

THE INTERFERENCE PHENOMENA IN LEARNING FOREIGN LANGUAGES

Introduction. Linguistic interference is the interaction of speech systems under the condition of bilingualism, which arises either in the process of language contacts, or in the process of learning non-native language. It is a process of spontaneous transference, imposing differentiative features and rules of one language system on another. The depth and amount of interference depend on many subjective and objective factors. The smaller the typological distance between the native and foreign languages, the greater the level of their similarity and the less difference, the greater the probability of the manifestation of interference is [2].

Review of recent publications. Interference exists at all levels of the language according to the numerous sources [2; 3; 4; 5]. The main deviations from the English language standards in the phonetic, lexico-semantic and grammatical levels are related to the typological differences between English and native language. The peculiarities of the native language, the English proficiency degree, the lack of the natural English language environment influence this transference [1].

Objective of the paper is to consider the factors that give rise to interference, as well as factors that lead to mistakes in English speech.

Results of the research. The influence of the native language in the process of communication is unavoidable. It leads to the violation of the system and the rules of the foreign language, and, consequently, interference. The primary system is considered to be a source of interference, secondary – an object of interference.

The appearance of interference depends on the following factors:

- the level of communicative competence in the native language and the conscious possession of it (the higher the level of competence in the native language, the less interference phenomena and more opportunities for the acquisition of a foreign language are);
- the degree of difference in the structural and semantic organization of the native and foreign languages, that is, the presence or absence of phonetic, lexico-grammatical and semantic types of correspondences;
- the duration of foreign language acquisition (the longer the duration of language learning, the less the effect of interferent phenomena is) [4: 71].

First of all, the linguistic interference under artificial multilingualism concerns mostly the lower level of speech, its phonetic aspect. The most obvious and widespread phonetic interference is observed at the initial stage of learning a foreign language. The most vulnerable are the sound and prosodic features of English (hereinafter – Eng.):

- mistakes associated with the pronunciation of phonemes: vowels ([ə:], [ɔ:], [u]), consonants [l], [θ], *-ing* [-ɪŋ] endings, and *-ed* ending;
- stress shift in some foreign words under the influence of the native language: Eng. *industry, botany, influence, colleague, magazine*;
- different reading of the same letters combinations: Eng. *break, steak*, but *bleak, streak*. These interference mistakes are caused by inability to identify foreign sounds and prosody correctly. It leads to replacing foreign phonetic sounds by so-to-say ‘analogues’ from their native language. For example, [θ] is pronounced as [t] and/or [s] in the words Eng. *tin* and *sin*;

- errors in reading the English letters that coincide graphically with the Ukrainian (hereinafter – Ukr.) ones, but express different meanings, for example: Eng. *type* [tʌp] instead of [taɪp]; *try* [tru] instead of [traɪ], etc.

Mistakes of the lexical and semantic level include:

- incorrect use of prepositions and word combinations;
- reflexive use of nouns: ‘мені важко’ as ‘difficult for me’;
- a false idea about the meaning of idioms, phrasal verbs or fixed word-combinations: Ukr. *Гнатись за двома зайцями* – Eng. *To run after two hares* (instead of: *to kill two birds with one stone*).

The most common mistakes of the grammatical level are:

- violation of the word order in the sentence;
- the use of the infinitive with the particle *to* after modal verbs (*may, can, must*);
- violation in the sequence of tenses;
- mistaken usage of phrasal verbs Ukr. *залежить від* – Eng. *depend from* (instead of: *depend on*) [4: 72];

Another common grammatical mistakes are:

- Usage of the word order in a sentence according to the rules of Ukrainian. It leads to a complete change in the content of the English sentence: Ukr. *Учням поставили важке завдання* – Eng. *The pupils set a difficult task* (замість: *were set*).

- Transitive and non-transitive verbs in English and Ukrainian do not coincide. The verbs to *stop, repeat, risk* require a direct annex in English, which is not the case in their native language. For example, Ukr. *Він не побоявся ризикнути* – Eng. *He was not afraid to risk* (instead of: *to risk it*).

- In English, unlike Ukrainian, personal pronouns are traditionally used after verbs like to *tell, inform, remind, enable, fail*, compare: Ukr. *Він сказав, що вся інформація була дуже уважно перевірена* – Eng. *He told us that all the information was checked carefully*.

- The wrong identification of the tense forms of English and Ukrainian leads to serious mistakes that may change the meaning of the whole sentence. For instance, Ukr. *Ми довго умовляли його забути про цей план* – Eng. *We persuaded him for a long time to forget about this scheme* (instead of: *We have been persuading*).

- The structure of Ukrainian questions is often transposed on English sentence: Ukr. *Як ви думаєте, де він зараз працює?* – Eng. *How do you think, where does he work now?* (instead of: *Where do you think he is working now?*).

