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PSYCHOLOGICAL AND PEDAGOGICAL FEATURES IN TEACHING A FOREIGN LANGUAGE TO ADULTS

Abstract. The article discusses the psychological and pedagogical features in teaching a foreign language to adults. The new educational standards position a number of requirements for the training of specialists whose professional competencies should be focused on the modern requirements of economics, science and production. The educational process in higher education will be able to initiate a certain sense-forming potential of students; allowing them to regulate their actions, set goals, independently determine cognitive priorities, improve their knowledge, show self-esteem and self-control. Bringing the learning process to a meaning-forming level occurs when a student “turns on” internal motivation and begins to learn not only because of the assessment, but because cognition becomes an integral part of his own life world, what is interesting, develops and captivates.

A special section of the problems of modernization of education at the modern university is associated with the study of foreign languages (Zimmaya I. A., 1997; Kitaygorodskaya G. A., 1992; Kovalevskaya E. V., 1999). In the context of modernization of higher education, the purpose of teaching a foreign language to students is not only practical mastery of this language, i.e. the acquisition of those skills and abilities that are necessary for reading literature in the specialty and communicating in oral and written forms, but

also language teaching as a means of improving the personality, transforming the person himself, increasing the general, emotional culture, and the indicator of the effectiveness of student training is the shifts and the transformations taking place in the personality.

The expansion of the communicative space and the need to include Internet and innovative technologies in the professional tools of a modern subject of activity increase the subjective importance of foreign language proficiency as an internalized tool of interaction. Striving for competitiveness in the labor market increases the motivation to include an adult in various educational programs. The request for educational services in this direction poses to modern pedagogical psychology the task of methodological substantiation and methodological support of effective foreign language teaching programs for adults.

Key words: Psychological, pedagogical, teaching, foreign language.

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ЕРЕСЕКТЕРГЕ ШЕТ ТІЛІН ОҚЫТУДАҒЫ ПСИХОЛОГИЯЛЫҚ- ПЕДАГОГИКАЛЫҚ ЕРЕКШЕЛІКТЕР

Аннотация. Мақалада ересектерге шет тілін оқытудың психологиялық-педагогикалық ерекшеліктері қарастырылған. Жаңа білім беру стандарттары кәсіби құзыреттілігі экономиканың, ғылымның және өндірістің заманауи талаптарына бағдарлануы тиіс мамандарды даярлауға бірқатар талаптарды белгілейді. Жоғары оқу орнындағы оқу үрдісі студенттердің белгілі бір сезімдік әлеуетін бастауға қабілетті болады; әрекеттерін реттеуге, мақсат қоюға, танымдық басымдықтарды өз бетінше анықтауға, білімін жетілдіруге, өзін-өзі бағалауға және өзін-өзі бақылауға мүмкіндік беру. Оқыту үдерісін мағыналы деңгейге жеткізу оқушының ішкі мотивациясын «қосу» және оқуды тек бағалау арқылы ғана емес, білім өзінің қызықты, дамитын және қызықтыратын өмірлік әлемінің ажырамас бөлігіне айналуынан туындайды. Қазіргі университеттегі білім беруді модернизациялау мәселелерінің ерекше

бөлімі шет тілдерін оқытумен байланысты (Зимная И.А., 1997; Китайгородская Г.А., 1992; Ковалевская Е.В., 1999). Жоғары білім беруді жаңғырту жағдайында студенттерге шет тілін оқытудың мақсаты тек осы тілді іс жүзінде меңгеру ғана емес, т. мамандық бойынша әдебиеттерді оқуға және ауызша және жазбаша сөйлесуге қажетті дағдыларды меңгеру. нысандары, сонымен қатар тілді оқыту тұлғаны жетілдірудің, тұлғаның өзін өзгертудің, жалпы, эмоционалдық мәдениетін арттырудың құралы ретінде, ал оқушының оқу тиімділігінің көрсеткіші жеке тұлғада болатын ауысулар мен өзгерістер болып табылады. Коммуникативтік кеңістіктің кеңеюі және қазіргі қызмет субъектісінің кәсіби құралдарына Интернет пен инновациялық технологияларды енгізу қажеттілігі өзара әрекеттестіктің интернационалдандырылған құралы ретінде шет тілін меңгерудің субъективтік мәнін арттырады. Еңбек нарығындағы бәсекеге қабілеттілікке ұмтылу ересек адамды әртүрлі білім беру бағдарламаларына қосу мотивациясын арттырады. Осы бағыттағы білім беру қызметіне сұраныс қазіргі білім беру психологиясының алдында ересектерге шет тілін оқытудың тиімді бағдарламаларын әдістемелік негіздеу және әдістемелік қамтамасыз ету міндетін қояды. Мектеп оқушылары мен студенттерді оқытуда шет тілі мұғалімдерінің инновациялық әдіс-тәсілдерді қолдануын зерттеу нәтижелері берілген. Оқытушылар мен тыңдаушылардың шет тілдерін оқытудың тиімділігін арттыруға бағытталған стандартты емес әдістемелер мен әдістемелердің ерекшеліктері салыстырылып, талданады.

