

PSYCHOLOGICAL BARRIERS IN TEACHING A FOREIGN LANGUAGE

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The paradigm of modern education is "education through life", for this reason, many people in modern society are engaged in self-education throughout life. Starting from infancy, parents spare no effort and money for the development of their child, and in parallel, they are engaged in self-education. This feature of the present has become the meaning of the life of many people in the modern world, where knowledge is an actual tool for interaction. Knowledge is a method of self-realization, self-presentation and self-determination, a way of interacting with others. Especially popular is the study of foreign languages, this is due to many factors, needs, and features of interaction between the modern individual and society as a whole. In modern studies of pedagogical, sociological and psychological nature, there is a particular interest in the topic of psychological barriers. The aspirations to learn foreign languages are based on the requirements for professional activity, the processes of globalization, new opportunities for access to information systems around the world.

Foreign languages are not a special distinction of a privileged society today, they have become an integral part of modernity, a way to meet the needs of knowledge and communication. Now, in our country, it has become difficult to surprise with the knowledge of three or four languages, this is a new requirement of the modern world. However, the study of foreign languages faces many obstacles, both pedagogical and psychological.

In the process of learning foreign languages, the student may face a number of difficulties. One of them is the psychological barrier.

"What is a psychological barrier?" according to S. Y. Golovina: a psychological barrier is a mental state that manifests itself as an inadequate passivity that prevents the performance of certain actions [1, p.976]. According to B. D. Parygin: a psychological barrier is a state or property of an individual that hinders the realization of spiritual and mental potential in the process of his life activity, a stable attitude or mental attitude of the individual [2, p. 494]. The psychological barrier can slow down the subject of knowledge in achieving the goal, and sometimes even suppress his activity.

The concept of a psychological barrier is usually considered as a set of personal characteristics. Special attention is paid to the study of psychological barriers in educational activities. They can be divided into the following subtypes:

- Language barrier: implies a complete or partial misunderstanding of the meaning of the message, excessive complexity of the presentation, insufficient knowledge, incorrect selected teaching/ learning methods;
- Interpersonal barrier: a negative attitude of the communication participants, which undoubtedly hinders the achievement of mutual understanding;

- Individual barrier: we work with personal characteristics (shyness, indecision, uncertainty, temperament and character, etc.), as well as with the peculiarities of their speech behavior. Specifying these subtypes, helps to identify them and to find ways to deal with them. As practice shows, the main psychological barrier is the so-called language barrier. It is a system of negative beliefs that prevent students from fully mastering a foreign language. The reason for its appearance can often be a lack of motivation of students. It is very important that the student himself wants to speak, read, express his ideas and thoughts in the language he is studying, without this; a collision with the language barrier is inevitable.

A big role in teaching a foreign language should be given to the methodological component, the forms and types of classes can create favorable conditions for successful language acquisition. Non-standard forms of the lesson are actively used in educational activities. The most relevant are the following types of classes: video lessons, lesson-essay, lesson-interview, and lesson-holiday.

The advantage of video lessons is their emotional impact on students. The use of authentic materials has a positive effect on the development of mental aspects of the individual, such as memory and attention. As practice shows, the use of video lessons is effective in the learning process, creating favorable conditions for communication activities.

The development of writing is an integral part of learning a foreign language. In this case, it is effective to conduct lessons – essays. They help students to learn how to express their thoughts on paper, build logical conclusions, and defend their position. This form of the lesson helps to develop the ability to think in a foreign language. The ability to conduct a conversation in a foreign language is certainly one of the signs of successful acquisition of a foreign language. For this purpose, lessons – interviews are used. Conducting this type of the lesson requires serious preparation, during the lesson there is an exchange of information, voluminous vocabulary is used. Lessons are held on specific topics, where it is possible to use role-playing games, which can further help to immerse yourself in a foreign language environment.

A lesson – holiday is another actively used type of lesson that is relevant for both children and adults. This type of activity that will help students to become more familiar with the traditions and customs, as well as the rituals of foreign-language culture. It is possible to use elements of role-playing games, the use of information and communication technologies, develop organizational skills. All of the above types of lessons can actively influence the educational and cognitive activity of students, as well as contribute to the successful overcoming of language and emotional barriers, which is an additional condition for overcoming psychological barriers.

Factors that influence the emergence of psychological barriers.

- Fear of making a mistake;
- Self-doubt;
- Internal excitement;
- Insufficient knowledge of grammar and vocabulary;
- Lack of conversational practice;
- Fear of the teacher.

The study of different works, factors and conditions for overcoming psychological barriers to learning foreign languages, aroused our interest in studying psychological barriers in modern adolescents in school education, in particular, learning English as a foreign language among students of the Kazakh classes of the school of Nur-Sultan. We conducted a study that reveals the main psychological barriers of students. The survey consists of 30 questions formulated according to the methods of psycholinguistics research developed by A. A. Leontiev [4, p. 43]. It was conducted among students studying a foreign language of participants of the secondary educational school of Nur-Sultan, in order to study the manifestations of psychological barriers.

650 students aged 13-15 years took part in the survey, including 350 girls and 300 boys. According to the results of this study, we can see that psychological barriers are caused by the following factors: 38 % internal fear of making a mistake, 17% self-doubt, 10% internal excitement, 6% insufficient knowledge of grammar and vocabulary, 20% lack or insufficient amount of conversational practice, 9% fear or excessive stress in front of the teacher. Most of the

answers are related to the fear of making a mistake, which in turn depends on self-esteem. The second place of psychological barriers is self-doubt, which, like the fear of making a mistake is associated with the psychological attitude, self-perception and self-presentation of a teenager in a social environment. It is very important not only to choose the right teaching methods, to show support, to create a friendly atmosphere, to work with them not only with pedagogical tools, but also to use psychological methods using emotional intelligence approaches.

In conclusion, we can say that the appearance of psychological barriers and the inability to overcome them can negatively affect the learning of even the most capable student. Students are exposed to high anxiety, emotions, stress, and fears, which together hinder the achievement of the set educational goal, so it is very important to help them overcome them, and to increase self-esteem and self-confidence of students for better learning of foreign languages.

Literature

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