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THE EFFECTS OF PSYCHOLOGICAL BARRIERS IN FOREIGN LANGUAGE TEACHING AND LEARNING

Learning foreign languages is not only the mastery of foreign language competence, but also communicative flexibility, the ability to learn, emotional stability, and the ability to psychologically engage in the learning process. The effectiveness of such a multilateral process of foreign language acquisition is directly related to the psychological readiness of the student to learn and use a foreign language both in the lesson and in life situations and be able to overcome psychological barriers. The problem of communication barriers today is one of the most important areas of research in the field of pedagogical psychology.

Solving the problem of barriers requires the fullest possible use of both the available psychological resources of the learners and the mastering the teachers to be aware of modern means and methods of psychological influence in the process of psychological and pedagogical interaction. Specifically, the task is to identify and overcome psychological barriers that often occur while learning foreign languages.

Depending on the source of occurrence, psychological barriers can be divided into psychophysiological, informational, emotional, evaluative, semantic and intercultural [3]. **Psychophysiological barriers** arise when there is no contact between the teacher and the student, there is no connection of the two language realities, harmony or there is a big difference between the temperaments of the teacher and student. **Information barriers** arise with the wrong choice of the curriculum, discrepancy between the level of training materials and the pace of its presentation at the level of student learning. **Emotional barriers** are primarily associated with increased anxiety of the student against the background of personal negative emotions of a different nature, insecurity in their ability to speak a foreign language, fear of making a mistake, discomfort in the group, inability to quickly answer the question, making everyone wait. **Evaluation barriers** are associated with a biased, according to the learner, assessment of his work or with the prevalence of personal subjective negative attitude from the teacher, which affects the assessment. **Intercultural and semantic barriers** occur when a student is not able to communicate using a foreign language, does not know or does not want to know and take into account the rules of communication and discussion, expressing his opinion in accordance with the traditions of the country of the language being studied, misunderstands the statement of his interlocutor as a representative of another culture [3].

We want to discuss the most common internal psychological barriers (emotional filters) and some strategies for overcoming them. Linguists H. Dulay, M. Burt and S. Krashen in 1977 presented the theory of «affective» (emotional) filters that affect the process of successful language acquisition. Each student has such filters, as a person in the process of studying a new subject cannot experience any emotions. Nevertheless, the level and degree of such emotions are different for everyone. If the «affective» filter is *low*, a person will not have barriers to mastering a foreign language, he/she will not have emotional barriers in the form of fear of making a mistake, becoming an object of criticism, constantly expecting failure. People with a *high* emotional filter, on the contrary, expect all the fears

listed above. People with a high emotional filter, as a rule, have a large supply of vocabulary, know all the grammatical rules, but they cannot use this knowledge because of the psychological barrier, self-doubt. There are four main categories of factors that have a positive or negative impact on the development of a foreign language, depending on the level of «affective» filter of a person [3; 6].

The first factor is **motivation**. H. Brown defined it as, «Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit» [2, p. 34]. The motivation of a person learning a second language, according to R. Gardner [4, p. 48], consists of three components: *effort* (assertiveness and time spent on learning), *desire* (the person's desire to achieve success and high results) and *emotions* (the student's emotional reaction to the process language learning). R. Gardner and W. Lambert divided motivation into two large groups: *integrative* and *instrumental* [5, p. 56].

The second factor is the **attitude** to the subject and the process of its comprehension. A. K. Markova identifies several levels of attitude towards the study of a foreign language [1, p. 11-12]:

- *a negative attitude*, when the motives for avoiding trouble prevail, there is no interest, adequate self-esteem and all failures are explained by external reasons;
- *a neutral* (passive-indifferent) attitude is observed when the student does not set any goals for himself, is indifferent to the results of the educational process;
- *a positive* (amorphous) attitude, when a person shows a cognitive interest in the result of study, understands and performs the assigned tasks according to the model, but does not have clear motives;
- *a positive* (informed) attitude, when the student has an independently set goal, the motives and goals of his actions are consciously correlated;
- *a positive* (active, creative) attitude is manifested if the student constantly improves methods of cognition, applies them in new conditions, has a high self-esteem and is capable of self-education;
- *a positive* (responsible) attitude, which is typical for people who are ready to improve ways of working with other people, who are able to take different roles in teamwork, who actively and independently set goals and is quickly moving towards his implementation.

