

Сведения об источнике

Отзыв > Сравнить источники >

International Journal of Special Education

Годы охвата Scopus: 1995, с 2001 по настоящий момент

Издатель: International Journal of Special Education

ISSN: 0827-3383

Отрасль знаний: Social Sciences: Education Medicine: Rehabilitation

Тип источника: Журнал

[Посмотреть все документы >](#)

[Настроить уведомление о документах](#)

[Сохранить в список источников](#) [Source Homepage](#)

CiteScore 2020 

0.6

SJR 2020 

0.216

SNIP 2020 

0.423

[CiteScore](#) [CiteScore рейтинг и тренды](#) [Содержание Scopus](#)

 Улучшенная методика расчета CiteScore x

Segment and Super-Segment Properties of Different System Languages (Russian, Kazakh)

Dzhusupova Unglasin Talibbaevna

11194-112

 PDF

Conceptual Analysis of the Concept "Money" in Linguoculturology

Zakirova DiloromYuldashevna, Erdanova Sevara Anvarovna, Ishankhodjayeva Feruza Abduboriyevna, Khamrayeva Shahlo Shuhratovna, Umaraliyeva Mohira Nosirqizi

11208-1121

 PDF

Theoretical and Practical Analysis of Lexical Interference as a Language Phenomenon and Its Influence in Dual Translation

Turayeva Muborak Abdukhamidovna, Goziyev Alisher Nematovich, Madiyarov Bobur Allambergenovich, Saydaxmedova Gulhayo No'monjonqizi

11219-11228

 PDF

Teaching Vocabulary in Specialty at the Non-Language Universities

Bakirova Hilolakhon Botiraliyevna, Inamova Dilfuza Ergashevna, Adilova Zilola Hushnudovna, Mahmudova Shahnozaxon Odiljonqizi, Muminova Durdonaxon Shukhratovna

11229-11237

 PDF

Year-Round Use of Irrigated Land

Zhumaboev Zukhriddin Muminovich

11238-11244

 PDF

Theoretical and Practical Analysis of Lexical Interference as a Language Phenomenon and Its Influence in Dual Translation

¹**Turayeva MuborakAbdukhamidovna**. English Teacher of Jizzakh State Pedagogical Institute, Faculty of Foreign Languages, Department of "Practical English Language Course".
E-mail: mturaeva10@mail.ru Tel: +998 97 7614252

²**Goziyev Alisher Nematovich**- Senior Lecturer of the Department of Foreign Languages, Tashkent State University of Uzbek Language and Literature named after Alisher Navoi. Faculty of Translation Theory and Practice.

³**Madiyarov BoburAllambergenovich** - teacher, Department of Practical translation of English language, Uzbekistan state world languages university, Tashkent, Uzbekistan. E-mail: madiyarovbabur@gmail.com

⁴**Saydaxmedova GulhayoNo'monjonqizi** - teacher, Department of Practical translation of English language, Uzbekistan state world languages university, Tashkent, Uzbekistan. E-mail: gulixonsaydaxmedova@gmail.com

Annotation. This article discusses interlanguage interference in language learning. It analyzes the appearance of interference and the factors of its occurrence. Besides this, the article deals with the theoretical investigation of the notion interference of lexical units of the language. There is also analyzed the interference, expressed in deviations from the norm and system of the second language under the influence of the native one. Since interference is the interaction of linguistic systems in the context of bilingualism, it develops either during linguistic contacts or in the individual development of a non-native language; expressed in deviations from the norm and system of the second language under the influence of the native. Moreover, the main sources of interference defined by the researchers are summarized in the article.

Key words: interference of lexical units, lexical interference, source of interference, lexical meaning, interaction of language systems.

Introduction

Language, as we know, is the most important means of human communication, with the help of which people exchange thoughts and achieve mutual understanding. Communication of people with the help of language is carried out in two ways: orally and in writing. If the communicators speak one language, then communication occurs directly, however, when people speak different languages, direct communication becomes impossible.

