DEVELOPMENT TRENDS IN PEDAGOGICAL AND PSYCHOLOGICAL SCIENCES: THE EXPERIENCE OF COUNTRIES OF EASTERN EUROPE AND PROSPECTS OF UKRAINE

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The monograph studies issues of development of pedagogical and psychological sciences, taking into account the experience of countries of Eastern Europe and prospects of Ukraine. General issues of the history of pedagogy, theory and methodology of teaching and vocational education, social psychology and pedagogy, the psychology of activity in special conditions, and so on, are considered. The publication is designed for scientists, lecturers, postgraduate students, students, as well as for the general reader.

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MODEL OF THE ORGANIZATION OF EDUCATIONAL PROCESS AIMED AT PREVENTING AND OVERCOMING GRAMMATICAL INTERFERENCE

Shepitchak Valentyna[1]

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Abstract. The purpose of the paper is to summarize and present the model of the organization of educational process aimed at preventing and overcoming grammatical interference. On the basis of the analysis of psychological, pedagogical, methodological and linguistic literature, it has been found that grammatical interference is a hidden internal mechanism of interaction between the languages which contact with other, and this process has an adverse effect in the course of acquisition of the second foreign language system. It has been emphasized that the attention of specialists in the field of methodology of teaching and training should be focused on possible negative effects of interference, their foreseeing, investigation and prevention. In the course of contrastive analysis of the three languages it is determined that the reasons for grammatical interference are associated with: insufficient differentiation of one of the first foreign language characteristics because of its lack in native language and; excessive differentiation of one of the characteristics due to the fact that it is presented by several characteristics of a second foreign language and native language; erroneous interpretation of one of the a first foreign language characteristics according to the rules of native language and a first foreign language. For the creation of the effective methodology which takes into account the phenomenon of grammatical interference the model of educational process organization based on these approaches and teaching methods and aimed at the prevention and overcoming of the given phenomenon has been elaborated. Components of the content of teaching with the purpose of preventing and overcoming grammatical interference include the following: linguistic component; psychological component; methodological component. The system of exercises for preventing and overcoming grammatical

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interference, which consists of two subsystems, has been worked out. The first subsystem of exercises aims at preventing grammatical interference and comprises two groups: 1) exercises involving memorization and differentiation of grammatical phenomena by which prevention of grammatical interference is possible; 2) exercises involving reproduction of a second foreign language grammatical phenomena. The second subsystem of exercises aims at overcoming grammatical interference and consists of three groups: 1) exercises involving differentiation of grammatical phenomena for overcoming grammatical interference; 2) exercises involving automation of grammar actions; 3) exercises involving conscious application of grammatical phenomena in speech environment. The given methodology has been elaborated: criteria of grammatical phenomena selection for the prevention and overcoming grammatical interference have been defined; the model of educational process has been described; the system of exercises for the formation and improvement of the grammatical competence with the purpose to prevent and overcome grammatical interference has been elaborated.

1. Intoduction

The beginning of the XXI century with its globalization in economics and politics sets new requirements for the structure and the quality of education. Internationalization of higher education is a result of the globalization of modern world as well as a considerable fostering of the integration of social and economic life, the preventing of national seclusion, which requires from universities to prepare students for further work under conditions of labour markets integration. Hence, international cooperation sets preconditions for mastering several foreign languages. Specialists working in the field of the methods of teaching a second foreign language follow recommendations of the Council of Europe that are aimed at preserving and developing culture, including the language heritage of various nations, encouraging people to learn languages which leads to establishing new business contacts on all levels. Owing to this, the main task of scientists is to study all the possible ways of increasing the effectiveness of communication in a foreign language for achieving mutual understanding between people.

The issue of teaching a second foreign language at higher educational establishments and secondary school has been investigated by I. Bim, N. Barushnikov, N. Halskova, B. Lapidus, L. Rodova, A. Schepilova, etc.

