

METHODS OF OVERCOMING LANGUAGE BARRIERS IN LEARNING A FOREIGN LANGUAGE

DALBERGENOVA L.E.¹
PhD, Associate Professor

АКХМЕТОВА А. Ж.¹
Master of Philology
¹Shokan Ualikhanov Kokshetau University,
Kokshetau, Republic of Kazakhstan

ABSTRACT. The following paper discusses the current language barriers associated with the learning of a foreign language. The term "language barrier" is deeply analyzed and discussed in detail. Also, this article considers the main reasons behind the origin of language barriers during learning of a foreign language and ways to overcome them. Psychological factors such as: fear, self-doubt, and lack of motivation are deeply considered. The modern teaching methods including communicative, active, and interactive were described in the article as ways to overcome language barriers. These methods were based on the creative approach, development of emotional and intellectual parts of individuals. Person-oriented approach contributes to the development of student's personality, the disclosure of his potential and the manifestation of creative abilities.

KEYWORDS: language barrier, foreign language, student-centered approach, modern methods of foreign language teaching.

ШЕТ ТІЛІН ҮЙРЕНУДЕГІ ТІЛДІК КЕДЕРГІЛЕРДІ ӨТУ ӘДІСТЕРІ

ДАЛЬБЕРГЕНОВА Л. Е.¹
PhD, қауымдастырылған профессоры

АХМЕТОВА А. Ж.¹
филология ғылымдарының магистрі
¹Ш. Уәлиханов атындағы Көкшетау университеті,
Көкшетау қ., Қазақстан Республикасы

АНДАТПА. Бұл мақалада тілдік кедергі түсінігі қарастырылады, осы құбылысты анықтаудың әртүрлі тәсілдері сипатталады. Шетел тілін меңгеру процесінде тілдік кедергілердің туындауының негізгі себептері мен оларды жеңу жолдары талданады.

Тілдік кедергінің психологиялық және лингвистикалық компоненттері тән. Оқу процесіне әсер ететін қорқыныш, сенімсіздік, мотивацияның болмауы сияқты тілдік кедергінің психологиялық факторларына ерекше назар аударылады. Мақалада шет тілін үй-

рену кезінде тілдік кедергілерді жеңудің мүмкін жолдары ретінде қазіргі заманғы оқыту әдістерінің, оның ішінде коммуникативті, белсенді және интерактивті әдістердің рөлі атап өтілген. Бұл әдістер тұлғаның коммуникативті және шығармашылық белсенділігін, эмоционалдық және интеллектуалдық салаларын дамытуға және тұлғалық-бағдарлы көзқа-расты жүзеге асыруға бағытталған. Оқушыға бағдарланған әдіс оқушының жеке басын дамытуды, оның мүмкіндіктерін ашуды және шығармашылық қабілеттерін көрсетуді көз-дейді.

ТҮЙІН СӨЗДЕР: тілдік кедергі, шет тілі, студентке бағытталған әдіс, шет тілін оқытудың заманауи әдістері.

МЕТОДЫ ПРЕОДОЛЕНИЯ ЯЗЫКОВЫХ БАРЬЕРОВ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

ДАЛЬБЕРГЕНОВА Л. Е.¹

PhD, ассоциированный профессор

АХМЕТОВА А. Ж.¹

магистр филологии

¹Кокшетауский университет им. Ш. Уалиханова,
г. Кокшетау, Республика Казахстан

АННОТАЦИЯ. В данной статье рассматривается понятие языкового барьера, описываются различные подходы к определению этого явления. Анализируются основные причины возникновения языковых барьеров в процессе изучения иностранного языка и пути их преодоления. Характерны психологические и языковые компоненты языкового барьера. Особое внимание уделяется психологическим факторам языкового барьера, таким как страх, неуверенность, отсутствие мотивации, которые влияют на процесс обучения. В статье отмечается роль современных методов обучения, в том числе коммуникативных, активных и интерактивных методов, как возможных способов преодоления языкового барьера при изучении иностранного языка. Эти методы направлены на развитие коммуникативно-творческой деятельности, эмоциональной и интеллектуальной сфер личности и на реализацию личностно-ориентированного подхода. Личностно-ориентированный подход предполагает развитие личности обучающегося, раскрытие его потенциала и проявление творческих способностей.