Interference manifests itself as a foreign language accent in the speech of a person who speaks two languages; it can be stable (as a characteristic of the speech of a collective) and transient (as a feature of someone's idiolect), interference can cover the levels of the language. However, it is especially noticeable in phonetics (accent in the narrow sense of the word). The main source of interference is discrepancies in the systems of interacting languages: different phonemic composition, different rules for positional implementation of phonemes, their compatibility, different intonation, different ratio of differential and integral features, different composition of grammatical categories and / or different ways of

expressing them. The phenomenon of interference in its mechanism resembles the main diachronic changes in phonology. The relations between the mixed sounds of interacting languages during interference are called diaphonic, and the sounds of the native language, replacing the sounds of the second, are called diaphons; similar phenomena are possible both in grammar and in vocabulary, in connection with which we can also talk about the relationship between diamorphy and diasemia. The term “interference” is also used to refer to its effect. Interference in the past can leave traces in the language system in the form of substrate and superstrate (residual interference). [2]

The phenomenon of interference is observed in the process of direct contact of two (or more) languages, more precisely, the process of direct linguistic contacts is accompanied by interference. However, the very term “interference”, which arose in physics, being transferred to the methodology of teaching a foreign language in the meaning of “inhibiting influence of the native language on the assimilation of a foreign language”, does not quite correctly capture the essence of the linguistic phenomenon. From a methodological point of view, interference is a negative phenomenon (in terms of mastering a second language), but it is objective and inevitably arises as soon as multilingual groups enter into active contacts.

This phenomenon is most obvious in the process of teaching a second language: it emerges on the surface of someone else’s speech of a native speaker in the form of a kind of product – obvious speech errors, qualified by the native speakers of the target language as a violation of linguistic norms. But the results of the interference may be less noticeable than speech error. They can have a positive value when assessing the processes of interaction between two (or more) contacting languages. [3]

The foregoing applies equally not only to the contacts of two different system languages, but also to the processes of interaction of closely related languages and to the same extent to the contacts of the language (taken as the basis of the literary one) with its dialects, as well as dialects with each other. The phenomenon of interference, as evidenced by numerous studies, is possible at any linguistic level: lexical-semantic, phonetic-phonological, grammatical, derivational and even extremely formal – graphic. What is interference? The answer to this question depends on whether the researchers of which field of knowledge associated with the science of language are dealing with the problem of bilingualism – linguists, linguodidactic specialists or psychologists. In one, the starting position, they are all in solidarity: interference is a phenomenon that occurs during a collision, interaction of two languages. Linguists see the roots of interference in the very mechanism of language. Interference, considered in the linguistic aspect, is the phenomenon of interaction of structures and structural elements of two languages in the process of communication of a bilingual population. A similar definition can be given by considering the interference at the level of language and speech. Some studies equate the phenomena of interference and borrowing. However, these are not only different phenomena, but also in many respects directly opposite. [1]

Scientists interested in the problem of interference in the psycholinguistic sense proceed from the basic premises of the theory of language acquisition, the theory of speech communication, in particular, the generation of a speech utterance. Interference is perceived by them as a phenomenon accompanying the interaction of two linguistic systems in the mind of a bilingual, as “violation of the rules for correlating contacting languages, which manifests

itself in his speech in a deviation from the norm.” However, extremely opposite and intermediate points of view on this phenomenon are possible. So, some as “interferential” material investigate vocabulary borrowed from one language by another as a result of ethnic contacts of peoples and the interaction of their languages, and then underwent full or partial adaptation in the borrowing language. Thus, the term “interference” is more accurately interpreted by those linguists and psychologists who use it to refer to the results of the interaction of languages.

Lexical interference is defined as the borrowing of lexemes of a foreign language in bilingualism, which is expressed either in the transfer of a phonemic sequence from one language to another, or in shifts in the structure of the meaning of the lexeme of the native language, or in formations scalable according to the model of foreign words. One can call lexical interference “all changes caused by interlanguage connections in the composition of the lexical inventory, as well as in the functions and use of lexical units, in their semantic structure” [Zhuktenko 1974: 129].

