

Section: Psychological and pedagogical principles of foreign language studying in non-linguistic higher educational establishments

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IMPACT OF PSYCHOLOGICAL BARIERS ON STUDYING ENGLISH

In the modern and to some extent unified society both professional and scientific worlds require knowledge of English which begs a question of efficient and real-life based teaching methodologies applicable for higher educational establishments. Mastering and constantly improving foreign language skills, graduates of higher educational establishments increase their chances of getting prospective employment opportunities and entering scientific world of innovations and inventions presenting own achievements on an international scale. High level of fluency and accuracy of English demands appropriate teaching methods and approaches although it also depends on taking into consideration material selections the same as students' acceptance and expectations.

Dealing mainly with school-leavers, present students and graduates, I noticed obvious problems in thoughts conveying and their ability to apply obtained knowledge of foreign language for task solving or involvement in spontaneous conversations. No difference was traced in the work with well-versed English students or less successful language users. The proof of the pudding is in the eating, isn't it? First and foremost, English language is a must for efficient socializing between world communities. Thus, wise more profound development of communicative competence is a desperately sharp necessity for higher educational institutions in Ukraine. Neither brilliantly drilled commands in grammar, nor extremely rich vocabulary bulk can create favorable environment for breaking psychologically reinforced language barrier while facing alien culture, mentality, and without any doubts very different language structure and speaking manner in comparison with native language.

During the presentation of scientific project 'Fulbright' in the National university of Food Technology we had an honor to discuss the most important issues with the participant who came from the USA and had taught English to Ukrainian students at Lugansk university in Vinnytsia. Discussing and comparing our experiences,

techniques and modes of work, we both came to conclusion that excessive focus on estimation process and the pressure of studying success rate may be key points to generate hurdles in conveying own viewpoints. Well noticeable fear to state wrong things or break accuracy of utterance is provoked by possible harmful impact on success rate and in its turn can cause psychological resentment to language and result in strongly developed language barrier also concerning general speaking ability of individual. This tendency can be depicted as a disastrous for country primary and initial aim of which is European integration the same as international acknowledgement. The role of English is significant for further achievements first of all as a communicational tool.

A great help in the process of easy and effective learning a foreign language may be due to the knowledge of psychological principles. First of all, we would like to start from the notion psycholinguistics – the Psychology of language. As it implies, psycholinguistics has its roots in two disciplines – Linguistics and Psychology. According to H. Clark, psycholinguistics is the study of three mental processes – the study of listening, speaking and the acquisition of these two skills by humans . T. Harley expresses the same opinion that H. Clark considering psycholinguistics as the name given to the study of the psychology processes involved in language understanding, producing, and remembering language.[1, p.73]

Obviously, it is worth to mention a psychological side of teaching any foreign language. It is crucial for teaching Ukrainian students in terms of noticeable communicative problems and phobic attitude to conveying own thoughts, debating or asserting their rights the same as negotiation. Teachers' incompetence on an equal basis with restraining and authoritarian behavior may result in heavy psychological disgrace to studying. Frequently underlined prevailing position of teacher may be harmful for student confidence and can provoke irresponsiveness and lack of interaction especially in case with adults and students of higher educational establishments who are mature enough to realize own failures sharply.

CLT is said to be psycholinguistic approach rather than pure linguistic which brings out increased attention to psychological aspects of studying foreign language. CLT

allows and even recommends implementing different methods, designed according to its main principle of emphasizing communicative competence; thereby the research has resulted in applying supportive techniques such as 3Ps method in order to minimize negative psychological impacts produced by imitation of deep language immerse. Spiral and gradual nature of which reassures students in their readiness for speaking and provides confidence in solving tasks under conditions of realistic environment. Nevertheless not only broken rules of CLT appliance but also lack of privacy the same as restraining attitude demonstrated by teacher can cause extremely negative consequences. Students may develop persistent aversion to studying process and fail to develop desirable language competence. In order to prevent such events, it would be worth noting necessity of cheering up, encouragement and adequate mistake correction. Accept this; teacher should be delicate and patient in response to going blank students. Curiosity comes first, beyond any other desires and objectives in studying. Respectively to this, teachers should embrace new horizons as cultivators of curiosity and inquiry.

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