

**About a lingvocultural interference in the conditions of dialogue between cultures**

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**Abstract.** Methodological aspects of studying of the lingvocultural interference resulting language contacts of representatives of various cultures locate in article. On the basis of the comprehensive theoretical analysis sources, types and making components of a lingvocultural interference in the conditions of dialogue of the cultures influencing success of process of cross-cultural communication are revealed. Levels of a lingvocultural interference in the conditions of dialogue of cultures are established. Components of a lingvocultural interference in the conditions of dialogue of cultures are allocated and their reasons are established. In work the role of a cultural connotation in adequate perception of the foreign-language information containing in art and real communication is shown. Types of a lingvocultural interference in the conditions of dialogue of cultures are defined and ways of its overcoming and smoothing in the course of cross-cultural communication are offered. Research of a lingvocultural interference in the conditions of dialogue of cultures in work is complete by development of Model of a lingvocultural interference in the conditions of dialogue between cultures.

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**Introduction**

Relevance of research conducted by us is defined by that within a lingvocultural paradigmas the special place is taken by a problem of a lingvocultural interference in the conditions of dialogue of the cultures, focused on detection of national and cultural specifics of semantics of units of language and the features of cross-cultural communication caused by specifics of a world seeing of language community, and also difficulty of exarticulation of a cultural connotation, so obvious for native speakers and invisible to foreign-language users in the course of cross-cultural communication. Relevance of a subject is defined also by what even those who владеет other language as not native at level which allows them to communicate freely with foreign-language partners and to read literature in original language, in the course of their live and art communication in this language have various communicative misunderstanding explained with lack of necessary communicative competence at partners in communication and a lingvocultural interference caused by it. Studying of levels, components and types of such interference, and also the reasons of its emergence is dictated by need to avoid or reduce probability of emergence of communicative failures at first in teaching, art, and in a consequence, and in real communication. Besides, levels, components and types of a lingvocultural interference yet didn't receive

due lighting in science to what practice of multicultural communication in international production companies testifies.

Activization of dialogue between cultures in the conditions of multiethnic Kazakhstan in which territory representatives live more than 100 nationalities, receives now a special resonance. Dialogue of cultures is fundamentals of domestic policy of Kazakhstan seeking for strengthening of friendship and a consent between all ethnic groups and the people, to association of cultures with various ethnohistorical roots. In these conditions polycultural and polylingual education which in aspect of dialogue of cultures is understood as education of tolerance and respect for cultural distinctions as means of harmonization of the international relations becomes reality of our days.

In such situation as a result of activization of dialogue of cultures inevitably emergence of various culturological processes which are showing as in the speech, and language: interference, intercalation, transference, transkalyation, etc. [1, p.11]. In these conditions the particular interest causes studying of the lingvocultural interference resulting language contacts of representatives of various cultures about what the speech will go below.

Now the problem of an interference is quite developed area of studying of various sciences: psychology, lingvodidactics, various sections of

external and internal linguistics – sociolinguistics, psycholinguistics, ethnolinguistics, the theory of a bilingualism, the theory of language contacts, comparative and comparative linguistics, etc. This problem was considered both in a number of scientific researches of conceptual character, and in narrower, specific aspects (Zhumasheva, A.S. [1, p.8], Chang, C. B., Mishler, A. [2, p.2700], Nitschke, S., Kidd, E., Serratrice, L. [3, p.94], Porter, L. W., Duncan, C. P. [4, p.61], Postman, L. [5, p.109], Hart William, B. [6], Akamatsu, N. [7, p.207], Daller, H. [8, p.197], Diebold, A.,R. [9, p.37], Hall, J.,K. [10, p.220], Selinker Larry[11, p.173]).

We will note that the reasons of an interference depend on various factors among which the main are: language norm, bilinguals, the relation between native and learned language, social conditions. Depending on these factors the interference can be classified by four aspects:

- 1) on character of a deviation from language norm (linguistic aspect);
- 2) on specifics of speech activity bilingual (psychological / psikholingvistical/aspect);
- 3) on character the dialingvistical of the relations between native and studied by languages (interlingvistical aspect);
- 4) on specifics of a public situation (social - and ethnolinguistic aspect) [1, p.10].

In our opinion, the most universal and widespread is definition according to which the interference, according to U.V.Vaynraykh's remark, is no other than "invasion of norms of language system into limits another", that is the interference speaks as negative result of interaction of languages that is shown in the form of violations of system and norm of learned language in the course of use to its bilinguals. In our opinion, all other definitions which are using in linguistic literature, to some extent supplement, develop, Situation (Vinogradov V. V., Roznetsveyg V. Yu., Schweitzer A.D. concretize given. Blyagoz Z.U. Desheriyev Yu.D. and other) [1, p. 12].

