

5) использование современных коммуникативных технологий значительно облегчает самостоятельное изучение языка и превращает его в увлекательнейшее занятие.

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Научный руководитель Е.Б. Белоусова, ст. преподаватель ТПУ

Mustafina D.B.

National Research Tomsk Polytechnic University

**ANALYSIS OF OVERCOMING LANGUAGE
AND COMMUNICATIVE BARRIERS BY FOREIGN STUDENTS
OF TOMSK POLYTECHNIC UNIVERSITY**

Language barrier is a conceptual barrier to effective communication that occurs when people who speak different languages attempt to communicate with each other [1].

Language is the key to a person's self-identity. It enables the person to express emotions, share feelings, tell stories, and convey complex messages and knowledge. Language is our greatest mediator that allows us to relate and understand each other. It can be defined as a system of conceptual symbols that allows us to communicate [2].

Relevance of the research

Nowadays there is a positive dynamics of growth in number of foreign students in TPU. The number of foreign nationals, who were internally trained in TPU in 2008–2009, was 1626. By 2010–2011 this number increased to 1794 people. Today the number of foreign students TPU is 15 % of the total number of students [3].

Consequently, it is necessary to overcome possible barriers in communication. To do this, it is necessary to identify, analyze, and eliminate language problems and difficulties. Since language affects almost all aspects of everyday life, greater focus on communication barriers by re-

searchers is required. The main goal of the research is data and information collection about internal and external problems with the Russian and English languages.

Classification of communication and language barriers

There are many reasons why interpersonal communication may fail. In many communications, the message (what is said) may not be received exactly in the way the sender intended. It is, therefore, important that the communicator seeks feedback to check that their message is clearly understood. The skills of active listening, clarification and reflection may help, but a skilled communicator also needs to be aware of the barriers to effective communication and how to avoid them [1]. Before overcoming language problems, it is necessary to classify the main barriers to communication.

There are seven main barriers to communication:

1. Physical barriers. Such type is easy to spot – people try to keep distance between them. It works against effective communication. A person also can also have physical disabilities such as hearing problems or speech difficulties.

2. Emotional barriers. Barriers may arise due to the fear of saying that can be used against a person. Some people may find it difficult to express their emotions and some topics may be completely "off-limits" or taboo.

3. Perceptual barriers. They consist of three main social problems: different interpretation of the same data; learning information without checking its accuracy; the fact that people's perceptions are based on their own experiences.

4. Cultural barriers. The norms of social interaction vary greatly in different cultures, as do the ways in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings.

5. Gender barriers. Men and women tend to form their thoughts differently, and this must be taken into account when communicating.

6. Interpersonal barriers. It is a problem not just to be heard, but to hear the others.

7. Language barriers. They seem pretty self-inherent, but there are often hidden language barriers. For instance: the use of jargon; over-complicated, unfamiliar, or technical terms; language differences; and the difficulty in understanding unfamiliar accents.

Questionnaire as a field study method of overcoming language and communicative barriers by students of TPU

The method which has been applied in the research relates to sociolinguistics. Sociolinguistics is a scientific discipline, which develops at the junction of linguistics, sociology, social psychology, and ethnography studies. It explores a wide range of issues related to the social nature of language, its social functions, the mechanism of influence of social factors on language and the role that language plays in society. Some of these problems (for example, «Language and Society») are considered in the framework of general linguistics [4]. Sociolinguistics methods are a synthesis of linguistic and sociological procedures. They are divided into methods of field research and methods of sociolinguistic analysis of language material. Field research methods include questionnaires, interviews, and direct observation. Questionnaires differ significantly from sociological questionnaires, and the main strategy is to get more information about the informant's speech, level of language and communication problems.

Mass questionnaires were used as a main source of data. The survey was conducted in the presence of the interview specialists. It consists of 12 questions:

1. Gender of the student.
2. Year of study.
3. Nationality.
4. Personal assessment of knowledge of the Russian language.
5. Personal assessment of knowledge of the English language.
6. List of academic disciplines which the person does not understand well.
7. Easiest part of the Russian language.
8. Easiest part of the English language.
9. Use of the Russian language in the person's spare time.
10. Use of the English language in the person's spare time.
11. Offers from foreign students to improve learning the Russian language.
12. Offers from foreign students to improve learning the English language.

Questionnaires were held in two languages – English and Russian. A respondent could choose a language that is more understandable for him/her. The main stages and time frames of the research are represented using the «GanttProject» project scheduling application in Fig. 1.