Түйін сөздер: психологиялық, педагогикалық, педагогикалық, шет тілі.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ В ОБУЧЕНИИ ВЗРОСЛЫХ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация. В статье рассматриваются психолого-педагогические особенности обучения иностранному языку взрослых. Новые обра-

звательные стандарты устанавливают ряд требований к подготовке специалистов, профессиональные компетенции которых должны быть ориентированы на современные требования экономики, науки и производства. Образовательный процесс в высшей школе сможет инициировать определенный смыслообразующий потенциал студентов; позволяя им регулировать свои действия, ставить цели, самостоятельно определять познавательные приоритеты, совершенствовать свои знания, проявлять чувство собственного достоинства и самоконтроль. Выведение процесса обучения на смыслообразующий уровень происходит, когда учащийся «включает» внутреннюю мотивацию и начинает учиться не только благодаря оценке, а потому, что познание становится неотъемлемой частью его собственного жизненного мира, что интересно, развивается и очаровывает. Особый раздел проблем модернизации образования в современном вузе связан с изучением иностранных языков [Зимняя И.А., 1997; Китайгородская Г.А., 1992; Ковалевская Е.В., 1999]. В условиях модернизации высшей школы целью обучения студентов иностранному языку является не только практическое овладение этим языком, т.е. приобретение тех умений и навыков, которые необходимы для чтения литературы по специальности и общения в устной и письменной форме, но и обучение языку как средству совершенствования личности, преобразования самого человека, повышения общей, эмоциональной культуры, а показателем эффективности обучения студентов являются сдвиги и преобразования, происходящие в личности. Расширение коммуникативного пространства и необходимость включения Интернета и инновационных технологий в профессиональные инструменты современного субъекта деятельности повышают субъективную значимость владения иностранным языком как интериоризированного инструмента взаимодействия. Стремление к конкурентоспособности на рынке труда повышает мотивацию включения взрослого в различные образовательные программы. Запрос на образовательные услуги в этом направлении ставит перед современной педагогической психологией задачу методического обоснования и методического обеспечения эффективных программ обучения иностранному языку взрослых.

Ключевые слова: психологический, педагогический, обучение, иностранный язык.

Introduction. A big role in this is given to the person himself, his active work on himself, his opportunities for self-education, self-development and self-regulation. For successful professional self-realization, it is necessary that

a foreign language become a personal value. In this regard, a professionally-oriented approach to teaching a foreign language becomes particularly relevant, which provides for the formation of students' ability to communicate in a foreign language in specific professional, business, scientific fields and situations, taking into account the peculiarities of professional thinking, when organizing motivational and research activities [Iskandarova O.Yu., 1997; Safronenko O.I., 2005].

However, there are a number of problems associated with the successful study of foreign languages at the university, one of which is the value attitudes that were formed at school, where a foreign language is often studied as alienated from the life world of students and is reduced to mastering certain mechanisms of reading and speaking; At the university, the technology of learning a foreign language is focused primarily on the professional-value component and, in this regard, there is a need for the formation of value-semantic attitudes as an individual student's readiness to perceive what is learned in the process of learning a language (or only offered to learn) as a personal value, as a readiness that ensures a stable purposeful nature of the course of educational activity in relation to the foreign language being studied. The directions of using psychological knowledge and the role of organizing group interaction and taking into account individual characteristics in intensive adult education are shown. The psychological and pedagogical features of teaching a foreign language to schoolchildren and adults are discussed. Theoretical approaches in the psychology of teaching foreign languages presented by the works of G. Lozanov, G.A. Kitaygorodskaya, I.A. Zimnaya, I.M. Rumyantseva and others are considered. The results of the study of the use of innovative techniques and methods by teachers of foreign languages in teaching schoolchildren and students are presented. The features of the non-standard techniques and techniques used aimed at improving the effectiveness of teaching foreign languages by teachers and student trainees are compared and analyzed. It is established that student practitioners more often use non-standard techniques in teaching. Practice managers usually use video and audio materials containing the vocabulary of typical situations of communication in a foreign language, translations of newspaper articles, tables, etc. They often offer tasks that promote the development of thinking and memory training. Student trainees select exercises and techniques that are addressed to the student's personality and can enhance motivation. The results of the study allow us to conclude that experienced teachers select techniques and methods of teaching foreign languages for the development of psychological properties of students, and student trainees for the development of their personality.

