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APPROACHING TO PREVENT GRAMMATICAL INTERFERENCE IN THE PROCESS OF TEACHING ENGLISH

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Abstract.

Modern practice shows that teaching the grammatical aspect of speech and speech activity of students is traditionally understood as teaching morphology and syntax [1, 2, 3, 4]. At the same time, the emerging prerequisites for grammatical interference, inherent in the tendency of students to interfere with the actualization of grammatical models of a foreign language, are associated primarily with the conscious or unconscious influence of a well-mastered grammatical system of the native language [5, 6]. In the prevailing number of cases, the main causes of the resulting interference can be determined by linguistic methods, i.e. by comparing the grammatical systems of the two languages and identifying their differences, one can find cases of potential forms of the phenomenon under study that are possible in a contact situation [7, 8]. However, not all potential forms of interference are fully realized.

Introduction.

The penetration of interference can be of varying degrees, as a rule, depending on both subjective and objective features. Subjective features are determined by the language abilities of the student, the corresponding competence. The objective features include the degree of the so-called genetic similarity of the native language and the language being studied, their properties of a system-structural nature [9, 10, 11].

It is obvious that the closer the similarity of languages, as a rule, the more the student relies on his native language in the speech activity of the foreign language being studied. Therefore, similar

languages, on the one hand, are easier to learn, but on the other hand, interference in this kind of multilingualism manifests itself more often and, as a rule, is more difficult to overcome [12, 13]. In this aspect, the main reasons for the manifestation of grammatical interference can be:

application of the language material of the native language in the context of the foreign language being studied;

creation of units from one's own linguistic material on the model of units of the native language;

endowing the units of the grammatical system of the studied foreign language with functions inherent in their foreign language correlates;

stimulation of units of the grammatical system of the studied foreign language for the functioning of units or models of the native language;

leveling from simpler and clearer models of the grammatical system of the studied foreign language to similar, but more complex models of the native language;

copying models of one system using the means of another [14, 15, 16].

I.V. Korobova draws her attention to the significance of the analysis, the so-called typical errors, demonstrating the corresponding zones of the studied interference and, to a certain extent, reveals the characterological intensity of its manifestation. These types of analyzes, according to the author, become mandatory, since errors that can be detected by comparison may not always be relevant in speech. At the same time, the analysis of the corresponding errors can become the basis for identifying grammatical interference, since it is they that enter into its manifestation. In addition, grammatical features that can cause the appearance of interference also come into play:

discrepancies in the grammatical structure of speech;

different content of such structures;

different functional characteristics (for example, singular and plural forms);

different combination of words [17].

According to the position of M.F. Kondakov, significant differences in grammatical language systems that can be analyzed are primarily due to the fact that English belongs to the analytical type of languages, since grammatical relations are expressed by function words, word order and intonation. So, for example, an indicator of the syntactic function of a word is its place in a sentence, since in an English declarative sentence (with the exception of an emphatic one) there is, as you know, a clear word order:

subject (with explanatory words);

predicate (with explanatory words);

Appendix;

circumstance (for stylistic reasons, in some cases it can stand at the beginning of a sentence, before the subject group).

The Russian language, on the contrary, is predominantly of a synthetic or inflectional type and conveys grammatical meanings using inflections [18].

M.V. Zavyalova suggests paying attention to the role of the mechanism for establishing and forming correct and erroneous speech actions in the target language. According to the researcher, the resulting errors in the student's speech, due to the use of the means of the native language, should be considered as a manifestation of interference. The main prerequisite for this phenomenon is the predominant use

by the student of previously acquired speech skills of the native language in the process of using a foreign language. Along with the above, the author singles out a classification of errors that cause grammatical interference associated with extralinguistic factors (ignorance of the language material, inattention). The criterion for distinguishing the facts of grammatical interference from random errors is the typicality of errors in speech of a similar origin in the student's foreign speech [19].

At the morphological level, according to G.V. Terekhov, mainly considers ways of expressing grammatical meanings, forms of inflection, word structure, definition of words for a certain part of speech, etc. The main unit at this level is the morpheme, which is interpreted as the smallest structural unit that has a two-sided character. Like most language units, it enters into a unity of form and content. In addition, it is morphological interference that has been most studied at the morphemic level. Interlingual identification also extends to significant elements, which include the root, prefixes, suffixes, etc. Thus, morphological interference at the level of morphemes can manifest itself as both sound and semantic interference, which is determined by the influence of a previously learned language [20].