The study of linguistic contacts has a rather long tradition, both in domestic and foreign linguistics. This topic is currently relevant and attracts the attention of many researchers. The spectrum of the identified aspects is quite wide. The main range of problems that contact linguistics deals with revolve around its main categories: language contact, bilingualism, borrowing, interference, code switching, etc.

Interference manifests itself at all levels of the language, but the lexical level is the most susceptible to interference, since the lexical system of any language is “open”, less organized in comparison with other systems. The main reason for lexical interference is the national originality of lexical meanings.

So, interference is the interaction of linguistic systems under conditions of bilingualism, which develops either through linguistic contacts or through the individual mastering of a non-native language; expressed in deviations from the norm and the system of the second language under the influence of the native.

The main source of interference are discrepancies in the systems of interacting languages: different phonemic composition, different rules for positional realization of phonemes, their compatibility, different intonation, different ratio of differential and integral features, different composition of grammatical categories and / or different ways of expressing them.

The leading phenomenon in the process of interaction between two (or more) languages is the assimilation of the linguistic elements of one of the contacting languages to the linguistic elements of the other. Assimilation is a direct manifestation of the main tendency of the process of interaction of languages in bilingualism (as in other forms of interaction of languages) – the convergence of the structures of interacting languages, the establishment of an unambiguous correspondence between the interacting languages.

Materials and methods

The term “interference” is of Latin origin and means: “*inter*” between + “*ferens*” (“*ferentis*”) carrier, carrying [10]. Its source is physics with the meaning of the superposition of waves leading to their mutual strengthening or weakening. This phenomenon is studied in both linguistics, sociolinguistics, psychology, psycholinguistics.

Psychologists view interference as the creation of obstacles and hindrances due to the transfer of skills and abilities from one activity to another. Considering the psycholinguistic side of this phenomenon, since the form of speech products caused by interference is due to the functioning of psychophysiological mechanisms of their generation. The interference should be considered as "the process of conflict interaction of speech mechanisms caused by objective discrepancies, which externally manifests itself in the speech of a bilingual in deviations from the laws of one language under negative interaction of another or due to intralingual influences of a similar nature"[9].

In psycholinguistics, interference is considered as an integral part of the process of slow gradual penetration of one or another foreign language element into the system of the perceiving language in the process of mastering it.

In linguistics, the problem of interference is considered within the framework of linguistic contacts and interference is understood as "violation by a bilingual (a person who speaks two languages) of the norms and rules of the ratio of two contacting languages" [2]. This phenomenon is described in the works of many domestic and foreign scientists (V.V.Alimov, E.Buzharovska, U.Vainreich, E.M.Vereshchagin, V.A.Vinogradov, V.V.Klimov, L.N.Kovylina, V.N.Komissarov, N.A.Lyubimova, R.K. Minyar-Beloruhev, N.B.Mechkovskaya, E.Petrovich, V.Y.Rosenzweig, Y.I.Studenichnik, E.Haugen, L.V.Shcherba). In linguistic literature, scientists introduced the term «interference» from the Prague Linguistic Circle. However, this term was widely recognized after the publication of W. Weinreich's monograph. According to U. Weinreich, interference is understood as "those cases of deviation from the norms of any of the languages that occur in the speech of bilinguals as a result of the fact that they know more languages than one, i.e. due to language contact"[11].

According to E. Haugen, interference is "cases of deviation from the norms of the language that appear in the speech of bilingual speakers as a result of acquaintance with other languages" [4].

Russian scientists generally share the positions of foreign researchers on this issue. VV Klimov believes that interference is the result of the superposition of two systems in the process of speech [5]. According to N.B. Mechkovskaya, interference is errors in speech in a foreign language caused by the influence of the native language [8].

The New Illustrated Encyclopedia defines interference as "the interaction of linguistic systems in a bilingual environment; is expressed in deviations from the norm and the system of the second language under the influence of the native one"[10].