- It is important to follow the rules of agreement between the subject and predicate. 'False friends' identification works in this case as well. Ukr. *Гроші були великою спокусою для крадія, і він не міг встояти перед нею* – Eng. *The money were a great temptation for the thief, and he could not resist it* (instead of: *The money was...*). Very often students make mistakes because they use prepositions where there is no need. Ukr. *Ці обставини обов'язково вплинуть на результати іспитів* – Eng. *These circumstances will undoubtedly affect the results of the exams* (instead of: *influence*) [3].

Conclusion: Consequently, we come to the conclusion that under the conditions of bilingualism or multilingualism it is impossible to avoid interference. The reason of interference is that the speaker builds his / her speech under the pressure of the native language in accordance with its rules, ignoring the asymmetry between the native and foreign languages. That is, interference aims at adapting a foreign language to the mother tongue, to identify and build foreign-language structures according to models of the native language [1: 285].

A careful study of the interference mistakes will assist in overcoming these phenomena. There are several ways to combat interference:

- Interlingual comparisons;
- interlingual contrast exercises;
- translation analysis;
- focus on verbal rules for explaining difficult situations of interlingual discrepancies.

All these methods will help to prevent errors, reduce their number, and thus, facilitate the learning process.

References

1. Соболь Ю. О. Міжмовна інтерференція / Ю. О. Соболь // Наукові записки Національного університету "Острозька академія". – Серія : Філологічна. – 2015. – Вип. 56. – С. 284–286.

Sobol Y.O. Interlingual interference / Y. O. Sobol // Scientific notes of the National University of Ostroh Academy. Series: Philological. – 2015. – Issue 56. – S. 284–286 [in Ukrainian].

2. Інтерференція лінгвістика [Електронний ресурс]. – Режим доступу <https://uk.wikipedia.org/wiki/%D0%86%D0%BD%D1%82%D0%B5%D1> Interference (linguistics) [Electronic resource]. – Retrieved from: <https://uk.wikipedia.org/wiki/%D0%86%D0%BD%D1%82%D0%B5%D1>

3. Баранникова Л. И. Проблемы интерференции и вопросы взаимодействия языков / Л. И. Баранникова. – Саратов: СГПИ им. К. А. Федина, 1972. – С. 4–23.

Barannikova L. I. Problems of Interference and Questions of the Interaction of Languages / L. I. Barannikov. – Saratov: SPSI, K. A. Fedin, 1972. – S. 4–23 [in Russian].

4. Волошок І. Ю. Типологія мовних помилок в усному англійському мовленні студентів-філологів / І. Ю. Волошок // Наукові праці [Чорноморського

державного університету імені Петра Могили комплексу “Києво-Могилянська академія”. – Серія : Педагогіка. – 2014. – Т. 246. – Вип. 234. – С. 71–75.

Voloshok I. Y. Typology of linguistic mistakes in the oral English language of students-philologists / I. Y. Voloshok // Scientific papers [The Black Sea State University named after Peter Mohyla of the Kyiv-Mohyla Academy complex]. Series: Pedagogy. – 2014. – Vol. 246. – Issue. 234. – S. 71–75 [in Ukrainian].

Anna Hnatiuk

Vasyl' Stus Donetsk National University

Vinnitsia

Research Supervisor: V.I.Kalinichenko, PhD in Philology, Ass. Prof.

Language Advisor: O. Yu. Korzh, PhD in Pedagogy, Ass.Prof.

PREREQUISITES OF MODERN SYNTACTIC TERMINOLOGY: INTERPRETATIVE AND STRUCTURAL ASPECTS

Introduction. The terminology since its formation has become an integral and important component of the lexical language system. In addition, it is an integral part of the scientific language, which testifies to the achievements of each particular area of knowledge at a certain stage of its development. The level of progress in a particular industry, as well as the possibilities of a specific language for the expression of new scientific concepts, is evidenced by the wealth and completeness of the terminology that serves this industry [1].

Numerous terminology studies have convincingly proved that vocabulary plays an important role in the development of science and technology and is able to determine to a certain extent the direction for further development of their theoretical positions. As the main means of expression, storage and transmission of special scientific and technical concepts, terminology provides the formulation of problems and the continuity of scientific knowledge. Any branch of science and technology is developing, relying on definite and fixed, in terms of a system, concepts. O. Reformatyky pointed out that the language is primarily a science in terms of terminology. In the term reflected strong ties of science and language: it is a means of organizing and transferring of knowledge.

Review of recent publications Foreign and Ukrainian scholars devoted a large number of works to the problem of studying terminology in various aspects. In particular, in the studies of well-known Russian scientists: D. S. Lotte, E. K. Dresen, G. A. Winokur, O. Reformatyky and others – the definition of the most important concepts of modern terminology, which later found its coverage in intelligence B G. Gak, R. A. Budagova, O. S. Gerda, L. A. Kapanadze, S. I. Korshunova, N. S. Kotelova, V. P. Danilenko, T. L. Candelaki, V. M. Leichik and others.

The views on the nature of the term, its main features, the difference from the commonly used words are covered in the scientific works of B. M. Golovin,