

THE INFLUENCE OF CROSS-LINGUISTIC INTERFERENCE ON SPEECH COMPREHENSION PROCESSES IN BILINGUAL CHILDREN

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Annotation

The research investigates how bilingual children, specifically those speaking Uzbek and Russian, navigate the linguistic challenges posed by the interaction of their two language systems. Through a combination of literature analysis and experimental research involving children aged 5 to 8 years, the study identifies various types of interlingual interference—phonetic, lexical, and grammatical—and examines the factors influencing its degree. Key findings reveal that interlingual interference significantly affects speech comprehension, highlighting both its challenges and the compensatory strategies employed by children. The study emphasizes the importance of creating supportive language environments and employing effective teaching methods to mitigate the negative effects of interlingual interference.

Key words: *Bilingualism, interlingual interference, speech comprehension, language development, phonetic interference, lexical interference, grammatical interference, compensatory strategies*

Introduction

In the modern world, bilingualism is becoming an increasingly common phenomenon. Bilingual children growing up in environments where two or more languages are spoken face unique linguistic challenges, including interlingual interference. This phenomenon manifests in the interaction of two language systems and can affect speech comprehension processes. The role of interlingual interference in the development of linguistic abilities in bilingual children, particularly its impact on speech comprehension, remains insufficiently studied.

Research Objective

The aim of the study is to explore the influence of interlingual interference on speech comprehension processes in bilingual children within the context of their language development.

Research Tasks

1. Analyze existing literature on interlingual interference and its effects on speech comprehension processes.
2. Conduct experimental research with bilingual children to identify types of interlingual interference and their impact on speech understanding.

3. Determine the factors influencing the degree of interlingual interference and children's ability to compensate for its effects.
4. Develop recommendations for parents and educators to minimize the negative impact of interlingual interference on the language development of bilingual children.

Understanding Interlingual Interference

Interlingual interference is the interaction of two or more language systems in the minds of bilingual individuals. It is characterized by features of one language influencing the use of another. Interlingual interference can manifest at various levels of language: phonetic, lexical, grammatical, and pragmatic.

Types of Interlingual Interference

- Positive Interference: When features of one language aid in learning another language.
- Negative Interference: When features of one language hinder the acquisition of another language.

Factors Influencing Interlingual Interference

- The age at which a person starts learning the second language.
- The level of proficiency in the first and second languages.
- The frequency and intensity of using both languages.
- Cultural and social factors.

Impact of Interlingual Interference on Speech Comprehension

Interlingual interference can lead to misunderstandings of speech, incorrect translations of words and expressions, and difficulties in processing speech flow. Children learning two languages may struggle to differentiate between phonemes and grammatical structures, which can result in comprehension errors.

Experimental Study

The study involved bilingual children aged 5 to 8 years, speaking Uzbek and Russian. A specially designed speech comprehension test included tasks on understanding phonemes, lexical meanings of words, and grammatical structures. Parents answered questions about the child's language environment and the frequency and intensity of using both languages. The research confirmed that interlingual interference plays a significant role in speech comprehension processes among bilingual children.

Key Findings

- Phonetic Interference: Children often confused sounds pronounced differently in the two languages. For example, the sound "л" in Uzbek is often pronounced as "в" in Russian, leading to misunderstandings of words containing this sound.
- Lexical Interference: Children used Uzbek words and expressions in Russian speech, sometimes making their speech incomprehensible to Russian speakers. For instance, instead of saying "машина" (car), a child might say "мошина."
- Grammatical Interference: Children applied Uzbek grammatical rules in Russian speech, resulting in comprehension errors, such as using Uzbek word order in Russian sentences.

Influence on Speech Comprehension



Children exhibiting interlingual interference made more mistakes in speech comprehension tests than those with less pronounced interference. Those with stronger interlingual interference often struggled to discern the meanings of similar-sounding words and expressions in both languages. They also faced difficulties in processing speech flow, particularly during fast or complex speech.

Factors Affecting Interlingual Interference

- Age of Second Language Acquisition: The earlier a child starts learning the second language, the less likely they are to experience strong interlingual interference.
- Frequency of Second Language Use: Children who frequently interacted in Russian made fewer errors in comprehension tests compared to those who used Russian less often.

Compensatory Mechanisms

Children with interlingual interference employed various strategies to compensate for its effects on speech comprehension. They attempted to infer word meanings from context, used non-verbal communication (gestures, facial expressions), and tried to rephrase sentences in Uzbek to enhance understanding. It is important to note that interlingual interference is not inherently negative; it can serve as an indicator of language development and help children enhance their linguistic abilities. However, it is crucial to consider the degree of interlingual interference and implement teaching methods that assist children in minimizing its negative impact on speech comprehension.

Conclusion

This study confirms that interlingual interference plays a significant role in the linguistic development of bilingual children. It is essential to create a favorable language environment for children and to utilize teaching methods that take into account the characteristics of interlingual interference, helping children overcome the challenges they face.

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