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THE USE OF COMMUNICATIVE APPROACHES IN TEACHING ENGLISH

The communicative approach – or Communicative Language Teaching (CLT) is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

The communicative approach to teaching English is of current importance, so many scholars investigate various aspects of it. Among them are K. Brandl, Z. Dörnyei, M. Canale and M. Swain, T.V. Hattum, S.J. Savignon [1-9], and many others, who devoted their works to relevant innovations, concerning development of students' communicative skills with the help of CLT, although the issue of its use at higher technical educational establishments still remains an active area of pedagogical research.

CLT develops students' communicative abilities either by teaching aspects of communicative competence, i.e. realization of specific general notions (the weak version), or by creating conditions for learners to acquire the foreign language through communicating (the strong version) [3, p. 340]. The later variant incorporates an idea that students actually discover the structural system of language as itself in the process of learning how to communicate, therefore they are provided with opportunities to experience how language is actually used in communication and activate the inert knowledge of the language system [7, p. 155].

Newmark P. asserts that communicative competence includes the following aspects of language knowledge [5]:

- Knowing how to use language for a range of different purposes and functions;
- Knowing how to vary our use of language according to the setting and the participants;
- Knowing how to produce and understand different types of texts;
- Knowing how to maintain communication despite having limitations in one's language knowledge.

So, Communicative Language Teaching is an approach to the teaching foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language [5].

Communicative competence comprises [1; 6, p. 2-3; 9, p.102]:

✓ *Grammatical competence* (the main goal is not to demonstrate the knowledge of grammar rules but a grammatical competence – using a rule in the negotiation of meaning, expression or interpretation);

✓ *Discourse competence* (understanding the nature of correlation between certain words or phrases in a text, and the ability to interpret the overall meaning of the text properly);

✓ *Sociolinguistic competence* (comprehension of the social context in which language is used);

✓ *Strategic competence*.

It should be added here that there are two types of language learning: implicit and explicit. *Explicit learning* constitutes a conscious and deliberate endeavour to master some material. This learning type is peculiar to most school instructions. *Implicit learning* is getting more and more popularity at the English lessons, turning them into communicative ones. The basis of this type is the maximal approximation of a natural language acquisition environment, crucial element of which is provision of abundant authentic materials for students in order to facilitate their implicit learning processes. The foundations of the discussed learning type can also be found in the process of our mother tongue mastering, which mainly incorporates implicit operations without any explicit teaching: children acquire the L1's (native language's) complex system via participating in natural and meaningful communication with people close to them. This is the core language learning model for humans [2, p. 163; 9, p. 103].

Based on the analysis of the methodological literature, we have come to the conclusion that CLT is an approach which provides a bundle of opportunities to the learners to communicate in the target language. The use of the functional aspect of language makes them able to communicate in the target language in their day to day life. The activities which are used in CLT approaches such as dramas, role plays, and games make learning enjoyable.

Generally, communicative language teaching makes use of authentic material because it is important to give them the opportunity to understand how language is actually used outside the classroom. Students are involved in real life situations tasks that require communication. In this approach, the teacher sets up a situation, in which students are likely to be involved in real life. In some activities, the outcomes of them are unknown to the students. The result depends on their reactions and responses. Thus, they will be kept motivated and they will be kept in suspense until they finish the activity and see the clear outcome [8].

Furthermore, in a communicative language teaching class use the language through communicative activities. Most of these exercises are completed through pair and group work. Those activities give students the opportunity to be involved in real or realistic communication. Normally those activities are fluency-based activities, such as role-plays, games information gap activities, interviews [4].

Hence, we conclude that applying the communicative approach in a classroom learning is becoming more student-centered than teacher-centered. From this perspective ELT education is seen as nurturing and fostering students' potential. We define encouragement, enjoyment, enrichment and enlightenment as the basic components of creating a communicative class. A series of communicative tasks are used in current integrated communicative approaches in order to create a natural, comfortable learning atmosphere. Consequently, students can lower the affective filter by eradicating any fear and anxiety of using a foreign language. Therefore, a learner-centered communicative classroom should be a point of ELT education.

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THE EFFECTS OF PSYCHOLOGICAL BARRIERS IN FOREIGN LANGUAGE TEACHING AND LEARNING

Learning foreign languages is not only the mastery of foreign language competence, but also communicative flexibility, the ability to learn, emotional stability, and the ability to psychologically engage in the learning process. The effectiveness of such a multilateral process of foreign language acquisition is directly related to the psychological readiness of the student to learn and use a foreign language both in the lesson and in life situations and be able to overcome psychological barriers. The problem of communication barriers today is one of the most important areas of research in the field of pedagogical psychology.

Solving the problem of barriers requires the fullest possible use of both the available psychological resources of the learners and the mastering the teachers to be aware of modern means and methods of psychological influence in the process of psychological and pedagogical interaction. Specifically, the task is to identify and overcome psychological barriers that often occur while learning foreign languages.

Depending on the source of occurrence, psychological barriers can be divided into psychophysiological, informational, emotional, evaluative, semantic and intercultural [3]. **Psychophysiological barriers** arise when there is no contact between the teacher and the student, there is no connection of the two language realities, harmony or there is a big difference between the temperaments of the teacher and student. **Information barriers** arise with the wrong choice of the curriculum, discrepancy between the level of training materials and the pace of its presentation at the level of student learning. **Emotional barriers** are primarily associated with increased anxiety of the student against the background of personal negative emotions of a different nature, insecurity in their ability to speak a foreign language, fear of making a mistake, discomfort in the group, inability to quickly answer the question, making everyone wait. **Evaluation barriers** are associated with a biased, according to the learner, assessment of his work or with the prevalence of personal subjective negative attitude from the teacher, which affects the assessment. **Intercultural and semantic barriers** occur when a student is not able to communicate using a foreign language, does not know or does not want to know and take into account the rules of communication and discussion, expressing his opinion in accordance with the traditions of the country of the language being studied, misunderstands the statement of his interlocutor as a representative of another culture [3].

We want to discuss the most common internal psychological barriers (emotional filters) and some strategies for overcoming them. Linguists H. Dulay, M. Burt and S. Krashen in 1977 presented the theory of «affective» (emotional) filters that affect the process of successful language acquisition. Each student has such filters, as a person in the process of studying a new subject cannot experience any emotions. Nevertheless, the level and degree of such emotions are different for everyone. If the «affective» filter is *low*, a person will not have barriers to mastering a foreign language, he/she will not have emotional barriers in the form of fear of making a mistake, becoming an object of criticism, constantly expecting failure. People with a *high* emotional filter, on the contrary, expect all the fears