

CHALLENGES THAT THE UKRAINIAN-SPEAKING STUDENTS FACE WHILE LEARNING ENGLISH

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Resume:

The article deals with the principal difficulties, faced by Ukrainian-speaking students in the process of learning English as a foreign language. The research considers specifically grammar problems, caused by some crucial differences between English and Ukrainian. The authors analyze both main and auxiliary parts of speech and argue the reasons of problems and challenges, faced by the students while learning English. The article substantiates that one of the most important aspects, which should be considered in the process of a foreign language learning, particularly English, includes comparison of its principal categories with those, which are specific for the students' native language, namely Ukrainian. Among the main problems of the English language learning, Ukrainian students specify the following groups, i.e. phonetics, grammar, and stylistics. The research suggests that it is expedient to use the cognitive-communicative approach to study grammar. In the article, it is stressed that to get an integral idea about common and different features of the grammar of English and Ukrainian, it is reasonable to compare such important aspect as morphology, i.e. morphological peculiarities of both languages. To compare and analyze the morphology of English and Ukrainian, it is necessary to consider specific features of the parts of speech, specifically noun, adjective, verb and auxiliary parts of speech. The factors, which secure success in mastering foreign languages, are determined in the article; primarily they include high motivation of students, ability to organize a consistent independent work with language material, involving all available options and sources, persistence and a positive, optimistic approach, as well as awareness of personal responsibility for the result. In the research it is stressed that the current progress of technologies, including teaching ones, can greatly simplify mastering any foreign language and the issue needs the further study.

Key words:

grammar category; parts of speech; similarities; differences; English and Ukrainian languages.

Анотація:

Опир Мар'яна, Панчишин Світлана, Добровольська Світлана. Труднощі у вивченні англійської мови україномовними студентами.

У статті розглянуто основні труднощі, з якими стикаються українські студенти в процесі вивчення англійської мови як іноземної. Висвітлено специфічні граматичні проблеми, зумовлені радикальними відмінностями між англійською та українською мовами. Проаналізовано основні та допоміжні частини мови, а також визначено причини виникнення проблем у процесі вивчення англійської мови. З'ясовано, що одним з основних аспектів, який необхідно враховувати під час вивчення іноземної, зокрема англійської мови, є порівняння її принципових категорій зі специфічними категоріями рідної мови студентів – української. Серед найбільш складних категорій для вивчення, на думку українських студентів, в англійській мові можна виділити фонетику, граматику й стилістику. Доведено, що для вивчення граматики доцільно використовувати когнітивно-комунікативний підхід. Для отримання цілісного уявлення про спільні та відмінні характеристики граматики англійської та української мов насамперед потрібно порівняти морфологічні особливості обох мов, урахувавши специфіку частин мови, зокрема іменника, прикметника, дієслова, а також допоміжних частин мови. Визначено чинники, що забезпечують успіх в оволодінні іноземними мовами: висока мотивація студентів, уміння організувати послідовну самостійну роботу з мовним матеріалом із залученням усіх наявних джерел, наполегливість, позитивне та оптимістичне налаштування, а також усвідомлення особистої відповідальності за результат. Підкреслено, що сучасний прогрес технологій, зокрема й технологій викладання, може значно спростити оволодіння будь-якою іноземною мовою, а тому це питання потребує подальшого вивчення.

Ключові слова:

граматична категорія; частини мови; схожості; відмінності; англійська та українська мови.

Аннотация:

Опир Марьяна, Панчишин Светлана, Добровольская Светлана. Трудности изучения английского языка украиноязычными студентами.