It has been proves that the process of teaching a second foreign language to some extent differs from teaching a first foreign language. It is peculiar due to interaction of the mother tongue, a first and a second foreign language within the structure of the language personality of a student, as he or she is capable of using the acquired language and linguistic experience.

Investigating the issue of multilingualism, Yu. Zhluktenko, A. Karlinskyi, E. Marunevych, V. Rozentsveih, T. Rudnieva, E. Heigen, L. Scherba, etc. came to a conclusion that teaching English as a second foreign language occurs under the conditions of trilingualism, which makes it necessary to study the problem of mastering English in a three-language medium in details, as a foreign language is taught at higher educational establishments to students who already speak their mother tongue, when all the speech mechanisms are already developed. As a result, interaction of language codes in a future philologist's consciousness who is learning a second foreign language is inevitable on the initial stage of mastering this foreign language. The question of psycho-linguistic peculiarities of teaching several foreign languages has been investigated by I. Bim, W. Weinreich, N. Halskova, O. Zalevska, I. Zymnia, O. Leontieva, L. Scherba, etc. They emphasize that learning English as a second foreign language has its peculiarities which are caused by: 1) interference as a result of speaking the mother tongue as well as a first foreign language; 2) the possibility of the positive interference of linguistic experience; 3) insufficient linguo-didactic analysis of the process of teaching a second foreign language.

As a result of studying scientific works, it has been specified that while learning foreign languages one can use speaking mechanisms of their mother tongue as well as establish new ones, depending on the objective factors such as the extent of differences between language phenomena of the mother tongue, a first and a second languages. It has been proved that grammatical interference occurs among grammatical units of the mother tongue, a first and a second foreign languages which are similar in their meaning, causing mistakes in students' speaking.

On the basis of systematic study of the notion of grammatical interference [20, p. 349], types of the phenomenon under investigation have been pointed out and described. According to *psycho-linguistic* principle grammatical interference can be divided into: 1) conscious grammatical interference, which is the result of artificial interference in the process of developing skills, gaining knowledge and experience, and occurs in the case

when it is considered necessary; 2) subconscious grammatical interference which occurs spontaneously when there is discrepancy on the grammatical level due to grammar differences between the languages. According to *the type of relations between grammatical systems* there are: 1) morphological interference, which is a deviation from the norms of a second foreign language that occur in speaking due to the improper use of the parts of speech (occurs as a result of the influence of the corresponding categories of a first foreign language and the mother tongue). It can be further subdivided into: a) intensive paradigmatic interference which presupposes ignoring by the bilingual person of the categorical properties of a second foreign language when the category is not present in a first foreign language and in their mother tongue; b) extensive paradigmatic interference, which presupposes ascribing categorical properties of a first foreign language and the mother tongue to a second foreign language; c) insufficient differentiation or inability of the bilingual person to differentiate two or more elements of grammatical categories due to the fact that such grammatical category has only one element in the mother tongue or in a first foreign language; d) overdifferentiation or excessive differentiation of qualities, which occurs when a person ascribes certain qualities to phenomena and units absent in a second foreign language under the influence of a first foreign language or the mother tongue; 2) syntactic interference due to combining elements of a second foreign language improperly under the influence of corresponding models of a first foreign language and the mother tongue. This interference has three types: constructive interference, interference of the syntactic position, interference of the syntactic coordination; 3) grammatical interference of categories, which occurs when the main model is the same while separate elements are different in categorical qualities; 4) distributive interference, which is connected with breaking distributional relations. This type of interference can be further subdivided into responsive and valent; 5) substitution due to the replacement of lexical and grammatical center of the sentence in a second foreign language when the equivalence of the sentence is preserved.

In the course of the investigation, it has been proved that prediction on the basis of the comparative analysis of the difficulties that future philologists encounter while learning a second foreign language and establishing ways of preventing and overcoming the difficulties are the main ways of a second foreign language grammar competence formation as well as a means of improving the study process.

