

Theoretical Aspects of Teaching English Grammar through Bilingual Comparativistics at the University Level

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Abstract

The article deals with an aspect of the research to explore the concept of teaching English grammar through bilingual comparativistics as one of the best methods of teaching English grammar at non-linguistic faculties of the university. This article seeks the answers to research questions: how effective is the bilingual education in teaching foreign languages comparing with monolingual one.

The article aims is to substantiate theoretical aspects of teaching English through bilingual comparativistics at the university level and to determine the main approaches to English effective assimilation by students at non-linguistic faculties.

The data were collected by performing the content analysis of scientific literature via the Internet as electronic media in accordance with such criteria as the definition of other researchers' achievements in the studied field of knowledge and determination of different points of view on the problem studied for defining perspectives of our research. The content analysis of the scientific literature was organized using such methods as *the deconstruction method* which takes into account such criteria as preserving the context of text meaning from primary sources and its correct use in the scientific research; *the method of apperception* which helped the research to be supplemented with the new information from other sources related to the chosen topic of the scientific project; *the descriptive method* allowed to highlight the key words in the study for substantiating authors' points of view relying on them.

The theoretical data were supported with the statistical data of the practical part of the research as a pilot research project on the use of a bilingual system for teaching English grammar through bilingual comparativistics for the second-year students of Faculty of Economics in V. N. Karazin Kharkov University. Theoretical aspects were studied at University of Latvia. are obtained. To confirm the effectiveness of the theoretically grounded statements of teaching English through bilingual comparativistics at the university level at the control stage of the experiment, all the indicators of students' mastery of English grammar were diagnosed using the following criteria:

motivative level (motivation, positive students' attitude to teaching English grammar), *substantive level* (the development of analytical thinking), *procedural level* as a level of the formation of general educational skills (to be creative, educational: orientation in English grammar rules, correct oral speech, avoiding interference).

Theoretical aspects and special approaches to improve a process of teaching English grammar through bilingual comparativistics at the university level for the error-free intercultural students' communication are determined. The conceptual and terminological apparatus of the problem is characterized. Advantages and disadvantages of teaching English through bilingual comparativistics at the university level are specified. Factors for preventing interference are identified. The integrative educational activity that synthesizes essential conditions for teaching English grammar through bilingual comparativistics are determined.

The authors came to the conclusion that teacher's actions to attract students' attention and interest to learn English grammar through bilingual Comparativistics at the university level can be provided by the formation of the general semantic system which is the same in both languages (native and foreign ones) in which meanings of foreign language concepts are revealed for students through concepts in their native language at the verbal and semantic level, as well as at the cognitive and pragmatic ones that show such students' results in learning English grammar through bilingual Comparativistics effectively as well as developing their creativity, analytical and logical thinking, helping students to speak English fluently, avoiding interference. Perfect results allow students use complex English grammatical structures correctly in their error-free intercultural communication and help them to master British English at level B2.

Keywords: bilingualism, communication, comparativistics, English, foreign language, teaching, university

Introduction

Today the necessity to master British English at level B2 is a general feature of the language acquisition by students at the university. However, monolingual learning English gives examples of incorrect strategies because they provide ineffective efforts spending on teaching. Especially, today English teachers are faced with a problem when their explanation of grammar rules in FL2 (the second foreign language) does not allow students to use complex grammatical structures of a foreign language in their speech correctly.

Also, a lot of researches improve that the recipients' mental processes usually occur when FL2 is learned through the bilingual perception (Who are bilingual persons?, 2022). Whereas, the recent researches made by neurologists, psychologists and linguists with the help of the latest brain scanning tools revealed a lot of cognitive and intellectual advantages of bilingualism. The main explanation of them is the fact that our incredibly flexible brain is perfectly adapted to work in a multitask mode. This is partly explained by the grammatical tools of the language. Bilinguals rarely confuse languages, but they may use a word

or a grammatical structure from another language when their interlocutor also speaks it. As the scientist Vinche notes: “Bilinguals learn grammatical rules better and identify errors in the grammatical constructions easier” (Vinche, 2016). According to that, the consequences of the bilingual interaction between different English grammatical structures and native ones can be seen at almost all levels and have close, extensive connections between these two languages.

