

**METHODOLOGY FOR CORRECTING GRAMMATICAL INTERFERENCE IN THE
STUDY OF THE GENDER CATEGORY IN GROUPS WITH UZBEK LANGUAGE OF
INSTRUCTION**

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Abstract

The article examines the problem of overcoming persistent interlingual interference encountered by bilingual students when studying the grammatical category of gender in the Russian language. The relevance of the topic is driven by the expansion of Uzbek-Russian cooperation in higher education (specifically, the initiative to establish the «Engineers of the Future» consortium and the expansion of the university branch network), which imposes higher requirements on the academic literacy of applicants. Based on a comparative analysis of the Russian and Uzbek languages, the author proposes a set of methodological techniques aimed at forming correct grammatical agreement skills in a non-native language environment.

Keywords

Grammatical interference, gender, morphology, Russian language, Uzbek language, cooperation, methodology, standards.

**МЕТОДИКА КОРРЕКЦИИ ГРАММАТИЧЕСКОЙ ИНТЕРФЕРЕНЦИИ ПРИ
ИЗУЧЕНИИ КАТЕГОРИИ РОДА В ГРУППАХ С УЗБЕКСКИМ ЯЗЫКОМ
ОБУЧЕНИЯ**

Аннотация

В статье рассматривается проблема преодоления устойчивой межъязыковой интерференции при изучении грамматической категории рода русского языка учащимися-билингвами. Актуальность темы обусловлена расширением узбекско-российского сотрудничества в сфере высшего образования (инициатива создания консорциума «Инженеры будущего», расширение сети филиалов вузов), что диктует повышенные требования к академической грамотности абитуриентов. На основе сопоставительного анализа русского и узбекского языков предлагается комплекс методических приемов, направленных на формирование навыка корректного согласования в условиях отсутствия языковой среды.

Ключевые слова

Грамматическая интерференция, род, морфология, русский язык, узбекский язык, сотрудничество, методика, стандарты.



**O‘ZBEK TILIDA O‘QITILADIGAN GURUHLARDA JINS KATEGORIYASINI
O‘RGANISHDA GRAMMATIK INTERFERENSIYANI KORREKSIYALASH
METODIKASI**

Annotatsiya

Ushbu maqolada bilingv o‘quvchilar tomonidan rus tilidagi grammatik jins (rod) kategoriyasini o‘zlashtirish jarayonida yuzaga keladigan barqaror tillararo interferensiyani bartaraf etish muammosi ko‘rib chiqiladi. Mavzuning dolzarbligi oliy ta‘lim sohasida O‘zbekiston va Rossiya hamkorligining kengayishi («Kelajak muhandislari» konsorsiumini tashkil etish tashabbusi, OTM filiallari tarmog‘ining ortishi) bilan izohlanadi, bu esa abituriyentlarning akademik savodxonligiga nisbatan yuqori talablarni belgilaydi. Rus va o‘zbek tillarining qiyosiy tahlili asosida, til muhiti mavjud bo‘lmagan sharoitda moslashuv ko‘nikmasini to‘g‘ri shakllantirishga qaratilgan metodik usullar majmuasi taklif etiladi.

Kalit so‘zlar

Grammatik interferensiya, jins (rod), morfologiya, rus tili, o‘zbek tili, hamkorlik, metodika, standartlar.

Introduction

The current stage of development of the education system in the Republic of Uzbekistan is characterized by intensive integration into the international scientific and educational community. An important component of this process is the strategic partnership with the Russian Federation. In particular, an initiative has been announced at the highest level to launch the «Engineers of the Future» scientific and educational consortium, designed to pool the potential of universities for the implementation of fundamental scientific research. In addition, the President of the Republic of Uzbekistan has proposed establishing a special grant program for young researchers based at the 15 branches of Russian universities operating in the republic [1].

However, an analysis of entrance exams and written assignments by applicants shows that grammatical interference remains a significant obstacle to integration into this academic environment. Errors in gender agreement (especially in technical terminology) reduce the accuracy of academic discourse. The most persistent area of errors for native speakers of Uzbek is the category of noun gender and its agreement with other parts of speech. The relevance of this study stems from the contradiction between the increasing demands on Russian language proficiency (according to new national curricula) and the persistent traditional difficulties in mastering the grammatical structure of the Russian language within the national education system.

Theoretical Foundations of the Problem of Interference

Grammatical interference arises as a result of the imposition of the norms of the native language (L1) on the target language (L2). In this case, the conflict is due to typological differences between the languages:



Russian is an inflectional language, where the category of gender (masculine, feminine, neuter) is a classifying morphological category that applies to nouns, adjectives, pronouns, and past-tense verbs.

The Uzbek language is an agglutinative language in which the grammatical category of gender is completely absent. Gender is expressed lexically (through the words ўғил/қиз, эрақак/аёл) or contextually, but does not affect agreement forms [2].

The absence of the concept of «grammatical gender» in the linguistic consciousness of Uzbek students leads them to transfer their native language's model onto Russian, ignoring gender endings (for example: «my desk,» (мой парта), «beautiful house» (красивая дом)).

Correction Methods in the Context of Updated Educational Standards

To overcome interference in upper grades and university preparatory groups, a method is proposed that combines a conscious-comparative approach with elements of intensive training.

1. Visual Semantization Stage (Working with Endings)

Rote memorization of rules is not very effective. It is recommended to use visual cues to classify abstract and general scientific vocabulary, which appears most frequently in texts.

The «Morphological Classification» technique: Students categorize words not by meaning, but strictly by their endings.

-a/-ya (problem (проблема), theory, (теория), lecture (лекция)) - Feminine gender.

-o/-e/-ie (rule(правило), field(поле), solution(решение)) - Neuter gender.

Consonant (result(результат), analysis(анализ), university(университет)) - Masculine gender.

Special attention is paid to words ending in -мя (time(время), name(имя) – neuter gender) and -ия (feminine gender), as it is in this group that a high percentage of errors occurs when writing essays and reports.

2. Working with «soft stems» (risk zone)

Words ending with a soft sign pose the greatest difficulty, since in the Uzbek language, the softness of consonants is not semantically distinctive. Statistics show that up to 60% of errors occur in words such as «control,» «level,» «goal,» and «model»

Methodology: Introduce words in blocks through fixed word combinations (collocations) characteristic of academic style:

High level (высокий уровень) -masculine gender - memorized as a single unit.

Main goal (главная цель) - feminine gender - memorized in conjunction with an adjective.



3. Syntactic agreement in a chain

4. To prepare for university studies, students must practice maintaining gender agreement in complex syntactic constructions. In Uzbek, the determiner does not agree with the head noun, so students must consciously monitor endings.

Exercise «Building Meaning»:

System (f. g) -> Complex system -> This complex system works (Сложная система -> Эта сложная система работает)

Question (n.g) -> Topical question -> This topical question is being resolved(-> Актуальный вопрос -> Этот актуальный вопрос решается).

This type of exercise develops «grammatical acuity» and automates the agreement skill necessary for oral presentations and project defenses.

Conclusion

Integration processes in the education systems of Uzbekistan and Russia open up access to new resources and teaching methods. However, modern school facilities and new textbooks do not eliminate the need for in-depth work on language structure. Overcoming interference when teaching the category of gender requires teachers to understand the specifics of the Uzbek language and to use a comparative approach. Only systematic work on grammatical accuracy will enable students to realize the potential inherent in intergovernmental agreements on cooperation in the field of education.

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