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Development of students' speaking skills in learning English through overcoming psychological barriers

Annotation

Main problem: In the era of globalization, there is a growing interest in learning English as a means of interethnic communication. An increasing number of representatives of different nationalities are involved in the process of mastering the English language. Regardless of nationality, all English learners face certain difficulties in acquiring language communication skills. Difficulties can be caused not only by lexico-grammatical and phonetic features of language construction, but also by differences in cultural traditions, psychological characteristics of students. The effective use of the latest methods of overcoming language barriers contributes to the successful mastery of the English language, and here the teacher plays a key role in motivating and maintaining the interest of students in learning the language and creating a favorable environment in the classroom, which contributes to the most effective assimilation of the material and the development of language competencies. In the course of learning English, students should acquire not only language skills, but get acquainted with the history of the country of the language being studied, improve interpersonal communication skills, learn to overcome difficulties, develop planning skills, setting and achieving goals. Therefore, it is necessary to properly organize the study of the English language, which, in turn, will contribute to the formation and development of the individual.

The article considers the concept of "Psychological barriers" that arise in students in the process of learning a foreign language, describes the specifics of their occurrence, factors and levels of manifestation of psychological barriers in learning a foreign language at student age. The characteristics of emotional and informational stress are also given, the features of informational and emotional stress, the existing psychological barriers, and how the presence of this stress can affect the learning of a foreign language among students are considered.

Purpose: to explore the psychological and pedagogical literature and theoretical aspects of psychological barriers and stress in students when learning a foreign language; to develop practical recommendations for the development of students' speaking skills when learning English through overcoming psychological barriers.

Methods: theoretical analysis of professional methodological and psychological literature aimed at the formation of students' speaking skills.

Results and their significance: the results of the study in this review article can be used in the process of developing practical recommendations for overcoming the psychological barrier among students, for psychological work with students in order to increase their motivation to learn a foreign language. In addition, these results can be used by teachers to correct and improve the efficiency of the educational process.

Keywords: psychological barrier, stress, fear, emotional experiences, emotional stress, informational stress, speaking skill.

Introduction

The relevance of the chosen topic is associated with the widespread need to study foreign languages at a sufficiently high level. This is due to the widespread digitalization and the opportunity to study and work in various foreign organizations. In order for these opportunities to be available, the study of a foreign language should begin already at an early school age and continue throughout the entire period of schooling, and then be improved in higher educational institutions.

The research problem lies in the fact that this process very often becomes quite difficult for students, which is associated with various psychological barriers that they face when learning a foreign language. In this case, psychological barriers are understood as obstacles subjectively experienced by a person and manifested in the form of emotional experiences, states and reactions that cause a temporary inadequate decrease in his activity.

The emergence of these barriers can be due to various factors: an inappropriate system and training program, the inability to establish constructive relationships with the teacher, the presence of problems in family relationships, etc. But, regardless of the reason for their occurrence, psychological barriers do not allow students to fully learn the language and achieve success in this process. In turn, knowledge of the specifics of these barriers will allow the teacher to determine the cause of their occurrence, as well as to understand how the educational process is built in order to make learning a foreign language really effective during it.

Materials and methods

When writing this article, such methods were used as: theoretical analysis of methodological and psychological-pedagogical literature on this topic; generalization of pedagogical experience in the formation and improvement of speaking skills in English lessons for students through overcoming the psychological barrier in the form of fear. The theoretical and methodological basis of the study is the work of domestic and foreign scientists and researchers: Akhmetova A.Zh., Gamper Ya., Dalberge L. E., Aplashova A.Zh., Topanova G.T., Ayapbergenova G.S., Musaeva N., Sekebaeva Zh., Zhetpisbaeva B.A., Zhankina B.Zh., Kostina E.A., Burlakova, O.P., Galskova N.D., Passov E.I., Barvenko O.G., Chaplina E.I. and others.

Results

In conclusion of the study in this review article, the results are summarized, summed up, which made it possible to confirm the importance and relevance of the research topic, and recommendations are given for overcoming psychological barriers when students learn a foreign language.

Discussion

Learning a foreign language is always filled with excitement. Therefore, the learning process causes stress (language trauma). It should be noted that students usually master their native language quite well when it comes to oral communication, but writing causes more difficulties. When a student gets acquainted with a foreign language, the process changes. With the right approach, the student is enthusiastic, especially at the very beginning, but pretty soon he realizes that learning a foreign language is not always so pleasant and cloudless (especially when he / she gets low grades), and this affects their grades in the future. It can be very difficult for educators to understand what is going on in a student's head in relation to learning a foreign language, and they cannot alleviate the stress caused by this study.

