

CONTRASTIVE CHARACTERISTICS OF THE ENGLISH AND UZBEK LANGUAGES IN THE LIGHT OF INTERFERENCE AND FACILITATION PHENOMENA

Abdurasulova Nilufar Abdusalim kizi

Uzbekistan state world languages university

E-mail: anilufary@gmail.com

Tel: +998990000343

<https://doi.org/10.5281/zenodo.20394894>

Abstract: This article examines the contrastive characteristics of the English and Uzbek languages through the prism of linguistic interference and facilitation phenomena. The study analyzes phonetic, lexical, grammatical, and syntactic differences and similarities between the two languages and their influence on second language acquisition. Particular attention is paid to the difficulties encountered by Uzbek learners while mastering English and the positive transfer mechanisms that facilitate foreign language learning. The research is based on comparative linguistics, contrastive analysis, psycholinguistics, and modern methods of language teaching. The findings demonstrate that interference mainly appears at phonological, grammatical, and lexical levels, while facilitation contributes to the development of communicative competence and accelerates language acquisition through similarities in semantic structures and universal linguistic categories. The article also highlights the importance of applying contrastive analysis in English language teaching methodology in Uzbekistan. The practical significance of the research lies in the development of effective pedagogical strategies aimed at minimizing negative transfer and enhancing positive transfer in foreign language instruction.

Keywords: contrastive linguistics, English language, Uzbek language, interference, facilitation, language transfer, bilingualism, second language acquisition, comparative analysis, communicative competence.

INTRODUCTION

The process of globalization and the rapid expansion of intercultural communication have significantly increased the importance of foreign language learning in modern society. In Uzbekistan, English has become one of the most demanded foreign languages due to its role in international communication, science, technology, education, and tourism. Consequently, the issue of effective English language teaching has attracted considerable attention among linguists, educators, and researchers. One of the essential aspects of foreign language acquisition is the interaction between the native language and the target language, which manifests itself through the phenomena of interference and facilitation. Interference refers to the negative influence of one language system on another during language acquisition. It usually appears when learners unconsciously transfer phonetic, lexical, grammatical, or syntactic patterns from their native language into the foreign language. Facilitation, on the contrary, represents positive transfer, where similarities between languages help learners acquire a new language more effectively. Both phenomena are directly connected with bilingualism and multilingual communication and play a crucial role in second language learning. The English and Uzbek languages belong to different language families and possess distinct structural features. English belongs to the Germanic branch of the Indo-European language family, while Uzbek is a Turkic language characterized by agglutinative morphology. Such typological differences create numerous

challenges for Uzbek learners of English. At the same time, certain universal linguistic patterns and semantic similarities may facilitate the learning process.

The relevance of this research is determined by the growing need for improving English language teaching methods in Uzbekistan and by the necessity of understanding the linguistic mechanisms that influence language acquisition. Contrastive analysis allows researchers and teachers to identify problematic areas in language learning and develop strategies aimed at overcoming linguistic difficulties. Moreover, studying interference and facilitation contributes to the development of communicative competence and intercultural awareness among learners.

The purpose of this article is to analyze the contrastive characteristics of the English and Uzbek languages in the context of interference and facilitation phenomena. The objectives of the research include identifying the major linguistic differences between the two languages, examining the influence of interference on English language acquisition by Uzbek learners, determining the role of facilitation in language learning, and exploring methodological approaches to minimizing negative transfer. The theoretical significance of the research lies in its contribution to comparative linguistics, psycholinguistics, and language teaching methodology. The practical value of the article is associated with the possibility of applying the obtained results in educational practice, curriculum development, and teacher training programs.

MAIN BODY

Contrastive linguistics is one of the most important branches of modern linguistics that studies similarities and differences between languages. It serves as a theoretical basis for understanding language interference and facilitation in bilingual and multilingual contexts. The comparative study of English and Uzbek demonstrates that the two languages differ significantly in phonetics, grammar, vocabulary, and syntax, which inevitably influences language acquisition. One of the most noticeable areas of interference is phonetics. Uzbek learners of English often face difficulties in pronouncing English sounds that do not exist in the Uzbek phonological system. For example, the English interdental sounds /θ/ and /ð/ are frequently replaced by /s/, /z/, or /t/ because Uzbek lacks equivalent phonemes. Similarly, vowel length distinctions in English create pronunciation problems since Uzbek vowels are comparatively stable and less differentiated by length. Stress patterns also differ considerably. English is characterized by dynamic stress and rhythm, whereas Uzbek stress is generally fixed on the last syllable. As a result, Uzbek learners may incorrectly stress English words, which affects intelligibility and communicative competence. Grammatical interference is another significant issue. Uzbek is an agglutinative language where grammatical meanings are expressed through suffixes, while English relies more heavily on word order and auxiliary verbs. For instance, English articles have no direct equivalents in Uzbek, leading learners to omit or misuse “a,” “an,” and “the.” Tense usage also differs substantially. English possesses a complex tense-aspect system, whereas Uzbek tense forms are relatively simpler. Consequently, Uzbek students often experience difficulties distinguishing between Present Perfect and Past Simple or using continuous tenses correctly.

Word order differences also contribute to syntactic interference. Uzbek typically follows the Subject-Object-Verb (SOV) structure, while English primarily uses the Subject-Verb-Object (SVO) pattern. Uzbek learners may therefore produce sentences such as “I to school go” instead of “I go to school.” Such errors are common during the early stages of language acquisition and reflect the influence of the native language on foreign language production. Lexical interference frequently occurs because of direct translation from Uzbek into English. Some Uzbek expressions cannot be translated literally into English due to cultural and semantic differences. Learners may incorrectly use collocations or phraseological units influenced by their native language structures. False cognates and

semantic mismatches may also cause misunderstanding and communication barriers. Despite these challenges, facilitation plays an equally important role in foreign language learning. Positive transfer occurs when learners recognize similarities between the native and target languages. Universal grammatical categories such as nouns, verbs, adjectives, pronouns, and numerals facilitate language comprehension. International vocabulary borrowed from English into Uzbek, especially in the fields of technology, science, and media, also contributes to facilitation. Words such as “internet,” “computer,” “manager,” and “marketing” are easily recognized by Uzbek learners and accelerate vocabulary acquisition.