The topicality of the research is strengthened by English teachers’ interest to find effective approaches for improving the process of teaching English grammar at the university level which can not only systematize grammar rules in students’ mind with the aim of the error-free intercultural communication, but also help learners to understand and study a content of different subjects better.

Thus, our hypothesis is that the best method of teaching English grammar at non-linguistic faculties of the university can be only effective through bilingual Comparativistics: it lets students develop their creativity and analytical thinking, be motivated in the educational process, avoid interference, be oriented in complex foreign grammar rules well and speak English correctly.

The present article is a theoretical concept paper based on a literature review and it is supported with the practical part of a pilot research project on the use of a bilingual system for teaching English grammar through bilingual comparativistics for the second-year students as the analysis of students’ tests on mastering English grammar.

Basing on the study of the scientific literature, it was established that certain aspects of the mentioned problem were revealed in foreign and Ukrainian scientists’ researches.

It offers and seeks English lecturers working at non-linguistic faculties at the universities how to improve the English teachers’ qualification at the university for making students’ level of English higher.

At the same time, the analysis of the scientific papers on the mentioned problem brought us to the conclusion that the issue of teaching English grammar through bilingual comparativistics at the university level remains unsolved, although the problem of improving students’ foreign language communicative competence at non-linguistic faculties of the university becomes topical.

The subject of the research is teaching the English language.

The object of the research is teaching the English grammar through bilingual Comparativistics at the university level.

The aim of the study is to substantiate theoretical aspects of teaching English through bilingual comparativistics at the university level and to determine the main approaches to English effective assimilation by students at non-linguistic faculties.

The following research tasks are defined in accordance with the topicality of the research:

- 1) to characterize the conceptual and terminological apparatus of the problem of teaching English through bilingual comparativistics at the university level.
- 2) to specify advantages and disadvantages of teaching English through bilingual Comparativistics.
- 3) to identify factors to prevent interference.
- 4) to determine an integrative educational activity that synthesizes the essential conditions for teaching the English grammar through bilingual comparativistics.

Literature review

Firstly, it should be noted that *comparativistics* is a science that studies processes by comparing them (Azanova & Pogosova, 2019). Secondly, *bilingualism* in Linguistics means the ability to speak both languages native and foreign ones at the same time. It came from Latin *bilingua* – “*bilingualism*” (Who are bilingual persons?, 2022). Thus, scientist U. Weinreich in his work “*Language contacts*” states that bilingualism refers to the ability of using two languages in turn and their use depends on the conditions of the language communication (Weinreich, 1979). Thirdly, researcher V. Belyanin distinguishes that there are two kinds of bilingualism: the natural (a native language) and the artificial (educational) ones emphasizing on the fact that if we learn English with the help of the latter, the foreign language must be learned applying forceful efforts and using special methods and techniques (Belyanin, 2008).

Azanova and Pogosova explore the issues devoted to polylinguistic teaching foreign languages. The authors showed several multilingual lessons, the analysis which helped them to show special features of the communication skills formation and main approaches of work in teaching German based on English. It led the authors to the conclusion about the positive influence of FL2 in teaching FL1 and vice versa. Azanova and Pogosova believe that polylinguistic lessons help to overcome difficulties connected with interference FL1. (Azanova, Pogosova).

Ruzhnitsky and Potemkina’s article covers the analysis of bilingualism as it relates to linguodidactics and the language personality theory. The author gives a detailed analysis of the structural differences between a native language personality and the second language personality and describes a model of bilingual personality formation.

Scientist Shcherba considers methods of teaching foreign languages. The author paid his attention to peculiarities of teaching English grammar, especially, to a correct word order in an English sentence and parts of speech for their correct using in the foreign written and oral speech.

