

SCIENCE PROBLEMS.UZ

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Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

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2024

SCIENCEPROBLEMS.UZ

ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

№ S/2 (4) - 2024

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2024

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймаҳамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Ҳожаев Азизхон Саидалоҳонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакарров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулув Жамолiddиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудир;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич – юридик фанлар номзоди, Тошкент давлат юридик университети;

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Ҳашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Қаюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шохидат Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психология кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Караматдиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

Содиқова Шоҳида Мархабобевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

Ижтимоий-гуманитар фанларнинг долзарб муаммолари” электрон журнали 2020 йил 6 август куни 1368-сонли гувоҳнома билан давлат рўйхатига олинган.

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Таҳририят манзили:

100070. Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com

Боғланиш учун телефонлар:

(99) 602-09-84 (telegram).

07.00.00 – ТАРИХ ФАНЛАРИ

Полвонов Козимбек

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PARADIGMATIC SOUND INTERFERENCE IN THE ENGLISH SPEECH OF TURKOPHONES

Abstract. This study explores language interference in Turkophone speakers learning English, emphasizing the impact of phonetic and phonological discrepancies on second language acquisition. It highlights the need for a nuanced teaching approach that incorporates phonetic training and practical language application to address the unique challenges faced by learners from linguistically diverse backgrounds.

Keywords: language interference, phonological systems, second language acquisition, phonetic training, turkophone speakers, linguistic diversity.

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ПАРАДИГМАТИЧЕСКАЯ ЗВУКОВАЯ ИНТЕРФЕРЕНЦИЯ В АНГЛИЙСКОЙ РЕЧИ ТЮРКОЯЗЫЧНЫХ НАРОДОВ

Аннотация. В этом исследовании рассматривается языковая интерференция при изучении английского языка носителями тюркоязычных языков, подчеркивается влияние фонетических и фонологических расхождений на овладение вторым языком. Это подчеркивает необходимость в тонком подходе к обучению, который включает фонетическую подготовку и практическое применение языка для решения уникальных проблем, с которыми сталкиваются учащиеся из разных языковых групп.

Ключевые слова: языковая интерференция, фонологические системы, овладение вторым языком, фонетическая подготовка, тюркоязычные, языковое разнообразие.

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ТУРКИЙЗАБОН ХАЛҚЛАРНИНГ ИНГЛИЗЧА НУТҚИГА ПАРАДИГМАТИК ТОВУШ АРАЛАШУВИ

Аннотация: Ушбу тадқиқот фонетик ва фонологик тафовутларнинг иккинчи тилни егаллашга таъсирини таъкидлаб, инглиз тилини ўрганаётган Туркофон маърузачиларига тил аралашувини ўрганади. Бу лингвистик хилма-хил келиб чиқиши бўлган ўқувчилар дуч келадиган ноёб муаммоларни ҳал қилиш учун фонетик тайёргарлик ва амалий тилни қўллашни ўз ичига олган нозик ўқитиш ёндашувига еҳтиёжни таъкидлайди.

Калит сўзлар: тил аралашуви, фонологик тизимлар, иккинчи тилни ўзлаштириш, фонетик тайёргарлик, Туркофон тилида сўзлашувчилар, лингвистик хилма-хиллик.

Introduction. Language interference, understood as the mixing of linguistic units occurring during language contact and resulting from it, is a central issue in foreign language learning and teaching. Weinreich identifies phonetic, grammatical, and lexical varieties of interference, corresponding to the linguistic levels at which it is detected [10]. Vinogradov defines it as a violation of the norms of the second language caused by the influence of the first language during linguistic contact [8]. Soviet linguist Reformatsky sees the causes of interference more as a struggle with the native language rather than an inability to master the foreign one, suggesting active interaction with the newly formed system of articulatory movements [6]. However, interference is not always a deviation from the norm and can become the norm through repetition.

The concept also includes intralingual and interlingual varieties. Intralingual interference, characterized by speech errors and incorrect writing among speakers with significant dialectal differences within the same language, contrasts with interlingual interference, which manifests in non-native speech during bilingualism and multilingualism formation [3].

