

Identification of Ways to Prevent and Overcome the Language Barrier in Foreign Language Classes

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Creation of a foreign language environment in the classroom of a foreign language.

According to the definition from the New Dictionary of Methodological Terms and Concepts, the authors of which are E.G. Azimov and A.N. Shchukin, the language environment is defined as "a historically established association of people based on a common language and culture living in a certain territory." This environment can be either natural or artificial. We need to create an artificial language environment in the classroom of a foreign language. Firstly, in order to develop a habit of the language and inspire love for it, secondly, it will help improve the skills and abilities that students already have, and thirdly, it will help to overcome existing language barriers for students, since immersion in a different language environment - this is stress, getting out of the comfort zone, which is what we need. There are 2 types of language environment creation:

The main type includes three situations

- 1.1 The ideal situation in which only a foreign language is used
- 1.2. The optimal situation in which a foreign language is used to a greater extent
- 1.3 Ordinary or minimally necessary situation where the language is used as often as possible
2. Balanced type. Immersion in this type of language environment contributes to the development of all language skills (speaking, reading, writing and listening)

When teaching foreign languages, it is always necessary to form an artificial foreign language environment. It is important to place students, if not in another culture, then at least in its semblance. In addition to the fact that the teacher himself conducts a lesson in a foreign language, it is important to use authentic audio and video materials. At present, when education is being modernized, this is not a problem. In addition to those audio materials that are used with EMC, educational platforms developed on the basis of electronic computers and smartphones, which every person now has, are widely used today. These platforms have universal didactic

capabilities, which allows teaching in a dialogue mode, and most importantly, taking into account the individual characteristics of students. Such applications can be used by teachers as an addition to the curriculum, or students can study them on their own, tracking their progress. Examples of such platforms are: Lingualeo, Duolingo, Memrise, SpeakASAP, WordDive and many others.

Providing a situation of success to raise the motivation of students

Some students lose their motivation to learn a foreign language at school, as they may have had a negative experience. In order for a teacher to increase motivation to learn a second language, it is necessary to create a situation of success. When the student receives a positive response from the teacher for the work done or a good response in the lesson, then the interest in learning will only grow, as a positive attitude towards the subject will be consolidated. The interest of students and their desire to learn will help to achieve positive results. Therefore, the main task of the teacher is to create such learning conditions so that each student has the opportunity to successfully study and develop their skills. Specialists suggest the use of games in the classroom, since during the game all students are equal. For example, when using role-playing games in the classroom, students will be able to try on different masks, open up from the creative side and feel like a part of something important, to be needed. Creating success directly depends on the desire of the teacher to express a benevolent attitude towards his students, because the atmosphere in the classroom will depend on his reaction.

3. Friendly attitude of the teacher to students

It's no secret that there are different types of teachers, on which the mood of students for the lesson depends. However, each teacher changes his role depending on the type of work he is doing. The teacher can be a source of information when he gives a lecture and explains some material, he can be an observer if the students are busy with independent work, a consultant if the students work in groups and the teacher needs to walk around the classroom and check the activity, etc. The teacher must be flexible and be able to easily switch from one activity to another, he must be able to lead and support his students. A number of conditions must also

be created for the implementation of such principles of education. One of the conditions is the implementation of communication in the classroom, which will be as close as possible to real life, where trusting relationships, mutual sympathy and a favorable atmosphere in the classroom are manifested. The next condition is the teacher's ability to implement subject-subject relations with students both in the classroom and outside. This can be achieved by organizing group, pair or individual work of students or by planning as many communication situations as possible and encouraging them to participate in this. An educated teacher can perceive not only individual pedagogical facts and phenomena, but also pedagogical ideas, learning theories, humanism, attitude towards the future and a clear understanding of the means that are needed for professional improvement and personality development of the student.

E.Yu. Kotelnikova and I.A. Shprotko, in their work on the problem of the language barrier, refer to specialists who identified three conditions necessary to overcome the language barrier, namely:

- 1) Awareness of the existence of a language barrier and identification of the reasons for its occurrence
- 2) Having a strong motivation to overcome it
- 3) Availability of conditions and resources to eliminate the language barrier, including professional assistance.

I.Yu. Bogatyreva suggests the use of humor in foreign language classes, game teaching methods, methods of attraction formation to overcome the psychological barrier among students. She says that "setting and solving problems aimed at developing critical and creative thinking, quick wits,

managing students' attention, maintaining confidence in speech actions performed are effective ways to prevent psychological and language barriers".

The leading pedagogical condition for preventing and overcoming the linguistic barrier is the construction of situations of independent cognitive activity in the classroom of a foreign language, in order to develop intellectual and cognitive skills, which include search, linguistic, information-analytical, reflective and creative.

In higher education institutions, such technology as modeling is used. Modeling is a method of reproducing and studying a certain fragment of reality, which can be an object, phenomenon, process and situation, or managing them, based on the representation of an object using a model. This method contributes to the development of students' skills in both oral and written speech, helps to expand the vocabulary and linguistic horizons of students. A good and effective type of modeling is situational modeling, in other words, it is the process of creating situations for communication on various topics. The main advantage of this type of simulation is that it prepares students to conduct a dialogue in a foreign language in various life situations, using many roles. For high-quality modeling of a lesson, two components are needed, namely, a landmark.

The goal of the teacher in his foreign language classes is to design such situations that will cause students to desire and motivate to study new topics, vocabulary, grammar and phonetics, to push students to self-development. The teacher should always remember that keeping students motivated depends on thoughtful and well-developed psychological methods and teaching techniques.



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