A more complete and modern definition of interference, proposed by V.A. Vinogradov, we find in the "Linguistic Encyclopedic Dictionary" edited by V. N. Yartseva: "Interference (from Lat. *Inter* - between ourselves, mutually and *ferio* - touch, hit) - interaction of linguistic systems in the context of bilingualism. Which develops either through linguistic contacts or through individual mastering of a non-native language; is expressed in deviations from the norm and system of the second language under the influence of the native one"[12].

N.B.Mechkovskaya points out that in the linguistic consciousness of a person, certain features of the non-native are mistakenly compared to the structure of the native (or main) language. Interference of two language systems occurs, i.e. their partial identification and confusion, which leads to errors in speech (sometimes in one, sometimes in both languages).

The interference of linguistic systems in the consciousness and speech of a bilingual individual is a psycholinguistic analogue of the process of mixing languages in the supra-individual plane [8].

Many translators regard interference as a source of errors, where the translator is trapped in the original form and mechanically transfers the characteristics of the source language to the target language.

So far, in the literature, the issue of interference has been considered at the following levels: phonological, morphological, syntactic, lexical, and semantic.

Lexical interference is the interference of the vocabulary of one language system with another, which usually leads to literalism. In addition, as you know, literalism is a translator's mistake, which consists in conveying the formal or semantic components of a word, word, phrase or phrase to the detriment of meaning or information about the structure.

I.N. Kuznetsova understands lexical interference as "bilaterally (in terms of expression and in terms of content) the convergence of lexical units of one or different languages, due to their, first of all, phonetic, but also the semantic use arising from it, and leading to an involuntary (stylistic) violation of language norms".

There are many reasons for lexical interference. Among them, grammatical and semantic ones should be noted, which lead to lexical interference, which is very often the reason for the appearance of new words. For example, the word "the Boutique" originally meant a small fashion store, today in Uzbek "boutique" is any department in a store. As Weinreich writes [11]: "The ways in which words can interfere with words of another language are varied. The need to name new objects, people, places, and concepts is clearly a common cause of lexical innovation. Perhaps the basic condition for lexical interference is the feeling of lexical deficit. "

These innovations find their way into other languages and quite often cause lexical interference.

The nature and reasons for the innovation may vary. Innovations can be lexical borrowings, which at first timidly interfere in a foreign language, and after subordinating them to the grammatical norms of a given language, they take an appropriate place in its vocabulary. This is especially true for special branches of knowledge. If you analyze any of the industries, you can see many examples of lexical borrowings, including the word "interference", which has become a feminine noun, following a difficult path: from physics to linguistics and from Latin to Uzbek [3]. Often the translator has difficulties in translating individual words, he does not find a suitable equivalent, and this is where the conditions for lexical interference arise.

We can say that interference is the intervention of elements of one language system into another during language contact, and the result of this intervention can be negative and be expressed in a deviation from the norms of a given language. Positive, contributing to adequate translation and the acquisition of skills in one language under the influence of another [2]

In order to reduce the influence of negative interference and use positive in subsequent translation work, the interference must be studied. It should be remembered that it could manifest itself all the way, from the strongest foreign accent to the occasional use of a word or idiom from another language.

Results and discussion

The interference, considered in the linguistic aspect, is a phenomenon of the interaction of structures and structural elements of two languages in the process of communication of a bilingual population. A similar definition can be given by considering interference at the level of language and speech. Some studies put an equal sign between the phenomena of interference and borrowing. However, these are not only various phenomena, but also directly opposite in many respects.

