



Line graph 1. Experiment Results

After experimental testing of teaching, a large dissimilarity was found in the number of results of the experimental class (B group). You can also see the results on the line graph, which shows that the experimental group has risen almost to the level of control, which only emphasizes the significance of the communicative approach in the lesson. Moreover, the lessons were interesting because the use of various applications that we presented above had an impact on the students and we noticed that the ability to perceive knowledge was extremely noticeable.

#### **Conclusion:**

Non-traditional forms of conducting lessons allow not only increasing the interest of students in the studied subject, however, also to develop their creative independence, to teach how to work with various sources of knowledge. The experimental teaching test proves the significance of the communicative approach so that students have a golden opportunity to overcome their barrier, improve their comprehension and communication skills in English. The use of modern applications has a great advantage in keeping students motivated and active throughout the lesson, which allows them to improve their language skills.

#### **Literature**

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3. Quizlet: <https://quizlet.com/>
4. Knudge.me: <http://knudge.me/>
5. Johnny Grammar's Word Challenge:
6. <https://play.google.com/store/apps/details?id=com.ubl.spellmaster&hl=en>
7. Miro.com: <https://miro.com/>

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### **OVERCOMING THE LANGUAGE BARRIER IN LEARNING A FOREIGN LANGUAGE BY REFLECTIVE METHOD**

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The term “reflex” means a stereotypical reaction of a living organism to an external stimulus. Surprisingly this concept has mathematical roots. The term was introduced to science by the physicist Rene Descartes, who lived in the XVII century. He tried to explain with the help of mathematics the laws by which the world of living organisms exists. Rene Descartes is not the founder of reflex theory in its modern form. But he discovered a wide range of things that later became part of it. Descartes was helped by William Harvey an English physician who was the first to describe the circulatory system in the human body. At the same time, he also presented it in the form of a mechanical system. Descartes will use this method later. If Harvey transferred his principle to the internal structure of the body, then his French colleague applied this construction to the interaction of the body with the outside world. He described his theory using the term “reflex”, taken from the Latin language. The physicist believed that the human brain is the center responsible for communication with the surrounding world. In addition, he assumed that nerve fibers were coming from it.

When external factors affect the ends of these threads, the signal goes to the brain. It was Descartes who became the founder of the principle of materialistic determinism in reflex theory. This principle is that any nervous process that occurs in the brain is caused by the action of a stimulus. In 1863 Ivan Sechenov published the book “Reflexes of the Brain”, which removes the question of who is the founder of the reflex theory. In this work, many ideas were formulated that formed the basis of the modern teaching about the higher nervous system. In particular, Sechenov explained to the public what the reflex principle of regulation is. It consists in the fact that any conscious and unconscious activity of living organisms is reduced to a reaction within the nervous system. Sechenov not only discovered new facts, but also did a great job of generalizing the already known information about the physiological processes inside the body. He proved that the influence of the external environment is necessary both for the usual pulling of the hand, and for the appearance of a thought or feeling [1].

Strategies for overcoming barriers when learning foreign languages are used in the formation of all skills in the process of teaching foreign languages. We will consider only some of them. Learning grammar and learning complex grammar phenomena are a complex process that takes a long time. The skill level of the skill requires considerable effort. Consistent, deliberate execution of rule-shaped actions is carried out in numerous language exercises.

The successful formation of grammar skills can be associated with the ability to use complex grammatical forms in accordance with the communicative task. It is important to clearly define the goal of the assignment in order to encourage students to actively use the language to implement successful practical activities. We decided to examine in detail the teaching of speaking using approach, as speaking. And the basis for gaining knowledge about the people of a foreign country, their culture, traditions [2].

So, it helps entry into society, social adaptation, cultural enrichment. The second chapter depicts the basic principles of teaching speaking in the light of a communicative approach and analyze the lesson in teaching speaking. To justify and introduce the communicative method into practice, its general description is not enough. It is necessary to consider in detail all the methodological functions of each principle, the content of each of the functions, and determine how much this covers various aspects of learning and, most importantly, how much it relates to the quality of speaking (which only allows us to consider the communicative method as adequate to the goal). In this regard, understanding the principle is gaining importance.

We see that the compilation of dialogues in the lessons with the help of functional supports is the main tool in teaching speaking, functional supports are one of the means of initial training in communication tactics. The supports contained in them in the form of speech functions prepare the speaker only tactically, which is also the case in the real process of communication, therefore they do not contradict unpreparedness as a characteristic of the stage of development of speech ability.

We note that functional supports provide an excellent opportunity to evoke certain material in students 'speech, the use of monological statements by teachers and students is an effective way to develop students' communication skills, listening helps to develop speech, and are also effective means of teaching speaking.