Facilitation is particularly evident in communicative and cognitive strategies. Modern learners are exposed to English through social media, films, music, and digital technologies, which creates a natural environment for language acquisition. Frequent contact with English-speaking media helps learners internalize pronunciation patterns, vocabulary, and communicative expressions. Moreover, bilingual learners often develop metalinguistic awareness, enabling them to compare linguistic structures consciously and apply learning strategies more effectively.

From a methodological perspective, understanding interference and facilitation is essential for improving foreign language instruction. Teachers should anticipate typical learner errors resulting from native language influence and design exercises that specifically target problematic areas. Pronunciation drills, contextual grammar instruction, communicative tasks, and contrastive analysis activities can significantly reduce interference. Simultaneously, educators should encourage facilitation by drawing attention to linguistic similarities and promoting positive transfer. Modern communicative approaches to language teaching emphasize interaction, authentic materials, and learner-centered instruction. These methods help students overcome psychological barriers and improve language fluency. In addition, digital technologies and multimedia resources provide opportunities for immersive language learning and individualized instruction. The integration of corpus linguistics, artificial intelligence tools, and online platforms further enhances language acquisition and allows teachers to address learners' specific difficulties more efficiently.

Psycholinguistic research confirms that interference is a natural stage in second language acquisition rather than a sign of failure. Learners gradually develop interlanguage systems that combine elements of both the native and target languages. Over time, increased exposure to authentic English and systematic instruction contribute to reducing negative transfer and strengthening communicative competence. Furthermore, sociolinguistic factors also influence interference and facilitation. Motivation, cultural environment, educational background, and language exposure determine the degree of success in foreign language learning. Students with strong intrinsic motivation and regular communication practice generally demonstrate lower levels of interference and greater language fluency.

The contrastive analysis of English and Uzbek highlights the importance of considering national and cultural characteristics in language teaching. Since language reflects cultural identity and worldview, effective foreign language instruction should integrate intercultural competence alongside linguistic competence. Understanding cultural differences helps learners avoid pragmatic misunderstandings and communicate more appropriately in international contexts. Thus, the phenomena of interference and facilitation should not be viewed exclusively as obstacles or advantages. Instead, they represent interconnected linguistic processes that shape bilingual communication and second language acquisition. A balanced methodological approach that minimizes negative transfer while maximizing positive transfer can substantially improve English language teaching effectiveness in Uzbekistan.

CONCLUSION

The conducted research demonstrates that the contrastive analysis of English and Uzbek languages plays an important role in understanding the mechanisms of interference and facilitation in foreign language acquisition. Since the two languages belong to different language families and possess distinct structural characteristics, Uzbek learners inevitably encounter various linguistic difficulties while mastering English. The study revealed that interference mainly occurs at phonetic, grammatical, lexical, and syntactic levels. Pronunciation differences, tense usage, article omission, and word order discrepancies are among the most common challenges faced by Uzbek learners. These difficulties arise because learners unconsciously transfer patterns from their native language into English communication. At the same time, facilitation significantly contributes to successful language acquisition. Universal linguistic categories, international vocabulary, communicative exposure, and digital technologies help learners acquire English more effectively. Positive transfer enables students to develop communicative competence and improve intercultural interaction skills.

The article also emphasizes the methodological importance of contrastive linguistics in foreign language teaching. Teachers should take into account learners' native language characteristics and apply pedagogical strategies aimed at reducing interference and encouraging facilitation. Communicative approaches, authentic materials, pronunciation practice, and interactive technologies can substantially improve learning outcomes.

In conclusion, interference and facilitation are natural components of bilingualism and second language acquisition. Their careful analysis contributes not only to theoretical linguistics but also to practical language teaching methodology. The effective integration of contrastive analysis into English language instruction can enhance students' linguistic competence, communicative abilities, and intercultural awareness in modern educational contexts.

REFERENCES

1. Алимов В.В. Теория перевода и межкультурная коммуникация. – Москва: URSS, 2021. – 256 с.
2. Азимов Э.Г., Щукин А.Н. Современные методы преподавания иностранных языков. – Москва: Русский язык, 2022. – 312 с.
3. Brown H.D. Principles of Language Learning and Teaching. – New York: Pearson Education, 2020. – 364 p.
4. Ellis R. Understanding Second Language Acquisition. – Oxford: Oxford University Press, 2021. – 387 p.
5. Gass S., Selinker L. Second Language Acquisition: An Introductory Course. – New York: Routledge, 2022. – 412 p.
6. Jalolov J.J. Chet til o'qitish metodikasi. – Toshkent: O'qituvchi, 2021. – 280 b.
7. Lightbown P.M., Spada N. How Languages are Learned. – Oxford: Oxford University Press, 2021. – 320 p.
8. Mahmudov N., Nurmonov A. Tilshunoslik nazariyasi va amaliyoti. – Toshkent: Fan, 2023. – 295 b.
9. Richards J.C., Rodgers T.S. Approaches and Methods in Language Teaching. – Cambridge: Cambridge University Press, 2020. – 410 p.
10. Yusupov O. Contrastive Linguistics and Problems of Interference in English Language Teaching. – Tashkent: Tafakkur, 2024. – 248 p.