According to the practical experience of many teachers, students experience the greatest difficulties in foreign language communication precisely when they need to express their thoughts and perceive information by ear. The situation is such that in the face of a constant lack of time in the classroom, a limited number of hours of a foreign language per week, as well as a high workload of students in other subjects, not all students learn the material in the same way as required by the program and the minimum necessary knowledge and skills to pass the exam by language. Accordingly, the teachers of educational institutions are faced with a difficult task: to teach students of different language levels to communicate in a foreign language, having different gaps in knowledge, psychological barriers and various psychological characteristics that hinder progress in the language [1].

According to N.D. Galskova, psychological barriers in learning a foreign language at student age are: high motivation to avoid failures, low motivation to succeed, low motivation and negative emotional attitude to learning, which is expressed in a low level of cognitive activity, achievement motivation and an average level of anxiety and anger, as well as a low level of social well-being, low or medium level of situational and personal anxiety. Let us give a brief description of the concept of "psychological barriers" [2].

E.N. Solovova believes that psychological barriers are obstacles subjectively experienced by a person and manifested in the form of emotional experiences; states and reactions that cause a temporary inadequate decrease in a person's activity, but at the same time are able to stimulate and activate his activity by preventing or overcoming these states. As a personal formation, psychological barriers are presented as mental states that may be due to the personal qualities of a person. The difference here lies in the fact that the mental state does not have a regular manifestation, in contrast to personal qualities. At the same time, the mental state and personal qualities determine the content and characteristics of the activity performed by a particular person [3].

According to another author (E.I. Passov), the manifestations of psychological barriers differ depending on the level and within which sphere they are expressed. So, at the biological level, psychological barriers are mental states caused by the neuropsychic properties of the brain, the stability of the processes of inhibition and excitation. At the personal level - the individual psychological qualities of the individual, and at the social level - socially undesirable. At the same time, within the cognitive sphere, psychological barriers act as structural elements of consciousness and self-awareness, within the affective sphere - as negative emotional experiences and mental states, and within the behavioral sphere - as an inadequate decrease in the subject's activity. Psychological barriers can be determined not only by the structural components of each of the spheres, but also by the system of their functioning [4].

Psychological barriers that arise in students in the process of learning a foreign language are external, due to difficulties of a social nature, and internal, including the personal qualities of students. In more detail, psychological barriers are divided by scientists in accordance with what they refer to: the learning situation, the student or the teacher. Hence, according to N.V. Ageeva, they can be divided into macrosocial (arising against the background of a disagreement between the constant stimulation of the need to learn a language and the lack of full support for this need), micro social (due to the instability of the individual microenvironment, living conditions, social attitudes adopted in the group, underestimation of the importance of a foreign language, etc.).

.d.), subjective (characteristics of the development of higher mental functions of the subject; features of his motivational sphere, personal characteristics and the level of readiness for learning) and barriers associated with learning technology (barriers due to the psychological characteristics of the process of teaching students a foreign language) [5].

When learning a foreign language, students can develop several types of psychological barriers, namely: linguistic, interpersonal and individual. Also important are the psychological barriers that are manifested in the behavior of teachers, namely: barriers to the content and forms of the educational process; barriers associated with the characteristics of the teacher as a subject of the learning process, his ability to correct his actions, shortcomings in self-control and the ability to reflect, i.e. with the level of his self-regulation; communication barriers, etc. Psychological barriers in relation to students in the process of teaching a foreign language perform both positive and negative functions, which include: creative, developing, stimulating, educating, protective, teaching, emotional, mobilization, stabilizing functions, as well as inhibition, regulatory, adaptive, destructive and conservative functions.

Let us describe the specifics of the emergence, factors and levels of manifestation of psychological barriers in the study of a foreign language at student age: the specifics of the emergence of psychological barriers in the process of learning a foreign language are due to its features, which consist in the need for students to learn not just a set of rules and a certain vocabulary, but the content of the language itself, filled with traditions and ideas about the surrounding reality inherent in a particular language group. The full study of a language requires language competence, the ability to understand and formulate thoughts in accordance with the specifics inherent in a particular language. All this is the basis for the manifestation of various psychological barriers. In this regard, the factors in the emergence of psychological barriers are the incorrect organization of classes in the study of a foreign language, lack of motivation, which may be due to the first factor, or may act as an independent education, the negative impact of the native language, the presence of cultural differences, the need to distinguish between foreign language options. one group, negative emotions associated with the process of learning a foreign language, etc.

