

THE STATE OF COVERAGE OF GRAMMATICAL INTERFERENCE IN ELEMENTARY GRADES

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(based on the 1st grade English textbook)

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It is known that teaching and learning foreign languages is one of the most urgent issues today. Certificates showing the level of knowledge of foreign languages are an opportunity for students to enter the higher education institutions of their dreams, and they are appearing as a strategy to increase the income of teachers. This, in turn, proves the correctness of the educational policy in the field of education. In order to obtain these certificates, first of all, it is necessary to arouse students' interest in learning foreign languages and strengthen their aspirations. This situation is inextricably linked to the quality of school textbooks and the pedagogical and psychological skills of teachers. As a solution to the above-mentioned situations, starting from the 2022-2023 academic year, students of grades 1-11 are learning English from the new textbook which is based on the Cambridge experience. English language textbooks "Guess what!" for grades 1-6 and "Prepare" for students of grades 7-11 were introduced into the educational system. These textbooks include a student's book, a workbook, a teacher's book, an audio and video CD and a test generator. Students learning English through the textbook acquire reading comprehension, listening comprehension, speaking and writing skills, as well as grammar and lexical units in each section. A student who has thoroughly studied each subject can obtain international certificates without additional classes.

In this article, we would like to analyze how much attention is paid to the phenomenon of grammatical interference in the English language textbooks created for the given elementary grades. First of all, we would like to comment on the phenomenon of interference. The phenomenon of interference is a state of deviation from language standards in the speech of students who do not know the second language perfectly, that is, bilingual students.

Grammatical interference is manifested due to the incorrect use of grammatical forms in the native language of the speaker in the foreign language being learned [48; p. 2]. In today's polylingual world, where the possibility of acquiring several languages has expanded, the commonalities, morphological and syntactic levels that exist in the grammatical system of the mother tongue, the first foreign language and the second foreign language manifest themselves. There are also differences in the use of verb tenses in English and Uzbek languages. In the present simple tense, there are also mistakes in the use of the verb in the 3rd person singular. No matter how much emphasis is put on it, learners often forget to add the suffix -s to the verbs that accompany the pronouns "he, she, it". These mistakes can be explained by the fact that the tense forms in Uzbek and English languages do not completely match each other.

Syntactic interference is often manifested in the violation of the order of sentence fragments [64; p. 100]. In Uzbek and Russian, the sentence order is free, but in English, the parts of the sentence have a definite place. Only in interrogative sentences, possessive and participle positions can be interchanged. The manifestation of grammatical interference is often observed in the example of the Uzbek and Russian languages. For example, in Russian, the main factor in the use of the sentence: Мне 10 лет, Menga 10 yosh shows the existence of distinction between the Russian and Uzbek languages. "I go to sleep at 9 p.m." in English not "I go to bed at 9 p.m." such usages are also common in Uzbek and English languages [43; pp. 55-64]. Due to the widespread occurrence of such phenomena in language learning, a number of research studies have been conducted.

In the above-mentioned elementary English textbook, grammar material is presented in the form of song lyrics related to the topic or through short dialogues shown with the help of pictures.

In the 1st grade, during the year, students are trained in 8 sections [4]. Each section includes 9 lessons. In this class, students are provided with the following grammar materials (see Table 1).

Grammatical materials in the 1st grade English language textbook

#	Grammatical materials
1.	Hello, I amWhat`s your name?.
2.	Goodbye.
3.	Numbers 1-10
4.	Who is this? Who is that? (Demonstrative pronouns)
5.	How many (chairs) can you see? (Plural nouns)
6.	Stand up, please.
7.	How old are you? I`m
8.	What`s your favourite colour? My favourite colour is
9.	What is this? Is it a (ball)?
10.	Where are you? I`m in (the kitchen).
11.	Where is (the doll)? I have (a red head and green eyes)
12.	Do you have (a yellow nose)?
13.	I like (bananas) Do you like (eggs)?
14.	I can (swim). Can you (ride a bike)?
15.	(Elephants) are (big).
16.	(Elephants) have (long trunks).

It can be seen from the table that in the 1st grade, asking and answering questions is mainly taught by memorizing ready-made speech samples. In this case, the ways of presenting the meaning of interrogative words are of great importance. In the textbook, this situation is presented and strengthened with the help of didactic games and listening comprehension tasks. At this stage, students are not required to read words in English as they are learning to read in their mother tongue. Reading skills are taught step by step. Pupils are given the task of matching first, then writing over it, and finally completing the sentences. Although the presented words are not asked to be read, their literal expressions are also shown. This ensures that the students are able to carry out their listening and reading skills in a harmonious manner. Starting from section 4, students practice reading

comprehension and finding appropriate answers. It is known that in the "Kids' English 1" English language textbook, which was introduced earlier, the failure to introduce letters from the 1st grade, without showing the literal expression of the words, led to a sudden drop in students' learning by the 2nd grade. Because the pronunciation and literal expression of the words in English did not match, the students could not read the words they learned by heart.

In short, although the grammatical materials presented in the 1st grade are partially morphologically and syntactically compatible with the grammar of the Uzbek language, the students do not face grammatical interference because the grammatical information is taught by memorizing ready-made point patterns.

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