

- понижение воспитательного фактора;
- слабое развитие творческой активности.

Таким образом, использование интернет-ресурсов при обучении произношению должно соответствовать целям и задачам обучения, помогать преподавателю и студенту достичь необходимых результатов в овладении иноязычным произношением; проходить под контролем преподавателя, который направляет и корректирует работу студента с целью достижения максимального результата.

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ABOUT THE "LANGUAGE BARRIER" IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

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Abstract. A language barrier is a difficulty that occurs when speaking a non-native language. The article is devoted to the problem of the language barrier which is one of the important aspects of the study of many researchers. It addresses the causes of the language barrier that prevents foreign language communication, and analyzes ways for overcoming the communicative-language barrier which is the main condition for optimizing foreign language learning.

Certain psychological obstacles are highlighted which can also be combined under the name "psychological barriers". The psychological insecurity of a person can often be caused by a fear of making a mistake, shyness, a feeling of discomfort when communicating in a foreign language, and fear of not understanding the interlocutor. To eliminate or minimize this phenomenon, it is necessary to create systematically conditions for students' immersion in a foreign language environment, and one can also resort to learning English online, use the resources of the global network.

The lack of speech practice determines the following reasons for the emergence of a language barrier and requires the need for systematic and regular classes to develop skills of live communication in a foreign language, the use of productive and universal methods of teaching a foreign language. The article emphasizes the significance of automation of both language skills and speech abilities, therefore it is necessary to create situations that are as close as possible to reality. The lack of motivation among students when communicating in a foreign language is another common cause of the language barrier.

The process of training motivation is carried out if students get an idea of the role and importance of the studied language in the mastered profession and how knowledge of a foreign language can help in successful solution of professional tasks.

Keywords: language anxiety, psychological uncertainty, insufficient motivation, lack of practice, spontaneous speech, speech skills, an interlocutor, language acquisition, fluency of speech.

In the theory and practice of teaching a foreign language overcoming the "communication barrier" occupies a significant place. Language itself is a means of communication, but it is not always a means of communication in the everyday learning process. Language acquisition is often considered by both teachers and students as the reproduction of certain didactic units without the direct use of the language being studied as a means of communication.

What is the cause of this problem? Why is it difficult for students learning a foreign language and trying to speak it to react spontaneously to the interlocutor's speech though they often have a fairly extensive amount of language resources?

In the search for solutions to this problem the teacher can rely on their own experience of using a foreign language when communicating with "native speakers". Many people due to the lack of

opportunities to use knowledge of a foreign language, encounter excitement speaking to foreigners as a result of which, for example, the voice may disappear or the necessary words may "fly out of our heads" [1]. This is a lack of practice. Students feel the same way when a teacher addresses them in a foreign language. A student faces an obstacle that is difficult for him to overcome on his own. To overcome the "language barrier", it is necessary to understand the reasons for its occurrence. The lack of speech practice leads to the following reason for the language barrier.

As a key cause for the emergence of the "language barrier", one can put forward such a reason as the lack of urgent need, the "inevitability" of using a foreign language as a means of "survival", because at any time both the teacher and the student can switch to their native language. If there are no natural conditions that force a student to use a foreign language, then it is necessary to create such conditions artificially, taking into account other reasons for the "language barrier" [2].

As other reasons many authors consider, for example, psychological uncertainty, negative previous experience in the use of a foreign language, insufficient motivation, lack of practice of communication in a foreign language. Each of these reasons may be the cause of another cause or its consequence. What are the ways of changing the conditions that cause them?

The psychological insecurity of a person can often be caused by a fear of making a mistake, a feeling of discomfort when communicating in a foreign language. In order to overcome the language barrier caused by this reason, it is necessary to create such conditions in which a person would feel comfortable without being afraid to speak [3]. The experience of foreign colleagues deserves attention, who put understanding and communicative proportionality first, while formal language correctness recedes into the background. The fear of making a mistake forces the student to play the role of a passive learner, and as soon as he overcomes this fear, he can move to the role of an active user of the language. Thanks to this, his positive motivation to use the language more increases. Success inspires "to try something yourself in a foreign language."