By means of word formation in the compared languages, according to D.V. Kulikov, word-building morphemes enter - prefixes and suffixes, as well as phonetic changes in the structure of the root. Word-forming affixes are used in affixal word inference, a phonetic change in the root (vowels or consonants) can accompany both non-affix word formation and affixal word inference. At the same time, one of the main tasks that arise in the process of learning a foreign language is to overcome errors caused by grammatical interference. It is in this aspect that it is important to use an appropriate analysis of grammatical systems in the classroom in order to predict those cases where difficulties may arise and their prevention in the process of preparing students. In the teaching methodology, as a rule, two types of comparisons can be used:

bilingual matching;

multilingual matching.

The second type makes it possible to define three groups of linguistic phenomena, namely: phenomena that have analogues in the language, which is observed in the native language and the language being studied;

phenomena that do not have any analogues;

phenomena that overlap.

At the same time, the linguistic phenomena belonging to the first group are acquired relatively easily, since in this case the transfer of speech skills and abilities occurs. The greatest difficulties in the classroom are grammatical phenomena, which partially coincide, i.e. the third group, because in this case, the probability of interference increases [21].

Thus, in the course of this dissertation research, an attempt was made to conduct a comparative analysis of the grammatical systems of the studied English language with the native language, which affects the process of mastering the first language, and to analyze typical mistakes in learning a foreign language. Let us characterize the procedure for carrying out such an analysis. It should be noted that within each part of speech, a certain number of grammatical categories are distinguished, therefore it is more appropriate to consider the features of the parts of speech, taking into account grammatical categories, which makes it possible to make the analysis of the studied languages more holistic and

systematized and allows us to trace the phenomenon of interference more deeply [22, 23]. At the same time, the frequency of occurrence of errors shows the ratio of the number of cases of violation of a certain type and the use of a grammatical phenomenon to the number of all cases of the use of this phenomenon. In addition, it is important to pay attention to the lexico-semantic groups of nouns, as well as articles, which are an important feature of the two languages being studied [24].

Also, difficulties arise in the presence of the opposition singular-multiple, expressed with the help of formal indicators. However, the difference in the number of formal indicators is important; one should not forget about the presence of a change in the root consonant and the selection of groups of nouns that have special plural forms. Of particular importance is the fact of a possible erroneous correlation of groups of nouns [25]. The grammatical category of case is a characteristic phenomenon for English and Russian languages. Within this category, the significant difference in the number of cases and case endings, the lack of separation and their disagreement are relevant. Attention should also be paid to the differences in the use of cases, as well as to the definitions of case relations with the help of appropriate prepositions. In the process of learning an adjective, it is advisable to pay attention to its grammatical categories of case, number, gender and relative intensity of features. Of all the above categories common to the two languages, only the category of the correlative intensity of the feature enters. As for the categories of gender, number, case, they are available and expressed with the help of inflections [26].

Both in the native language and in English, the category of correlative intensity of a feature is embodied in the initial and highest degrees of comparison of qualitative adjectives. Attention should also be paid to the possible interference caused by the fact of the presence in the native language of education of the highest degree of comparison with the help of a prefix and the existence of parallel analytical and synthetic forms [27]. So, analyzing the numeral, we can talk about the presence of a number of differences that can cause certain difficulties in mastering the grammatical structures of the studied languages, namely:

deviations from the general rule for the formation of some ordinal numbers;

absence of the category of case in cardinal numbers;

formation of ordinal numbers with the help of suffixes.

At the same time, one can assume interference caused by such features as writing complex numerals in one word [28].

In addition, many difficulties arise due to the use of ordinal adjectives and the presence of significant discrepancies that appear in the division into categories due to the presence of a group of prefabricated and indefinitely quantitative numbers. In the native language, the verb has the same lexical and grammatical meaning; it indicates an action in the broadest sense of the word. Among the verbs, certain structural-semantic categories are distinguished, which differ from each other both in the nature of the lexical meaning and in grammatical forms. Within these discharges, certain differences are observed, which cause interference. In the native language and in a foreign language, the verb has the following general grammatical categories: person, number, tense, state. In their main content, these categories coincide. However, each language has certain specific features regarding the scope of categorical meanings, the scope of the use of individual forms, and the like. It is important to note that the composition of verb categories is not identical across languages. The form of the verb in English

is the opposition of an action that is prolonged in time, an action that is devoid of a sign of elongation [29].