КЛЮЧЕВЫЕ СЛОВА: языковой барьер, иностранный язык, личностно-ориентированный подход, современные методы обучения иностранному языку.

INTRODUCTION. Nowadays, with the collaboration process of Kazakhstan with world's leading countries, integration into international education system the interest of learning a foreign language and its teaching has increased dramatically. Learning a foreign language as itself gives future opportunities to communicate with people of different cultures and helps to learn their traditions. Besides,

knowledge of a foreign language could enhance future career opportunities associated with promotion of relocation to work abroad.

The effectiveness of the process of mastering a foreign language is related to the psychological readiness of students to learn and use a foreign language in practice. Learning a foreign language is a demanding process. One of the main problems for students is the

language barrier, which is the main obstacle that reduces the effectiveness of learning and depends on psychological factors such as fear, discomfort, self-doubt, lack of motivation, etc. The dominant difficulty for students in foreign language communication is to express their thoughts in another language. Overcoming the language barrier continues to be an important issue in educational psychology and the educational process.

The modern educational system dictates the requirements for preparing highly qualified specialists who can compete in the labor market. In contemporary times, considerable significance is attributed to the utilization of contemporary pedagogical techniques, which facilitate the efficient acquisition of essential proficiencies and aptitudes, while simultaneously amplifying levels of incentive.

The significance of the article is determined by the imperative to employ contemporary techniques in acquiring a non-native tongue and means to fully diminish linguistic hindrances in pedagogical contexts of foreign languages.

The objective of this scholarly article is to explore pedagogical approaches for imparting communication proficiency that effectively surmounts linguistic impediments encountered during the acquisition of a non-native language. The attainment of this stated aim necessitates the resolution of the ensuing issues.:

- A comprehensive examination of the scientific and theoretical literature is conducted.

- An in-depth inquiry is carried out on the substance of the language hindrance.

- A detailed investigation is conducted on the primary causes of the language obstacle.

- A thorough assessment is made on contemporary pedagogical approaches that facilitate surmounting the language barrier in foreign language instruction. The subject of investigation pertains to the strategies employed in surmounting the obstacle of language acquisition.

The originality of the inquiry is predicated upon the assessment of contemporary pedagogical techniques targeting the implementation of a pupil-focused method which fosters the cultivation of the potential and inventive faculties of scholars, while

concurrently conquering the language barrier.

MATERIALS AND METHODS OF RESEARCH.

In this research, the theoretical method with the analysis on scientific and methodological literature was applied. The methodology of the following study was based on the study of the works of such authors (I.N. Moroz [1], O.V. Abramova [2], S.V. Fedorova [3] and others.) applying the communicative method (E.I. Passov [4], G.V. Rogova [5] and others.), active and interactive methods (A.A. Verbitsky [6], A.M. Smolkin [7] and others.). In the realm of psychology and pedagogy, various methodologies have been scrutinized to gain a comprehensive understanding of the concept of "language barrier", its principal causes, and potential solutions. The literature review underscores the significance of employing contemporary teaching techniques to surmount the language barrier while acquiring proficiency in foreign languages.

In addition, there exist divergent interpretations of the term "language barrier" in psychological and pedagogical literature. As per the explanatory dictionary of the Russian language, the barrier refers to "the inability to communicate on account of unfamiliarity with a foreign language." Nonetheless, there are varied meanings of the phrase in question within the psychological and pedagogical spheres [8]. The language barrier was explained by I.N. Moroz as "the inability of a person who does not possess or possess certain lexical and grammatical material to perceive and produce spontaneous speech in a foreign language environment due to uncertainties in his knowledge of it" [1, 54]. The same opinion is given by O.V. Abramov, who believes that with a language barrier, a person is unable to use the accumulated lexical and grammatical knowledge and is unable to perceive and reproduce a foreign language spoken in a foreign language environment [2, 7]. S.V. Fedorova characterizes the language barrier as a mental state of the subject developed by his passivity in learning a foreign language, combined with several difficulties associated with the task [3, 531].

RESULTS AND THEIR DISCUSSION.