In order to start using the language spontaneously, the student must first learn to reproduce standard phrases that are typical of a particular life situation. This requires the teacher's efforts to create game situations that are as close as possible to reality, in which elementary communicative skills can be brought to automatism, allowing you to conduct a simple conversation on general, common topics. Fluency of speech. The acquisition of communication formulas or formula sequences is a key factor in acquiring fluency of the language, speech becomes more close to the level of native speakers, as it offers ready-made expressions that are relevant in a particular context, and is a mechanism that opens up opportunities for fluency of speech at the level of a native speaker. The language of speech formulas includes idioms, collocations, phrases, paraphrase formulas, fillers and stable expressions, common colloquial phrases, situational expressions [4].

Game situations can relieve tension and help automate speech skills, and expanding vocabulary can allow for spontaneous conversation. The first successes in using the language can encourage people to speak, communicate and express their ideas without fear of mistakes and without feeling a language barrier. Role-playing is a type of dramatic action in which participants act within the framework of their chosen roles. Game is nothing more than an imitation of a certain situation by a group of people. Role-playing games are a great way for students to become more relaxed in language and emotional terms, because this is one of the most productive and universal methods of teaching a foreign language. And this is exactly what helps to overcome the language barrier because the motivational-incentive process is launched. After all role-playing is a model of real communication.

Lack of motivation among students is one of the common reasons why a student does not speak a foreign language. In order not to experience a language barrier when communicating in a foreign language, the student must have a desire to speak, Express their personal thoughts and wishes, and exchange interesting information. Therefore, understanding the need to learn a foreign language and the ability to spontaneous foreign language speech by both subjects of the educational process is essential for its successful organization [5]

The learning process itself can also become a factor that increases motivation. Along with interesting educational content, the lesson should be varied and exciting. This can be facilitated by certain pedagogical conditions. Under pedagogical conditions, we understand the educational environment that provides the possibility of spontaneous speech in artificially created communicative situations. Motivation is even more successfully "cultivated" if students get an idea of the role of the language being studied in the mastered profession and how knowledge of a

foreign language can help to solve professional problems successfully. Such pedagogical conditions include the creation of problematic speech situations associated with professional tasks that can be solved through the use of active teaching methods; the use of a computer and the Internet to search for necessary information on the specialty and communication; ensuring an adequate psychological atmosphere, etc.

The communicative method, the main principle of which is to communicate in the audience only in the language being studied from the very first academic lesson, assumes the maximum immersion of the student in the language process which is achieved with minimal reference to the native language of the student. It is important here that there are no mechanically reproducible exercises, instead of which you should use game situations, tasks for finding errors, comparison and juxtaposition, connecting not only memory, but also logic, the ability to think analytically and figuratively.

Learning to communicate in a foreign language is more effective when working in micro-groups. Dividing a group into temporary micro groups in order to master the learning material and achieve a certain level of planned results puts any student in a situation where he can easily cope with the task and help others, or, conversely, feels weak and unable and needs help. This depends on the role he has to play in the micro group. A sense of belonging and support in the group, the awareness that everyone makes an important contribution to it, develops a sense of solidarity with this group and commitment to it, and encourages acceptance of its goals and values. A sense of belonging and support in the group, the awareness that everyone makes an important contribution to it, develops a sense of solidarity with this group and commitment to it, and encourages acceptance of its goals and values.

An active mastery of the language as a means of communication is impossible without mastering all that surrounded and surrounds the language, that is, its sociocultural aspects, and for this it is necessary to learn to overcome the cultural barrier. Therefore, it is necessary that the content of a foreign language classes include cultural elements of the language being studied. Proponents of using the sociocultural aspect in learning a foreign language are firmly convinced that a language loses its life when teachers and students aim to master only lexical and grammatical forms since language like personality is a component of culture. Ignorance of the norms and traditions of communication between the people of different cultural backgrounds entails "a state that occurs due to the discrepancy of cultures, called cultural shock [6]. Thus, taking into account both language, psychological, and socio-cultural aspects learning a foreign language on the basis of certain pedagogical conditions will allow to overcome the "communication barrier" and thus contribute to the effective training of a competitive specialist with linguistic competence to carry out professional foreign language activities.

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