

Секция «Актуальные психолингвистические проблемы межкультурной коммуникации
(подсекция на английском языке)»

The phenomenon of psychological barrier in foreign language learning process

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Knowledge of foreign languages in the age of high information technology has become one of the most significant aspects of a modern person. Learning a foreign language is a multifaceted process, which is associated with the psychological readiness of an individual to understand and apply a foreign language not only in a learning situation, but also in everyday life (Shepelenko, 2017). People have to overcome the psychological barrier and they have to believe in their own strength, and also not to be afraid to make mistakes.

The aim of the research: To study a theoretical level of the psychological barrier's manifestation features, its classification and factors influencing the learning process of a foreign language.

Object of study: The phenomenon of the psychological barrier in foreign language acquisition.

The subject of study: Features of the manifestation psychological barrier' phenomenon in foreign language learning process.

Research objectives:

1. To operationalize the concept of psychological barrier;
2. To study the classification of psychological barriers during the process of learning a foreign language;
3. To identify the factors affecting the study of foreign languages.

There are a large number of the psychological barrier phenomenon definitions. For example, Parygin (Parygin, 1999) defines a psychological barrier as a state or property of an individual that hinders the realization of spiritual and mental potential in the process of his/her life. Shakurov (Shakurov, 2001) gives the following definition: "The psychological barrier is external and internal obstacles that resist the manifestations of the subject's life activity, functioning". V.F. Galygin calls a psychological barrier "an obstacle that hinders the personal processes of adaptation's optimal course to the new factors of the external environment, caused either by features of the situation, or message features, or the personality's features" (Smorkalov, 2019).

Psychological barriers can be divided into two groups: internal and external. External psychological barriers are objective obstacles of social order, circumstances and barriers beyond

a person's control, etc. Internal are psycho-physiological and linguistic barriers when learning a second language, inherent in a given person.

This paper examines the most common internal psychological barriers, in other words factors that affect the learning of foreign languages:

The first factor is motivation. According to R. Gardner (1985) the motivation of a person learning a second language consists of three components: effort (assertiveness and time spent on learning), desire (desire of a person to achieve success and high results) and emotions (emotional reaction of a learner to the process of language learning).

The second factor is the attitude towards the subject and the process of its comprehension. A.K. Markova distinguishes several levels of attitude towards learning a foreign language (Markova, 1996).

The third factor is anxiety. Anxiety is another affective factor, one of the most well-known and common types of emotions affecting second language learning. Students with high levels of anxiety experience severe agitation, fear, and increased heartbeating. Three types of anxiety are distinguished (Teimouri, Goetze, and Plonsky, 2019) in second language learning: (1) communicative anxiety; (2) anxiety caused by controlling knowledge and skills; and (3) anxiety as fear of receiving an unsatisfactory grade.

The fourth factor is self-confidence and self-esteem. Self-confidence is a necessary quality for anyone who wants to be successful in learning. Success in learning a foreign language also majorly depends on the learner's belief in their abilities (Yaniawati, 2020).

Thus, the following conclusions can be drawn:

1. There are several definitions of psychological barrier. Basically, they point to an obstacle that prevents a person from performing certain actions, including learning foreign languages;
2. There are several classifications of psychological barriers and the most commonly used classification dividing's into internal and external barriers;
3. Factors affecting the foreign languages' learning include: motivation, attitude towards the subject, anxiety and self-confidence.

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