Practice shows that most often students make mistakes in the use of the verb, in particular, in the wrong choice of the tense form of the verb. Since in English there is a group of long tenses that denote an action that occurs at the moment of speech (Present Continuous), lasted at a certain moment in the past (Past Continuous), an action that lasted for a certain time before the moment of speech (Present Perfect Continuous), an action that began before some point in the past and continued for a certain period and either still continued at that moment or has already ended (Past Perfect Continuous) [30, 31, 32]. To express an action in English that began in the past and lasted for some period of time before the present, students most often use the present past tense. There are also errors in the expression of the past action, which the students convey through the completed form of the verb. In some cases, interference is possible, caused by the fact that in the native language the formation of the highest degree of comparison with the help of a prefix and the existence of parallel analytical and synthetic forms. In English, a preposition usually expresses different relationships between words in a sentence or phrase. In the native language, the relationship between words is expressed using case endings in combination with prepositions [33, 34]. The English language is characterized by a more stable word order in a sentence. In a declarative sentence, direct word order is typical, when the subject comes before the predicate, after which a direct object is used. In the native language, two types of word order are distinguished, i.e. direct, when the subject is before the predicate, and the agreed definition is used before the word being defined, and the reverse, when the predicate is before the subject, the agreed definition is after the defining word, and the application is used before the verb-predicate [35].

Literature review

So, in order to solve the problem of preventing and overcoming grammatical interference among modern students in the process of mastering the English language, it is advisable to take into account the results of a comparative typological analysis, with which you can determine the cause of the manifestation of grammatical interference, which is caused by existing discrepancies in the expression of grammatical meanings by various forms in languages. To overcome the influence of grammatical interference, it is necessary to understand the nature of the differences and form the grammatical competence of students with the help of a targeted system of exercises that contribute to the successful assimilation of language material [36, 37].

The identification of objective difficulties in the assimilation of grammatical phenomena gave reason to conclude that they lie in the coincidences and differences of grammatical phenomena. In this regard, the prevention of interference is facilitated by the study of the relevant grammatical phenomena in comparison with the languages that the student already knows. This determines the definition of the linguistic component of the content of teaching the grammatical side of speech, which should contain, first of all, those grammatical concepts that are absent in the native language or have their own characteristics. Neglecting them can, in fact, cause interference. Based on this, in the process of teaching the grammatical aspect of speech in English classes, it is advisable to focus on the linguistic experience of students [38, 39].

Thus, based on the foregoing, it is appropriate to conclude that the analysis of the experience of previous researchers in terms of the problem under study, a comparative analysis of the grammatical

structure of the English language made it possible to identify possible modern manifestations of grammatical interference among students of a higher educational institution in the conditions of the Republic of Uzbekistan, which are due to the appropriate interpretation of grammatical categories of the language being studied through the prism of the native or previously learned. In turn, the modern appearances of grammatical interference, as a rule, are the results of the construction of a speech statement with corresponding impairments, which manifests itself in the language of the student under the influence of the native or previously studied language. The very process of learning English is realized in its coexistence with the native language, other languages studied in the speech, mental sphere of the student. This happens due to the realization by the trainees of their own linguistic experience, in which, as a rule, as a result of the contact of languages, transference and interference patterns take place. In addition, for the effective formation of stable English language skills to the action of grammatical interference, it is important to realize the need for timely warning and effective overcoming of interference influences in the process of mastering grammar.

Method for preventing grammatical interference

In order to identify appropriate approaches, methodically appropriate procedures aimed at preventing, as well as overcoming the negative manifestations of interference, an analysis was made of the nature of grammatical errors of students (future teachers) of a higher educational institution in the conditions of the Republic of Uzbekistan. In total, 237 students of various courses of study, both female and male, participated in this empirical study (Fig. 1).

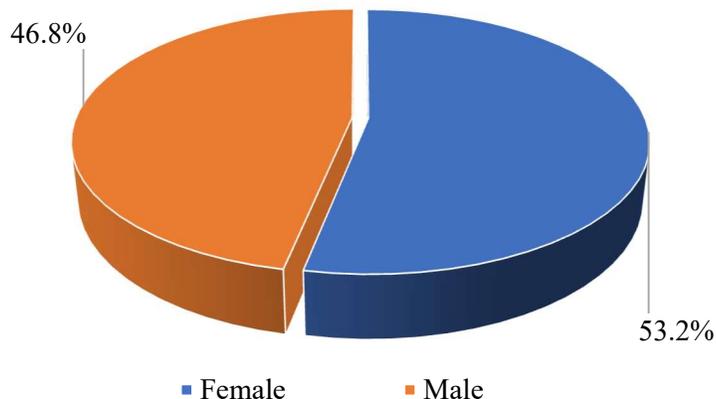


Fig. 1. Quantitative characteristics of students of the empirical study of the nature of grammatical errors in the aspect of the manifestation of interference (n=237)

Within the framework of this study, typical errors caused by grammatical interference were analyzed during observation and conversations when students performed written and oral work. Based on the results of the actions taken, it was found that the most stable mistakes are those that students make mostly subconsciously, i.e. mechanically transfer the characteristic features of the grammatical material of the native language, previously studied language to the language being studied.