Velichkova and Abakumova devoted their article to the problem of creating early artificial bilingualism from Psycholinguistics point of view and a theory of

the speech activity. Basic principles and approaches to the organization of the process of early bilingualism establishment are presented.

The article written by Patt reveals the meaning of a concept of comparativistics: what it studies, problems of this discipline and its key ideas.

Vincha shows peculiarities of bilingualism in human thinking. The author considers that the human brain is adapted to multilingualism through the evolution.

The study of Khaliyeva is particularly important for our study which is devoted to a problem of teaching how to understand oral foreign speech in the interlinguocultural communication based on the development of both linguistic and cognitive consciousness. Weyranht studies the problem of a language mix in his research written on 209 pages, which addresses to an issue of how to avoid interference when a foreign language is learned, that is why the psychological side of bilingualism in modern researchers on the topic of the language interaction is promoted to the fore. So, considering various aspects of learning a foreign language: phonetics, grammar and vocabulary, Weinreich uses the same methods of analyzing cases of substitutions and displacements old elements with new ones and carefully separates these issues from “non-linguistic conditions”.

Methodology

Due to the need of exploring theoretical notions and defining the concepts “bilingual comparativistics” the research of scientific literature was organized using such methods as *the deconstruction method* which takes into account such criteria as preserving the context of text meaning from primary sources and its correct use in the scientific research; *the method of apperception* which helped the research to be supplemented with the new information from other sources related to the chosen topic of the scientific project; *the descriptive method* allowed to highlight the key words in the study for substantiating authors’ points of view relying on them.

The data were collected by performing the content analysis of scientific literature via the Internet as electronic media in accordance with such criteria as the definition of other researchers’ achievements in the studied field of knowledge and determination of different points of view on the problem studied for defining perspectives of our research.

So, a theoretical sampling was used as most appropriate type of sampling for the grounded theory research to select new research ideas, text-books, documents. It includes a scientific study by Vayrankht on 209 pages, scientific articles such authors as Azanova and Pogosova, Shcherba, Velichkova, Winch, Ruzhnitsky and Potemkina, Patt, a synopsis of the dissertation for the degree of PhD in Pedagogy of Khalieva, a textbook on Psycholinguistics written by Belyanin.

The statistical data were obtained the results of a pilot research project on the use of a bilingual system for teaching English grammar through bilingual comparativistics the second-year students of Faculty of Economics in V. N. Karazin Kharkov University. Theoretical aspects were studied at University of Latvia.

The study sample consists of two groups of the second year students from Faculty of Economics of V. N. Karazin Kharkov National University, Ukraine: a group of specialty “Finance and Credit” in the quantity of 21 students and a group of specialty “Entrepreneurship, commerce and exchange activities” in the quantity of 13 students. One group learned grammar only in English, the second group learned grammar rules through bilingual comparativistics during a semester.

Our dedication to gather and apply the knowledge with the aim of how to improve the English teachers’ qualification for teaching English grammar at non-linguistic faculties of the university and based on a commitment of ethical principles based on the principles of research ethics: students’ verbal information agreement was received for the respondents’ voluntary participation in the study with full information about what this participation means for them and what they give their consent on before taking part in the study. Participants were informed about purposes, a process, methods, expected benefits, potential risks and study participants’ rights before receiving the verbal information agreement. They had the right to stop their participation in the research at any time they want.

To confirm the effectiveness of the theoretically grounded statements of teaching English through bilingual comparativistics at the university level at the control stage of the experiment, all the indicators of students’ mastery of English grammar were diagnosed using the following criteria: *motivative level* (motivation, positive students’ attitude to teaching English grammar), *substantive level* (the development of analytical thinking), *procedural level* as a level of the formation of general educational skills (to be creative, educational: orientation in English grammar rules, correct oral speech, avoiding interference).

For testing students’ *motivation*, the researcher used “Methodology for diagnosing the learning motivation of students” by Rean and Yakunin (Rean, Yakunin 2004). The motives of students’ learning activity were studied according to the 5-point system and their significance for us using the following criteria *professional motives, motives for creative self-realization, educational and cognitive motives* (1 point corresponds to the minimum significance of the motive, 5 points to the maximum).

