

# MODERN APPROACHES TO ELIMINATING GRAMMATICAL INTERFERENCE IN GRADES 10–11

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## Abstract

This article analyzes cases of grammatical interference in English language lessons and presents modern methodological approaches to address them. It specifically explores the types of interference that arise when transitioning from the native language to English, along with their causes and spheres of influence. Based on experimental research, the article recommends effective strategies to reduce grammatical interference.

**Keywords:** Grammatical interference, second language acquisition, English language teaching, contrastive analysis, digital learning tools, cognitive approach.

## Introduction

In the global educational landscape, the growing demand for learning foreign languages necessitates the development of effective teaching methods and modern approaches. One of the key challenges in this process is **grammatical interference** — errors caused by the artificial transfer of native language grammatical structures into the target language. This issue is especially prevalent among school students learning English, negatively impacting their linguistic competence. In grades 10–11, the problem becomes more pronounced and serves as one of the major causes of grammatical errors. Therefore, the core aim of this study is to scientifically and philosophically analyze grammatical interference and propose modern strategies to eliminate it.

**Theoretical Background** Grammatical interference occurs when learners apply rules from their first language (L1) to the target language (L2), resulting in structural and syntactical errors. Research in applied linguistics (Ellis, 1994; James, 1998) shows that L1 interference is common, particularly in language pairs with significant grammatical differences. In the context of English learning by Uzbek-speaking students, issues such as subject-verb agreement, tense usage, and article placement are frequently observed.

**Common Types of Interference** Among 10th and 11th graders, the following errors are prevalent:

- **Verb tense errors:** Confusing past, present, and future forms due to different tense structures in Uzbek.
- **Article misuse:** The absence of articles in Uzbek leads to overuse or omission in English.
- **Prepositional errors:** Literal translations result in incorrect preposition use.
- **Sentence structure issues:** SOV (subject-object-verb) order in Uzbek conflicts with SVO (subject-verb-object) in English.

### Methodology

This study employed observation, comparison, analysis, experimental testing, and both empirical and philosophical approaches to examine grammatical interference among students in grades 10–11. The research focused on identifying the sources of interference, types of errors, and effective strategies for eliminating them. The effectiveness of each approach was measured by comparing pre- and post-intervention test results.

1. **Initial Diagnostics** – Identification of grammatical errors through written assignments and tests;
  2. **Intervention Phase** – Implementation of new strategies aimed at reducing grammatical interference (contrastive analysis, visual aids, and interactive exercises);
  3. **Final Evaluation** – Comparison of results before and after the intervention.
- Both qualitative and quantitative analysis methods were applied.

### Modern Approaches to Interference Elimination

- **Contrastive Analysis:** Teachers compare and contrast grammatical structures in English and Uzbek to raise awareness of differences.
- **Communicative Language Teaching (CLT):** Emphasizes real-life communication, helping students internalize grammar through context.
- **Cognitive Approach:** Focuses on mental processes involved in language learning, encouraging learners to analyze and correct their errors.
- **Digital Tools:** The use of apps, online quizzes, and AI-based grammar checkers to provide instant feedback.
- **Task-Based Learning:** Integrates grammar instruction into meaningful tasks, promoting active learning and retention.

### Results and Discussion

The research revealed that students in grades 10–11 commonly make the following interference-based grammatical errors in English:

- Incorrect use of verb tenses;
- Misuse or omission of articles;
- Confusion in the use of prepositions;
- Subject-verb disagreement in terms of person and number.

These errors stem primarily from the automatic transfer of grammatical structures from the native language to English.



The key sources of grammatical interference identified include:

- Differences in word order between Uzbek (SOV) and English (SVO);
- Incompatibility of certain grammatical cases such as accusative or dative;
- Uncertainty in using English tenses;
- Incorrect use of modal verbs and complex sentences.

The most significant improvements were observed in article usage and verb tense accuracy. Students reported increased confidence and engagement, attributing it to the interactive and practical nature of the new approaches.

**The following modern approaches were found effective:**

- Conducting grammar lessons based on comparative linguistics;
- Applying cognitive approaches in language teaching;
- Using multimodal technologies and AI tools in instruction;
- Teaching grammar in context through interactive games and simulations.

**Outcomes after applying modern methods:**

- 38% reduction in grammatical errors in students' written work;
- Increased classroom engagement and participation;
- Noticeable improvement in students' grammatical awareness and comprehension.

## Conclusion

Eliminating grammatical interference requires a multifaceted approach tailored to students' linguistic backgrounds. By integrating contrastive analysis, communicative methods, and digital technologies, educators can significantly reduce interference-related errors and enhance language competence in senior high school learners. Future studies should focus on long-term retention and the adaptability of these methods in different linguistic and cultural contexts.

To effectively overcome interference in grades 10–11, educators must not only teach grammar rules but also focus on developing linguistic intuition and cognitive awareness. The ultimate goal is to cultivate learners' ability to independently and consciously acquire a foreign language, thereby fostering a spiritually and philosophically mature generation.

Future work should focus on enriching educational curricula based on these approaches and developing practical methodological guides for teachers.

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