The purpose of work is identification of sources, types and making components of a lingvocultural interference in the conditions of dialogue of the cultures influencing success of process of cross-cultural communication.

For achievement of a goal we conducted the following researches:

- levels of a lingvocultural interference in the conditions of dialogue of cultures are established;
- components of a lingvocultural interference in the conditions of dialogue between cultures are allocated and their reasons are established;
- the role of a cultural connotation in adequate perception of the foreign-language information containing in art and real communication is shown;

- types of a lingvocultural interference in the conditions of dialogue between cultures are defined and ways of its overcoming and smoothing in the course of cross-cultural communication are offered.

### Methods

For justification of a lingvocultural interference in the conditions of dialogue between cultures in research methods are used: the theoretical - studying, the analysis and generalization of domestic and foreign scientific literature on pedagogics, psychology, lingvodidactics, a technique of training in foreign languages, linguistics, a lingvoculture on research problems; studying of pedagogical experience and educational and methodical documentation; the empirical - written and oral questioning, poll, interviewing, group and individual conversations with students and teachers, testing, skilled training, an introspektion; mathematical methods of processing and interpretation of data.

### Main Part

Thus, when determining interference from the linguistic point of view the main thing is not skill transfer ( as from the psychological point of view), and its result, that is concrete speech mistakes as a result of the aberration, observed in the speech a bilingual in the nonnative language, resulting an incorrect identification under laws of interlingual identification of elements of nonnative and native languages. In the broadest sense the essence of an interference in linguistic aspect is reduced to understanding it as "the integral component of process of slow, gradual penetration of this or that foreign-language element in system of perceiving language", that is to the process called in linguistics by diffusion [1, p.13].

Process of diffusion has two stages:

- interference at which linguistic change is perceived to bilinguals as an aberration. Further it can become (but can not become) norm;
- integration at which the deviation observed in language becomes norm.

The interference analysis from the linguistic point of view allows to define its main signs which treat:

- the aberration connected with features of speech activity a bilingual in the second language;
- features of the relations between systems of interacting languages;
- the interference arises in the course of communication in the conditions of a bilingualism.

The specified signs of an interference most fully characterizing it from the linguistic point of view, can be the basis for typology of this

phenomenon in which the following types of an interference are allocated:

- depending on character of an aberration in the speech in secondary language.

- signative, kontensive (semantic); -level (phonetic, lexical, grammatical); paradigmatic, syntagmatic;

- from the relations between elements of contacting languages: at paradigmatic level - a beforedifferentiation, superdifferentiation, redecomposition (reinterpretation); at syntagmatic level – a plussegmentation, a minussegmentation, etc.;

- from specifics of speech activity a bilingual in secondary language: expressional, impressive;

- from the point of view of communication: communicative and relevant and communicative and irrelevant interference.

Such typology of an interference from the linguistic point of view is accepted with little changes by the majority of researchers. Us the place of a lingvocultural interference in this typology interests, first of all. Before turning to this question, we will characterize briefly an interference from the lingvodidaktical point of view, then we will consider the main reasons for an interference, further – its different types according to the above typology.

In lingvodidactics, namely in a technique of training in languages the interference is considered as negative result of unconscious transfer of former linguistic experience, as braking influence of the native language on studied the second, complicating successful mastering foreign-language system. Respectively, from the methodical point of view the interference is defined as an involuntary assumption in the speech in nonnative language of various inaccuracies from the point of view of norm of learned language under negative influence of the native language. In other words, the interference represents a special case of transfer when the effect of its (transfer) is negative, that is earlier acquired (in the native language) speech skills don't promote, and, on the contrary, interfere with formation of new speech skills in learned language.

In this regard, as the interference represents no other than transfer of skills from one language (native) in another (nonnative), it is necessary to differentiate the phenomena of positive and negative transfer. Influence of the native language (last linguistic experience) on studied the second, nonnative, can be positive, facilitating formation of new speech skills, and negative, complicating assimilation of new knowledge, abilities, skills. In methodical literature it is accepted to call positive influence of the native language the term "transposition", and negative influence – the term «interference».

Manifestation of an interference has subconscious character: its mechanism practically doesn't give in to consciousness control a bilingual. The quantity of an interference decreases with increase of level of proficiency by the second language and disappears at perfect mastering of. The interference is characteristic for mixed/combined / a bilingualism, both natural, and artificial.

The reasons of an interference depend on linguistic and extralinguistic factors, and also on factors of subjective character which can be structural and nonstructural.