Scientists who are interested in the problem of interference in the psycholinguistic plan proceed from the basic premises of the theory of language acquisition, the theory of speech communication, in particular, the generation of speech utterance. They perceive interference as a phenomenon accompanying the interaction of two language systems in the bilingual consciousness, as "a violation of the rules for correlating contacting languages, which manifests itself in his speech as a deviation from the norm." However, opposite and intermediate points of view on this phenomenon are possible. So, some, as an "interference" material, study vocabulary borrowed from one language to another as a result of ethnic contacts of peoples and the interaction of their languages, which I then underwent full or partial adaptation in the borrowing language. Thus, those linguists and psychologists who use it to denote the results of the interaction of languages more accurately interpret the term «interference». [4, p. 45]

Comparative analysis makes it possible to answer the following questions:

- What grammatical phenomena are the most difficult due to differences in form, meaning and use of structures?
- What kind of difficulties are these phenomena?
- When language violations can be expected, what forms of error prevention and correction are more rational? [2, p.50]

A conscious analysis of certain phenomena will prevent interference, and a differentiated approach will help eliminate the overload of educational material. The selection of texts and exercises, the compilation of control papers taking into account interlanguage interference is one of the most important elements of the organization of effective training.

The frequency of occurrence of interference depends on three factors:

1. From the level of speech development in the native language and conscious knowledge of it;
2. From the level of knowledge of a foreign language: the better the learner speaks a foreign language, the less interference phenomena he has, and the more opportunities for a positive transfer. But it also means that a low level of knowledge of a foreign language can have a braking effect on the mastery of the native language;
3. From the size of the period of time that separates the study of the mother tongue from the study of a foreign language; the smaller the gap, the greater the impact of a foreign language on the mastery of the native language. [1, p. 89]

A thorough study of errors from the interfering influence of a foreign language or mother tongue creates the need to develop a system of methods and techniques in preventing and overcoming interference. To successfully combat this phenomenon, use: interlanguage comparisons, interlanguage contrasting exercises, translation, verbal rules for explaining difficult situations.

Taking into account the interference factor in the study of the native language allows you to prevent errors, reduce their number, and thereby facilitate the learning process, which meets the objectives of intensifying the educational process. In addition, conscious work at home will help in working on a foreign language, because the interaction of experience in learning languages, of course, has a mutually enriching effect.

No matter what the interference phenomenon is considered, it is easy to see that the focus of the researchers is the same - "contact" - the language material they operate on, proving their theoretical premises, and which gives reason to deal with the problem of interference. Such material reveals violations of linguistic norms, rules, patterns of one of the contacting languages under the influence of another. It is important to emphasize that these violations, changes in the norms are not spontaneous, not chaotic - they are clearly directed in likening the norms, rules, and laws of another language.

The main source of interference are discrepancies in systems of interacting languages: different phoneme composition, different rules for the positional realization of phonemes, their compatibility, different intonation, different ratio of differential and integral features, different composition of grammatical categories or different ways of expressing them.

The leading phenomenon in the process of interaction of two (or several) languages is the assimilation of the language elements of one of the contacting languages to the language elements of the other. Comparison is a direct manifestation of the main tendency of the process of language interaction in bilingualism (as with other forms of language interaction) - the convergence of the structures of interacting languages, the establishment of a unique correspondence between interacting languages.

Scientists who are interested in the problem of interference in the psycholinguistic plan proceed from the basic premises of the theory of language acquisition, the theory of speech communication, in particular, the generation of speech utterance. However, no matter what the phenomenon of interference is considered, it is easy to see that the focus of the researchers is the same - "contact" - the language material they operate on, proving their theoretical premises, and which gives reason to deal with the problem of interference.

Data analysis

In our case, we are interested with interference because of the bilingualism that later negatively influenced the translation process, and here we will immediately make an interesting analogy: as in physics, when one wave prevails over another, the surge increases, occurs (on the surface of the water, with light - increasing the intensity of illumination, with sound - increasing the volume). The same phenomena arise when a translator learns a foreign language: it facilitates to some extent the inflation mechanism (inflation, decline, etc.) found in the mother tongue, and then the corresponding mechanism of the foreign language. There is a positive barrier (constructive interference). After learning the first foreign language, the student is usually ready to learn the second foreign language based on his or her first foreign language learning experience. However, in addition to this positive point, if the PY norms are violated during translation, the negative aspects (destructive interface) arise. In conclusion, we can say that- mechanisms of the phenomenon of linguistic interface is the identification and transmission of elements and functions in contact languages.

