

However, there are some global positive tendencies. For example, Russian education is directed at student's individuality regard, spiritual self-determination. Assuredly, these tasks are mainly realized through humanitarian programs and extracurricular activities. Accordingly these programs:

- consider age peculiarities;
- expand consciousness horizons;
- develop cultural values;
- provide the sense of ownership to national history;
- inculcate tolerance;
- give spiritual guidelines;
- develop self-discipline, self-assessment;
- promote lifelong learning;
- realize educational and teaching functions.

Moreover, a lot of attention is paid to the upbringing and education of people who are able to see the problems of the country, design their future in the context of the country development.

Thus education is effective only if it is able to awaken human in a person, his spirituality, will and wish for self-development, interest for self-actualization and self-determination.

To the Issue of Psychological Barriers Overcoming in Learning a Foreign Language

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Recently, English has become very popular due to increased international communication. It is already recognized as the language of professional communication in different spheres of activity and the emergence of computers has put it to the use in a special position compared with other languages [2]. Now there are so many ways to communicate with other countries, but in spite of this only a small percentage of young people in our society communicates with their peers abroad. A lot of people are not used to communicating with foreigners.

The concept of “language barrier” is widely used in various language schools advertising, but at the same time this issue is not well-studied. Researchers state that language barrier is an individual, subjective inability to use the knowledge that already exists. This kind of psychological barrier of speaking is a widespread difficulty for both beginners and advanced students studying a foreign language. A certain barrier also exists when people speak their native language; it is often called “dog syndrome” (when everything is clear, but you can’t express your view).

Psychologists understand that barriers are certain obstacles which impede mutual understanding achievement between people [1]. Semantic barriers are a consequence of the fact that one and the same phenomenon has a different meaning for the communicants. The discrepancy between the meanings of sentences (requests, orders, etc.) constitutes an obstacle to mutual understanding between partners. The mechanism of the same psychological barriers is to reinforce negative feelings and attitudes, for example, shame, guilt, fear, anxiety, low self-esteem, etc. Thus positive environment is highly important while learning a foreign language and it should not be forgotten by teachers [3]. It should be noted that negative feelings are experiences which are the result of resistance display to negative environment; positive feelings are consequences of one’s success in overcoming the above-mentioned issues.

In the opinion of A.D. Shakurov, barriers provide psychogenesis activities. The meaning and purpose of the latter is to overcome barriers to satisfy needs. In other words, a need becomes a motive and starts the activity [4]. On the whole, a proper way to overcome psychological barriers while studying a foreign language is learner’s motivation increase, various speech activities, and positive learning environment.

Ultimately, barriers play a crucial role in the speech activity. To prevent and overcome the psychological barrier of speaking there exist pedagogical requirements that should be followed. A teacher should:

- 1) create the climate of mutual trust, psychological atmosphere of acceptance, emotional warmth and security;
- 2) form positive emotions in the learning process;
- 3) create a situation of success;
- 4) provide conditions for educational process;
- 5) take into account students’ personal motives, interests and needs.

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