The main task of grammar competence formation is developing students' grammar skills required for listening, speaking, reading and writing. While teaching grammar, attention should be paid to the difficulties in the formation of grammar competence and factors that cause typical grammar mistakes. Gained knowledge, skills and experience in the mother tongue and in a first foreign language create a basis for the formation of grammar competence in a second foreign language. This process is the result of "filtering" previously gained language knowledge, developed speaking skills and general speaking consciousness that can foster the formation of grammar competence in a second foreign language or slow down this process.

For creating an effective methodology of teaching a second foreign language taking into consideration the notion of grammar interference we have elaborated the model of educational process organization which is aimed at preventing and overcoming the phenomenon under investigation.

The model of the study process organization, which is aimed at preventing and overcoming grammar interference while studying the English language after mastering German, is based on studying the didactic essence of the system of teaching a second foreign language [11, p. 120], peculiarities of the content of teaching foreign languages [6; 7], specific character of our investigation. Hence, it is constituted of the following components: aims of teaching and learning, elements of the subject of learning, components of the content of studies, methods of teaching, stages of teaching and the control over the results of teaching and learning. All the links of the model are interconnected.

2. Stages of teaching

The elaborated model presupposes that the process of preventing and overcoming grammar interference in writing has three stages.

At the first stage, a basic model of actions is created with the help of so-called "preventive" explanation, in course of which students receive information about the similarities and differences between the systems of the English, German and Ukrainian languages. In order for students to understand the differences between similar speech notions, interlanguage comparison should be used. The second stage includes the usage of grammatical notions and presupposes doing a set of tasks aimed at students' understanding of the essence of grammatical phenomena as well as the system of notions of a second foreign language for overcoming grammatical

interference. At the third stage, conditions for using grammatical notions in various speaking situations are created. At this stage, as a result of the processes of gaining knowledge, students' speech insight is developed and they are able to transfer the developed skills and gained experience in the mother tongue or a first foreign language to a second foreign language. At the last stage, students should perform tasks based on the use of grammatical notions in speaking situations.

Within the elaborated model of study process, a set of exercises has been substantiated and worked out with the aim of preventing and overcoming grammatical interference. The set of exercises has two subsystems and, together with the defined methods, it creates a procedural component of the model:

I. A subsystem of exercises for preventing grammatical interference (which includes two groups of exercises): 1) exercises aimed at differentiating and remembering grammatical notions which partially lead to the prevention of grammatical interference; 2) exercises aimed at the reproduction of grammatical notions of a second foreign language.

The aim of the exercises is to develop differentiation skills, abilities to remember and reproduce grammatical notions of a second foreign language. The first group of exercises includes non-communicative and partly communicative receptive activities. Non-communicative exercises include the following types of exercises: the ones aimed at perceiving, recognizing and differentiating grammatical notions and structures. Partly communicative exercises presuppose comparison and the choice of equivalents.

II. A subset of exercises aimed at overcoming grammatical interference (has three groups of exercises):

1. Exercises aimed at differentiating grammatical notions for overcoming grammatical interference. The purpose of the exercises is to point out similarities and dissimilarities between the mother tongue, a first and a second foreign language, to intensify positive transfer and to overcome interference as well as to improve the ability to perform certain activities in two (three) languages. Such exercises include partly communicative reproductive and productive exercises, contrastive-communicative exercises which enable to point out similarities as well as differences between the systems of the languages being learnt. Contrastive exercises have proved to be effective for preventing and overcoming interference and they contribute to the formation of grammar skills.

2. Exercises aimed at automation of grammar skills. The aim is to automate grammar actions leading to overcoming grammatical interference and to transferring one language code to another one. This group includes exercises for translating (bilingual, trilingual), contrastive-communicative, partly communicative, reproductive and productive exercises.

3. Exercises based on the use of grammatical notions in speaking situations. The aim is to teach students to use grammar material of a second foreign language freely. This group includes cognitive productive exercises aimed at gaining knowledge about a certain grammatical notion. The main type of such exercises is exercises with the usage of grammatical notions in speech. The linguistic task is to teach students to speak grammatically correctly. The psycholinguistic task is to develop students' productive foreign language speaking skills.