The development of adult education is becoming one of the central issues of psychology of the XXI century. Dynamic transformations of socioreality in a modern country produce a number of objective and subjective factors that actualize the need of adults for additional education.

In psychological science, certain theoretical and empirical material has been accumulated that reveals the specifics of the psychology of adult education: the psychological characteristics of an adult as a subject of education have been determined (B.G. Ananyev, Yu.N. Kulyutkin, G.S. Sukhobskaya, S.G. Vershlovsky, C.J. Rubinstein, A.V. Brushlinsky), the possibility of successful advancement in education on at various stages of maturity (K.A. Abulhanova-Slavskaya, L.I. Antsyferova, J.C. Vygotsky, A.A. Bodalev, A. Maslow, K. Rogers, V. Frankl, U. Shai, etc.). There are studies reflecting the peculiarities of teaching a foreign language to adults (G.A. Kitaygorodskaya, M.G. Kasparova, M.K. Kabardov, B.JI. Zhitlin). An adult as a subject of educational activity is characterized by a number of specific parameters, which, depending on the learning context, can act as either reserves or barriers to learning.

Materials and methods. The main part. The study of foreign languages by adults has become widespread. This is explained by a number of reasons, among which it should be noted that the need for foreign language communication and interaction of representatives of various strata of society is increasingly increasing in the socio-economic, political and cultural life of society. The opportunities for such communication and interaction can still be considered limited due to the insufficient level of foreign language proficiency of the majority of the Russian population. Objective conditions of the modern socio-economic situation determine the need for the emergence of additional educational services and relevant institutions of additional education. The main operating factor here is the change in the situation on the labor market, when almost any basic education requires knowledge of a foreign language, most often English. Another factor in the development of the system of additional educational services are the requests of adults themselves, sometimes dictated by motives that are not directly related to professional activity. These may be the needs for additional education, due to the desire of the individual for self-improvement, the expansion of life horizons, the desire to gain greater self-confidence. The object of the study is the process of teaching English to an adult. The subject is the methodology of teaching English to an adult. The purpose is to study the process of teaching English to an adult and identify some features in learning compared to children.

The analysis of scientific literature shows that there are practically no works revealing the etymology of psychological barriers that arise in adults

when learning a foreign language, describing their mechanisms and functions in educational activities, conditions and factors that ensure overcoming or compensation of psychological barriers that arise when mastering a foreign language reality are not structured. An adult as a subject of educational activity needs certain psychological assistance aimed at optimizing the subject's position in learning, increasing adaptation to the learning situation. Targeted, correctional and developmental programs aimed at actualizing the internal potential and developing hidden reserves of an adult to overcome and compensate for psychological barriers in learning a foreign language are in demand. The issues of diagnostics, forecasting, prevention and correction of I psychological barriers of various levels, the search for technologies and techniques that ensure the effective development of a foreign language by adults are poorly developed in modern pedagogical psychology. The solution of the above-mentioned problems is relevant for the development of psychological equipment of the adult education system.

The relevance, theoretical and practical significance, insufficient elaboration of the problem of psychological barriers in teaching a foreign language to adults determined the choice of the research topic.

The purpose of the study: to study the specifics of psychological barriers that arise when teaching a foreign language to adults.

The object of the study is an adult as a subject of learning a foreign language, the subject is psychological barriers that arise in the process of teaching adults a foreign language.

1. In the process of mastering a foreign language, an adult may have specific psychological barriers of a macrosocial, microsocial, subjective level and produced by specific characteristics of the process of learning a foreign language, which make it difficult to effectively master a new foreign language reality.

2. The source of psychological barriers to learning is the ambivalence of the influence of the macro environment on the situation of teaching a foreign language to adults, as well as the peculiarities of the relationship of a significant micro environment to the fact of learning a foreign language to adults, the peculiarity of pedagogical interaction “teacher — adult learner”, the peculiarities of the social status of “adult learner”, individual psychological characteristics of an adult as a subject of education, the specifics of a foreign language and the way of organizing the process of learning it by adults.