So, according to the first criterion, at the control stage of the experiment, the level of the formation of students’ *positive attitude* to the process of learning English grammar was defined. Conductive interviews, the observation after students’ work in classes and studies of that activity were carried out by researchers. It should be noted, that after analyzing the data of conductive interviews and the

observation after students' work in classes, positive changes as for students' development of the grounded motives were highlighted. The students became more and more motivated and oriented towards mastering new knowledge and getting excellent marks.

Thus, for checking the level of *orientation in English grammar rules* according to the curriculum learned during the semester, authors used *empirical* and *praxisymmetric* methods as testing. The material in tests was given in the form in which it was given by a lecturer in class or according to a textbook. The algorithmic application included the control of student's ability to use rules for solving typical tasks of the subject studied only within a specific section of the training course. The main evaluation criteria was to do tasks correctly and meaningfully. The tests included written tasks to check students' knowledge on English grammar. The maximum number of points was 20. A *recognition test* was proposed, in accordance with which the control of student's ability to select (recognize) the necessary information from the proposed variant of the task. The student received one point for the right answer. The forms of the control of students' results for the semester were two current written tests and a final written test.

The examination of students' formation of speaking skills was done with the aim to evaluate students' communicative and speech competences taking into account the linguistic correct using grammar rules in their *oral speech*. The main criteria of students results evaluation is student's ability to reproduce the required knowledge by his memory without explaining it. There was no external help. Students' knowledge was evaluated taking into account correct using of the vocabulary and grammar studied (max. 20%). The evaluation criterion was considered to be a correct answer without any grammatical and lexical mistakes. Thus, the communicative task was considered done. The forms of our test control were the oral presentations giving in two current tests and final one.

The test method was used to check students' ability to *avoid interference* in English. The main evaluation criterion was to do the paraphrasing giving phrases in the task correctly. One point was given for one correct paraphrasing; 0 points were given for incorrect paraphrasing with making a mistake or without any answer. The maximum number of points is 20. The forms of control of students' achievements for the semester were to current written tests and a final one.

The method of doing non-standard task was applied to test the development of students' *analytical thinking* and *creativity*. The task was creative requiring more complex mental activity such as analysis, synthesis, comparison, abstraction, generalization. Students must master operations and methods of analysis to develop their *analytical thinking* and *creativity* during their period of training at the university. So, the task is to make a mental memo scheme on an English grammar rule obtaining the information logically and analytically.

Also, we relied on the theory of divergent (creative) thinking by Gilford (Gilford, 1967), according to which four main criteria for evaluating students' creative thinking were identified: 1. "Fluency" – the ability to produce a large number of ideas; 2. "Flexibility" – the ability to apply a variety of strategies in solving problems; 3. "Originality" – the ability to produce unusual, non-standard ideas; 4. "Development" – the ability to develop non-standard ideas in detail. Scored 1 point for correctly presented scheme using grammar and 1 point for creativity. Forms of control were carried out tasks throughout the semester (Gilford, 1967).

When processing the results of all types of testing, the average score of the indicators was taken into account. On the basis of the received results of the research, the control data of the students of the experimental and control groups were insured. They are giving in Table1.

Results

The bar chart shows (Fig. 1) the percentage change of students' test results in group A in which English grammar was learned through bilingual comparativistics and in group B in which English grammar was taught only in English from the beginning of semester in September and to the end of the semester in December.