Through a comprehensive examination of relevant scholarly literature, several challenges

impeding the process of acquiring foreign languages have been identified. These obstacles primarily revolve around linguistic complexities and psychological factors. The linguistic barriers refer to the theoretical knowledge in practice (lack of vocabulary, grammar knowledge, language practice, etc.). The theme of psychological barriers is centered around the fears students often associate with their individual characters. As a result, anxiety blocks students' mental activity, leading to a loss of self-confidence and low self-esteem. In studies (A.V. Sergeeva [9], E.S.A. Idrazov [10] and others.), the key focus is put on psychological barriers, and the psychological component appeared as the main reason for the presence of a language barrier. According to A.V. Sergeeva, the psychological barrier that develops when learning a foreign language is a phenomenon characterized by intrapersonal difficulties that form in certain learning situations, as well as the inability to control one's emotions [9]. According to viewpoint of E.S.A. Idrazov, the psychological barrier is a kind of emotional negative state that develops during the execution of actions and prevents their completion contrary to inner beliefs [10, 58].

It must be marked that the linguistic barrier is easier to overcome than the psychological one since the deficits of a linguistic nature can be eliminated by filling in the corresponding gaps in knowledge of grammar, vocabulary, and phonetics. The psychological barrier, caused by the internal, subjective, individual characteristics of a person, is a serious problem that massively blocks the way to mastering a foreign language [1, 54]. From the results of study, language barrier is observed in shy and hesitant people for most of the time. These people usually are frustrated to speak in front of an audience or generally, moreover they even struggle to construct a simple sentence.

The low level of a native language plays an important role in the learning of a foreign language, the lack of one's own thoughts and the inability to express them. As practice shows, students do not have oral language skills in their native language. Often students do not know what to say, which is due to the fact that they do not catch the right thoughts, but also

how to express them in a foreign language.

The reason for the appearance of the language barrier may be perfectionism. Perfectionist students set high standards for themselves. Their desire for impeccable communication arouses an enormous fear of making a mistake in a speech. They speak a foreign language only when they are sure their answers are correct.

Difficulties in spontaneous speech are also caused by the lack of speech practice [11, 168]. To perfect students' speaking and language skills, it is necessary to create realistic situations that encourage them to think, be creative, and search for information on their own.

The next source of anxiety about speaking a foreign language can be the negative experience of learning foreign languages, which is related to the rejection of new methods, the lack of constant feedback between teachers and students, and the lack of motivation to learn the language. Motivation is an important factor in learning a foreign language. The desire to speak, communicate and express one's ideas in a foreign language encourages students to acquire knowledge, skills, and abilities and to actively participate in the learning process.

Productive foreign language communication is exactly related to the use of modern teaching methods framed to the forming of communicative skills, cognitive activities, and more effective development and self-realization of the individual. The usage of these methods makes it possible to increase the motivation, learning efficiency, and cognitive activity of students and destroy language barriers in learning a foreign language.

Modern methods consist of active and interactive methods of foreign language teaching, information technology, and Internet resources that provide the realization of a student-centered approach. This is one of the most important approaches in the general education system, centered on the student and his characteristics. In the context of this work, modern foreign language teaching methods and a student-centered approach are considered to overcome the language barrier.

From the research mentioned above modern methods of foreign language teaching and a student-centered approach are considered as a

way to overcome the language barrier.

In the methodology of foreign language teaching, the communicative method, which is currently used everywhere, plays a crucial role. The communicative method focuses to develop the linguistic skills of oral and written speaking, grammar, reading, and listening in the communication process. The primary purpose of this method is to master the communicative competence of a foreign language. According to scientists (E.I. Passov [4], G.V. Rogov [5] etc.), communicative learning has an active character. The authors attach great importance to such forms of work as game situations, pair work, and discussions, which enliven the lessons, support the emotional positive mood of the students, and increase motivation. An essential component of the communicative method is role-play and dramatization. Acting out various performances, everyday situations, small shows, and fairy tales facilitate growth of oral language and helps to break down language barriers.

Interactive teaching methods as well as active encourage students to open communications and development of speaking skills. These methods are effective ways to overcome difficulties of learning a foreign language. As a result, implementation of these methods encourages students to study, to be active participants and to boost their attention and interest in the process of education. Active and interactive teaching methods were mainly introduced by A.A. Verbitsky [6], A.M. Smolkin [7] and others, it is worth noting their contributions and study on the development of these methods. These scientists emphasize the need to use active teaching methods in the educational process, since such methods contribute to the activation of students' thinking and the development of personal and individual abilities.