3. The aims of teaching

S. Nikolaieva in her investigation states that the aim of teaching is a result of pedagogical activity planned beforehand, which is achieved with the help of the content, methods and means of teaching, etc. This is the main component of the system of teaching which is formed under the influence of social requirements, the level of the development of the methods of teaching and related sciences, conditions of teaching and it influences the choice of other components in a system [9, p. 11-17].

In our investigation, we point out the following aims of the organization of teaching aimed at preventing and overcoming grammatical interference: 1) improvement of the skills of using correlated notions to prevent grammatical interference; 2) the formation of the grammar competence in a second foreign language and students' understanding of the essence of speech notions and a system of notions of a second foreign language in order to overcome grammatical interference; 3) the formation of speech insight and the ability to transfer developed skills and experience from the mother tongue and a first foreign language to a second foreign language.

The elements of the subject of teaching include the following:

1. The target component of the process of teaching which reflects understanding by the teacher and the acceptance by the students of the aim and tasks set within a certain topic, unit or within the subject in general.

2. The content component. The content of educational material should be analyzed thoroughly, theoretical theses should be specified, skills and

experience that have to be developed in course of learning new material should be pointed out. Educational material, depending on the functions it performs, is divided into the following types: a) informational (text, diagrams, tables, models, set points, realia, etc.); b) operational (tasks, exercises doing which students develop certain skills); c) actualizing (texts and tasks which contribute to actualization of the knowledge, skills and experience required for understanding and learning the material); d) evaluative (tasks which provide internal and external feedback); e) stimulating (texts and tasks which evoke interest to new knowledge or new methods of gaining it); f) diagnostic (tasks which make it possible to point out gaps in students' knowledge and causes of their incorrect answers).

3. Activity based approach presupposes applying contrastive, communicative and cognitive methods as well as the methods of juxtaposition, comparison, analysis within the methodology of preventing and overcoming grammatical interference while teaching English to future philologists after German as a first foreign language. They include the following forms: demonstrating a speech example, imitation, following the example, acting by the analogy, using the mother tongue or a first foreign language as a backup, comparison of a notion to similar notions in the mother tongue or a first foreign language, detailed analysis of the grammatical notions.

4. Regulatory component reflects simultaneous control on behalf of the teacher over performing tasks as well as students' self-control over carrying out educational operations, over the preciseness of the answers. The control is carried out with the help of speaking tasks as well as writing tasks, credits and exams.

5. Evaluative component of studies includes teacher's evaluation and students' self-assessment of the results achieved in course of the studies as well as evaluating their correspondence with the educational tasks, detecting the reasons of deviations, projecting new tasks with the aim of bridging gaps in students' knowledge, skills and experience. Evaluation of the levels of the grammatical competence formation is carried out on the basis of the following criteria which have been selected by us:

1. Grammatical correctness of speech. We consider this criterion to be one of the main as proper choice of morphological and syntactic elements is of great importance while evaluating the formation of grammar skills. In order for the results of the experiment to be objective, only the correctness of the use of the studied grammatical notions is taken into consideration.

Only written tasks have been used as they enable the teacher to quickly and effectively assess the level of grammar skills. Maximum number of points that can be gained according to this criterion is 40. If there are no grammatical structures or at each improper use of a grammatical structure one point is subtracted.

2. Correspondence of a grammatical construction with the situation. With the help of this criterion it is possible to study how a certain grammatical structure functions in speech. In order to carry out assessment according to this criterion, we calculated the number of the learnt grammatical forms used correctly. Maximum number of points according to this criterion is 40: 2 points for every correct answer.

3. Correspondence of the understanding of grammatical structures. With the help of this criterion, it is possible to evaluate the level of grammar skills formation. Functional mistakes are taken into consideration. These are mistakes in understanding the meaning of a grammatical structure in the corresponding speech situation. Maximum number of points that can be gained is 40. A student gets 2 points for every correct answer.