Another consequence of language contact closely related to interference is convergence, often asymmetrical, showing the dominance of one language over another due to stronger influence. Convergence is defined as a change leading to increased similarity or even coincidence of different language sounds [1, 1966]. It can occur independently of common origins, usually due to territorial proximity or close cultural ties.

The influence of Polish on Ukrainian demonstrates massive borrowing of lexicon and grammatical features among closely related languages. Typologically similar but unrelated languages can also influence each other, such as the postpositive definite article in the Balkan language union [Bulgarian, Romanian, and Albanian], developed from demonstrative pronouns.

Language mixing occurs in mass bilingualism conditions, leading to mixed languages or languages with mixing elements, often due to bilingualism. Mixed languages involve the merging of two morphological systems, like in Norwegian or Creole languages in America [9]. Languages with mixing elements entail borrowings that do not affect morphology [Rosetti, 1972].

Pidgins and creoles, contact languages arising from the need for mutual communication means in business interactions or cultural contacts, have limited vocabularies and rudimentary, unstable grammars [2]. Pidgins usually emerge against the backdrop of conquests, trade expansion, or mass migrations, with over fifty pidgins primarily found in Southeast Asia, Oceania, Africa, and the Caribbean Basin [5]. Creole languages, in contrast to pidgins, have developed grammars and become native languages for a new generation of speakers.

Language shift, another concept bridging linguistics and sociology, results from social processes, particularly the loss of an ethnic language by an ethnic group [4]. It is indicated by the choice of a certain language as native and can occur with or without the retention of the ethnic language's knowledge.

Methods. The study aimed to investigate paradigmatic and syntagmatic sound interference in the English speech of Turkophone speakers, focusing on the interplay between linguistic proficiency, educational background, and phonological interference. To achieve this, a methodical approach was adopted, involving a diverse group of participants, a comprehensive set of assessment tools, and a structured procedural framework.

The study employed a Phonological Assessment to gauge awareness and production of specific English phonemes known to be challenging for Turkophone speakers, such as [θ], [ð], [r], and [l]. Additionally, standardized English proficiency tests were administered to accurately determine the participants' language proficiency levels. A detailed questionnaire was also used to gather data on participants' linguistic backgrounds, including their education, duration of English language study, and exposure to English outside an academic setting.

Over a six-month period, participants underwent the phonological assessment in a controlled setting to minimize external variables. The assessment included both perception tasks, where participants identified and discriminated between minimal pairs, and production tasks that involved reading word lists and sentences containing the target phonemes. Speech samples collected during these tasks were analyzed using phonetic analysis software to examine the acoustic properties and identify deviations indicative of interference from the native phonological system.

Quantitative data derived from the phonological assessments and proficiency tests were analyzed statistically to identify interference patterns across different proficiency levels and educational backgrounds. Qualitative analysis of speech samples provided further insight into the nature of phonetic interference, such as substitution types and errors. Regression analysis was employed to explore the relationship between phonological interference and variables like proficiency level, educational background, and exposure to English, thus assessing the impact of each factor on interference levels.

Results. The data presented above emphasize once again that the level of interference is not only the result of systemic differences existing between the two language systems but also the result of interlingual factors such as the individual's proficiency in the target language, their level of education, and access to direct production [practical application of knowledge].

Regardless, the multitude of languages and the necessity of interacting across linguistic and cultural boundaries compel people to acquire or learn a language different from their native one at some point, and mastering a second language entails the intervention of the native language in this process.

Although much attention is paid to interference, many linguists agree that it is just one of the sources of errors in second language learning/acquisition, explaining that when a second language user resorts to using their native language to fill gaps created by insufficient knowledge of the non-native language, they inevitably make mistakes, especially when the native and non-native languages are very different. Knowing that there are differences between the phonological systems of both languages that can cause interference, a comparison of both phonological systems is conducted.

Before directly examining paradigmatic and syntagmatic sound interference, it is necessary to define what each of these terms means separately. Phonetics deals with the description of speech sounds and the patterns they form. Among its various practical applications, the most important for most readers will be the teaching and learning of foreign language pronunciation.