Common causes of obstruction are excessive and sufficient detection of contact language elements and functions for negative interference, normal or correct detection of similar phenomena and positive interference functions.

Linguistic causes of obstruction - inconsistencies and similarities in the linguistic systems of the languages in contact.

Lexical interface is the addition of the vocabulary of one language system to another. I. Kuznetsova understands the lexical interference "in terms of the convergence of lexical units of one or more languages bilaterally (in terms of expression and content), primarily due to phonetic but also emerging semantic use. And involuntary linguistic norms." "For example, the word *'magazine'* is understood and translated as *'shop'* rather than *'illustrated magazine'*. There are many reasons for a lexical interface. It leads to grammatical and semantic, lexical interference, which often leads to the emergence of new words. For example, the word "shop" meant a small fashion store, any section of the Uzbek *"butik"* store today.

According to Weinreich [8]: "There are different ways in which words can interfere with words in another language. The need to name new objects, people, places, and concepts is, of course, a common cause of lexical innovation. Perhaps the main condition of the lexical interface is lexical deficiency."

These innovations penetrate into other languages and often cause lexical interference.

The nature and causes of innovation may vary. Innovations can be lexical loans that are initially afraid of a foreign language, and once they are subjected to the grammatical norms of the language, they find an appropriate place in its lexicon. This is especially true for special areas of education. If you analyze an industry, you can see many examples of lexical loans, including the word "*obstruction*", which has become the name of a woman who has gone down a difficult path: from physics to linguistics, from Latin to Russian [2]. It is often difficult for a translator to translate a word, which he or she cannot find an appropriate equivalent, and there are conditions for lexical interference.

Therefore, the absence of an equivalent forces the translator to look for it (the Uzbek word *"osmono'par bino"*, which is modeled on the English *skyscraper*, is built according to the same scheme for the formation of actor names - from a sentence verb plus) or to translate this word. Under the influence of foreign words, unusual words appear in the language, which correspond to their vocabulary or disappear after a while.

Conclusion

So, as above mentioned, we are interested in this concept as a result of bilingualism with a subsequent negative impact on the translation process. In addition, here we immediately want to draw an interesting analogy: as in physics, when one wave is superimposed on another, an increase in the wave occurs (on the surface of the water, with light - an increase intensity of lighting, with sound - increase in sound volume). The same phenomena occur when a translator learns foreign languages: knowledge of the mechanism of inflection (conjugation, declension, etc.) that exists in the native language facilitates to a certain extent mastering the corresponding mechanism of one foreign language, and subsequently another. Here positive interference (constructive interference) takes place. After learning the first foreign language, the learner is usually psychologically ready to learn the second foreign language, based on the experience of learning the first foreign language. In

addition to this positive point, if the norms are violated during the translation, the negative sides of the interference (destructive interference) appear.

Summing up, we can say that:

- the mechanisms of the phenomenon of linguistic interference are the identification and transfer of elements and functions of contacting languages;
- common causes of interference are - excessive and insufficient identification of elements and functions of contacting languages for negative interference and normal or correct identification of similar phenomena and functions for positive interference;
- linguistic causes of interference are differences and similarities in the linguistic systems of contacting languages.

We can prevent, as and when, the barrier manifests itself, and minimize the appearance of negative interference in translation to a minimum. Finally, we would like to say that the vocabulary of the different interpretations helps to solve the problems caused by the lexical interference.

So, we can safely say that knowing how interference manifests itself, where and when, it is possible to reduce the manifestation of negative interference in translation to a minimum.

"How?" - "... in deviations from the norm and the system of the second language under the influence of the native" [12].

"Where?" - you can answer that at all levels.

In conclusion, we would like to note that the vocabulary of interferents with explanations significantly helps in solving problems caused by lexical interference.