В статье рассмотрены основные трудности, с которыми сталкиваются украинские студенты в процессе изучения английского языка как иностранного. Определены специфические грамматические проблемы, вызванные радикальными различиями между английским и украинским языками. Проанализированы основные и вспомогательные части речи, а также выяснены причины возникновения проблем в процессе изучения английского языка. Доказано, что одним из основных аспектов, который необходимо учитывать в процессе изучения иностранного, в частности английского языка, является сравнение его принципиальных категорий с теми, которые специфичны для родного языка студентов, а именно – украинского. Среди наиболее сложных категорий для изучения, по мнению украинских студентов, в английском языке можно выделить фонетику, грамматику и стилистику. Исследование показало, что для изучения грамматики целесообразно использовать когнитивно-коммуникативный подход. Подчеркнуто, что для получения целостного представления об общих и отличительных характеристиках грамматики английского и украинского языков целесообразно сопоставить такой важный аспект, как морфология, то есть морфологические особенности обоих языков, с учетом особенностей частей речи, в частности существительного, прилагательного, глагола и вспомогательных частей речи. В работе определены факторы, обеспечивающие успех в овладении иностранными языками: высокая мотивация студентов, умение организовать последовательную самостоятельную работу с языковым материалом, задействуя все доступные источники, настойчивость, позитивный и оптимистичный настрой, а также осознание личной ответственности за результат. В исследовании акцентировано на том, что текущий прогресс технологий, в частности технологий обучения, может существенно упростить овладение любым иностранным языком, и поэтому данный вопрос требует дальнейшего изучения.

Ключевые слова:

грамматическая категория; части речи; сходства; различия; английский и украинский языки.

Problem setting. This research is devoted to investigation of the problems, which students speaking Slavic languages, specifically Ukrainian speaking students, face while studying the English language.

The article studies the principal differences of the Ukrainian and English languages. The goal of the research is to determine the main difficulties Ukrainian students face while learning English, particularly morphological aspects of both

languages, in order to simplify the process of English mastering. The work provides analysis of the problem aspects and suggest the ways to avoid the most common mistakes in the process of language learning.

Task setting. One of the most important aspects, which should be considered in the process of FL learning, particularly English, includes comparison of its principal categories with those, which are specific for the native language of students, namely Ukrainian. Such approach can be useful in case the compared phenomena exist in both languages and have similar forms. However, considering the differences in the nature of two mentioned languages, most of their categories differ, causing difficulties for learners.

Solution of the tasks, outlined in the article, is secured by general scientific and specific methods of research, namely induction and deduction - to collect, make systematization and processing of the information; method of observation – to get statistics about the errors the Ukrainian speaking student make while English learning, the method of analysis – to study the reasons causing difficulties for the students in mastering the main English grammar categories, the method of comparison – to examine the crucial morphological differences of both languages, and abstract-logical method – to make theoretical generalization and conclusions.

Analysis of recent researches and publications. A great number of scientific works on the methodology of foreign languages (hereafter FL) learning is devoted to the methods of efficient and effective teaching, focused on formation of students' language and speaking competences of high level. Those works are intended for teachers and supply recommendations and advices concerning organization of the process of learning and application of effective tools and methods. However, a person is still the central figure of that process, i.e. the person who learns – a student (a pupil or a listener of language courses). The way the student organizes himself/herself in the process of FL learning determines the ultimate result. The issues of organization of student's work on FL learning, particularly arrangement of learning process, independent work with language material, personal features to achieve the success in FL learning, are not of less importance than the methodology of FL learning.

Grammar has been and always will be the main headache of English teachers, particularly at non-linguistic universities. In spite of a huge scope of grammar exercises and numerous endeavors to explain all peculiarities of grammar constructions, efficiency of that process is still not very high. Many scientists and linguists, famous educators and philologists have tried to develop a specific

methodology, to outline particular ways for English grammar learning and teaching. I.M. Berman was the first who developed a specific method of grammar teaching at a technical university. He proposed to introduce some elements and aspects of informatics in the process of teaching of grammar phenomena [17]. He also employed some peculiarities of non-humanities by adding large scheme-blocks, symbols and algorithmic schemes in the presentation of grammar material. His ideas and system have created a base for theoretical and practical works of A. Reshetov, S. Solovii, L. Abrosymova. Later, some elements of such approach to English learning were used in the works of philologists and linguists, such as L. Chernovatyi, V. Karaban, I. Lipko, I. Nabokova, V. Samokhina, O. Rebrii, I. Frolova, N. Kovalchuk, S. Pchelina, T. Shchokina, O. Pietukhova, S. Romaniuk, H. Malyna.