Let us analyze the procedure of calculating points according to the pointed out criteria while evaluating the level of grammar competence formation. We considered all the criteria to be equally important, that is why the maximum number of points that a student can get is 120 – 40 points for each of the criteria. In our opinion, it enabled us to objectively and adequately assess the initial stage of the formation of the grammar competence. Maximum number of points is 120. According to the points obtained by every student, their level of the grammar competence is considered as low, average or high. As a result, the low level of the grammar competence formation corresponds to 70 points or less; the average level corresponds to 71-100 points, while the high level corresponds to 101-130 points. The total rate of the levels of grammar competence formation looks as follows: low level – 48 points or less; average level – 49-89 points; high level – 90-120 points.

The main form of control is testing.

All the components of the study process should be analyzed in their correlation. The content of the education is determined by its aims. The aim and the content require the use of certain methods, incentives for learning and forms of organizing the studies in course of which the evaluation is carried out.

4. The components of the content of studies

In our opinion, there are plenty of problems in the selection of the content of studies for a second foreign language that require solutions. Among these, there is a need for specifying principles for selecting language and speech phenomena for fulfilling the task of our investigation. The principles are as follows: 1) the principle of the importance of taking into consideration the type of interference, which presupposes the subdivision of grammatical interference into morphological, syntactic, grammar interference of categories, distributional interference and substitution, as well as using a subsystem of exercises for preventing or overcoming grammatical interference in correspondence with its type; 2) the principle of contrastiveness. The implementation of this principle gives a possibility to point out similarities as well as dissimilarities between the systems of the Ukrainian, German and English languages and differences in constructing sentences. In order to overcome grammatical interference while teaching English as a second foreign language, contrastive exercises prove to be effective as they foster the formation of skills and gaining experience in a three-language medium; 3) the principle of professional orientation of education makes it necessary to take into consideration students' future professions (in our case, the profession of a philologist) and students' professional interests. This principle is implemented while selecting material for lessons – topics and situations, texts, tasks oriented towards students' future profession. According to A. Schukin, professional orientation of the course of foreign language teaching methods should be carried out in such a way that it can evoke interest towards learning foreign languages, with the help of curriculum, by teaching English taking into consideration students' future profession and with the help of a set of teaching methods which are aimed at forming communicative competence [15, p. 85]; 4) the principle of socio-cultural orientation of education. According to this principle, while teaching English as a second foreign language, authentic materials should be used. According to A. Schukin, authentic material is a product created by of native speakers. This material is characterized by the natural character of the occurrence of lexical and grammatical forms, situational adequacy of language means. Authentic material reflects national peculiarities and traditions of the construction and functioning of the text [15, p. 25]. Using such materials gives students possibility to acquire background knowledge (knowledge about the country and its culture), gets them acquainted with a foreign language environment, helps

them understand peculiarities of linguistic and non-linguistic behavior of the native speakers, their lifestyle and their mentality. 5) The principle of the situational and thematic organization of the language material requires such organization of lessons when the material is reinforced with the help of topics and situations which reflect the content of the communication sphere that has been chosen for the lesson. The selection of grammatical phenomena should be carried out on the basis of the principles mentioned above. They help to systematically select grammatical phenomena for the mastering of which specific methods aimed at preventing and overcoming grammatical interference when teaching English as a second foreign language are applied.

So, the content of teaching grammar of a second foreign language includes:

1. The linguistic component which is constituted of grammatical notions that are not present in the mother tongue or in a first foreign language or those having specific features (the article, the gerund, word order, etc.). Neglecting them can cause interference. Rules (rule-notion, rule-instruction, rule-generalization) constitute an important part within the linguistic component of the content of teaching grammar. It is necessary that a grammar rule should be taught while combining lexical and grammar material within a unit. By analogy with a speaking model, one can build a plenty of phrases similar in the function and structure.

While using drilling at the lessons it should be kept in mind that it must not be a mechanical repetition of something, but should have a communicative aim. This makes it easier to remember a grammatical notion.

