

способствует использованию языка в ситуации, приближенной к ситуации общения в реальной жизни, связанной с выражением эмоций.

Приведенные примеры позволяют нам сделать вывод, что развитие эмоционального интеллекта не только способствует повышению уровня языковой подготовки, но также способствует построению эффективных межличностных отношений в различных ситуациях общения.

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### **Grammatical interference in learning English as the second foreign language**

The article focuses on the phenomenon of interference of the German language when studying the English language. The term «interference» is defined, the typical grammatical mistakes that occur in students' English speech are considered. Recommendations for overcoming grammatical mistakes in student's speech are offered.

Key words: grammatical interference; native language; English language; German language; grammatical skills; mistakes.

Foreign languages like English and German are increasingly important for professional success in today's globalized world. They are widely studied in many higher education institutions. When studying several languages at once, or having skills in one, students may experience a substitution of knowledge from one language to another. This substitution presents such a phenomenon as interference. This substitution is often treated as negative, since it interferes with the acquisition of another foreign language, leading to mistakes. Interference (negative substitution) is a key topic in the study of foreign languages, which students face when they learn a new foreign language. Interference occurs when the learner's existing language systems (native or previously studied) influence the target language. It leads to mistakes and deviations from the previous language structure [6].

Grammar is not an ordinary set of rules. It is a tool necessary for effective communication in a foreign language. Knowledge of grammar allows expressing freely our thoughts and ideas in a foreign language. A grammar skill is the ability to choose the correct grammar pattern and form it in accordance with the speech task. Grammar is necessary for the successful use of a foreign language in different situations. Therefore, «a grammatical skill is determined as the ability to choose and apply the correct grammatical structure for a given communicative task using this skill in a way that is appropriate to the situation» [2]. Grammar skill is formed in the learning process and requires constant practice. Developing grammatical skills in a foreign speech involves the ability to reproduce the studied structure, forming automatic speech connections in typical speech situations where it functions. It also enhances its flexibility by varying the conditions of communication. At the initial stage to master, practice and consolidate the grammatical skills of a new foreign language, constant training exercises are required. However, this is not the only way to practice and remember new grammar material.

Using visual aids like tables, diagrams, handouts, PowerPoint presentations, and audio materials can greatly enhance the development of grammatical skills [4, p. 45]. These tools help students visualize grammatical structures and practice applying them. Visibility is a technique for developing memory by relying on different sensory organs. It develops both oral and written speech in accordance with typical models of speech acts. Consequently, developing grammatical skills is crucial for foreign language learning, as they are required components of all expressive and receptive types of speech activity.

Interference at the grammatical level is not as diverse as at the phonetic level, but it has its own patterns, the reasons for which should also be sought in the structural features of the two languages. Therefore, the most common cases of grammatical interference include:

The use of word order typical for constructing a German phrase, and not corresponding to the rules of forming an English phrase. Thus, students tend to use frequently inverted word order in sentences beginning with an adverbial modifier of time, i.e. where the inversion is obligatory in German, the word order remains direct in English. e.g. Germ. *Plötzlich nahm sie den Brief vom Tisch.* – Eng. *Suddenly took she the letter from the table. The correct variant is: Suddenly she took the letter from the table.* The word order that is not typical for the English language is also used when constructing phrases containing a modal verb. For example, when forming a general question that begins with a modal verb, the main verb is placed not after the subject, but at the end of a phrase, as required by the structure of a general question in German. e.g. Germ. *Soll er diese Übung machen?* – Eng. *Must he this exercise do?* The correct variant is: *Must he do this exercise?*