That is obvious that the reason for the linguistic barrier is the lack of speech practice. You can know the grammar of a language perfectly, have a good vocabulary content, on the other hand not be able to apply this knowledge in speech at the same time, because learning grammar is not be able to teach communication in a language. Frequently students cannot link grammatical categories to real speech situations and do not realize how to use a particular category to express their thoughts, opinions and explanations. Another reason for the linguistic barrier might be the difficulty in listening to foreign speech, which is also based on a tiny amount of practice. This kind of difficulty is often suitable for those who learn the language on their own: immersed in learning grammar and reading, they forget about the need for listening. Moreover, in this category of students, perception hardships are associated rather with a simple lack of habit, since the ability to distinguish foreign language speech by ear is quite possible to learn.

The reasons that consequently show us the psychological barrier are somewhat deeper. This type of barrier is based on a person's fear of making a mistake, being misunderstood by a native speaker or even a teacher, which occurs due to lack of confidence in their knowledge, even if they have it perfectly.

Here are some following possible reasons for the psychological barrier in communication in a foreign language:

- absence of motivation to learn the language;
- no evidence to independently overcome language difficulties, – expressed in the inability to self-regulation and self-controlling;
- absence self-estimation of students' communicative knowledge, skills, and abilities;
- omission of imagination;
- low level of emotional condition;
- imperfection of speech perception and thinking;
- poor organization of the educational process, avoid deadlines;
- misunderstanding in intercultural interaction around the world [3].

There are always at least two people involved intocommunication. Everyone is both affected and exposed at the right time. Let's conditionally agree to divide these functions and distinguish the speaker (the one who acts) and the listener (the one who is affected), understanding that every in communication is simultaneously or alternately both. If we have a speaker and a listener, who is responsible for the success of communication? If you turn to your own experience of communication, it immediately becomes clear that in most situations the "responsibility" is bornby the speaker. It is his "fault" if he cannot draw attention to the essential thing, if the interlocutor did not hear, did not understand, did not remember. It is he who says that he did not attempt or "did not provide" efficiency. In other words the listener is the passive party and the speaker is the active one it is he who should take care about everything and from the listener "bribes are smooth".

As far as we know positive learning motivation is a set of motives that are associated with the satisfaction of cognitive interest. Therefore, to form motivation means not to lay ready-made motives and aims, but to put the student in such conditions and situations of activity deployment where the desired motives and purposes would be formed and improved taking into account and in the context of past experience, individuality and internal aspirations of the student himself.

The conditions for the formation of positive motivation might be: the use of entertaining material; giving the activity a positive emotional coloring; a collision with the unknown, surprise and not the acquisition of knowledge in a ready-made form; achieving resultseven a small step forward, but

tangible to the learner; elements of problem-solving in training; creating a creative atmosphere during the lesson. The relationship between memory and thinking also transfers with age. In early childhood memory is one of the basic mental functions and all other mental processes are built up depending on that. The thinking of a child of the age is enormously determined by his memory: to think is to remember. In early school age thinking shows a high correlation with memory and develops in direct dependence on that. An important shift in the relationship between memory and other mental functions occurs during adolescence [18]. In adolescence and early adolescence reading monologue and writing are actively improved. From grades V to IX reading develops into the direction of the ability to read correctly, fluently and expressively, to the ability to recite by heart. Monologue speech is transformed in a diverse way: from the ability to retell a tiny work or a fragment of text to the ability to independently prepare an oral presentation, conduct reasoning, express thoughts and argue them. Written speech is developed in the direction from the ability to write to independent composition on a given or arbitrary theme.

A project work enhances students' language skills, develops their metacognitive skills, their confidence, independence and interpersonal skills, which are very important for people's lives. When students come from a mix of cultural and educational backgrounds project work improves the learning process and provides them with the necessary intercultural communication skills. A case study approach was taken. It is a qualitative approach where observation and interviews were the instruments used to collect the data. The questions that guide our study are how project work benefits students in developing students' language skills and group work skills. The other question is to what extent the use of projects in multilingual groups leads to developing intercultural communication skills. The study concludes that the use of project work is effective and in a multinational learning setting it is essential that the teacher must play the role of a guide as well as an intercultural facilitator. Project-based learning is a teaching approach that presents the students with problems to solve or requires them to develop products. Eyring defines it as "assignments that incorporate student input, with content deriving from real second language use through extensive contact with native speakers and texts, integrating language skills, and extending over several weeks or more" (Eyring, 1997). Project work has been used in the teaching of many subjects in schools, as it allows for student centered activities. It involves topic or theme-based tasks suitable for various levels and ages, in which goals and content are negotiated by all participants, and learners create their own learning materials that they present and evaluate together (Barret M. 2013) . In a language class project work serves as a bridge between what is learned in the class with the real life. While working together on one topic to do the project students have to communicate with each other in English, negotiate meanings, use their critical thinking and communicative skills. It is in these groups that students break the ice, learn to understand and respect each other's culture and become more open-minded

So, speaking barrier is a rather complex phenomenon that has many reasons for that. It should be pointed that scientists distinguish two types of language barrier in common: psychological and linguistic (language). Both of them are often interrelated and it is usually impossible to overcome that issues in communicating in a foreign language by solving only one part of the problem.

### **Literature**

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