Scope of the research. Among the main problems of the English language learning, Ukrainian students specify the following groups, i.e. phonetics, grammar, and stylistics. They are forced by the principal differences of those languages, i.e. English and Ukrainian. All of them are very important. Nevertheless, the authors of the article consider that grammar, particularly morphology, is of crucial importance for the success in the process of English learning.

The process of grammar learning should be of system and algorithm character. To master new aspects, students should develop their basic level of English skills to be able to correlate and differentiate and thus, to understand the main grammar structures with their following reproduction [9].

To study grammar, it is expedient to use the cognitive-communicative approach. Cognitive technologies can secure deeper comprehension and practical application of the knowledge of English, whereas the communicative approach is currently the most relevant and efficient method of FL learning. The communicative method is focused on mastering all skills of speaking activities in complex. However, to study more difficult topics and fluent speaking of the language, it is necessary to involve the students in the continuous exercising of grammar.

To get an integral idea about common and different features of the grammar of English and Ukrainian, it is reasonable to compare such important aspect as morphology, i.e. morphological peculiarities of both languages. To compare and analyze the morphology of English and Ukrainian, it is necessary to consider specific features of the parts of speech, specifically noun, adjective, verb and auxiliary parts of speech.

Noun in the Ukrainian language is characterized by three grammar categories: 1) the category of case, which consists of six cases; 2) the category of number, which has two numbers – singular and plural; 3) the category of gender, which is represented by three genders – masculine, feminine, and neuter; which have the appropriate morphological expression. Contrary to the Ukrainian language, English noun is characterized by two grammar categories: 1) the category of number, which is represented by singular and plural; 2) the category of determination (definiteness-indefiniteness), which is represented by articles in the pre-position [13, p. 8].

The category of number is present in both compared languages, but in a different way. Among the English nominative parts of speech, it is specific only for nouns. The principal way to make a plural form in English and Ukrainian suggests use of flexion, sometimes along with changes of root consonants, e.g. English: *Knife – knives*; Ukrainian: *друз – друзи*.

In English, there are some nouns, which have the form of the remains of Anglo-Saxon palatal mutation, i.e. the way of form-composition, which is called an internal flexion, e.g. *goose – geese*; *foot – feet*; *mouse – mice*.

Another peculiarity of English, which is not specific for Ukrainian, is that it has nouns, borrowed from other languages with the foreign flexion of plural, e.g. *antenna – antennae*, *datum – data*, *phenomenon – phenomena*. However, there is a tendency to displacement of the foreign flexion by the original flexion, e.g. *antenna – antennas*, *medium – mediums*, along with *antennae* and *media* respectively.

In the Ukrainian language, the form of plural without a flexion is particular only for the borrowed nouns ending with some vowels, e.g.: *колібри*, *пончо*, *кенгуру*. In English, numerous nouns of German origin, like *deer*, *sheep*, *swine*, *neut* do not have flexions of plural [2, p. 9].

Considering the category of gender, the differences between the Ukrainian and English languages are more essential than in the category of number and case. Gender is one of the most specific categories of Ukrainian, whereas in English, the grammar category of gender is absent. In Ukrainian, gender as a language category, features all nouns but for pluralia tantum. Each noun in the content of their semes, determining its grammar essence, obligatory has the seme of gender, particularly masculine, feminine, and neuter. In English, there is no specific grammar means of gender expression. The only suffix, expressing the feminine gender is *-ess*: *actor – actress*, *heir – heiress*, *lion – lioness*, *tiger – tigress* [2, p. 13–16].

It is necessary to mention another important aspect, which is specific for Ukrainian-language speakers and causes problems of understanding of the message by recipients, i.e. peculiarities of possessive case in English. In the English language, there is a narrow use of it, and the specific feature is that the possessive case is placed before the characterized word that is different from the situations of its use in Ukrainian and is the reason for students' interference at that grammar level. “*If to talk about my friend's, I don't have a lot of friends. I have two best friend's Arthur and Ivan*”. – “*If to talk about my friends, I don't have a lot of friends. I have two best friends Arthur and Ivan*”. The presented example confirms that Possessive case is a complicated topic for those, who study English as a foreign language.