Reference

1. Alimov V.V. Interference in translation. M., 2005.
2. Berzin F.M. Golovin B.N. General linguistics. Textbook. M.: Education, 1979.
3. Reformatsky A.A. Introduction to linguistics / Ed. V.A. Vinogradov. M.: AspectPress, 1996.
4. Haugen E. "Language contact", "New in linguistics", Issue - 6, M., 1972
5. Klimov V.V. "Language contacts", "General linguistics: forms of existence, functions, history of language", M., 1970
6. Komissarov V.N. "A word about translation", Moscow, 1973
7. Latyshev L.K. "Technology of translation", M., 2001
8. Mechkovskaya N.B. "Social linguistics", M., 2000
9. Sorokina S.S. "Ways of overcoming and preventing grammatical interference of syntactic subtypes in the German speech of 1st year students of language faculties (based on the material of the control subtype)". L., 1971
10. The latest dictionary of foreign words and expressions. Minsk, 2006
11. Weinreich V. "Language contacts. State and problems of research", 2000
12. Yartseva V. N. "Linguistic Encyclopedic Dictionary" - M., 2002
13. Bakirova H.B. Formation of lexic skills in learning foreign language terminology in a non-language university/ Emergent: journal of educational discoveries and lifelong learning (EJEDL) ISSN 2776-0995 Vol. 2, Issue 5, 2021, Indonesia.
14. Bakirova H.B. (2021) "Development of lexical competence based on content-based approach in ESP teaching", "Mental Enlightenment Scientific-Methodological Journal: Vol. 2021: Iss. 5, Article 19. Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss5/19>

15. Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India.-2020. P 63.
16. Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020 <http://summusjournals.uz/index.php/ijdiie>
17. Bakirova H.B. Terminological competence of the specialist in training vocabulary of specialty/ Web of scientist: International scientific research journal. ISSN 2776-0979 Vol. 2, Issue 5, 2021, Indonesia.
18. Bakirova H. Typology of methodological and linguistic difficulties in the formation of lexical competence. ACTA NUUZ. 1/5/1 2021. 44p. <http://science.nuu.uz/uzmu.php>
19. Bakirova Hilola Botiraliyevna. (2021). SOME TECHNIQUES OF WORKING ON PROFESSIONAL VOCABULARY. " ONLINE – CONFERENCES " PLATFORM, 91–94. Retrieved from <http://papers.online-conferences.com/index.php/titfl/article/view/101>
20. Bakirova Khilolakhon Botiraliyevna. (2021). SELECTION OF LEXIC MATERIAL FOR TERMINOLOGICAL DICTIONARY MINIMUM OF ENERGY SPECIALTY. " ONLINE – CONFERENCES " PLATFORM, 108–109. Retrieved from <http://papers.online-conferences.com/index.php/titfl/article/view/156>
21. Bakirova Hilola Botiraliyevna DIFFICULTIES IN WORKING WITH TECHNICAL TERMS IN ESP EDUCATION International Conference on Scientific, Educational & Humanitarian Advancements Hosted online from, Samsun, Turkey www.econferenceglobe.com July 15, 2021. 65-67. Retrieved from <https://papers.econferenceglobe.com/index.php/ecg/article/view/605>
22. Bakirova H.B. The role of terms of specialty in professionally oriented education. Journal of Hunan university (Natural sciences) Vol 48. No.11.2021. 1430p.
23. Bakirova H.B. The content of teaching foreign languages. Eurasian Journal of Learning and Academic Teaching. Vol.2 www.geniusjournals.org. ISSN: 2795-739X. Belgium. 10-14p.
24. Yuldasheva, N.E., Yusupova, S.T., Bakhtiyarov, M.Y., Abdujabborova, M.A., & Abdurashidova, N.A. (2021). Pragmalinguistic aspects of compound nouns in English and Uzbek. *Linguistics and Culture Review*, 5(S2), 1431-1438. <https://doi.org/10.21744/lingcure.v5nS2.1960/>