2. Psychological component has to deal with students' interests and their motivation, abilities development and the character of their interaction as well as with the interaction of skills during which acquired skills influence those that are being developed. Abilities formation is a complicated process which occurs when certain conditions are kept [3, p. 81]. These conditions include: imitation when speaking, uniformity of phrases and their regularity, acting by analogy, communicative character of exercises.

The analysis of works concerning the problem as well as observing the educational process enabled us to point out some principles of teaching a second foreign language which we adapted to the aims of our investigation. The following didactic principles have been singled out:

1. The principle of consciousness is among the main ones in modern didactics and methodology of teaching a second foreign language. Con-

scious mastering of a second foreign language is intensified by using the mother tongue and a first foreign language with the aim of better understanding of the structure of a second foreign language and, as a result, helps to overcome interference.

Comparison is the manifestation of the principle of conscious learning of a second foreign language. The aim of comparison is to ensure conscious perception of the process of mastering a foreign language. Conscious perception manifests itself in students' active participation in the educational process. On the one hand, using the mother tongue as well as a first foreign language while learning a second foreign language helps to understand grammar better. On the other hand, using the mother tongue and a first foreign language is possible only if the student is able to perceive and analyze two foreign languages or two foreign languages and the mother tongue.

Pointing out characteristic features of notions, the ability to find them, comparing them to the corresponding qualities in a first foreign language and in the mother tongue as well as generalization help to learn grammatical phenomena of a second foreign language consciously.

Conscious active learning, which is implemented by comparing various aspects of a second and a first foreign language as well as the mother tongue, causes positive transference and makes it easier to overcome interference.

2. The principle of correspondence to students' abilities has two aspects: on the one hand, as comparison to the mother tongue and a first foreign language is used to make the perception and speaking a second foreign language easier, educational process requires control with the aim of avoiding any complications in learning a second foreign language. Complications may be caused by the excessive use of the facts from the mother tongue and a first foreign language. While using comparison, material is picked out taking into consideration students' knowledge about this or that linguistic phenomenon.

3. The principle of scientificality requires scientific approach to the selection of material and prevents using random grammatical phenomena for comparison with the mother tongue and a first foreign language. The outlay of the material should be carried out in such a way that students could understand differences between language systems from a scientific point of view. All the language notions should be scientifically grounded.

4. The principle of systematicity and sequence presupposes learning all grammatical notions successively and systematically using comparison, which allows to develop students' abstract thinking as they should under-

stand the essence of a grammatical notion and to form the students' skills of scientific search.

5. The principle of students' activeness in educational process requires constant encouraging of their active participation in the educational process. Implementation of this principle while developing grammar skills in writing requires problem-solving tasks which call for active search for information. This develops students' abilities to study language phenomena and their mobility as an indispensable factor of their grammar competence.

6. The implementation of the principle of stability in the growth of knowledge is achieved by means of systematic repetition (while explaining, doing exercises, using various grammatical notions in speaking at the lessons) and a conscious approach to learning certain notions which constitutes the basis for the developments of grammatical skills in writing.

7. The principle of problem solving influences the choice of material and the way tasks for students are set. Problem-solving tasks help to shape students' cognitive independence, develop their logical, critical and creative thinking.

8. According to the principle of taking into consideration students' individual psychological characteristics, the process of a second foreign language teaching, as well as a first foreign language teaching, has to be oriented to the personality of a student, to the development of their abilities, independence and should be applied taking into consideration students' needs and interests.

9. The principle of the use of language examples is a part of the didactic principle of the use of visual aids. According to it, language examples (linguistic material) are provided to illustrate and remember a grammatical notion. Such examples should reveal characteristic features of the grammatical structure of a second foreign language in comparison with the mother tongue and a first foreign language.

Didactic principles work together, they are connected with one another and can be implemented together with the methodological principles. Methodological principles take into consideration peculiarities of teaching every separate subject. General methodological principles in the methodology of teaching foreign languages, which are considered to be basic ones, include the principle of communicativeness, the main role of exercises, integrated teaching of speaking skills, taking into consideration the mother tongue [1, p. 51].