1) The factors of subjective character generating an interference, can be structural and nonstructural. The nonstructural reasons of an interference is as it was noted above, universal psychological laws of interlingual identification. The structural reasons of an interference are any distinctions at all levels of two language systems.

According to these types of structural divergences of contacting languages the following types the interference of the phenomena differ: substitution, beforedifferentiation, superdifferentiation, reinterpretation (redecomposition) of the language facts.

Thus, the phenomena of a before differentiation, superdifferentiation and a reinterpretation of grammatical features of learned language in the speech a bilingual arise for the reason that during the studying nonnative language in thinking of the speaking there is a process of replacement of system of grammatical differential features of learned language by other system differing from it constructed under the influence of system of grammatical differential features of the native language.

The types of an interference considered above are classified at paradigmatic level, they were for the first time described by U.Vaynraykh, the syntagmatic interference in respect of expression was for the first time described by Polivanov E.D., in Zakharyin B. V. [1, p.12] terms, plus segmentation and a minus segmentation or a resegmentation concern to her.

Apparently, structural divergences between contacting languages are the main factor of manifestation of an interference. Therefore, for successful overcoming of an interference of the native language it is necessary to know well first of all the facts of structural divergences between native and studied by languages.

So, having characterized an interference with psychological, linguistic and lingvodidaktical/methodical / the points of view, having considered its reasons and the main types the

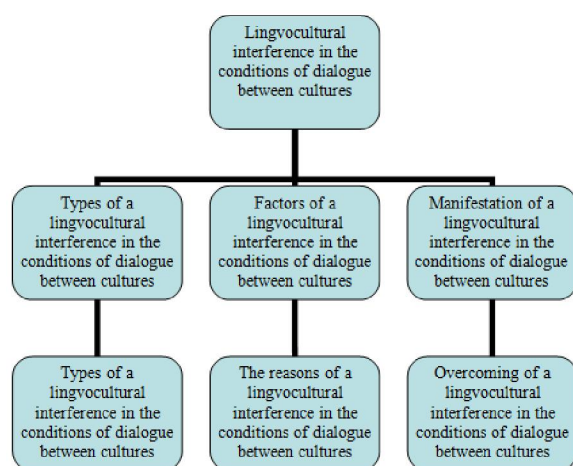
interference of the phenomena, we will define its main types.

In scientific literature it is accepted to distinguish the following types of an interference:

- 1) by origin – external and internal;
- 2) on nature of transfer of skills of the native language – direct and indirect;
- 3) on nature of manifestation – obvious and hidden;
- 4) by the linguistic nature –level: phonetic, lexical (semantic), grammatical, etc.
- 5) the-level interference is directly connected with paradigmatics (a set of units of concrete level) and syntagmatic (rules of compatibility of these units) language, therefore, allocate paradigmatic and syntagmatic interferences.

The differ systematical of the contacting languages, available divergences in structure of language units is the main reason of emergence of all these types of an interference.

Thus, the obtained research data on a lingvocultural interference in the conditions of dialogue of cultures allow us to design Model of a lingvocultural interference in the conditions of dialogue between cultures which is represented in figure 1.



**Figure 1. Model of a lingvocultural interference in the conditions of dialogue between cultures**

### Conclusions and recommendations

In our opinion, besides the specified aspects, in studying of an interference it is possible to designate one more aspect – culturological, caused by extralinguistic factors. Interference studying in this aspect is especially actual now, in the conditions of dialogue of cultures when in the world everything is more distinctly realized inevitability of coexistence of different cultures, societies with various tendencies

and national traditions in the communication sphere. Forecasting of such interference has to promote definition of the factors helping and interfering communication, representatives of different cultures complicating lingvocultural communication.

Allocation of culturological aspect in studying of an interference will allow to define this type of an interference as lingvocultural as the cultural background of the word is clearly demonstrated on a lingvocultural material as the science investigating interaction of culture and language in its functioning. This type of an interference is connected at all with lexical and grammatical difficulties, and with ignorance of the Russian lingvocultural phenomenon in interaction with knowledge of the lingvocultural of the phenomena of the Kazakh people. Respectively, the lingvocultural interference has complex, inter-level character: uniting in itself all levels of language, it is a consequence of dialogue of cultures and assumes impact of the skills created in line with native national culture of the recipient, on perception and development of the foreign culture (otherethnic) phenomenon new to it inducing reaction which is capable to complicate or break cross-cultural contact. Forecasting of such type of an interference has to be directed on formation of the lingvocultural competence assuming possession of all complex of communicative behavior as set of norms and traditions of communication of the people, this or that lingvocultural community and the bicultural personality promoting formation a bilingual in the conditions of dialogue of cultures.

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