3. Characteristics of the motivational, cognitive, emotional and personal plan can act at the individual level as potential determinants of subjective psychological barriers to learning a foreign language.

4. Overcoming and compensation of psychological barriers in learning

a foreign language by adults is possible when students are included in a specially designed program of psychological support for the process of mastering foreign language reality by adult learners.

The theoretical and methodological basis of the study were the main provisions of personality psychology (K.A. Abulkhanovo-Slavskaya, A.N. Leontiev, A.V. Petrovsky, S.L. Rubinstein, I.B. Kotova), the concept of an active subject of life activity (S. L. Rubinstein), the theory of subjectivity (A.V. Brushlinsky, V.I. Slobodchikov, V.A. Petrovsky), the position on mental relations as a system of conscious connections of the subject with the surrounding reality (V.N. Myasishchev, A.A. Bodalev, B.F. Lomov), the main ideas of psychology of adult education (Yu.N. Kulyutkin, S.G. Vershlovsky, G.S. Sukhobskaya, S.I. Zmeev, I.A. Kolesnikova), humanistic theories that develop the idea of the possibilities of unlimited development of the subject at various age stages (L.I. Antsyferova, A.A. Bodalev, K. Rogers, U. Shy), theoretical positions of domestic and foreign psychologists regarding etymology, mechanisms of manifestation and conditions for overcoming and compensating psychological barriers (B.D. Parygin, R.H. Shakurov, E.V. Tsukanova, I.A. Zimmaya, J. Maldonado, G. Cloud, J. Townsend), principles of a personality-oriented approach to learning (V.A. Petrovsky, A.G. Asmolov, I.S. Yakimanskaya), the main provisions of the theory of methods of active learning (J.A. Petrovskaya, I.F. Komkov).

To solve the tasks set, a set of research methods was used, including theoretical analysis of scientific literature, general scientific methods (observation, experiment), psychological methods proper (psychodiagnostic methods, interviews, individual conversations, questionnaires, testing, ranking), methods of quantitative and qualitative processing of empirical data.

In the process of empirical research, the following specific methods were used: “Methodology for the study of memory productivity” by N.N. Korzh, “Methodology for the study of semantic memory”, “Methodology for the study of short-term memory”, “Methodology for the study of RAM”, “Methodology for the study of attention volume”, “Methodology for the study of attention switching”, “Methodology for the study of distribution attention”, “Methodology of language analysis”, “Methodology of diagnostics of the mechanism of probabilistic forecasting” by Grishin V.V. and Lushin P.V., the methods “Motivation to success” and “Motivation to avoid failures” by T. Ehlers, the method “The need to achieve” by Y.M. Orlov, R. Cattell’s multifactorial personality questionnaire 16PF, the projective method of mini-essays, methods of mathematical statistics and a questionnaire developed by us.

The scientific novelty lies in the fact that the dissertation systematizes various approaches of domestic and foreign researchers to the problem of

adult education; the specificity of an adult as a subject of educational activity is defined and described. The article reveals the content specificity of the main groups of psychological barriers that arise in the process of mastering a foreign language reality: macrosocial, microsocial, subjective and conditioned by the psychological characteristics of the process of learning a foreign language. The necessity of developing the subject's abilities to work constructively with barriers using individual mental reserves is substantiated. A program of experimental study of psychological barriers that make it difficult to effectively master a foreign language reality has been developed; psychological factors of cognitive, motivational, emotional, and personal level that act as potential determinants of the emergence of psychological barriers have been identified. Psychological portraits of successful and unsuccessful subjects of foreign language acquisition are compiled and their comparative analysis is given; a program for developing the potential of adult learners in overcoming barriers in learning a foreign language has been designed; a training for overcoming psychological barriers in learning a foreign language has been developed.

The theoretical significance of the work lies in the fact that the study provides a comprehensive description of an adult as a specific subject of learning a foreign language, which expands and deepens the understanding of the psychological features of adult learning. The phenomenological field is expanded and options for the operationalization of psychological barriers are shown; the direction and trends of the influence of psychological barriers on the organization, content and effectiveness of adult educational activity are revealed; the concept of psychological barrier is clarified; the definition of the barrier of teaching a foreign language is given. The substantial components of success in learning a foreign language are highlighted; for the first time in Russian psychology, psychological barriers that prevent effective teaching of a foreign language to adults are studied, identified, described and classified; the functions of psychological barriers in learning a foreign language are shown; factors that produce psychological barriers in the situation of learning a foreign language are identified; reflexive assessments by adult learners of psychological barriers that arise in the process of mastering a foreign language reality.

