



# THE PROBLEM OF TEACHING ENGLISH IN ESP CLASSES

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## ANNOTATION

*The article is devoted to the problem of lexical interference in teaching translation to linguistic students. With the development of the translation training, the interest in identifying and preventing problems associated with translation has also increased. Nowadays, a comprehensive consideration of these problems is traditional in courses of theory and practice of various types of translation. Since no one is immune from translation errors caused by interference, i.e. the influence of the first language system on the second one, there was a need to study this phenomenon when teaching professional translation in more detail.*

**KEY WORDS:** *Interference; linguistic interference; assimilation; lexical interference; linguistic influence; translation.*

In the 19th century, scholars came to the conclusion that languages influence each other. At that time, language monitoring was carried out in the United Kingdom, France, Russia, the United States and other countries. The term "interference" (lot. inter - "meanwhile, mutual" and ferentis - "carrier") was borrowed from psychology by linguistics (psychology took it from physics) and was first used by scientists of the Prague School. [8] The confusion of languages is manifested in the fact that each language assimilates certain elements inherent in the second language, and thus individual parts of the language are less distinct. [9]

In the next definition, various aspects of linguistic interference are considered: interference is the interaction of language systems in the context of bilingualism, which develops either during linguistic communication, or in the process of individual assimilation of a language that is not characteristic of the native language; expressed in the deviation from the norm and system of the second language. [10]

Interference, which usually occurs in the process of learning a new language, is further developed if the two languages are typologically related. [11] The problem of lexical intervention is important for linguistic students studying German or French in addition to English. In the process of mastering a foreign language, the semantic affinity between the two languages can "facilitate the process of mastering a foreign language, since many words have a similar meaning". [7]

In other words, the opinion of scientists who support this point of view is that if words have a common origin, they will be much easier to learn, and this will help develop language skills and improve vocabulary. [12] Many scholars believe that the level of lexical translation depends on the connection between the two languages. At the same time, the

proximity between the two languages is a major factor in the intensity of linguistic influence, allowing the Predicting of possible errors and the use of various methods and techniques when teaching students to translate. [15]

Moreover, learning a foreign language can also "affect the native language (or primary language system), and perhaps rebuild a person's cognitive abilities" Another important aspect of second language acquisition is the weight of the context: background knowledge "becomes an important factor affecting semantic construction, since the newly processed information must correspond to the information we said earlier". [16] The subject's communication experience is a major factor influencing the outcome of the assignment. [6]

At the lexical level, interference is an intervention of the mother tongue dictionary into the language dictionary being studied due to the similarity of the lexical units of the two languages. [13] This is reflected in terms of content and expression. The phonetic closeness of words leads to an involuntary violation of the target language norm when using the word of the target language. [17] In this case, students are often faced with the problem of "fake friends of the interpreter". [5] S. Saidaliyev points out, due to negative interference, the lexical similarity of different languages can not only lead to mistranslation, but also prevent the acquisition of a second language [18] in general. For the manifestation of interference, objective conditions created by the peculiarities of the language are necessary: the presence in it of differential characteristics that can be placed in opposition in one language or in contact with the mother tongue, that is, the presence of a language inside and a language. inter-linguistic contradictions. [19]



Anyone who has learned two or more languages is not immune from translation errors caused by the influence or interference of the first language system with the second. [4] This assumes a more detailed study of the phenomenon in the linguistic-methodological aspect. Analyzing and identifying certain patterns associated with this problem can help prevent interference errors and optimize the teaching process of a foreign language and translation. [20] We had previously formulated the following tasks: to describe the phenomenon of interference as a problem in teaching translation; to consider lexical interference as one of the types of linguistic interference; [21]

**Research Method:** to generalize existing knowledge, the analysis of the literature helped to develop a methodology for conducting [3] our own experiment, the purpose of which is to analyze the results obtained. 60 respondents took part in this experiment. [22] They are directly related to the study of foreign languages in an artificial environment and have not only theoretical knowledge, but also practical experience in translation. For the purity of the experience, we gave them little time to translate some sentences without the use of AIDS.[23]

1. For the second stage of the experiment, we gave the students English sentences for translation: His delegation believed that they had such special expertise.[24]
2. He was a genial and kind man.
3. You need someone to lift your morale.
4. The U.S. Army adopted a new ammunition.
5. Apologies should, however, be followed by rehabilitation.

**Results:** The results of the first stage after the first stage of the experiment, we achieved the following results.

In the first sentence, sympathy (46%) and the phrase he liked (23%) were very frequent changes for translation. This result suggests that 46% of readers were influenced by false friend and misidentified the word. 23% of students were unsure of the correctness of choosing an equivalent to avoid error, and used a synonym translation, slightly changing the sentence. In this case, a suitable word for translation - the word "affection" - is found in only 3% of the answers. [2] The rest show different variants of the translation: "liked her", "a great affection", "sympathy", "great attack", "very nice for her", "was about to fall in love", "feeling", "felt in love".[25]

All this proves the existence of cross-language lexical intervention or the negative impact of [1] one language on another in teaching translation, which is manifested when the ambiguous meaning of a word is transmitted when translating words from the native language to a foreign language. In general, interference is an inevitable phenomenon for all foreign language learners, including translators. [26] Nevertheless, the topic published in this article requires additional research to teach foreign languages and carefully develop the technique of eliminating lexical interference in translation.[27]

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