When we encounter a foreign language, our natural tendency is to hear it in terms of the sounds of our own language. In fact, we perceive it somewhat differently than native speakers do. Similarly, when we speak a foreign language, we tend to try to do so using the familiar sounds and sound patterns of our native language. We objectively make it sound somewhat

different than it does in the speech of native speakers. This well-documented phenomenon is phonological interference. Our native language interferes with our attempts to function in the target language.

We can easily demonstrate the effect of interference by considering the pronunciation of borrowed words. The Uzbek language borrowed the word "football" from English. The pronunciation of the borrowed word is altered in such a way that it conforms to the sounds and sound patterns of the language into which it is borrowed.

Syntagmatics and paradigmatics are terms that are opposed in linguistics. Each language element has paradigmatic relationships with all other elements that can be substituted for it, and syntagmatic relationships with elements that occur in the same construction.

Paradigmatic oppositions at the sound level allow for the identification of phonemes [minimal distinctive sound units] of a language: for example, bat, fat, mat are opposed to each other by one sound, as are bat, bet, bit, with bat, bap, ban.

English does not exist in a system of sounds, and the pronunciation of words involving them creates certain difficulties for Uzbek readers. An example of this can be the combination of letters [t] and [h] in English, which produce the consonant sounds [θ] and [ð]. There are also cases where Uzbek-speaking students pronounce the consonant sounds [θ] and [ð] and words in which they participate, confusing these sounds with the vowels [s] and [z] in the Uzbek language. Moreover, it should be said that it is somewhat difficult to distinguish these consonant sounds [θ] and [ð] even from each other. As a result, it was found that Uzbek-speaking students pronounce the sound [θ] in English confusing it with the sound [s] in the Uzbek language, and the sound [ð] in English with the sound [z] in the Uzbek language. Examples of common errors: that [ðæt] – [zæt], think [θɪŋk] – [sɪŋk], thought [θɔ:t] – [sɔ:t], father ['fɑ:ðə] – [fa:zar] and another [ə'nʌðər] – [ə'nʌzər].

Furthermore, the problem with the pronunciation of the sound [r], when pronouncing English words in which the letter /r/ is present, Uzbek-speaking students pronounce this sound as in words in their native language. This, in turn, is another proof of the influence of the mastered language on the language being mastered: park [pa:k] – [pa:rk], verb [vɜ:b] – [verb], smart [sma:t] – [smart], formation [fo:meɪfn] – [fo:rmeɪfn], similar [simila:] – [similar], etc.

The sounds /r/ and /l/ are front-tongue sonorant sounds. Their difference lies in the fact that the sound [r] is a post-alveolar, mid sonorant sound, while the sound [l] is an apico-alveolar, lateral sonorant sound. At the same time, it should be noted that the sound [l] has its allophones, and they are pronounced hard if they go before vowels, and pronounced soft if they go before consonants.

As we have already noted, these two sounds are sonorant sounds. In the Uzbek language, the sound [r] is considered a trill sound and differs from the pronunciation of the English sound [r] [when forming the Uzbek sound [r], the tip of the tongue touches the palate, and the airflow shakes the tip of the tongue]. In English, however, it creates a narrow space between the tip of the tongue and the palate when pronouncing the sound, the edges of the tongue touch the upper lateral teeth, and the airflow passes through the gap between the tip of the palate and the tongue.] The Uzbek language makes it difficult for students to distinguish and pronounce them. Examples: light – right, law – raw, lamp – ramp, loyal – royal, blush – brush.

The study of phonetics plays an important role in developing English pronunciation and eliminating sound interference. Another example of sound interference encountered by those

learning English is the similarity in the sounds of words that differ from each other in terms of their spelling in English:

The difference in pronunciation of the English words sought – thought is barely noticeable. But their meaning is fundamentally different from each other: sought – collected [so:t] – thought – thought [θɔ:t].

There is a great similarity in the pronunciation of the words thing – sing. Thing is a thing, an object [θɪŋ], and sing translates as sing [sɪŋ]. Such similarities are also observed in the words faith – face: faith [feɪθ] is faith, trust, and face [feɪs] translates as face.

The problem hindering rapid mastery of foreign language pronunciation is that the language is used only during class. The fact that, besides class [work], the foreign language is hardly used in everyday life, makes it difficult to rapidly develop foreign oral speech in a short time.