Some difficulties also appear in terms of the category of adjectives. In Ukrainian, adjective is an independent part of speech, which express the processual (semantic) feature of an object, revealed in the grammar categories of gender, number and case. Contrary to the Ukrainian language, adjectives in the English language are not agreed with noun and, in that sense, are characteristic for the languages of completely different type, i.e. agglutinative ones, for example the Turkic language, in which no agreement with the noun is of typological character. Moreover, both in English and in Ukrainian, an adjective expresses a feature, quality and property of subjects and has morphologically revealed category of the degree of quality (comparison).

Adjectives in the English language are not changed by genders, numbers and cases, and thus, they significantly differ from the same part of speech in the Ukrainian language. The only category of adjective in English is the degrees of comparison.

In spite of the fact that in the studied languages, the degrees of comparison are formed both synthetically and analytically, students still make mistakes in that aspect, because the degrees of comparison are suppletively formed. For instance, “*It is good than was previously*” – “*Це краще, ніж було раніше*”. The adjective “good – better – the best” in the comparative degree, which is used for comparison. In the demonstrated sentence, it is necessary to use the form “better”. “*It is better than was previously*”.

An important nuance of use of the superlative degree of comparison in English statements is that it is preceded by the definite article “*the*”: “*He is best person in my life*” – “*Він найкраща людина в моєму житті*”. In the Ukrainian language the prefix *най-* is a part of the superlative degree of comparison and thus, students miss the article, which is an obligatory feature of the superlative

degree of comparison (*themoost, thebest, theleast*, etc.).

Moreover, while analyzing students' works, it is marked that sometimes they make mistakes in the use of the comparative degree of adjectives, e.g. "After my school degree I had notas higher levelof my English as I want", instead of a simple phrase "...notashighasIwant."

A verb is probably the largest category in terms of use and thus making mistakes and difficulties. A verb as a morphological category is also an important aspect in the study of morphological interference. Thus, comparing it with other parts of speech in the modern English language, the authors notice that the category of verb has a broad system of inflexion. It was been already mentioned that English is an example of analytical language and thus, verbs in that language have mostly analytical forms, whereas in Ukrainian – synthetic ones.

The necessity to use the particle "to" before the appropriate form of the verb is uncustomary for Ukrainians because of the impact on their native language. The following sentences can be analyzed as an example of such problem:

"I like read books, especially about philosophy" – "Я люблю читати книги, особливо з філософії".

"I love spend my free time with my lovely family". – "Я люблю проводити вільний час з моєю любовою сім'єю".

"I started go to school" – "Я почала ходити до школи".

"I like to do everything". – "Я все люблю робити".

An important peculiarity of English verbs is that changes in the personal endings of the verbs are particular only for the third person singular, e.g. inflecting of the verb "to love" looks like:

I love
You love
He/she/it loves
We love
They love
You love

Contrary to the grammar rules of the Ukrainian language, in English only the third person singular gets the ending – (e)s, whereas in Ukrainian the change of endings is characteristics of each person:

Я люблю
Ти любиш
Він/вона любить
Ми любимо
Вони люблять
Ви любите

In the analyzed cases, one can also observe the samples of grammar interference in use of the specific forms of verbs. Students, overlapping their knowledge of grammar of their native language, add

the ending – (e)s where it is not needed in English. For instance, "They makes a nice couple". – "Вони гарна пара". "They helps me a lot both with learning and having a good time". – "Вони дуже допомагають мені і навчатися, і гарно проводити час".

To make the appropriate form of the above presented sentence it is necessary to substitute the personal form of the verbs, i.e. "They make a nice couple" and «They help me a lot both with learning and having a good time".

Moreover, for a Ukrainian-speaking person it is not common to use the English "I am", which is a part of Verb Phrase in the English grammar. To describe somebody's emotional or physical conditions, it is necessary to use the grammar construction "I+to be +adj". "I am happy to see you", "I am exhausted after classes", etc. The grammar construction is used not only in the Present Tense, but also in other Tense forms of the verbs in Active Voice.

