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## **Interference and transposition in the English language training activity of students**

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**Abstract.** The article focuses on the notion "interference", its types and the reasons of appearance at different language levels.

**Keywords:** *interference, bilingualism, language interaction*

Due to the processes, aimed at integration and cooperation of the world, that require an effective intercultural communication, a high level of native and foreign languages speaking skills as a part of professionalism and social status becomes an inherent part of modern human. The compliance of bilingual's verbal discourse with socio-cultural norms and purposes of communication indicates the level of their foreign language culture (Y. Desheriyev, A. Kalita, A. Metlyuk, U. Vaynrayh). Thus researchers focus their attention on the necessity for deeper research of the interlingual interference as a sign of a bilingual's speech culture.

The cause of the interference is a fact, that a person constructs his/her foreign language speech according to the rules of the mother tongue and sets uncharacteristic connections and relationships between different linguistic facts of the language studied. Consideration of the interference while learning a foreign language can prevent mistakes and reduce their number, thereby facilitate the learning process and identify it. It contributes to a more effective development of the second language competence, reduces training time to master a new material, develops self-control effectively and prevents the interferential phenomena.

The aim of the article is to define the essence of the notion "interference", to describe its types and the reasons of appearance at different language system levels.

To elucidate the interference functioning in the foreign communication of bilinguals we need to considerate it at language and speech levels (L. Barannikov, A. Korotkov, V. Mikhailov, U. Vaynrayh). It should be noted, that the learning condition is one of the most favorable for the interference. An important aspect of studying this phenomenon is the mistakes prediction, that prevents their occurrence while learning foreign languages. Works of L. Scherba outlined the program of studying and defining language contacts as a process of interference, the essence of which is identified linguistically by mutual adaptation of the speaker's and the listener's languages to the appropriate changes of two contacting languages standards.

V. Rosenzweig states that "interference is a bilingual's failure to comply with the rules of contacting languages correlation that appears in his/her speech in the form of aberration" [6]. Unlike codes switching in the process of interference the language is not changed, but one language is changed by the influence of another one [8]. The positive influence of the mother tongue or the first foreign language on the second one is called a positive transference or transposition. Transposition is a transfer, in which the language affecting does not cause aberrations in the one that is studied, but stimulates it in the existing laws.

Positive transfer can appear at four levels:

a) speaking and thinking activity: the more languages a person can speak, the more his speaking and thinking

mechanisms (such as short-term memory, visual and audio perception, the mechanisms of choice, combining and producing while speaking and writing) are developed;

b) language level: learners transfer similar linguistic phenomena of their native language and the first foreign language to a second foreign language, and thus facilitate their assimilation;

c) academic skills learners have mastered in the process of studying their native language and, especially, the first foreign language, which are transferred to master the second foreign language greatly facilitating the process of learning;

d) socio-cultural level: social and cultural knowledge, acquired in the process of the first foreign language studying; on this basis new social and cultural behavioral patterns may also be the subject of transposition, especially in Western cultures.

Investigations of interference phenomena are based on the achievements of linguistics, sociolinguistics, psychology, psycholinguistics, methodology of foreign language teaching. This phenomenon is described in the investigations of native and foreign scholars (V. Alimov, E. Buzharovska, E. Haugen, V. Klimov, V. Komissarov, N. Mechkovska, V. Rosenzweig, E. Vereshchagin, V. Vinogradov, L. Scherba, U. Vaynrayh.).

In psychology interference is a process of language mechanisms conflict interaction, that appears in the bilingual's speech in the form of one language laws deviations under the influence of another language negative interaction or as a result of internal influences of a similar nature, caused by objective differences [1].

In psycholinguistics interference is considered as an integral part of the process of slow gradual penetration of a foreign language element into the system of a particular language in the process of mastering it.

In linguistics, the problem of interference is studied in the framework of language contacts and defined as "a bilingual's (a person who speaks two languages) failure to comply with the rules of two contacting languages correlation" [3]. According to E. Haugen, interference is "cases of aberration appearing in the language of bilingual speakers as a result of familiarity with other languages" [7].

In the methodology of foreign languages teaching interference is considered as a negative result of former transference of former linguistic experience unconscious transference, as a mother tongue inhibitory influence on the foreign language. According to R. Minyar-Byelouchchev, interference is formed by imposing developed skills on those which are formed again with a minus sign, that is the same as the negative transfer [5].

According to the "direction" interference can be straight, reversed or bilateral: according to the type of speech activity – impressive (receptive) or expressive (productive): according to the form of display – explicit

or implicit, internal or external, interference of the first or second language: according to the result – complicating, discomposing or destructive.

In the methodological literature the following types of interference are distinguished:

- external and internal (by origin);
- direct and indirect (by the nature of the transfer of the native language skills to the foreign language);
- explicit and hidden (by the nature of the display);
- phonetic, graphic and orthographical, lexical (semantic, grammatical (syntactical), cultural).

Investigations indicate that professionally oriented intercultural communication and professionally oriented translation contain:

- phonetic (phonological and sound-reproducing) – *trans-late [trænzleɪt] vs. [trænsleɪt]*;
- orthographical – *magazine – magasin*;
- grammatical (morphological, syntactical and punctuation) – *If it is not wonderful for words!*
- lexical – *mark-stamp*;
- semantical – *to take the chair*;
- stylistical and intralingual interference – *trade balance-commercial law-merchant ship*.

Interlingual interference exists at all linguistic levels but at the level of phonetics such aberrations are especially noticeable which leads to communicative failures.

The source of phonetic interference, according to U. Vaynrayh, is phonetic differences between two systems, no matter which one is primary. An important role is played by a typological similarity of two contacting languages and their genetic relationship.

While realizing phonemes in the target language learners, focusing on their native language system, use the articulation and pronunciation skills based on their mother tongue. While studying the native and foreign languages interaction a sequence of factors that determine the occur-

rence of phonological interference should be considered. These factors include the nature of the interfering systems interaction (interlingual and intralingual interference) and phonological nature of linguistic phenomena (universal and specific national).

At the grammatical level both foreign and native languages are interfered. Difficulties arise while studying the correct use of the definite (the) and indefinite (a, an) article in English since such a grammatical category doesn't exist in Ukrainian.

Lexical interference is called vocabulary intervention of one language system to another, which usually leads to literalism. Scientists define lexical interference as a bilateral convergence of lexical items of the same or different languages, due to their semantic use. Lexical interference appears in false identification of similar forms, partially coinciding in some meanings.

At the syntactic level of interference there are difficulties connected with sequence of tenses, indirect speech, conditional sentences in English (If-sentence).

The main reasons leading to mistakes include:

- monosemanticity of words and grammatical forms, confusion of words graphic images;
- false analogy, word translation by means of more specific meaning than they actually are;
- inability to find Ukrainian meaning while translating English words, lexical and grammatical combinations [7].

Advanced research in the investigated sphere should include: a detailed analysis of each of the described types of interference, creating methods to prevent and overcome interlingual interference in Ukrainian learner's speech. Consideration of interference while learning a foreign language, in our opinion, will help to prevent mistakes, reduce their number and thereby facilitate the learning process and identify it.

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**Волошок И.Ю. Интерференция и транспозиция в англоязычной учебно-речевой деятельности студентов**

**Аннотация.** В статье рассматривается суть понятия “интерференция”, ее типы и причины возникновения на разных языковых уровнях.

**Ключевые слова:** интерференция, биллингвизм, языковой контакт