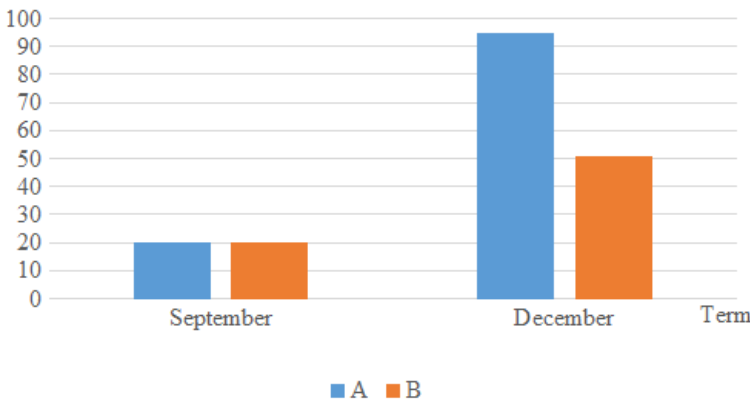


Figure 1. The indexes of students' test results of mastering English grammar during the semester from September to December, %

In September the index of students' test results (enter testing) (%) on mastering English grammar was the same in both groups about 20% because of the level of knowing certain grammar rules learned by some students beforehand at school.

As it is shown at the end of the semester in December group A, which learned the English grammar through bilingual comparativistics had the highest total share of test results 94%. The total share of test results in group B, which only learned the foreign grammar in English, was only 51% in December.

So, by the end of semester in December group A had the highest index of students' test results among two groups at 95%. Group B had the lowest one at 51%. The good results in mastering English grammar through bilingual comparativistics in group A are 43% higher than in group B in which students learned English grammar only in the foreign language.

The table compares data about the indicators of effectiveness (%) of teaching English grammar through bilingual comparativistics in group A and teaching English only using the foreign language in group B and total correlations index (%) after receiving results of a pilot research project at the end of the semester.

The following indicators are *motivation, positive students' attitude to teaching English grammar, the development of analytical thinking, creativity, orientation in English rules, correct oral speech, avoiding interference* were diagnosed.

So, *motivation* is 62% higher in group A than in group B.

Positive students' attitude to learning English grammar is 23% higher in group A than in group B.

The development of analytical thinking is 53% higher in group A than in group B.

Creativeness is 58% higher in group A than in group B.

Mastering English rules is 55% higher in group A than in group B.

Correct oral speech is 46% higher in group A than in group B.

Avoiding interference is 51% higher in group A than in group B.

It is noticeable that the proportion of all indicators in group A taking up English grammar using bilingual comparativistics is almost double the percentage of group B.

Overall, the performance indicators of the effectiveness of teaching English grammar through bilingual comparativistics at the university level at the end of the semester giving in Table 1 show that results in group A are on average 49% higher than in group B in which students only learned the foreign grammar in English.

So, the results, given in Figure 1 and Table 1, show that teaching English grammar through bilingual coparativistics improves students' language competence to carry out the necessary communication tasks according with correct grammar. Thus, educational bilingualism in English classes of non-linguistic faculties of the university is more effective than monolinguzm.

Table 1. Descriptive statistics (%) of the criteria of the indicators of students' mastery of English grammar during the semester

Criteria of the indicators of students' mastery of English grammar	Group A	Group B	Correlations, %
1. Motivation	97%	35%	62%
2. Positive students' attitude to teaching English	98%	75%	23%
3. The development of students' analytical thinking	85%	32%	53%
4. Creativity	75%	17%	58%
5. Orientation in English grammar rules	95%	40%	55%
6. Correct oral speech	83%	73%	46%
7. Avoiding interference	85%	34%	51%

Note: average index correlation = 49%

Discussion

There is no doubt that students have a strategy for learning English in the natural, interactive environment using both languages their native language and a foreign one.

Meanwhile, researchers Velichkova and Abakumova confirm that a person is biologically adapted to the code acquisition and for using some codes (language systems) in his speech: another system of codes (a foreign language) has the same functions as the first one (a native language) (Velichkova & Abakumova, 2019).

Also, the practice shows that the concept acquisition is specific for a foreign culture and occurs with the help of the native language as a main tool of the human cognition. This was noted by scientist Shcherba who says that a student only understands a foreign phenomenon when he manages to find an equivalent for this phenomenon in his native language (Shcherba, 2014).