This category of errors makes specialized techniques for overcoming them very relevant. At the same time, the most unstable and single errors are those that are made mainly at the conscious level, their cause is the insufficient formation of the grammatical skills of the language being studied, in particular English, and they can usually be prevented. The practice of teaching a foreign language and the results

of the analysis of scientific literature show that grammatical inaccuracies, errors caused by interference, are the result, as a rule, of insufficient automation of the skills of using grammatical units and an incorrect understanding of the semantics of these units and their relationship with grammatical units [40].

The analysis of the psycholinguistic aspects of the problem of teaching a foreign language, as well as the analysis of the mistakes made in the foreign language speech of students, mainly at the initial stage of mastering, made it possible to identify an appropriate approach to teaching the grammatical aspect of the English language, which is designed not only to prevent, but also to overcome the difficulties of mastering the language material, mainly caused by interference. Thus, the organization of the process of teaching grammar in a multilingual environment in order to prevent grammatical interference provides for three conventionally distinguished stages (Fig. 2).

Thus, within the framework of the first stage, a preliminary basis for purposeful actions is formed by means of advanced explanation in an accessible form. During this process, students receive detailed targeted information about the existing discrepancies, similarities between the systems of the studied and the native language, as well as possibly the previously learned language. For proper understanding of the existing differences in such speech phenomena, it is advisable to use a visual interlingual comparison, which helps to prevent interference.

The second stage covers the development of grammatical phenomena and provides for the implementation of specially prepared exercises aimed at understanding the essence of grammatical phenomena and the system of concepts of the language being studied in order to overcome grammatical interference.

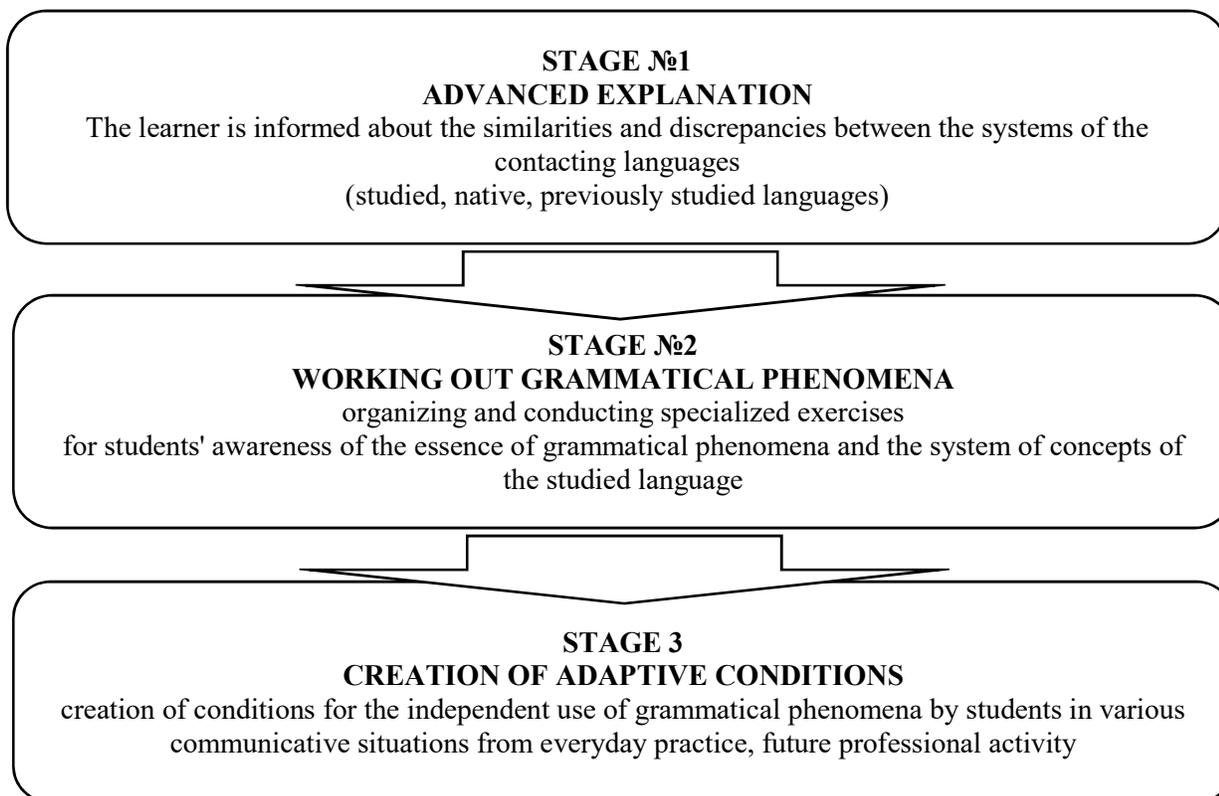


Fig.2. Stages of organizing the process of teaching grammar in a multilingual environment to prevent grammatical interference

