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THE REASONS OF COMMUNICATIVE-LINGUISTIC BARRIERS OCCURRING AND METHODS OF ITS CORRECTION

The term "barrier" means any obstacle or obstacle (also during the communication process) and is applied in many fields of scientific knowledge. The term "language barrier" in the study of a foreign language is understood in a psychological context as "individual, subjective inability to use the acquired knowledge in the process of speaking, when for some reasons it is difficult for a person to express what he wants in a foreign language in the presence of appropriate knowledge »[2, p. 90].

Thus, the language barrier can be defined as the personal personal inability of the student to involve his / her knowledge and skills in communication activities. It is a manifestation of a subjective nature, which manifests itself in a real situation, the demonstration of which is negative emotional experiences that are associated with nervous tension and block interaction, since the participant of communication does not show himself due to the impracticability of expressing his ideas and thoughts. An internal psychological barrier is unwillingness, timidity, confusion, anxiety and inferiority, in which case the student does not have spontaneous speech.

Thus, the language barrier plays a destabilizing role - the student pauses or prefers to speak a familiar language. In addition to the aforementioned problems in the process of spontaneous foreign language communication, there may be a fear of speaking to the audience, an internal expectation of criticism and irony, uncertainty about communicating with a more "advanced" participant in communication, and insufficient lexical margin. All these examples testify to the existence of a communicative-language barrier, which is an obstacle to the communication of multilingual participants.

Scientists and practitioners who deal with the problem of the emergence and overcoming of negative psychological states of students in the process of learning a foreign language, first of all, highlight the linguistic and psychological barriers.

The causes of the linguistic barrier are based on a lack of knowledge of the

theoretical, grammatical as well as lexical norms of the language studied by the students. These include insufficient vocabulary and inability to recognize contextual meanings of words, misinterpretation of foreign-language lexical units because of the specificity of the morphological form. The lexical barrier may be proverbs and sayings that cannot be translated literally because they have their equivalents in the language being studied. Linguistic difficulties may arise from a lack of a basic operating system, which includes grammar and hearing skills. [1, p.90]

Considering the psychological barrier, it should be noted that learning a foreign language is directly related to the student's mind and intellectual activity. Educational activity is based on psychological and personal potential. Psychological barrier is a multifaceted concept and in turn includes cognitive, emotional, operational and motivational types of barriers. At the heart of the psychological barrier are, above all, fears that are directly related to the characteristics of the character, low levels of emotional balance and feelings of inferiority, shyness. Also, the reasons for the emergence of a psychological barrier could be a negative previous experience of learning foreign languages and insufficient motivation.

Conclusions. Thus, the phenomenon of "communicative-language barrier" and mechanisms of its emergence is becoming increasingly important to study at all stages of student learning. Overcoming psychological barriers is, first and foremost, an internal work of the student himself, which is connected with the mobilization of internal resources, as well as the creation of a foreign language by the teacher of conditions conducive to correction and complete elimination of communicative and language barriers.

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