Against the background of these factors, psychological barriers can be expressed in the rejection of the language, in its rejection, in a high level of anxiety, in anticipation of failure, in a sense of one's own trouble caused by the perception of oneself as an incapable student. In addition, there may be such manifestations as a decrease in the perception of educational material, memory capacity, self-doubt, etc. These manifestations are largely determined by the age of the students. So, in adolescence, the specificity of psychological barriers is determined by the correspondence of the learning process to the student's expectations: does he get enough opportunities for full-fledged communication when he needs it, or does he have the opportunity to reduce the interaction that is traumatic for him to a minimum. Psychological barriers in the study of a foreign language among students are determined, among other things, by the form of presentation of the material [6].

Modern society with its diverse opportunities for penetration into the culture and life of other countries dictates new requirements for the process of teaching foreign languages. The main emphasis in the process of this activity, according to the new requirements, is on mastering the English language, first of all, as a means of communication, which implies the free use of all types of speech activity in a foreign language in the process of communicative activity. Moreover, for the successful implementation of this activity, the possession of such a type of speech activity as speaking, i.e., the ability to use the lexical and grammatical structures available in the language to produce one's own statements within the framework of the topic given by the communication situation, is of paramount importance. At the same time, as practice shows, it is the implementation of speaking in the process of forming communication skills that causes the greatest difficulties for students.

Accordingly, even the successful mastery of all the necessary baggage of knowledge, including information about the grammatical structure of the language, as well as the required number of lexical units, cannot guarantee the same successful implementation of the communication process. Considering the exceptional importance of this particular skill (after all, mastering the skills of speaking is an indicator of successful achievement of results in learning a foreign language), one should try to understand the causes of difficulties in acquiring it.

According to observations, the main factor influencing the implementation of speaking within a given communicative situation is not the student's lack of the necessary basic knowledge of the subject and not the lack of desire to conduct a conversation on a given topic due to a lack of understanding of the subject of the conversation or the desire to avoid participation in the discussion, but the presence of a psychological barrier that prevents overcoming fear, whether it be the fear of making a mistake or the fear of implementing a new type of activity for oneself in the presence of an audience and unwillingness to be critically evaluated by the teacher or other students. A possible "inadequate" reaction on the part of the latter is the strongest stress-forming factor for a student focused on an external assessment of his abilities, and often prevents him from overcoming the aforementioned barrier [7].

Of course, not all students are affected by the above factors. This is mainly characteristic of people with low self-esteem and an increased level of anxiety, i.e. people who experience psychological discomfort in any situation related to the evaluation of their activities by others. And since learning a foreign language is a new activity for them and is associated with a large number of mistakes - which is inevitable when mastering new skills - the implementation of speaking becomes a strong stress for students who strive to meet the expectations of others and are afraid to fail (i.e. make a mistake), which is a consequence of wounded self-esteem and self-doubt.

Unfortunately, such psychological characteristics are inherent in a large number of students, which means that the main task of the teacher in the process of carrying out his activities will not be solved, i.e. the student will not be able to master speaking skills, and will not learn to use a foreign language for its intended purpose, i.e. as a means of communication.

In connection with the foregoing, it seems important to help the teacher find the necessary solutions for organizing the educational process in such a way that he is able to carry out his activities in full, while minimizing the stress factors that arise in the process of work and prevent the student from implementing communicative activities.

One of the most effective methods used by a teacher to improve students' oral speech skills is modeling a real communicative situation, in which the student has the opportunity to demonstrate his skills in conditions close to the life situation. It was noticed that during the performance of this task, students with such features of the nervous system as anxiety and a high level of neuroticism are actively involved in the communication process, provided that the teacher does not "listen" to their speech and does not set the "ideal" task performance. Otherwise, these students begin to feel uncomfortable, "shy" and avoid talking most of the time. Thus, the teacher from his position of critical assessment is a stress factor that negatively affects the speech behavior of students.

To avoid this, according to N.V. Evdoskina, we can recommend the teacher to organize the situation in such a way that the performance of such tasks is carried out in a playful way, creating a relaxed atmosphere of "no assessment". Thus, the student will feel freer, knowing that his work is not evaluated, which means that his mistakes will not affect the progress in the subject, which will undoubtedly remove the burden of responsibility for the result and partially neutralize the psychological fear when speaking [8].