The third factor is **anxiety**. Anxiety is another affective factor, one of the most famous and common types of emotions that affect the study of a second language. Students with a high level of anxiety experience acute excruciating anxiety, fear, palpitations.

The fourth factor is **self-confidence**. H., Brown phrased this factor as «I can do it» or self-esteem principle, i.e., a learner believes in his or her own ability to accomplish the task [2, p. 23]. Self-confidence is a necessary quality of any person striving to achieve success in training. Success in learning a foreign language also largely depends on the learner's faith in his/her abilities: «The eventual success that learners attain in a task is at least partially a factor of their belief that they indeed are fully capable of accomplishing the task». [2, p. 23].

So, it is very important to timely identify strategies for overcoming psychological barriers in the second language acquisition, which can be attributed primarily to the following: raising students' motivation and self-confidence and reducing language anxiety. The one of the main pedagogical tasks is to increase students' motivation by making them interested in studying the subject, changing the teaching methodology depending on the individual student, creating a relaxed but working atmosphere in the classroom, introducing elements of the culture and history of the language being studied. The teacher should be creative in using a variety of techniques and means of enhancing learning activities, so that learning a second language takes place in a simulated situation of language communication, close to real. Tasks of a creative nature, non-verbal means of communication, role-playing games should become an integral part of classes. Increasing motivation in many respects depends on the students themselves.

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ЦІЛІ НАВЧАННЯ ІНОЗЕМНИХ МОВ У ЗАГАЛЬНООСВІТНІХ НАВЧАЛЬНИХ ЗАКЛАДАХ

Навчання іноземних мов є процесом особистісного розвитку учня, розвитку його соціальних та полікультурних якостей. У процесі розширення мовного досвіду учень спирається на пізнавальні засоби своєї національної культури, на нові знання про іншомовну комунікативну культуру, сформовані в процесі її пізнання (тобто у процесі формування іншомовної комунікативної компетентності). У цьому і полягає сенс формування в учня вторинної мовної свідомості як важливої складової його здатності адекватно брати участь у міжкультурному спілкуванні [2, с. 72]. Усвідомлення школярами затребуваності іноземної мови в сучасному світі, її ролі на ринку праці сприяє підвищенню мотивації до її вивчення. Сучасні інтеграційні процеси у світі та розвиток міжнародного співробітництва роблять володіння іноземними мовами особистісно-значущим. Тому навчання іноземної мови розглядається як один із пріоритетних напрямків модернізації освіти у нашій країні [3, с. 29].

Оволодіння іноземною мовою є процесом поступової трансформації навчальної та мовної діяльності суб'єкта з монологічного до білінгва. Звідси випливає, що цілі навчання іноземної мови доцільно формулювати, враховуючи предметний та процесуальний аспекти компонентів змісту навчання іноземних мов і культур [4, с. 280].

За С. Ю. Ніколаєвою, цілі навчання іноземних мов і культур – це заздалегідь запланований результат педагогічної діяльності, який досягається за допомогою змісту, методів, засобів навчання тощо [1, с. 90].

У сучасній методиці навчання іноземних мов і культур у загальноосвітніх навчальних закладах висуваються п'ять основних цілей навчання іноземних мов і культур [1, с. 90–99]:

- 1) практична – формування іншомовної комунікативної компетентності;
- 2) виховна – реалізується через систему особистісного ставлення учня до іноземної мови і нової культури у процесі оволодіння ними;
- 3) освітня – використання мови, що вивчається, для підвищення загальної культури учнів, розширення їхнього кругозору, знань про країну, мова якої вивчається;
- 4) розвивальна – діяльність вчителя, спрямована на розвиток мовних здібностей учнів, культури мовної поведінки, навчальних умінь, інтересу до вивчення мови, таких властивостей особистості, як волевільність, пам'ять, рефлексія тощо;
- 5) професійно орієнтована – формування відповідних професійно орієнтованих компетентностей в учнів різнопрофільних класів у старшій школі.