It should be noted that researchers Ruzhytskyi and Potemkina also confirm that a foreign language speaking personality is created on the basis of a native language speaker. A person who is taught a foreign language perceives the foreign speech he learns through a prism of his native language automatically. He "translates" some information from an unknown code into known one using the existing conceptual base (Ruzhitsky & Potiomkina, 2015).

So, linguistic researchers show that while the foreign language is being learned, the mixed bilingualism is being formed which is characterized by the presence of the common semantic basis of two languages in which specific features of a foreign language culture are explained to a person through the meanings from the native language.

It should be noted that a common substrate from both the native and foreign languages provides main impetus for their interaction (a place of the two languages contact) between bilinguals' linguistic consciousness and linguistic activity. Units, that have certain common features, forms or a content always interact. The depth of their interaction depends on how two language structures are close to each other.

Thus, scientists emphasize that first of all the emotional interaction serves for the successful development of the linguistic interaction between two languages (obtaining the sufficient volume of the language material (input)) which reflects the units of this foreign language clearly in the hierarchy of their formation in language ontogenesis and the nature of the language material representation which can be called compressive and it is for the successful development of the process of the linguistic bilingual interaction. It refers to the acquisition of prosodic and segmental units of the spoken language, lexical and syntactic units in their psycholinguistic interrelationship taking into account their features in the natural language ontogenesis, but it is shortened by the time of their acquisition. This factor is a compressive process of the presentation and assimilation of a non-native language in accordance with the natural consolidation of the language (Velichkova, L. & Abakumova, 2019).

In particular, scientists found out that our brain can find language patterns subconsciously, that's why when you don't think about the logic of the foreign language communication, you achieve better results, and those students or teachers, who try to study out the language logic and identify certain patterns, always show the worst results (Vinche, 2016).

Therefore, the success of learning English grammar through bilingual Comparativistics using two languages and a content at the same time does not require the logic, understanding occurs subconsciously.

But, some linguists believe that "speech porridge" appears in the human brain when we learn English using our native language at the same time. It seems to us that words are confused with each other and languages interfere with each other, too. Philologists call this phenomenon as interference.

Thus, researcher I. Khalieva confirms that interference between two language systems inevitably occurs at the cognitive level in the process of learning a foreign language (Khalieva, 1990).

However, we note that students should learn how to overcome a confusion between their mother tongue and English, formulate sentences clearly and express their thoughts in English correctly.

It should be noted that interference is easier to be prevented when you pay your attention to similarities and differences between two languages in the process of teaching English grammar using any content: learning words and phrases from the English content using sound associations to these words, explain

foreign grammatical phenomena in students' native language, but examples only should be given in English. This makes it possible to understand and take into account the peculiarities of using certain English phrases or grammatical constructions and rules.

As practice shows, after explaining English rules in students' native language with the examples in English, a recipient makes a breakthrough in understanding the material learned orienting in complex grammar rules and starts making correct English grammatical constructions using each language as a separate unit, comparing and understanding cognitive and linguistic components at the same time.

It should be understood that there are no almost complete and systematic descriptions how intensively the native language influences on the language balance when English grammar is learned. Moreover, extensive connections between any native language or English cause differences in "mobility" of the penetration of various grammatical structures into the foreign speech. Although, there is no any complete isolation between various factors of the grammar: the influence of the native language corrects the effect of structural units of the foreign language grammar and vice versa.

But, as a number of scientists think, bilingualism lets the broadest consequences of the grammatical structural interaction of English and any native language occur in the image perception of certain foreign language grammatical structures and their reproduction (Azanova & Pogosova, 2019).

Thus, in our opinion, the mobile function of the English grammar rules which are learned through bilingual comparative principles can be implemented: firstly, by an associative mnemonic scheme as a system of the introduction and semantization of the foreign language phenomena when the difference and similarity between two languages (native and foreign ones) are understood through the image perception of a certain English grammar rule. This approach can be characterized as "similarity and difference". Where "similarity" is a certain number of some English grammar structures included in a mnemonic scheme, and "difference" is the native language in which the description of these structures is presented or a mental image that is clear in both languages.