The study conducted in this study made it possible to highlight the following main points. Psychological barriers are obstacles subjectively experienced by a person and manifested in the form of emotional experiences, states and reactions that cause a temporary inadequate decrease in his activity, but at the same time are able to stimulate and activate his activity by preventing or overcoming these states. The manifestations of psychological barriers depend on the personality characteristics of a person, as well as on the level (biological, personal, social) and the sphere of expression (cognitive, affective, and behavioral). Psychological barriers can be caused not only by the structural components of each of the spheres, but also by the system of their functioning.

Psychological barriers that arise in students in the process of learning a foreign language are macro social, micro social and subjective. This also includes barriers related to learning technology. When learning a foreign language, students can develop several types of psychological barriers, namely: linguistic, interpersonal and individual. Also important are such psychological barriers as: barriers to the content and forms of the educational process; barriers associated with the characteristics of the teacher, etc. Psychological barriers in relation to students in the process of teaching a foreign language perform both positive and negative functions, which include: creative, developing, stimulating, educating, protective, teaching, emotional, stabilizing functions, and also the function of inhibition, regulatory, adaptive, destructive and conservative functions.

The emergence of psychological barriers in the study of a foreign language is due to its features. Factors in the emergence of psychological barriers are the incorrect organization of classes in the study of a foreign language, lack of motivation, the negative impact of the native language, the presence of cultural differences, the need to distinguish between variants of a foreign language of one group, negative emotions, etc. Against the background of these factors, the manifestations of psychological barriers can be expressed by a high level of anxiety, in anticipation and fear of failure, in a sense of one's own unhappiness, in self-doubt, etc. These manifestations are largely determined by the age of students.

Teachers Akhmetova A.Zh., Gamper Ya., Dalberge L.E., studying the issues of overcoming the psychological barrier, emerging fears and stresses of students when learning English, consider it appropriate to consider and take into account emotional and informational stress [9].

Emotional stress is a state of pronounced psycho-emotional experience of conflict life situations that acutely or for a long time limit the satisfaction of a person's social or biological needs.

Information stress is a state of information overload, when a person ceases to perceive a large amount of information. Such stress often occurs in students who are unable to cope with the incoming volume of new information. This condition can lead to negative consequences [10].

Author I.V. Firsova believes that students studying a foreign language can be divided into two groups: students with high motivation for learning a foreign language and students with low motivation for learning a foreign language. Highly motivated students strive for purposeful language learning, they are ready to spend a significant part of their free time studying it, they are interested in the language not only as a means of achieving success in learning, but also as a way of obtaining new information and expanding communication opportunities. Students with low motivation do not show a pronounced desire to learn a foreign language, which is dictated by necessity for them, including the opportunity, if they know it, to get a prestigious job and avoid criticism from the teacher and parents for a bad grade [11].

To the psychological characteristics of students with high motivation for learning a foreign language, the authors Kh.F. Makaev, L.Kh. Makaev include the following: they are not afraid of failures in the learning process, they are ready to take risks and make mistakes, they know how to survive negative experiences, they are focused on success and are able to take risks, but to the extent necessary. In addition, this group of students is inclined to search for and study new information, to constant self-improvement, they have developed the ability to learn. They show more perseverance in the learning process, strive to perform the tasks assigned to them as best as possible, make every possible effort to achieve a certain result, etc. This group of students shows more calmness and less stress in the process of learning and is characterized by a high level of motivation and a positive attitude towards learning. Also, students with a high level of motivation to learn a foreign language show a high level of subjective well-being and a low level of situational and personal anxiety [12].

On the psychological characteristics of students with low motivation for learning a foreign language author Kh.F. Makaev will attribute the following: they are afraid to make a mistake, they do not want to take risks, or, on the contrary, they take a very big risk, they do not show proper cognitive activity, and in their learning they are limited to the information provided to them in the classroom. They are passive, they are able to be stopped by minor difficulties, tasks that involve the use of a non-standard approach seem insoluble to them. This group of students shows a tendency to manifest fear before completing a task, aggression, and irritation. They are characterized by a low level of motivation and a negative attitude towards learning. Also, students with a low level of motivation to learn a foreign language show a low level of subjective well-being and an average level of situational and personal anxiety [12].