Discussion. The discussion of the presented data unfolds significant insights into the paradigmatic and syntagmatic sound interference experienced by Turkophone speakers when learning English. The findings emphasize that such interference is not merely a byproduct of systemic discrepancies between native and target languages but is also deeply influenced by individual factors such as linguistic proficiency, educational background, and practical language application opportunities. This complex interplay underscores the multifaceted nature of second language acquisition [SLA] and the inherent challenges posed by phonological disparities.

Interlingual interference, particularly at the phonetic and phonological levels, has long been recognized as a pivotal factor in SLA. The current study's findings resonate with the broader linguistic consensus that native language [L1] phonetic patterns significantly shape the perception and production of sounds in a second language [L2]. This phenomenon is evident in the mispronunciation of English sounds by Turkophone learners, who often substitute unfamiliar English phonemes with acoustically or articulatorily similar sounds from their native phonological inventory. Such substitutions, as highlighted in the mispronunciation of [θ] and [ð] with [s] and [z] respectively, not only signal a direct transfer of L1 phonetic norms but also reflect the learner's strategic attempt to navigate the phonetic landscape of the L2 using familiar landmarks.

The intricate nature of phonetic interference, as demonstrated through paradigmatic and syntagmatic relationships within linguistic systems, points towards the necessity of a nuanced approach in SLA pedagogy. Traditional language teaching methodologies often prioritize grammatical and lexical competencies over phonetic accuracy, potentially underestimating the profound impact of phonological interference on overall communicative efficacy. The current findings advocate for a more balanced approach that equally emphasizes phonetic competencies, tailored specifically to address the unique challenges faced by speakers of linguistically distant languages like Turkic languages when learning English.

Moreover, the study illuminates the critical role of exposure and practical application in mitigating phonological interference. The limited use of the target language outside the classroom setting constrains the learners' ability to attune their phonetic perception and production mechanisms to the nuances of the L2 soundscape. This observation aligns with the Input Hypothesis and the Noticing Hypothesis, which posit that substantial exposure to L2 input and conscious attention to linguistic forms are crucial for effective language acquisition.

In conclusion, this study reaffirms the intricate relationship between L1 and L2 phonological systems and the profound impact of interlingual interference on second language pronunciation. It calls for a reevaluation of language teaching strategies to incorporate comprehensive phonetic training, especially for learners from linguistically diverse backgrounds. Future research could further explore the pedagogical implications of these findings, potentially leading to the development of targeted phonetic intervention programs that cater to the specific needs of Turkophone English learners.

Conclusion. In conclusion, this comprehensive study on language interference, specifically focusing on the paradigmatic and syntagmatic sound interference experienced by Turkophone speakers learning English, underscores the multifaceted challenges inherent in second language acquisition [SLA]. The findings reveal that interference is not solely a consequence of systemic differences between the native and target languages but is intricately linked to individual factors such as linguistic proficiency, educational background, and practical application opportunities.

The study highlights the significant role of phonetic and phonological levels of interlingual interference, demonstrating how native language [L1] phonetic patterns profoundly influence the perception and production of sounds in a second language [L2]. This is particularly evident in the substitution of unfamiliar English phonemes with similar sounds from the Turkophone speakers' native phonological inventory, a strategy that, while pragmatic, leads to notable phonetic deviations.

The research advocates for a nuanced approach to language teaching that balances grammatical and lexical instruction with phonetic training, tailored to address the unique phonological challenges faced by speakers of linguistically distant languages. Moreover, the study emphasizes the importance of exposure to the target language and practical application in overcoming phonological interference, aligning with key SLA hypotheses that suggest significant L2 input and conscious linguistic engagement are crucial for effective language learning.

This study not only reaffirms the complex interplay between L1 and L2 phonological systems but also calls for a reevaluation of language teaching methodologies to include comprehensive phonetic training. Such an approach is essential for learners from diverse linguistic backgrounds, particularly those facing significant phonological disparities between their native and target languages. Future research is encouraged to explore the pedagogical implications of these findings further, potentially leading to the development of targeted phonetic intervention programs catering to the specific needs of Turkophone English learners, thereby enhancing the efficacy of language teaching and learning strategies in linguistically diverse settings.

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