspects were analyzed based on communication behavior and pragmatic use of language.

Discussion

The findings show that interference is influenced by both linguistic and cultural factors. Structural differences between Uzbek and English create challenges in grammar and vocabulary, while pronunciation issues affect intelligibility.

The multilingual environment in Uzbekistan increases the complexity of interference. Students are exposed to Uzbek, Russian, and English simultaneously, which leads to cross-linguistic influence.

However, interference can also be used as a learning resource. Teachers can help students understand differences between languages and develop awareness. Integrating cultural elements into lessons is essential for improving communication skills.

Results

The results indicate that linguistic and cultural interference significantly affects English learning among Uzbek students. The most common problems include grammatical errors, incorrect word usage, and pronunciation difficulties.

Students who participate in communicative activities show better performance. This suggests that interactive teaching methods are more effective in reducing interference. Cultural awareness also improves students' ability to communicate appropriately.

Conclusion

In conclusion, linguistic and cultural interference is a major challenge in English learning among Uzbek students. However, its impact can be reduced through effective teaching strategies. Teachers should focus on both linguistic accuracy and cultural competence. Using communicative approaches, authentic materials, and interactive activities can help students overcome interference and improve their language skills.

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