In the Ukrainian language, it is enough just to say "Я радий тебе бачити", "Я виснажений після уроків", etc. Thus, the English-learning students often make similar mistakes omitting the verb "to be": "I have many friends. I very glad that have them", instead of "I have many friend. I am very glad that have them".

Ukrainian verbs are characterized by the semes of grammar categories, particularly:

- 1) the category of aspect, which is revealed by morphological forms of perfective and imperfective aspects;
- 2) the category of tense, which is revealed in the forms of five tenses – three forms of tenses of imperfective and two forms of perfective aspects;
- 3) the category of voice, which is morphologically expressed in the form of active, reflexive and passive voice;
- 4) the category of mood, represented by three forms, i.e. indicative, imperative and subjunctive moods;
- 5) the category of person, expressed by personal endings;
- 6) the category of number, expressed by personal endings;
- 7) the category of gender in the form of singular of past tense.

In the system of English verbs, the following categories are specific, particularly:

- 1) the category of tense, presented by three forms of tenses, i.e. present, past and future;
- 2) the category of mood, namely indicative, imperative and subjunctive I, subjunctive II;
- 3) the category of voice, which is morphologically expressed in the form of active and passive voice;

4) the category of aspect, presented in the forms of two aspects, i.e. general and continuous;

5) the category of time reference, presented in the perfect forms;

6) the category of person, expressed in the present tense by the morpheme-(e)s and zero morpheme of other persons;

7) the category of number [18, p. 32–33].

A continuous problem for students is to learn irregular verbs. However, using poems, pictures, funny stories, although it may seem not serious for the students of technical specialties, but it is more efficient and effective method than simple learning by heart. For instance, students can learn the following poem, e.g.

У банк вирішив я *go – went – gone* (йти, їхати)

Одну справу *do – did – done* (робити)

Охоронця я *shoot – shot – shot* (стріляти)

Щоб він мене не *catch – caught – caught* (ловити)

Охоронець на підлогу *fall – fell – fallen* (падати)

А гроші всі я *steal – stole – stolen* (красти)

До себе на дачу *ride – rode – ridden* (їхати)

У комірчині гроші *hide – hid – hidden* (ховати)

Ніхто мене не *find – found – found* (знаходити)

Всіх навколо пальця *wind – wound – wound* (намотувати, обводити).

In English, Passive Voice is used more often than in Ukrainian. In the Ukrainian language, Passive Voice can be formed only for transitive verbs, which is followed by a direct object. In the English language, such passive phrases are often used basing on intransitive verb. Here are some examples of the passive forms of verbs, derived from nouns, e.g. “*The girl was teaed and tangoed by Anthony Brown*”. – “*Дівчину пригощав чаєм і танцював з нею Антоні Браун*”.

It is also necessary to consider peculiarities of auxiliary parts of speech. In Ukrainian, the relations between words are expressed by means of governed case forms of nouns, pronouns, substantiated adjectives or numerals from the governing verbs, nouns, adjectives, pronouns, numerals, adverbs, which are linked by a preposition.

Article as a morphological category needs particular attention of Slavic-speaking students, who learn English, because grammatically correct speaking in English needs use of articles before nouns. Only in some grammar cases, they can be omitted or substituted by possessive or indefinite pronouns (some, any).

In the context of the above-mentioned fact, checking works of Ukrainian students of different courses, the authors of the research determine that the majority of mistakes deals with the use of articles that is explained by absence of such category in their native language.

The mistakes of article use can be divided into two groups:

- lack of article
- incorrect use of article

Thus, the first group of mistakes are as follows:

“*She is teacher*” – in that case, when student describes the kind of activity of his/her mother, it is possible to use definite or indefinite article. Whereas, if no specification is needed, the indefinite article should be used: “*She isateacher*”.

“*I have a/the friend, which I know since my childhood. Her name is Ilona*». – in that sentence, one can use either definite or indefinite article, because the student mentions about her/his friend for the first time and thus, it is possible to use indefinite article, but she/he means a definite friend and says her name, thus it is possible to use the definite article before the noun. The same is true for the following examples from the students’ works:

“*My father isa/thehead ofour family, he is strong and brave*”.

“*I amastudent of Ostroh academy*”.

