

# COGNITIVE FACTORS IN LANGUAGE LEARNING: TRANSFER, INTERFERENCE, OVERGENERALIZATION

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**Annotation:** There is an increasing interest in language learning today, but there are also barriers to language learning. The process of learning a language is regarded as one of the most contentious issues in our modern society. The authors attempted to examine the main characteristics of cognitive factors using the examples of transfer, interference, and overgeneralization and discussed the difficulties in learning languages, how to overcome them, easy mastery of languages, and indeed the unifying and distinguishing aspects of learning two or three languages. The similarities and differences, as well as the significance of transfer in language learning, are thoroughly discussed. This paper focuses on the article's strong and weak points, as well as its language.

**Key words:** cognition, cognitive factors, transfer, positive, negative, interference, overgeneralization, L1, L2,

We believe that our article will be of some importance to any learner in overcoming difficulties in learning languages. Everyone faces certain difficulties if they want to learn a language other than the mother tongue. This is because of course the first language doesn't correspond to the second. Rules from the first language may change from the second language or may not be replaced by completely different rule. Or the rule in the first language may not be at all in the second language. Therefore, students who start a second language often have certain difficulties and confusions. They try to learn by comparing the rules of two languages. But when they see the differences in these rules, the interest in them decreases to a certain extent. Of course, we can not list them all. Certain ones. They are also called by certain names in science. Whether it's vocabulary or grammar, it's all cognitive factors.

Cognition is the process of developing knowledge and understanding in the mind. Simply put, it has something to do with the mind and perception. Nonetheless, cognitive factors in language learning are classified as transfer,

interference, and overgeneralization. The first is as follows: Transfer. Transfer is a broad term that refers to the transfer of previous performance or knowledge to subsequent learning. I give you a broader understanding of transfer; the rules of our first language aren't radically different from those of our second language. Transfer can occur either consciously or unconsciously. Consciously, learners may sometimes guess when producing speech or text in a second language because they have not learned or forgotten how to use it properly. They may be unaware that the structures and internal rules of the languages in question differ. Transfers are classified into two types:

-positive

-negative

Positive transfer is based on identifying points between the source and target languages, which benefits easier acquisition of the second language due to its similarities with the mother tongue and about carrying over everything when the time comes.

The skill of playing the viola makes it easier to play the piano, the knowledge of mathematics makes it easier to learn physics, and riding a scooter makes it easier to ride a motorcycle. Spanish speakers learning English may omit the subject of the sentence and say "it's raining" instead of "it's raining". Learning English French-speaking people usually do not make the same mistakes. This is because in Spanish you can omit the subject of a sentence, but in French you cannot. Another example of positive metastasis is a real relative. Those who learn English as a second language can use the words accident, family, and other similar spellings as their Spanish equivalents. The word order in English and French is based on subject + verb + object. This allows language learners to easily retrieve this structure and apply it to language performance. Conversely, in Eastern languages and Uzbekistan, you need to use objects. Between the subject and the verb, this is the exact opposite of the structure of the language above.

At first glance the examples are one range, but it's not hard to understand that they are slightly different from each other. Those who learn one can apply almost the first knowledge to the other. It is, so learning a second language with positive transfer is a little easier. Another type of transfer is a negative transfer. Negative transfers occur when the previous performance of the interrupts the performance of the target language. In other words, if the learner improperly

uses certain language elements or structures that are not the same in both languages, the first language will be the source of the error.

- Retroactive suppression: Current learning interferes with previous learning.
- Preventive suppression: Previous learning interferes with current learning.

With a better understanding of the nature of negative transfer, language learners will face a lot of confusion in this round. As mentioned above, the rules of the first language do not support the second language or are very different. This type of mistake can make a variety of mistakes in the language learning process. Example: GAP. This word is available in both languages. But in Uzbek, it means the full sentence of words. Space means free space in English. Here, the reader is asked many questions. I will explain it more clearly using an example.

- For instance: Learning a language (French) can confuse the pronunciation of previously learned English words.
- You may also forget the meaning and use of the previous language in order to learn a new language or visa poetry. Otherwise, negative transfers will find what is called interference and over generation.

Interference occurs when a learner mistakenly applies knowledge from one system to another. The possible interferometry expressions for language learning can be specified as follows:

L1L2L2L1

Interference can be observed at the following language levels:

Correct version due to incorrect translation of Uzbek word L1 interference

Derazadan qaramoq-Look out the window and look through the window

Hech narsaga tegmang-Do not touch, do not touch anything

Ozod qilmoq – make free, se free

In the literature on second language acquisition, interference is a term almost as often as OVERGENERALIZATION, and of course a special subset of generalization. Overgeneralization is a very important and popular strategy for human learning. Generalization usually means inferring or inferring a law, rule, or conclusion from the observation of a particular case. One of the most important features of overgeneralization is that it occurs only within one language.

Example: English learners have the following examples of over-generalization:  
Plural formation in nouns: flowers-5 flowers.

As in English, some nouns in the plural form have suffixes arranged according to their roots instead of changing.

Add Example: 1 tooth-6 teeth, 1 man-3 men, 1 foot-4 feet.

Learners generalize the rules of all kinds of nouns that exist in English To be. In other words, they forget their exception.

Past tense verbs: Some verbs are formed by adding -d (ed), while others are formed by changing the root. Laugh-laugh, sung-sung. Learners remember "regular and irregular blisters", but they can make some mistakes due to the over-generalization of certain rules in the target language.

In conclusion, cognitive factors play an important role in second language acquisition. Transfers have a positive effect on the learning process, but interference and over-generalization slows down this process. The more practiced the learner is, the less likely he is to make these mistakes due to the latter two causes. I would like to say that this article shows the difference between the second language we learn and our mother tongue. Of course, mastering this subject as much as possible will alleviate the difficulty of learning a second language to some extent. When learning a second language, the difficulty of learning becomes less noticeable if students can associate it in their native language with the provisions of Law. And we hope that this article will help that this article will help the researcher in this process.

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