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## **PSYCHOLOGICAL BARRIERS IN THE STUDYING OF A FOREIGN LANGUAGE**

Nowadays, knowledge of a foreign language is not just an indicator of education and intellectual development. This is a vital necessity.

The effectiveness of such a complex process of mastering a foreign language is directly related to the psychological readiness of the student to absorb and apply a foreign language both in classes and in a life situation, to believe in their abilities, not to be afraid to make mistakes in speaking a foreign language, that is, to be able to overcome the psychological barrier [2].

Psychological barriers can be divided into:

- psychophysiological;
- informational;
- emotional;
- appraisal;
- semantic;
- intercultural.

Psychophysiological barriers arise in the absence of contact between a teacher and a student when there is no approximation of two linguistic realities, harmony and there is a big difference between the temperament of a teacher and a student.

Information barriers arise when the wrong choice of study program, the inconsistency of the level of teaching materials in the educational process.

Emotional barriers are primarily associated with increased student anxiety based on personal negative emotions of different character, uncertainty in their ability to speak a foreign language, inability to respond quickly to questions.

The assessment barriers are related to the student's disagreement to the level of his notes or the predominance of a personal subjective negative attitude on the part of the teacher that affects the assessment.

Intercultural and semantic barriers occur when the student does not know how to communicate with foreign language means, does not take into account the rules of communication and conduct discussions, does not know how to express his opinion in accordance with the traditions of the country, misunderstands the statements of his interlocutor as a representative of another culture [1].

The success of learning a foreign language depends on many factors:

- high motivation of students to learn a foreign language;
- teacher's consideration of individual psychological peculiarities of students;
- high evaluation of the surrounding (teachers and group members) achievements in the learning of a foreign language, which promotes self-esteem and self-affirmation of the individual;
- organization of activities in foreign language classes through collective action, based on emotional and thinking processes;
- warm and confidence atmosphere in the audience;
- encouraging students to master new material [2].

Thus, favorable conditions for learning, encouragement, praise will help students overcome psychological barriers.

#### REFERENCES

1. Dulay H. Language Two / H. Dulay, M. Burt, S. Krashen // New York: Oxford University Press – 1982. – 103-153 p.
2. Massanov A.V. Psychological barriers / A.V Massanov [monograph] – Odessa : M. P. Cherkasov, 2010. – 371 p.