The practical significance of the research results lies in the design and testing of an experimental program for the diagnosis of individual psychological factors that act as potential determinants of the emergence of psychological barriers in learning a foreign language, as well as the diagnosis of various types of psychological barriers. A system of measures for the development of students' abilities to work constructively with psychological barriers has been developed, which can be used in the work of foreign language teachers,

as well as teachers of other disciplines working with an adult contingent of students. The technique of diagnostics and self-diagnosis of psychological barriers that make it difficult to learn a foreign language has been worked out. The data obtained can be used in designing effective adult education programs. The author has developed a special course for teachers of a foreign language, including a program and author's training to overcome psychological barriers in learning a foreign language. The results of the study can be widely used in educational practice when teaching adults, as well as in the training of foreign language teachers working with an adult contingent, and improving their qualifications.

As a **result** of a preliminary theoretical analysis, the main groups of factors that act as potential determinants of the emergence of psychological barriers were identified. The study of these parameters, which determine the specifics of psychological barriers that make it difficult for adults to effectively master a foreign language, formed the basis for the organization of empirical research.

At the level of pilot research, we identified groups of successful and unsuccessful students taking into account the following positions: formal academic performance; initiation of the use of a foreign language; measures of involvement in the process of mastering a foreign language; teacher evaluation; emotional well-being of an adult as a subject mastering a new linguistic reality; self-assessment of an adult learner in order to carry out a comparative analysis of successful and unsuccessful students in order to identify a number of psychological difficulties that could be considered as psychological barriers that hinder the effective development of a foreign language.

The results of the conducted empirical research allow us to conclude that at the subjective level there are a number of specific psychological barriers in learning a foreign language by adults, which are based on the peculiarities of the development of cognitive, motivational and personal spheres.

Thus, a comparative analysis of the productivity of long-term, short-term and operational memory shows that the majority of respondents with a low level of basic types of memory are unsuccessful learners, which indicates that the degree of memory development can act as a barrier when learning a foreign language. The presence among successful students of persons with a low level of memory development confirms the hypothesis that the level of development of mental cognitive processes can make it difficult to effectively master a foreign language, and success in learning is possible due to the compensatory abilities of adult learners. Semantic memorization demonstrates a high level of development in successful students (41%) and only 9% of unsuccessful ones.

The properties of attention were considered as cognitive individual psychological barriers: volume, switching, distribution. The data obtained strongly suggest that successful students have significantly better developed these properties of attention. Their attention span is 38% greater than that of unsuccessful students, the distribution of attention is highly developed in 90% of successful students.

The individual level of development of the mechanism of language analysis and probabilistic forecasting can also be regarded as a kind of psychological barrier in learning a foreign language, which is confirmed by the data of our study. Only 7% of successful students showed a low level of formed language analysis, while 95% of them were unsuccessful. Similar results were obtained in the diagnosis of the severity of the mechanism of probabilistic forecasting. Only 3% of unsuccessful students showed a high level of formation of this mechanism, at the same time, 43% were among the successful ones.

The obtained results confirmed the hypothetical assumption that among the determinants that cause difficulties in learning, the motivational component plays an important role, in particular, the severity of the motivational tendency of striving for success or avoiding failures, as well as the need for achievement.

As a result of the conducted research, it became possible to conduct a correlation analysis of the relationship between personal characteristics and difficulties in successful language acquisition using Spearman's rank correlation coefficient. The data obtained showed that there is a connection of high closeness between failure in language learning and rigidity, rigidity, skepticism towards humanitarian knowledge (0.869); conservatism, closeness to innovation (0.841); lack of independence, dependence, lack of initiative, and helplessness (0.767); emotional instability, irresponsibility, increased anxiety level (0.695).

Discussion. Obviously, this set of qualities can be regarded as a personal basis for the emergence of subjective barriers in learning a foreign language.

As a result of the questionnaire, which involves a reflexive analysis and self-assessment by adult learners of the differentiable causes of psychological barriers, as well as the possibilities of overcoming them, parameters were identified that, from the point of view of adults, are prioritized in the production of psychological difficulties: the difficulty of combining different statuses, the age barrier, low memory productivity, fear of failure, lack of free time.