“*In free time, I go toa/thepicnic*”.’

“*It is not less important for me to knowa/thelanguage*”.

Moreover, in the students’ works there are also cases of no article used, as well as case of incorrect use of article before nouns.

In the English language, there are two indefinite articles a/an, which are used depending on the following noun. “*As I had hadqintention to enter the Ostroh Academy, and my dream came true*”. In that case, the student used the indefinite article “a” before the noun “intention”, whereas before the nouns starting with vowel (not letter but sound), it is necessary to use the article “an”, i.e. “*As I had hadanintention to enter the Ostroh Academy, and my dream came true*». There are also mistakes in the use of article with the noun of plural: “*I like to draw or writeapoems*”.

Thus, it is possible to state that the morphological aspect is very important in terms of appearance of grammar interference in the process of English learning as a first foreign language. Both speaking and writing include key grammar units, i.e. words. Their correct building and use create a precondition for the efficient communication process.

In the modern English language, case endings are almost absent. Thus, prepositions are of great importance along with the word order, which is one of the principal means to express case relations. Prepositions have both grammatical and lexical meaning. The lexical meaning is better expressed in the new-built prepositions, i.e. derivatives (*along, behind*) and less clear in the primary prepositions (*on, in*). Prepositions, as well as each word, have grammar (categorical) meaning, which is understood

as a property of prepositions to specify the character of synthetic relations between words (subordination).

The categorial meaning of prepositions does not depend on the meaning of other words they relate. Some English prepositions perform only grammar function, expressing the same relations in the combination with nouns (or pronouns), which in the Ukrainian language are revealed by indirect cases without prepositions. Such prepositions include *of*, which correlates with the Ukrainian genitive case in combination with a noun: *The roof of the house is painted blue*; *to* – correlates with general case, determining the person, who the action is intended to: *He explained the rule to the student*; *by* – correlates with the ablative case, determining the effective person after the verbs in passive voice: *The letter was signed by the director*; *with* – correlates with the ablative case, determining the object, used for performing the action: *He cut the paper with a knife*.

Although the preposition is an auxiliary part of speech, it makes a considerable impact on the total meaning of the said or written phrase. Here are some comparison:

- look for – шукати
- look after – дбати
- look over – пробачити
- look upon – мати думку
- look to – стежити

Another example:

- break off – перерватися, відокремитися
- break up – вирватися, спалахувати
- break out – розлучатися, розходитися,

припиняти

One more example:

- to call – називати, кликати
- to call at – заходити
- to call up – дзвонити (по телефону)

In the presented examples, only the preposition is changed, whereas the meaning radically differs. Thus, it is clear that incorrect use of prepositions can cause numerous misunderstandings in the process of communication.

In English, nouns have no endings. That is why there is no need to lean cases as in the Ukrainian language. However, it is necessary to study the prepositions, which perform the function of words relation in English word combinations:

- of – is used for creation of the genitive case
- to – is used for the dative case
- by/with – is used for the ablative case

Nevertheless, it is necessary to be careful using the phrases with prepositions in English and Ukrainian, because in most cases, the word-for-word translation is impossible. There are numerous verbs in the English language, which do not require

use of the preposition, whereas in the Ukrainian language it is mandatory:

- to address – звертатися (до)
- to follow – слідувати (за)
- to answer – відповідати (на)

There are many ways to remember English words and enrich vocabulary. Thus, one of them suggests the ability to use the same word in different sentences with different prepositions. For instance, Наприклад, put (класти), put on (робити ставку), put across (обманювати). It confirms the great importance of prepositions.

Analyzing the morphology of English and Ukrainian, attention should be also paid to conjunctions and particles, which do not make a great problem for Ukrainian students while English learning, but still need consideration.

Both in the Ukrainian and English languages, conjunctions are used for connection of sentence members (words and word combinations) in a simple sentence and syntactic structures in a compound sentence. They convey different relations between the sentence members and between sentences. Conjunctions are important grammar means to express consolidated notions about different relations between subjects and phenomena of the surrounding world. Referring to the origin, there are two types of conjunctions, particularly underived – *i, a, бо, ні, та, чи*; and, but, or, if, so, which consist of a root only; and derived – *або, аби, ніби, якщо*; because, unless, until, which consist of a root and a prefix or suffix, and are derived from different parts of speech (verbs, pronouns, adverbs). In that terms, the examined languages are almost similar.

