

“RESEARCH-BASED TRANSFORMATION OF TEACHER EDUCATION: TRADITION AS A BASIS FOR INNOVATION” International Conference on Teacher Education

PSYCHOLOGICAL BARRIERS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

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***Annotation.** It is obvious to everybody that learning a language is a challenging process, without having obstacles a person cannot achieve success in the field of a language, and the most crucial one is a psychological hurdle. This article discusses various types of psychological barriers in the process of learning a foreign language. It outlines the factors contributing to the emergence of this phenomenon, as well as describes possible technologies and methods for overcoming psychological barriers in the process of learning a foreign language.*

***Key words:** Language, learning, psychological barrier, technology, methods, dramatic performance, emotional state, interactive methods.*

The study of foreign languages is influenced by many psychological factors: flexibility, learning ability, emotional stability, as well as the ability to psychologically engage in the learning process. The effectiveness of such a multifaceted process of acquiring a foreign language is directly linked to the psychological readiness of the learner to learn and use the foreign language both in lessons and in real-life situations, to believe in their abilities, not to fear making mistakes, in other words, to be able to overcome psychological barriers. The process of acquiring a foreign language is directly dependent on the psychological state of the learner. This includes psychological readiness to overcome language barriers.

In many sources, a psychological barrier is considered a relatively stable state that manifests in an individual's passivity, suppresses their activity, and serves as an obstacle to successfully and effectively achieving set goals. Foreign researchers, studying this phenomenon, identify the following types of psychological barriers: lack of self-confidence, fear of new vocabulary, sudden speech, the emotional state of the learner, fear of failure, and memory capacity.

Barriers that arise in the learning process can be grouped according to the reasons for their occurrence into psychophysiological, informational, evaluative, intracultural, and semantic.

Psychophysiological barriers arise due to a breakdown in communication between the teacher and the learner.

Informational barriers are characterized by improperly selected educational programs and methods, mismatched levels of educational materials.

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Evaluative barriers are conditioned by subjective assessment of one's own performance, negative attitudes from the teacher that influence the evaluation outcome.

Semantic and intercultural barriers are related to the inability to engage in communication in a foreign language, reluctance of learners to consider cultural traditions, and to study the linguistic peculiarities of other nations.

An indicator of effective learning activity is the ability to overcome obstacles. To do this, learners must have a sufficient level of learning motivation and healthy self-esteem. Most linguists and psychologists consider motivation as one of the primary factors without which even the most gifted individuals cannot achieve their goals. The motivation of a person studying a foreign language consists of efforts and emotions.

In general, the technology for overcoming psychological barriers constitutes a system of techniques and means that determine the nature of pedagogical influence on the mental spheres of students' individuality. It comprises the following stages: diagnostic (assessment of the levels of formation of individuality spheres and language skills), goal-setting (objectives for overcoming barriers), substantive (system of tasks, exercises, monitoring of achieved results).

Getting rid of psychological barriers is possible by creating situations that are close to real life. They motivate learners to engage in creative activities and to search for solutions independently. It is important for the teacher to create a comfortable psychological atmosphere in which the abilities and inner potential of the learners will develop. Connection with real life and emotional coloration allow students to feel safe, which encourages them to freely express their opinions in foreign language classes. The use of games, discussions, problem questions, and situations during lessons engages students in the learning process. In the process of overcoming psychological barriers, the teacher should apply a person-centered approach. A person-centered approach is used to develop and support the interest of each learner in studying foreign languages. The teacher should go beyond the traditional education system, allowing learners to participate in collective creative activities. Ultimately, this will help overcome isolation, enhance communicative skills, prioritize understanding, and the ability to use skills acquired during learning in everyday life, thus creating motivation for studying a foreign language.

Dramatic performance as a method of overcoming psychological barriers in students learning a foreign language.

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Dramatic performances involving students in the learning process are considered to contribute to the development of their communication skills, thus being regarded as one of the techniques to overcome psychological barriers when learning a language. Dramatic performance aims at implementing a personality-oriented approach, which focuses on self-development and self-realization of the individual, as well as the development of students' cognitive interest. The personality-oriented approach helps to incorporate active and interactive teaching forms into the educational process, facilitating active learning and cognitive activity among students, thereby unleashing their potential, creativity, critical thinking, and individualizing the educational process. These techniques are grounded on the principle of communication orientation, which entails the active participation of all students in educational activities. Engaging in creative activities and independent information search arouses interest in the language.

It is widely acknowledged that in foreign language teaching, studying the literature of the target language is crucial for enhancing communication skills. Therefore, the exploration of literary materials plays a pivotal role in the development of communicative competence in a foreign language. In dramatic performances, the focus shifts to the literary text, which serves as the foundation for the experience. The performance becomes the central platform through which the text is understood and utilized. Literary texts contain linguistic tools for depicting space, objects, people, situations, relationships, and imagery. To comprehend these tools, they must be practically applied within specific scenarios. Dramatic performances illustrate and elucidate these cognitive concepts. The text serves as material for theatrical enactments.

In this context, dramatic performance does not refer to a conventional theatrical production but rather to an improvisational portrayal of the actions and relationships of characters from the studied literary text in the target foreign language.

According to Scheller, dramatic performance involves actions within imaginary yet realistic situations and is utilized as a form of training (Scheller, 2004).

Conclusion

Henry Ford said that “Obstacles are those frightful things you see when you take your eyes off your goal.” This wise quote also applies to the barriers to learning that prevent us from growth, new opportunities, and ongoing development. But if learners stay focused on their goals, face their fears of failure or change, and recognize the things that demotivate them most, then learning barriers won't get in the way.

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