Thus, the psychological barriers in the process of learning a foreign language include the following: a high level of motivation to avoid failures; low motivation for success; low level of learning motivation, which is expressed in a low level of cognitive activity and achievement motivation with an average level of anxiety and anger; low level of subjective well-being of students; high level of situational and personal anxiety.

Consider what difficulties students face when learning a foreign language. So, when learning a foreign language, difficulties often occur. For example, a person has not set a specific goal for himself, cannot adequately imagine how long the learning process will take him. Also, the difficulties in learning a foreign language include such as:

1. Words are spelled and pronounced differently. Spoken English sounds very different from written English. This can be a problem for learners. The only real way to overcome this problem is to speak the language as much as possible and read using transcription. Recommendations for students on this issue: communicate with native speakers, play English educational online video games that emphasize teamwork and communication. Use online and offline learning software.

2. Difficulty understanding fast spoken English. Even students who do well in language courses tend to get confused when they talk to foreigners. The natives seem to just speak too fast. Recommendations for students on this problem: The best way to solve this problem is to communicate. Communicate with native English speakers as often as possible, listen to audio books, watch movies and TV shows without dubbing or subtitles, and so on. This will gradually improve your understanding and make it easier to understand the spoken language.

3. The problem of communication. Listening comprehension and speaking English are skills that tend to be used more than reading and writing in daily life in an English-speaking country. Listening and speaking are more difficult and more important for students than reading and writing. When reading and writing a text, the student has more time to think and pause than when listening and speaking English in everyday life. When reading and writing texts, the student has time to search for unknown vocabulary in dictionaries, which is impossible when listening and speaking a foreign language. Therefore, listening and speaking English is more difficult than reading and writing. Vocabulary is one of the most complete and complex aspects of learning English. Recommendations for students on this issue: students should first focus on learning the most commonly used vocabulary for their practical needs in real life.

4. The problem of polysemy of words. Polysemantic words and synonyms present a particular difficulty for students. Other difficulties in learning and using vocabulary include set phrases, phrasal verbs, idioms, proverbs, and regional differences in vocabulary use. There are differences in the use of English in English speaking countries in terms of spelling, pronunciation, vocabulary and grammar.

English synonym dictionaries in combination with general dictionaries are an excellent tool for intensive, comprehensive and logical mastery of vocabulary for the needs of the student in real life situations. Recommendations for students on this issue: Extensive reading on various topics is another effective method of expanding the vocabulary of English learners.

5. Slang and colloquial expressions make learning difficult. Language courses tend to teach students the correct forms of a foreign language. This is an excellent basis for gaining a solid grasp of the language. However, this can lead to the fact that slang, colloquialisms and other forms of everyday language can be confusing for the foreign language learner.

The use of slang is common in the English language. Words, terms and phrases do not have the meaning they would normally have in a dictionary definition. Learning a language requires learning how to use slang, which means understanding that the various slang terms make English almost a completely different language to learn. Sometimes the terms used are not even found in the dictionary. This can create difficulties for those who are not familiar with the language. This is where TV, movies, magazines and radio become useful tools in language learning.

Recommendations for students on this issue: an effective way to solve this problem is to read foreign-language books of modern prose, magazines, newspapers. After a while, you will begin to get used to phrases, slang and will be able to understand this in everyday speech.

6. Formal and informal English. The use of language can also be formal and informal. Official English is the language of the media, education, business, economics, trade, technology, science, etc. Informal English includes colloquial and slang usage. It is more difficult for foreign students to master the informal vocabulary of the English language than the formal one.

7. Learning tools. Many students are taught to learn only from books, so they do not have the opportunity to practice spoken language. They tend to lack confidence when they try to speak in public. Recommendations for students on this issue: Reading aloud can help them improve their language skills.

8. Difficulties with grammar. The sequence of nouns, verbs, adjectives and adverbs has its own special order for many different languages in the world. In order to write correct sentences, students must learn a new way of using grammar. Speaking English can be challenging for a learner because they need to use sentence structures that are different from their native language. Do not forget about other difficulties: a list of irregular verbs, gerunds (non-personal form of the verb), phrasal verbs and idioms.

9. Problems with understanding culture. A person's cultural practices can affect their ability to learn English. For example, in some cultures, a woman tends to stay at home and raise children. They are less likely to interact with native English speakers, as opposed to a person who would be in the workplace interacting with native English speakers.