The final, third stage provides for the creation of appropriate, adaptive conditions for the independent use of grammatical phenomena in various communicative situations, mainly related to everyday life practice, future professional activities. As a result of the independent use of grammatical phenomena in the created conditions, the students develop the so-called speech guess and the ability to transfer the existing skills and abilities from their native language, the previously studied language to the language being studied. In addition, at this stage it is advisable to apply special exercises for the conscious use of grammatical phenomena in various speech environments.

Practice shows that during the implementation of the above stages of organizing the process of teaching grammar in a multilingual environment in order to prevent and overcome grammatical interference, it is advisable to use explicit, personal-activity, systemic approaches and introduce suggestive, consciously-comparative, communicative-cognitive methods.

result and discussion

Thus, the inductive method (the opposite of the deductive method) allows students to formulate the appropriate rule based on the phenomena they become familiar with in the course of mastering the language being studied, by finding unfamiliar grammatical phenomena in the text and understanding their meaning through the context. The subsequent analysis of a new grammatical phenomenon involves comparing the target language with similar ones in the native language, the previously studied language. After formulating the appropriate rule, students perform special training for proper mastery of the language material.

The second selected approach is a personal-activity one, in which the personality of the student, his motives, personal goals, as well as needs, conditions for personal self-realization, which ensures personal growth and the formation of linguistic experience in the process of improving grammatical competence regarding the language being studied and the use of already existing competence in relation to the native language previously learned. The whole organized learning process, the activities carried out should be predominantly focused purely on the personality of the student, from the position of the student himself, i.e. reflect the personal-semantic character. In addition, the approach under consideration activates the implementation of relevant opportunities, by highlighting the autonomy of the student, the activity basis of the learning process, which becomes a dynamic, differentiated system of communication with the surrounding reality. Also, within the framework of this approach, emphasis is placed on the purposeful development of skills in developing one's own strategies for solving various problems. At the same time, important attention is paid to self-esteem, as well as self-control. The task of the appropriate teacher is to effectively manage the learning process, establish cooperation, apply the method of reference signals [41, 42].

The final, third selected approach is a systematic one, which enhances the action of the suggestive method, since it involves, along with mastering the necessary minimum of lexical units, the simultaneous assimilation of the morphological and syntactic structure of the studied language and other linguistic aspects of the language as a system [43]. In turn, the use of the suggestive method for the formation and development of grammatical competence provides for the unconscious assimilation of grammatical information and makes it possible to carefully model the mental processes of students

during speech activity, which helps to overcome grammatical interference in the process of learning a foreign language. The use of this method, according to a number of researchers, becomes more effective for overcoming predominantly subconscious grammatical interference, since it is based on subconscious memorization. At the same time, the process of preparation itself takes place at the level of unconscious mental activity [44].

Mainly, it is the suggestive, impressive action that contributes to the elimination of psycho-traumatic factors (stiffness, fear, fear of making mistakes, isolation, lack of communication skills, difficulties in overcoming the stereotypes of the native language and the language barrier). This influence creates favorable conditions for the organization of foreign speech communication. It helps to reveal the reserve capacity of students to memorize a significant amount of educational material [45].

Conclusion

Thus, based on the foregoing, it seems appropriate to conclude that the main causes of errors of modern students caused by interference, as a rule, are insufficient automation of the skills of using grammatical units and an incorrect understanding of their semantics, as well as their relationship with grammatical units. Taking into account these circumstances, in the process of preventing grammatical interference, it is advisable to adhere to certain stages, in particular: advance explanation (bringing to students information about similarities and differences between systems of contacting languages); working off grammatical phenomena (implementation of special exercises for students to understand the essence of grammatical phenomena and the system of concepts of the language being studied); creation of adaptive conditions (for independent use of grammatical phenomena in various communicative situations). In addition, practice shows that in order to implement the identified stages, it is advisable to apply the main provisions of the explicit, personal-activity and system approaches, as well as adherence to the important principles of suggestive, consciously-comparative, communicative-cognitive methods. The practical implementation of this set of approaches and methods predetermines the selection and preparation of the effective content of the methodology for preventing grammatical interference.

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