One of the active methods stimulating the psychological abilities of the individual in the process of teaching foreign language is the intensive (suggestopedic) teaching method developed and implemented by the Bulgarian psychiatrist G. Lozanov [12, 9]. This method is based on certain psychological patterns that contribute to easy and free communication among students. The function of the teacher

in the suggestopedic method is significant and difficult, as the aim is to create a favorable atmosphere in which the compulsion and fear of making mistakes disappear and self-confidence expands. The effectiveness of the method lies in the activation of memory reserves, the growth of the intellectual activity of the individual, and the development of positive emotions.

In contrast to active teaching methods, interactive methods aim at broader student interaction not only with the teacher but also with each other to inspire student learning and cognitive activity [13, 206]. Interactive learning can encourage students to cooperate while learning and share opinions. Moreover, it creates an environment of calmness, where students can actively learn and ask questions. These interactive learning conditions are organized in a way of a real-life situations with the help of role-playing games. In a role-playing games students are given certain role are behaving according to the character they are assigned to. Overall interactive learning develops creativity, problem solving, and independence for students learning a foreign language [14, 261].

The crucial function in such teaching is laid on students and the teacher who arranges the learning process by acting as an advisor and assistant who encourages students to be more active and to work creatively on their own. An outstanding feature of interactive methods is the ability to pass the language barrier, as interactive communication with each other allows students to communicate with each other, think critically, and make informed decisions.

In passing language barriers, creating psychological comfort in the classroom of a foreign language is of great importance. The organization of the teaching process and the methods and techniques used by the teacher should be chosen personally and psychologically, especially by the students [15, 6]. Learning a foreign language in psychologically favorable conditions for children teaches them to feel free, to be emotionally influenced, and to observe them communicating freely. A student-centred approach creates the conditions for individual development. Within this approach it is important for teachers to follow the following

suggestions: for a student-centered approach it is vital to use modern methods and techniques of teaching during the classroom, encourage the growth of cognitive interest, encourage independent information-seeking, reflect on student and stimulate the interest for learning, in a constant conclusion causing independent interest in a foreign language. The student-centered approach affects all components of the educational system, i.e., educational tasks, learning content, methods, and techniques. This approach also affects the whole educational process (interaction between teacher and student, student and learning process, etc.) and helps to create a learning and educational environment that is useful for the student.

CONCLUSION. The following research on the problems of language barriers showed the great importance and relevance nowadays.

The language barrier is major difficulties in learning a foreign language and the reason for the decline in the effectiveness of educational activities.

After analyzing modern teaching methods, we can conclude that these methods are aimed at promoting communicative activity, creativity, critical thinking, and intellectual activity. In the methods, the focus is on lively communication the learning process is close to real-life situations. A lesson with modern methods is activity-oriented for the students. The focus of learning is the student's personality, who acts as an active, creative subject of the pedagogical activity.

The creation of psychological comfort, the recourse to active and interactive teaching methods, and a student-centered approach will help to overcome the language barrier.

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Дальбергенова Лязат Елемесовна - PhD, ассоциированный профессор, Кокшетауский университет им. Ш.Уалиханова, г. Кокшетау, Республика Казахстан
E-mail: ljasatdal@mail.ru

Ахметова Асель Жанатовна - магистр филологии, лектор, Кокшетауский университет им. Ш. Уалиханова, г. Кокшетау, Республика Казахстан
E-mail: asel.ahmetova.77@mail.ru

Дальбергенова Лязат Елемесовна - PhD, қауымдастырылған профессоры, Ш. Уәлиханов атындағы Көкшетау университеті, Көкшетау қ., Қазақстан Республикасы
E-mail: ljasatdal@mail.ru

Ахметова Асель Жанатовна - филология ғылымдарының магистрі, оқытушы, Ш. Уәлиханов атындағы Көкшетау университеті, Көкшетау қ., Қазақстан Республикасы
E-mail: asel.ahmetova.77@mail.ru

Dalbergenova Lyazzat - PhD, Associate Professor, Shokan Ualikhanov Kokshetau University, Kokshetau, Republic of Kazakhstan
E-mail: ljasatdal@mail.ru

Akhmetova Asel - Master of Philology, Lecturer, Shokan Ualikhanov Kokshetau University, Kokshetau, Republic of Kazakhstan
E-mail: asel.ahmetova.77@mail.ru