Therefore, many authors and pedagogues, considering this problem, answer the question "How to overcome difficulties in mastering the language?". "There is no doubt that English is the language of the modern world. Even if you don't need it for daily communication, its frequent use on the Internet and in professional applications makes understanding the language extremely useful for most people today. First, you need to organize your learning materials into categories (e.g. grammar, writing, vocabulary, etc.). Use good online dictionaries, for example, multitrans. So that it is easy to view individual lessons. Second, you must be willing to step out of your comfort zone. You can do this by reading books even if you don't fully understand them, doing your best to communicate and putting yourself in situations where you have to use the language. Everyone has to start somewhere, so don't be ashamed if your English is bad. We recommend reading the article on how to improve reading skills.

English is one of the most widely spoken languages. The inability to speak or understand the language can be frustrating. While the challenges of learning a language may seem insurmountable, the benefits are well worth the effort. Reading, speaking and listening to other people who speak English are an important part of learning a language." [13].

Below are some tips for students from the authors I.A. Korolenko, O.M. Loksha, how to overcome the stress of learning English and, accordingly, succeed in it.

1. Think only positively - learning English can sometimes seem difficult, but you should never give up hope. Positive thinking is simply necessary for us to progress in learning a foreign language. Everything will work out for you - a foreign language will submit to you sooner or a little later.

2. Build a Solid, Solid Foundation - Learning every language requires a solid foundation. The basics need to be learned properly. To do this, you will need patience and attention at each stage, and the right foundation (not to be confused with grammar in the narrow sense) will be laid.

3. Repeat regularly, go back and generalize. This may require regular repeated reading of the same words and phrases. In this way, we again lay the correct foundation for the language.

4. Don't Worry About Mistakes - Mistakes are simply an integral part of the learning process, and worrying about mistakes only adds to the stress. Stop thinking about mistakes and focus on progress.

5. Try to have more fun while learning English - in general, learning any foreign language should be filled with joy. Let the acquaintance with new words and phrases bring you pleasure. Joy and humor will give you the motivation to progress [13].

Stress usually appears where we lack confidence, and the more confidence we have when learning English, the less stress there will be [1].

Other authors E.Yu. Kotelnikova, I.A. Shportko, gives practical advice on how to avoid stress when learning a language: for many, English causes boredom and melancholy and is considered uninteresting; even at school, students get tired of memorizing countless grammatical rules, irregular verbs and a lot of incomprehensible words. Of course, much depends on the teacher and his teaching style. But few teachers managed to arouse a keen interest in learning the language among students. This is due to the fact that teaching a foreign language in our country is mainly carried out using the grammar-translation method, and the brain begins to perceive the study of a foreign language as boring and unnecessary work for itself.

The English words, which were "distributed" with such diligence on the shelves in a closet called memory, disappear over time, and the students give up, because the whole process seems endless, like the work of Sisyphus. Before starting classes, it is important to discuss with the teacher which English textbook is better to choose. A boring manual with an abundance of grammatical constructions is unlikely to inspire you. Well, if you get a modern, interactive, electronic textbook [14].

According to Kazakhstani authors (A.Zh. Aplashova, G.T. Topanova, G.S. Ayapbergenov), elements of a role-playing game can be included in the daily work of students when teaching dialogic speech, as well as the use of supports when teaching a monologue, using the principle of learning "top down".

The top-down approach has a number of advantages. The text quite fully describes the speech situation, thus the students artificially find themselves in the conditions of a particular situation [15].

According to B.A. Zhetpisbayeva, B.Zh. Zhankina, E.A. Kostina, distinguish between verbal and illustrative supports, thus, in the process of working with a group, completely different types of supports will be involved: text, video, illustrations. In addition, you can use the formulation of problematic questions, organizing the work in such a way that absolutely every student participates in the discussion. At the initial stage, students can be offered a dialogue, which they need to read it in roles in pairs, clarify the translation of unfamiliar words and write out useful vocabulary in their notebook, which was previously introduced and worked out in the teacher-class mode. After that, the task of students may be to create their own dialogue based on the sample dialogue using new vocabulary. Based on these tasks, students get acquainted with new lexical units, phrases, and also learn how to correctly build sentences using new lexical material. This work is necessary for the teacher to master new structures by students, which can subsequently be activated in the spontaneous speech of students with new forms of work [16].

According to O.G. Barvenko, in the course of practical exercises in foreign language lessons to overcome the psychological barrier, the following requirements for the proposed tasks must be met:

- 1) The task should arouse the interest of the student and the desire to complete it;
- 2) Tasks must be clearly organized and formed;
- 3) Work should be carried out in a friendly and creative atmosphere; if the student feels free, it will be easier for him to enter into communication [17].