Another characteristic feature of grammatical interference is the use of the ending *-(e)s* for the third person singular in the Present Simple tense with verbs in the Past Simple tense in English. e.g. Eng. *he comes, she tooks, she likeds.* This mistake is typical for students studying German as their first language, and is apparently explained by the presence of a person and number marker *-st* in verbs in the second person singular in German verbs in Präsens and Präteritum. e.g. Germ. *du sagst, du sagtest.* Since in English verbs in the third person singular in the Present Simple has the ending *-(e)s*, then by analogy with German *-st* is transferred to the third person singular in the Past Simple. e.g. Eng. *he speaks – he spokes.* Quite often, especially at the initial stage of learning English, there is a substitution of the English verb *to be* in the third person singular in the Present tense, acting as a linking verb, with the corresponding German verb. e.g. *He ist a good friend.* – e.g. Germ. *Er ist ein guter Freund.* The correct variant is: *He is a good friend* [1]. In German the tense as Perfekt is often used, while in English the Past Simple tense is more often used, which results in the use of an irregular verb form in the English sentence. e.g. Germ. *Ich habe den Kuchen gebacken.* – Eng. *I have the cake baked.* The correct variant is: *I baked the cake.*

The use of a negation in English also causes difficulties for German speakers. In German the negation *kein* is often used instead of *nicht* (not in English) in relation to a noun, e.g. Germ. *Ich habe keinen Regenschirm.* – Eng. *I have not an umbrella.* The correct variant is: *I don't have an umbrella.* Interference affects mistakes in using verbs with prepositions in German. In most cases, it does not coincide with English verbs or is even absent in one of the languages. e.g. Germ. *Sie bedankt sich bei Tom für das Geschenk.* – Eng. *She thanks Tom for the gift.* In the English sentence the preposition can be completely absent. Grammatical interference from German to English occurs when the rules for word order and agreement of grammatical units in one language are applied to

similar constructions in the other language. It leads to violations of the second language's norms. As students master the grammatical skills of a foreign language, they develop automatic connections between form, meaning, and use in speech.

Some ways to help students avoid grammatical interference in their oral and written speech can be proposed. Firstly, various exercises in imitation, substitution, and transformation can be trained. The grammatical structure is presented in exercises for imitation, and students should repeat it without changes. Exercises for substitution are used to develop automatism in the use of grammatical structure in similar situations. Transformational exercises help develop skills in combining, replacing, reducing or expanding given grammatical structures in speech [3, p. 32–35]. Besides, students should be proposed exercises in which structures in both languages will be compared. This allows them to see the similarities and differences in grammar of the two languages. It's required to study and explain grammatical rules as well as to analyze the most difficult new grammatical phenomena in the second foreign language, highlighting differences between grammatical norms in both languages. Then, exercises for translation using both languages are needed so students can see how different languages express the same thing, even when they use very different grammar [5].

In conclusion, all the above examples of grammatical interference between the English and German language systems often occur at the initial stage. When students turn to a new language system, they use their previous linguistic experience. The latter foreign language experiences the influence of previously studied language systems. As students develop their stable and correct skills in pronunciation, speech construction, lexical usage, and writing, these manifestations of interference disappear gradually from their speech at the advanced stage.

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### **The peculiarities of the terms of the disappearance of German in the speech of representatives of the German ethnic minority**

The proposed theses deal with the description of the terms representing the linguistic and sociolinguistic peculiarities of the dying tendencies of the German language in the speech of the descendants of German immigrants dispersedly living on the territory of various German language islands located in different parts of the globe (Australia, USA, Russia).

Key words: language attrition; language death; language involution; German language islands; bilingualism.

At present, the description of the processes of language extinction is one of the main problems of areal linguistics. Of particular interest to linguistics is the study of the language forms of speech of representatives of German language islands around the world. This problem focuses the research attention of linguists on the description of the conceptual and terminological apparatus that helps to understand the peculiarities of the dynamic of the disappearance of German in the communication among the German settlers.

One of the notable examples of the disintegration of the German language can be the dying variety of German (relic variety) spoken in South Australia (Barossa Valley), 70 kilometers north of Adelaide, where between 2009 and 2012 a total of 32 speakers (over 80 years old) of Barossa German were recorded by C.M. Riehl. To describe a dying variety at the end of its development process, the researcher introduced the term «relic variety» and points out that the speakers of a relic variety used the minority language only during their childhood within the family. However, after entering school, where they acquired the majority language, the use of the L1 with siblings and other younger family members gradually ended and the use was restricted exclusively to communication with family members of the older generations. After the death of the older family