Organizing the educational process on the basis of the suggested principles, which, to our mind, reflect the specific features of teaching a second foreign language, will ensure effective development of grammar skills in writing.

These principles include: 1) general methodical principles: communicativeness, cognitive and intellectual orientation of the process of studies and comparison; 2) specific methodological principles: the principle of taking into consideration subordinative trilinguism.

Let us characterize in general methodological principles a more detailed way:

1. The principle of communicativeness. According to, N. Halskova and N. Hes, this principle is characteristic of modern foreign language teaching methodology and exists independently of the language acquired. In the process of a second foreign language acquisition the context of foreign language activity widens. Owing to the implementation of the mentioned principle, students acquire features of a multi-cultural personality, which enables them to take part in intercultural communication [5, p. 150].

Yu. Passov states that the implementation of this principle requires from the educational process to be similar to real situations of communication, which means that the process of mastering a foreign language should approach real communication. The scientist emphasizes that the process of teaching communicative skills, like any other model, is simplified, though the main parameters of the model should be preserved. According to Yu. Passov, these parameters are as follows: 1) activity-oriented character of students' language behavior; 2) objectness of the process of communication which can be modelled by means of a limited but specific set of subjects for discussion; 3) communicative situations which are modelled as the most typical ways of interaction between interlocutors; 4) language means which ensure the process of communication and teaching in such situations; 5) a system of such means has to be simplified but still perform the same functions [10, p. 33-34].

The acquisition of a second foreign language occurs consciously due to students having certain experience in learning a first foreign language: students can compare the content of the acquisition of a first and a second foreign language as well as the organization of study process while learning both these languages. As a result, it can be stated that general methodological approach to a second foreign language acquisition is not only communicative, but cognitive and communicative as well. According to I. Bim, cognitive aspect should be dependent on the communicative one, but at the

same time it should be applied only where it is required: in cases when one should find analogies which make acquisition easier, or, on the contrary, to point out differences to avoid interference [4, p. 23].

2. The principle of cognitive and intellectual orientation of the study process.

M. Baryshnikov states that the implementation of this principle has to activate students' intellectual and cognitive activity, create intellectual difficulties simultaneously encouraging cognitive activity as it has been proved that knowledge and skills acquired by students while solving problem tasks are stronger than those that have been explained to students by the teacher [2, p. 25]. Among the components of the communicative competence, I. Bim mentions cognitive (educational) competence which presupposes the ability to cognize and learn [12, p. 54]. G. Neuner and B. Hufeisen hold the same opinion [21, c. 41-42; 16; 17]. As a result, the implementation of the principle of cognitive and intellectual orientation of the study process ensures high productivity in mastering a second foreign language, makes the process of studying more dynamic, encourages students' cognitive activity and speaking.

3. The principle of the comparison of language phenomena enables not only to point out differences between languages, but also find similar traits. German and English belong to the same group of languages, Germanic languages, and have many things in common: vocabulary and its usage (the presence of article), sentence structure (the presence of the link-verb), the formation of the tense forms of the verb (three main forms of the verb, the use of auxiliary verbs), etc. These can be a basis for learning English as a second foreign language [13]. L. Scherba points out the dependence of the development and improvement of speaking skills on the linguistic experience of students [14, p. 25]. Linguistic experience has a positive influence on a second foreign language acquisition. Although interference is present, it helps to master grammatical phenomena and terms quickly and consciously. The factor of students' linguistic experience determines peculiarities of the methodology of teaching a second foreign language [2].