Another effective task in this work, according to L.O. Polyakova, is group work, which includes elements of a role-playing game. Students may be asked to divide into two teams, each team will receive a task: to convince their opponents of the correctness of their point of view. An important point is that groups usually have radically opposite opinions, which help to cope with speech difficulties, embarrassment, and fear [18].

The author N. Musaeva claims the effectiveness of this technique as follows: the task of the first group is to substantiate the following position: "Internet should have never been invented: it causes more harm than good". The second group must defend the opposite idea, which is "Internet is the greatest human invention." According to the author, students really like this task, everyone takes an active part in defending their point of view. The discussion continued until the last argument was made. Which group had more of them was considered the winner. This game provided for the ability of students to justify the right to exist even of the point of view that they themselves do not adhere to. This justifies the increased complexity of the task, which the groups successfully completed [19].

Another author, Zh. Sekebaeva, suggests including cases and game situations in the learning process, since when solving a case and playing role-playing games, students in practice learn to independently extract knowledge from English-language sources, systematize them and apply the information found in practice, and also learn to formulate and defend their own point of view on any emerging issue, both in educational activities and in free communication in a foreign language. As with the study of any subject, a foreign language becomes interesting only when the subject is interesting and the work done is successful, when you can see and hear the

result of your work. Motivation increases only when the student in practice is convinced of the ability to use a foreign language, even without knowing it at a high level [20].

Based on the research conducted within the framework of this article, we can formulate the following recommendations for overcoming psychological barriers in learning a foreign language. Overcoming psychological barriers should be complex. The teacher needs to understand the true causes of this or that barrier and direct efforts to eliminate them. This happens through interaction with the medical staff of the educational institution, with other teachers and parents of students. Within the framework of his professional competence, a foreign language teacher needs to create situations of success in the classroom for each student, adequately to the abilities and capabilities of students to select didactic material, include information and communication tools in their work, use motivational words and phrases in speech. In addition, the teacher must adhere to an adequate style of pedagogical communication.

Conclusion

In the course of the theoretical study, we studied psychological barriers. We have found that when studying a foreign language, students can develop several types of psychological barriers. Psychological barriers are of great importance, which can perform both positive and negative functions, and are expressed in a lack of motivation, negative emotions, anxiety, fear of failure, a sense of one's own unhappiness, self-doubt, etc.

Summing up, we summarize that the process of learning a foreign language has its own specifics and requires constant motivation. To perform oral foreign language communication, to eliminate or minimize the language barrier, it is necessary to systematically create conditions for students to immerse themselves in a foreign language environment and look for new ways to overcome and eliminate it. It should also be noted that the problem raised by us in the study has not yet been fully studied and requires further research.

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Психологиялық кедергілерді жеңу арқылы ағылшын тілін үйрену барысында студенттердің сөйлеу дағдыларын дамыту

Жаһандану дәуірінде ұлтаралық қарым-қатынас құралы ретінде ағылшын тілін үйренуге деген қызығушылық артып келеді. Ағылшын тілін меңгеру үрдісіне әр түрлі ұлт өкілдері қосылып, тіл үйренушілер саны көбейіп келеді. Тілдік коммуникация барысында қай ұлт болуына қарамастан, ағылшын тілін меңгеруде кездесетін белгілі бір қиындықтар - дағдыны қалыптастыру. Тіл құрылысының лексикалық-грамматикалық және фонетикалық ерекшеліктері ғана емес, сонымен қатар мәдени дәстүрлердегі айырмашылықтар, оқушылардың психологиялық ерекшеліктері де қиындық тудыруы мүмкін. Тілдік кедергілерді жеңудің жаңа әдістерін тиімді пайдалану ағылшын тілін сәтті меңгеруге ықпал етеді және мұнда мұғалімнің материалды тиімді меңгеруіне және тілдік құзыреттілікті дамытуға ықпал ететін оқушылардың тілді үйренуге деген қызығушылығын ынталандыру мен қолдауда және сабақтарда қолайлы жағдай қалыптастыруда негізгі рөл атқарады. Ағылшын тілін оқыту барысында білім алушылар тек тілдік дағдыларды игеріп қана қоймай, оқытылатын тіл елінің тарихымен танысуға, тұлғааралық қарым-қатынас дағдыларын жақсартуға, қиындықтарды жеңуге үйренуге, жоспарлау, мақсат қою және оған қол жеткізу дағдыларын дамытуға тиіс. Демек, ағылшын тілін оқытуды дұрыс ұйымдастыру қажет, бұл өз кезегінде тұлғаның қалыптасуы мен дамуына ықпал етеді.