The theoretical and empirical level of analysis of the problem of the peculiarities of psychological barriers that arise in learning a foreign language has allowed us to develop a program for developing the potential of adult learners in overcoming barriers in learning a foreign language, the

purpose of which is to actualize the internal reserves of an adult as a subject of educational activity to overcome psychological barriers and develop self-efficacy, including the following blocks: motivational, diagnostic, reflexive, predictive, developmental and psychological modeling.

As a result of the testing of the program, the following dynamic trends have emerged: increased internal motivation to learn a foreign language, increased the assessment of one's own competence, expanded and deepened self-esteem as a subject of learning a foreign language, increased the ability to predict and design the development of internal potential in overcoming barriers in learning a foreign language.

Conclusion. In conclusion the analysis of psychological studies of the problem of teaching adults a foreign language allowed us to conclude that an adult as a subject of educational activity is characterized by a specific educational motivation, a special system of relations with various agents of the educational environment. Adults are a special contingent of students, characterized by a pragmatic attitude to educational services, the inclusion of education in the general context of life, the dependence of the educational environment on their dominant interests and needs. This places special requirements on educational technologies for adult education. Taking a subjective position in learning, an adult independently determines the goals of his educational activity, chooses forms, methods, means and methods of learning, regulates the process of mastering educational information, evaluates and corrects the results of promotion, develops his own experience, takes an author's position in learning, realizes his capabilities and his place in the activities carried out.

The adult learning process is characterized by a number of contradictions due to the difference in the social, age status and role of the student; professional and social achievements and the need to communicate with the teacher; the discrepancy between the general level of competence and low competence in the field of knowledge being mastered. In the process of learning activities of adults, psychological barriers of various kinds may arise, to one degree or another, preventing successful learning. The modern psychological literature presents extensive material on the content, types, functions and mechanisms of manifestation of psychological barriers in activity and communication. Traditionally, the problem of psychological barriers has been considered within the framework of general and social psychology. In recent decades, psychological barriers have become the subject of research and pedagogical psychology (I.A. Zimnaya, A.K. Markova). Today, there are constructive: indicator, stimulating, mobilizing and negative: deterrent, destructive functions of psychological barriers in learning.

In the process of learning a foreign language by adults, psychological obstacles may arise, both characteristic of educational activities in general and provoked by the peculiarities of mastering a new linguistic reality. The results of the scientific and theoretical analysis show that the emerging psychological barriers can be divided into 4 main groups. The division is based on the etymology of contradictions. Macro-social barriers are caused by the disagreement between the constant stimulation of the need to learn a foreign language and the lack of full-fledged support for its provision. Microsocial barriers are generated by the specifics of the attitude of the immediate environment to the idea of mastering a foreign language by a subject in adulthood and the peculiarities of the adult - teacher relationship. Subjective barriers are caused by the characteristics of sensory and cognitive processes that block the effective perception of foreign language speech, the specifics of motivation, personal qualities and a low level of psychological readiness to learn a foreign language. The last group includes barriers caused by the psychological characteristics of the process of learning a foreign language.

Based on the priority provisions of humanistic psychology, which make it possible to put the subject of educational activity in the center of educational activity, it is legitimate to place the main emphasis in overcoming and compensating psychological barriers in learning a foreign language on the work of an adult with barriers of a subjective order. Compensation and overcoming of psychological barriers of macro, micro, subjective and technological level play a significant role in improving the effectiveness of adult education.

Based on the position that the barriers of the macrosocial, microsocial level and due to the psychological characteristics of the process of learning a foreign language are less susceptible to correction and overcoming by the subject of educational activity and require additional activity from various social institutions and teachers, cognitive, motivational and personal factors were selected as parameters of empirical research, which act as potential determinants of subjective psychological barriers of adult learners. In addition, at the empirical level, an analysis of reflexive assessments by adult learners of the causes of psychological barriers and the possibilities of overcoming them was undertaken. The experimental study showed that the factors of learning failure that can legitimately be considered as psychological barriers of a subjective order include low productivity of long-term, short-term, operative memory, insufficient level of development of semantic memorization, small amount of attention, low indicators for the parameters of distribution and switching of attention, fixation on the motivational tendency to avoid

failure, lack of expression of the need to achieve and the desire for success, some personal qualities: rigidity, rigidity, skepticism towards humanitarian knowledge, conservatism, closeness to innovation, lack of independence, dependence, lack of initiative, helplessness, emotional instability, irresponsibility, increased anxiety and low level of language abilities.

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