4. The principle of taking into consideration subordinative trilinguism. Teaching a second foreign language occurs in the conditions of artificial triglossia (according to M. Baryshnikov) which is characterized by speaking fluently two foreign languages. Artificial triglossia plays an important role in the system of teaching a second foreign language. Relying on it

ensures effectiveness, rationality and flexibility of the process of studying. Thus, while teaching certain language phenomena which are similar to some phenomena in the mother tongue and in a first foreign language, a teacher should apply to these phenomena which are already familiar to students [2]. While implementing this principle in the process of developing grammar skills, certain peculiarities of the study process should be taken into consideration: while explaining grammar material which is new to students, they should be shown how to use the knowledge and skills they have in the mother tongue; the differences in the use of similar grammatical notions which exist in two languages should be demonstrated; exercises that take into consideration the difficulties of a phenomenon under study and help to overcome them should be included in the process of mastering a foreign language. Relying on triglossia helps to make the process of a second foreign language acquisition more technological and rational when overcoming difficulties of a linguistic as well as psychological character which students may encounter when learning English as a second foreign language after German.

The described principles constitute an important basis for the success and effectiveness of the process of a second foreign language acquisition as they reflect its specific character and peculiarities.

5. Methods of teaching

Methods of preventing and overcoming grammatical interference among students of the Foreign language department while learning English after German presupposes keeping to the main principles of systematic, explicit and activity approach as well as inductive, deductive, conscious and contrastive as well as communicative and contrastive methods, comparison and analysis of grammatical phenomena of the two languages as the most effective ones taking into consideration the aim and tasks of our investigation. Implementation of the mentioned approaches, methods and techniques helps to select language phenomena and create a set of training exercises.

Pointing out methods, we take into consideration the peculiarities of grammar competence and writing as a type of language activity and keep to the criteria according to which the selected methods should: a) develop positive motivation; b) create conditions for interaction and cooperation; c) encourage communicative and cognitive activity; d) encourage the development of critical and creative thinking; e) provide actualization of speak-

ing abilities and skills in the situations of intercultural and everyday communication; f) contribute to using methods of individual and group work as well as frontal methods; g) develop initiative, individuality and students' independence in the process of the formation of grammar competence in written English.

Having analyzed several articles where modern foreign language teaching methods are discussed [8; 18; 19], we have picked out methods and techniques. A model of organizing the study process which is based on previously mentioned approaches and teaching methods and aimed at preventing and overcoming the phenomenon under investigation has been worked out for creating an effective methodology taking into consideration grammar interference. According to the aims of studying, implementation of the suggested model presupposes the formation of grammar skills as well as the ability to use gained knowledge consciously during step-by-step, interconnected and profession-oriented teaching of grammar with the aim of preventing and overcoming grammatical interference.

6. The control over the results of investigation

The following aspects are being controlled: the form of a word; the connection between lexical units in a sentence; the ability to recognize grammatical form; correlation between the grammatical form and the meaning; knowing grammar rules; combining words into phrases; perception, understanding, and comprehension of the grammar content as well as the structure of sentences and word forms [3, p. 80]. The control over the results of studies aimed at preventing and overcoming grammar interference is carried out with the help of tests.

7. Conclusions

The effectiveness of the process of teaching English as a second foreign is ensured taking into account the nature of trilingualism. The importance of the native language and a first foreign language is one of the decisive factors in the formation of grammatical competence. On the basis of analysis and generalization of the didactic and methodical principles of the formation of the grammatical competence of English as the second foreign language, the students were faced with difficulties caused by grammatical interference. The concept of interference and its classification have been presented in the theoretical part, and theories and research of several scholars have been dis-

cussed. So, understanding of interference seems to be more reasonable not only from scientific point of view, but also from the methodological one, because it gives the possibility to associate closely the analysis of mistakes with studying main structural and typological distinctions between contacting languages and reveal interconnection and interdependence of various interference mistakes.

For the creation of the effective methodology which takes into account the phenomenon of grammatical interference the model of educational process organization based on these approaches and teaching methods and aimed at the prevention and overcoming of the given phenomenon has been elaborated.

The prospect of further scientific research is the study of methodological measures for the formation of grammatical competence in various types of speech activity in the process of teaching a second foreign language in order to prevent and overcome grammatical interference, as well as to determine the criteria for the selection of educational material.

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