Мақалада студенттердің шет тілін үйрену процесінде пайда болатын "психологиялық кедергілер" ұғымы қарастырылады, олардың пайда болу ерекшеліктері, студент кезіндегі шет тілін үйренудегі психологиялық кедергілердің факторлары мен деңгейлері сипатталған. Сондай-ақ, эмоционалды және ақпараттық стресске сипаттама беріледі, ақпараттық және эмоционалды стресстің ерекшеліктері, психологиялық кедергілер қарастырылады және бұл стресстің болуы студенттерде шет тілін үйренуге қалай әсер етуі мүмкін.

Мақсаты – психологиялық-педагогикалық әдебиеттерді және шет тілін үйренудегі психологиялық кедергілер мен стресстің теориялық аспектілерін зерттеу; психологиялық кедергілерді жеңу арқылы ағылшын тілін үйренуде студенттердің сөйлеу дағдыларын дамыту бойынша практикалық ұсыныстар әзірлеу.

Авторлар келесі әдістерді мысалдарда пайдаланған: студенттердің сөйлеу дағдыларын қалыптастыруға бағытталған кәсіби әдістемелік және психологиялық әдебиеттерді теориялық талдау. Осы шолу мақаласындағы зерттеу нәтижелері студенттердің психологиялық кедергісін жеңу үшін, шет тілін үйренуге деген ынтасын арттыру үшін студенттермен психологиялық жұмыс жасау үшін практикалық ұсыныстар әзірлеу үрдісінде қолдана алады. Сонымен қатар, бұл нәтижелерді мұғалімдер білім беру үрдісінің тиімділігін түзету және арттыру үшін қолдана алады.

Түйінді сөздер: психологиялық кедергі, күйзеліс, қорқыныш, эмоционалды тәжірибе, эмоционалды күйзеліс, ақпараттық күйзеліс, сөйлеу шеберлігі.

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Развитие разговорного навыка студентов при изучении английского языка через преодоление психологических барьеров

В эпоху глобализации растет интерес к изучению английского языка как к средству межнационального общения. Все большее количество представителей разных национальностей вовлекается в процесс овладения английским языком. Независимо от национальной принадлежности все изучающие английский язык сталкиваются с определенными сложностями в приобретении навыков языковой коммуникации. Затруднения могут вызывать не только лексико-грамматические и фонетические особенности построения языка, но и различия в культурных традициях, психологические особенности обучающихся. Эффективное использование новейших методов преодоления языковых барьеров способствует успешному овладению английским языком, и здесь ключевую роль в мотивации и поддержании интереса обучающихся к изучению языка и формированию благоприятной обстановки на занятиях, которая способствует наиболее эффективному усвоению материала и развитию языковых компетенций, играет преподаватель. В ходе изучения английского языка обучающиеся должны приобретать не только языковые навыки, но знакомиться с историей страны изучаемого языка, улучшать навыки межличностной коммуникации, учиться преодолевать сложности, развивать навыки планирования, постановки и достижения целей. Следовательно, необходимо правильная организация изучения английского языка, что будет, в свою очередь, способствовать формированию и развитию личности.

В статье рассмотрено понятие «Психологические барьеры», возникающие у студентов в процессе изучения иностранного языка, описана специфика их возникновения, факторы и уровни проявления психологических барьеров в изучении иностранного языка в студенческом возрасте. Также дана характеристика эмоциональному и информационному стрессу, рассмотрены особенности информационного и эмоционального стресса, имеющиеся психологические барьеры, влияние стресса на изучение студентами иностранного языка.

Цель статьи – исследовать теоретические аспекты психологических барьеров и стресса у студентов при изучении иностранного языка; разработать практические рекомендации о развитии разговорного навыка студентов при изучении английского языка через преодоление психологических барьеров.

Авторы провели теоретический анализ профессиональной методической и психологической литературы, направленной на формирование разговорного навыка у студентов. Результаты проведенного исследования в данной обзорной статье могут быть использованы в процессе разработки практических рекомендаций для преодоления психологического барьера у студентов, психологической работы со студентами с целью повышения у них мотивации к изучению иностранного языка. Кроме того, данные результаты могут быть использованы педагогами для коррекции и повышения эффективности образовательного процесса.

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