For example, when grammatical tenses are learned, students can imagine the Present Continuous Tense as a mental image of a sendglass, The Present Perfect Tense can be imagined like a glass of brewed coffee, The Present Simple Tense as a balance wheel. It should be noted that mnemonic schemes are understandable for everyone and can be remembered easily thanks to associative thinking, when two brain hemispheres work at the same time: the left one, which is responsible for logical thinking, and the right one which is responsible for image thinking. That is why the English tenses can be understood cognitively. So, as our practice improves, making mnemonic grammar schemes by students develop their creativity and arouse their interest to the process of learning.

Besides, the approach of learning English grammar through mnemonic schemes correlates with K. Ushinsky's principle of the educational processes in accordance with the nature, in which learning a language is equated to the development of students' existing language ability, which determines goals of language learning including the most universal one as the accelerated development of thinking (Ushinsky, 1998).

The algorithm of work with mnemonic schemes includes teacher's explanation of a meaning of a certain English grammatical category (its cognitive content) in the native language and comparing with analogues from English. Then students continue mastering actions of analyzing foreign language categories step by step using mnemonic schemes and what reflects the cognitive-linguistic content of these categories. Later, when the action of the analysis a foreign language phenomenon becomes automatic, students can use mnemonic schemes as reference material.

But, the English grammatical categories is worth to be presented to students as a complex of signs and rules like mnemonic schemes. The phenomena of subconscious grammar (for example, language clichés) makes sense to be presented in the form of certain units making them according to the situation in which they are usually used, comparing them with the units of the native language being relevant to this situation. In this case we can hope that mechanisms of creating any foreign language communication will be taken without a deformation of any information from the English content and without "fitting" it to external similar phenomena of the native language. Thus, the foreign grammatical phenomenon is revealed for studying categorically, that is in the complex of essential features and links between them which let students to orient in the English grammar.

Therefore, the results of our study let us confirm that firstly, learning English through bilingualism provides the creation of certain constructions in the student's mind which represents the system of understanding English not only at the verbal-semantic level, but also at the cognitive and pragmatic levels, helps to develop students' analytical thinking and creativity.

The presence of the linguistic environment of the native language allows us to conclude that learning some linguistic elements in English should be provided basing on the native language in order to prevent interference. Thus, in order to achieve this goal, at the stage of updating any content, students of non-language faculties can compare, for an example, a word order in the English and native language sentences, indirect speech, Simple and Continuous Tenses with the same structures in their native language analyzing a degree of the correspondence between the linguistic phenomena of both languages, differences characteristics in English and native language can be found, too.

Secondly, if we think about the nature of teaching any educational grammar material in English and peculiarities of its acquisition we should speak about the

development of the language ability, which occurs in the process of using the native language in any educational process.

Such a visual demonstration of similarities and differences of grammatical and syntactic features from the native and foreign languages helps to the English language acquisition of the subject content more effectively and uses learned grammatical structures in the communication correctly and also motivates students to learn this foreign language.

Therefore, each of these stages is related to the previous and the following ones and determines a final effect of mastering the foreign language phenomenon which is learned under the conditions of the native language dominance. So, our hypothesis is supported by our results.

Further our research will be devoted to the description of the conditions for the formation of educational bilingualism in linguodidactics during the process of teaching English students of non-linguistic faculties of the university.

Conclusions

So, the author came to the conclusion that the teacher's actions to attract the students' attention and interest to learn English grammar through bilingual comparativistics at the university level can be provided by the formation of the general semantic system which is the same in both languages (native and foreign ones) and in which meanings of foreign language concepts are revealed for students through concepts in their native language at the verbal and semantic level, as well as at cognitive and pragmatic ones that show such students' results in learning English as developing their creativity, analytical thinking, helping them to speak English correctly avoiding interference.

The significance of the results show that teaching English grammar through bilingual comparativistics at the university level allows students use complex English grammatical structures correctly in their error-free intercultural communication, helps them to master British English at level B2 and become perfect specialists in their future professional life.

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