According to the morphological structure, there are three types of conjunctions:

a) simple (underived; simple);

b) compound – *також, немовби, зате, проте; however, therefore, nevertheless;*

c) composite, which consist of several words – *тому що, у зв'язку з тим, через те, що; in order that, as soon as, for the reason that.*

Conjunctions are not members of sentences. They have poor lexical meaning and cannot be substituted by any synonymous conjunctive word. Conjunctions do not correspond to any correlators in the principal clause and have no logical stress.

Contrary to the conjunctions and prepositions, particles are not the means to express syntactic relations. They are divided into those, which have free or fixed place in a sentence (pre-position or post-position). According to their meaning, English particles are divided into several groups:

1. Limiting: *only, just, but, alone, solely, merely, borely.*

2. Intensifying: *simply, still, just, yet, all, but, only, quite, ever.*

3. Connecting: too, also.

4. Negative: not, never.

In the Ukrainian language, particles are divided into two type referring to the peculiarities of their functioning, namely: phrasal and word – and form-making. Phrasal particles are divided into three groups:

1. Particle, expressing different feature aspects of the meaning of words, word combinations and sentences. That group includes: a) demonstrative: ось, он, ген, це, то, от, ото; b) definite: саме, якраз, справді, точно, власне, рівно; c) intensifying: навіть, тільки, лише, хоч би, хоч, хоча б, аж, бодай, все ж.

2. Particles, expressing modal and modal-willful aspects of meaning, particularly a) properly modal: мовляв, мабуть, ніби, наврод чи, ледве чи, ба, ой, ну й; b) affirmative: так, еге, еге ж, отож, аякже, авжеж; c) negative: не, ні, ані; d) interrogative: чи, хіба, невже.

3. Emotionally expressive and expressively intensifying particles: як, який, що за, що то за, просто, адже, от уже, куди там, де там.

Thus, the presented classification demonstrates a great difference between the studied languages in terms of the meaning and use of particles. A variety of particles in the Ukraine language is a feature of that “colorful” and “melodic” language, contrary to English, which is more “strict” and “business” one. Thus, the Ukrainian-speaking students sometimes feel lack of words to express their “Ukrainian emotion” in English.

One of the principles of FL learning involves repetition of models or samples. In English, such samples are called *patterns*. K. Lomb uses a code name clichés. To learn them, it is necessary to repeat them many times. Such repetition is secured by books and by reading different texts in a foreign language. Reading books in a foreign language creates “language microclimate”, which is necessary for successful mastering of the language. Such

microclimate is very important and, while reading texts in a foreign language, students create it by themselves [8].

Another problem for students is the word order in English, because in Ukrainian the word order is not permanent. The abbreviation SVOMT can help in those terms. The students should be explained what the letters mean, particularly S-subject, V-verb-predicate, O-object, M-manner, T-time. Afterwards, the students should compose one or two sentences of the words starting with those letters, e.g. *Superman validates objectives meaningly today*, or *Strange fogverges on Omaha mainly on west today*.

Conclusions and prospects of the future search. To sum up, the English and Ukrainian languages have both common and different features in grammar, particularly at the level of morphology and syntax. Learning English, Ukrainian-speaking students face great problems mostly because of the differences in the foreign and native languages. Therefore, English teachers have a challenge to find the ways to simplify the process of English grammar learning, which has some specificities. However, a poor stress should be done on the similarities in both languages, because, focusing on what is similar, students overlap the knowledge of their native language and learning of the foreign one.

Having analyzed the difficulties the student face while learning English, it is possible to determine the factors, which secure success in mastering foreign languages. They primarily include high motivation of students, ability to organize a consistent independent work with language material, involving all available options and sources, persistence and a positive, optimistic approach, as well as awareness of personal responsibility for the result.

The current progress of technologies, including teaching ones, can greatly simplify mastering of any foreign language and needs further study.

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