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Eliminating the language barrier during oral translation

About the work of a translator: Modern conditions of professional activity cause a high demand for training of a competitive specialist with language competence for implementation of foreign language professional activities. The success of both international and internal relations depends on the ability of people to adequately understand each other in the process of communication in a foreign language, to interact and cooperate in the framework of their professional activities [1]. Despite the variety of methods used in teaching foreign languages, graduates of higher education institutions, knowing grammatical structures and having a good vocabulary, encounter difficulties in spontaneous communication, experience a barrier. At present, the problem of eliminating the language barrier remains relevant due to the emergence in our days of new types of speech communication: "distant" dialogues and polylogues in the language of international use, enhanced interaction between oral and written forms of speech, accelerating the development of the language of science and technology. All these factors are characteristic features of the restructuring of the communicative mechanism of professional scientific and technical activity [2]. speak different languages" or "difficulties for people communicating because they speak different languages". These sources characterize this phenomenon as the absence or difficulty of verbal communication between people who speak different languages and do not have a common language for communication. The dictionary of sociolinguistic terms gives the following definitions to the concept "the language barrier": Ignorance or insufficient knowledge of the language of the collective, preventing a separate individuals to make contact with its members, to realize their intentions. The psychological attitude of an individual, based on low self-esteem his knowledge of a foreign language, which prevents him from participating in communicative acts on this language. The inability of a person who absolutely does not own or owns a certain lexical and grammatical material, perceive and produce spontaneous speech in any foreign language environment due to lack of confidence in their knowledge [3]. V. L. Bernstein defines the language barrier as difficult communication situations that arise as a result of ignorance of the basic rules and norms of interpersonal communication; ignorance features of the culture of the country of the language being studied; inability of unprepared speech production in a foreign language; unpreparedness for the very fact of the existence of difficulties intercultural

communication [4]. We share the opinion of experts that language barriers are objective and subjective obstacles that interfere with the assimilation of lexical and grammatical material, as well as the perception and production of spontaneous speech in a foreign language environment due to lack of confidence in their knowledge and, as a result, leading to disruption of communication on foreign language. When summarizing the data of scientific, methodological and theoretical literature, as well as on the basis of practical experience of working with students of non-linguistic specialties of different groups, courses and ages, we can conclude that the main reasons for the emergence of language barriers are psychological and linguistic factors. The language barrier can arise not only for beginners, but also for students with good knowledge. The student knows grammar well, reads articles, watches videos in the original, and, when it comes to speaking, can hardly say a few sentences. This is the same psychological barrier, where the main causes of its occurrence are the following:

- psychological uncertainty in their knowledge;
- fear of the unknown;
- fear of making a mistake
- shyness caused by accent or pronunciation;
- lack of a favorable psychological climate in the classroom, etc.

Another important reason is the student's lack or lack of motivation.

Motivation that causes a desire to speak, to express one's thoughts and ideas, is one of the main factors in education. Thus, all the causes and sources of the "language barrier" can be divided into the following main categories:

- lack of knowledge
- lack of skills and practice
- lack of motivation
- fears, uncertainty, negative experience (psychological factors);
- incorrectly created pedagogical conditions

Elimination of the language barrier is not possible without the creation of certain pedagogical conditions, which are understood as the purposeful selection and application of content elements, methods, techniques, as well as organizational forms of training to achieve the set goals.

In our case, this is an educational environment that provides the possibility of spontaneous speech in artificially created communicative situations, contributing to the development of the cognitive independence of the future specialist in professionally oriented teaching of a foreign language. The main pedagogical conditions include the creation of problematic speech situations using active teaching methods, innovative gaming technologies, such as for example, as a method of specific situations "Case Study" (a learning system based on analysis, solution and discussion of simulated and real situations); professional orientation of the acquired knowledge; differentiated approach to teaching. The most effective method of overcoming the language barrier remains the communicative method,

the main principle of which is to communicate in the audience only in the target language from the very beginning.

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