THE GRAMMAR INTERFERENCE OF THE TEACHING ENGLISH LANGUAGE FOR STUDENTS

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ABSTRACT

Progressive awareness of interference happens from psychology, where this occurrence is called a case in which other abilities are also involved in performing a corresponding operation based on 1 of a person's abilities, with the support of which another similar operation is performed. The paradox of grammatical interference in the process of teaching the British language follows in the footsteps of being considered mostly unconscious, reflecting the process of uncontrolled refraction by the learner of the rules of arrangement, coordination, selection and use of appropriate grammatical units under the influence, as a rule, of the native language system.

Keywords: interference, pedagogical technologies, identity.

INTRODUCTION

In recent years, significant changes in the socio-economic development of the Republic of Uzbekistan have taken place, including its educational sphere.
International relations have significantly intensified, the authority of our country in the world space has increased, and a sustainable foundation has been laid for significant transformational processes in the education system, in particular in the field of teaching foreign languages. All this determined the rethinking of the role of a foreign language as an important and necessary means of intercultural communication. Today, a foreign language is increasingly acquiring the status of a socio-economic and political mechanism of mutual understanding between various representatives of the world community. The modern world is multinational and multilingual; on the one hand, the process of globalization and economic competition is activated, and on the other hand, the role of national identity is increasing. The development of higher education is subject mainly to the laws of a market economy; it requires constant replenishment of the content of this process with the latest data, innovative developments, and modern training technologies with a high level of informatization, and improvement in the context of development trends in world educational systems.

**LITERATURE REVIEW**

As is well known, English is the international equivalent of communication; it is the most frequently used language worldwide in the field of culture, science and education. The methodology of teaching English is tightly related to various linguistic phenomena. In this aspect, according to I.L. Bim, I.A. Zimnyaya and others, the study of a foreign language provides an opportunity for constant comparison, collation (conscious and unconscious) of the means to express thoughts in different languages. The mastering of learning mechanisms of the native and foreign languages is associated with such processes as memory, thinking, linguistic experience, being the basis for the mental and speech activity of a person as a whole.

The analysis of the scientific literature on the issue of multilingualism allows us to identify two main approaches to the study of the English language: linguistic and psycholinguistic. Researches of scientists in the direction of psycholinguistic features of education show that an indispensable result of multilingualism is interference, i.e. a phenomenon that arises as a result of the contact of language systems in the mind of the student during the actualization and perception of foreign speech by him and can occur at all language levels. The inevitability of the interference occurrence is explained by the laws of the psychophysical activity of the human brain and the features of its mental sphere functioning in the processes of origination and cognitive perception of speech.
Some coincidences of modern patterns of speech behavior enable students to use English grammatically correctly already at the initial stage. At the same time, the forms that do not coincide with the English language are often influenced by negative transfer (interference). And although, with proper training, there may be relatively few such forms in general, however, the errors caused by their action are persistent, which, despite a significant number of exercises aimed at preventing them, remain in the speech practice of students even at more advanced stages of learning.

Today, many researchers note both positive and negative influences of languages on each other. Linguists define the phenomenon that reflects the positive influence of one language on another as transference. B.M. Marunevich, V.I. Karaban, S.E. Kuzmina and others highlighted some differences between interference and transference. Under the latter, scientists understand such a phenomenon when between contact languages there is an identity in the external or internal structure, in the way of using a certain linguistic element. In this case, as a rule, there is a positive influence of one language on another, because this does not lead to norms violation. In turn, interference is observed only in cases where the mutual influence of languages leads to a corresponding violation of the norm. This happens when the systems of contact languages have partial or complete differences.

**METHODOLOGY**

Positive transfer, as noted above, accelerates and facilitates mastering the grammatical system, enriching the vocabulary, which becomes especially noticeable at the initial stage of learning. Errors caused by negative transfer (interference) are predominantly stable and difficult to correct. Overcoming them requires long work, specially selected exercises, and frequent repetitions of the material. Only an optimally organized didactic process allows students to master the skills of the correct use of English grammar and automate them.

According to researchers, the modern understanding of interference comes from psychology, where this phenomenon is called a case in which other skills are also involved in the performance of the corresponding operation based on some human skills, with which another similar operation is conducted. The phenomenon of interference makes it possible to determine the level of formation of certain skills according to the stability criterion, understood as a property of skills that are provided by their relatively long-term and frequent use.

A.I. Nikolaev, analyzing the prospects for the study of interference, stated that the greater the difference between the systems of languages, the more urgent the
problem of interference. That is, the activity of the interlingual interference manifestation is due to many factors, one of which is the degree of kinship of languages. The close relationship of contact languages is a decisive factor in easy interference.

The essence of the interference process, according to the opinions of A. Suprun, A. Klimenko, is revealed in the fact that the trainee, on an unconscious level, transfers the system of the existing rules of the native language or the previously learned one to the mastering a foreign language. In addition, grammatical interference occurs when the established rules of choice, agreement, and placement, necessary changes in the grammatical units of the native language or the previously studied one are applied to the same elements of the foreign language, which leads to a violation of the relevant norms. Given the circumstances, understanding the mechanism of the phenomenon under consideration makes the issue of proper research of both syntactic and morphological interference very relevant.

According to S.E. Kuzmina, the essential basis of the phenomenon of grammatical interference, first of all, is the structural factors of differences in contact languages. Thus, the main cause of interference is the mixing of differential features of languages by the trainee. As a rule, a typical error is determined in the redistribution of meanings between the forms of the studied foreign language under the influence of the primary structure of the native language, which leads to a change in the relationship between the plane of expression and the plane of content in a foreign language.

L.A. Dines, N.M. Orlov emphasized the fact that the interference occurs unconsciously, by analogy with the original language, and this leads to various kinds of errors. As is well known, we speak through the prism of our native language, a kind of template. The degree of how often we think over a phrase or word depends on our awareness, competence in the aspect of a foreign language. At the same time, at the grammatical level, interference occurs mainly unconsciously. Grammatical interference is defined as changes in grammatical forms, patterns, relationships, and functions that occur as a result of speech contacts. Students, as a rule, select and organize the appropriate features in accordance with the language scheme, since the existing impressions (which correspond to the scheme of the native language) are amplified and reach the brain relatively unchanged, while others (new ones) are either not perceived at the proper level, or are rethought. Thanks to this approach, individual features of the native language are erroneously assimilated in the student's linguistic consciousness during the implementation of the language being studied, as a result of which interference occurs.
CONCLUSION

Thus, based on the above, it is appropriate to conclude that the linguistic interference as a whole is becoming a modern topical problem, the study of which should be comprehensive and multifaceted. Based on the generalized experience of many scientists, the phenomenon of grammatical interference in the process of teaching English should be considered predominantly unconscious, reflecting the process of uncontrolled distortion by the learner of the rules of collocation, agreement, choice and use of appropriate grammatical units under the influence of the native language system. In its essence, grammatical interference is a hidden internal mechanism of interaction of the corresponding languages (native language and foreign language being studied), which is in a certain interaction. This process, quite complex in nature, can have both positive and negative effects when teaching a foreign language, in particular English. In the course of training, it is advisable for the teacher to focus on the negative result of interference, its prediction, research and prevention since such a negative language experience can adversely affect the level of English proficiency of students and create communication obstacles for them for many years. In addition, practice shows that such violations of the language system, as a result of interference, can also manifest themselves at all levels of English learning.

REFERENCES


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