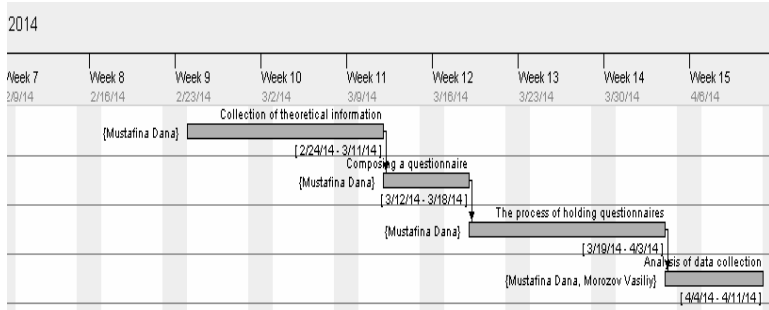


Figure 1. Time frames of the research

The entire process can be divided into four steps: collection of theoretical information, composing a questionnaire, the process of holding questionnaires, analysis of data collection. Main venues of the survey: lectures and practical classes, dormitories for foreign students.

Statistics and analysis of collected information

As a result, 113 foreign students of Tomsk Polytechnic University took part in questionnaires. There are 108 bachelor's degree students, 3 candidates for a master's degree and 2 PhD students. Gender percentage of the 113 participants: men – 82 (62.2 %), women – 31 (37.8 %). They came to study from the following countries: the Democratic Republic of Vietnam, the People's Republic of China, Mongolia, the Federal Republic of Nigeria, the Republic of Indonesia, the Arab Republic of Egypt, the Republic of Cameroon, the Kingdom of Thailand. Number correlation of students is shown in Table 1 below.

Table 1. Number correlation of respondents

Country	Number		
	Men	Women	Total
The Democratic Republic of Vietnam	31	14	45
The People's Republic of China	36	8	44
Mongolia	2	8	10
The Federal Republic of Nigeria	6	0	6
The Republic of Indonesia	5	0	5
The Arab Republic of Egypt	1	0	1
The Republic of Cameroon	1	0	1
The Kingdom of Thailand	0	1	1

Further analysis of the statistics and questionnaire's results is classified into 4 groups. The first group consists of preparatory course and 1st year students, the second group – of 2nd and 3rd year students, the third one – of 4th and 5th year students, the last one – of Master's degree and PhD students. The main reason of such classification is different age experience of language communication.

Data analysis of the preparatory and first year students

Eight respondents are studying in the preparatory course. They came from Mongolia (6 persons), Vietnam (1), and Indonesia (1). There were twenty first year students in the questionnaire from Vietnam (10), Nigeria (3), Indonesia (3), China (2) and Mongolia (2).

Their personal assessments of knowledge of the Russian and the English languages are displayed in the diagrams below.

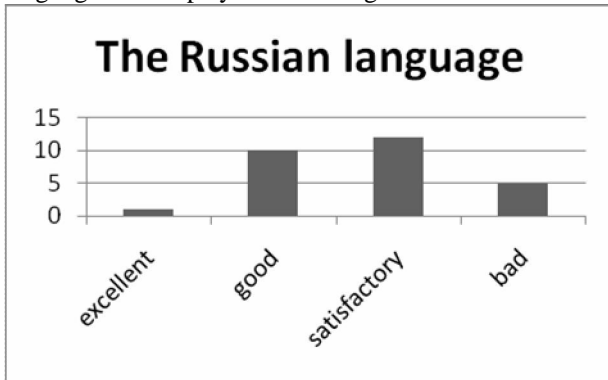


Diagram 1

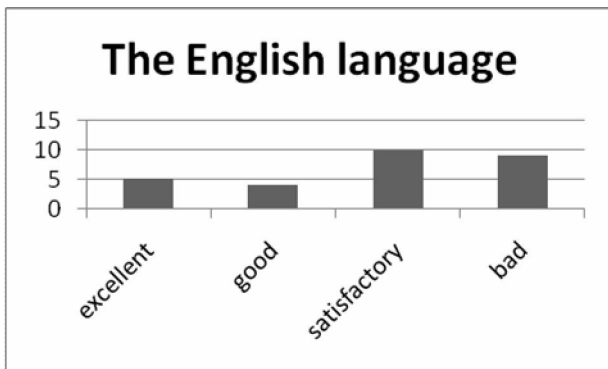


Diagram 2

The list of academic disciplines which these students do not understand well consists of such subjects as culturology, regional geography, materials science, technology of construction materials, history, chemistry, physics, mathematics and philosophy.

The easiest parts of the Russian and English languages are presented in the following diagrams. Students could choose several positions.

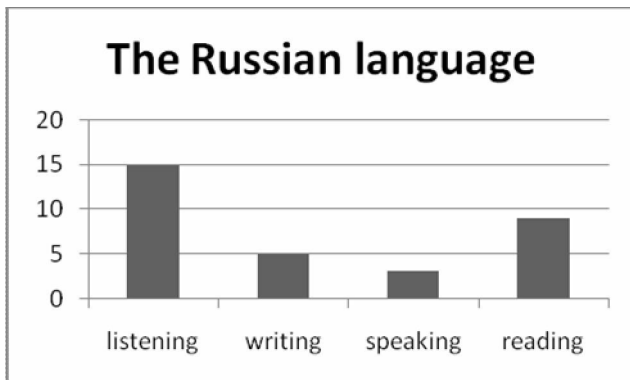


Diagram 3

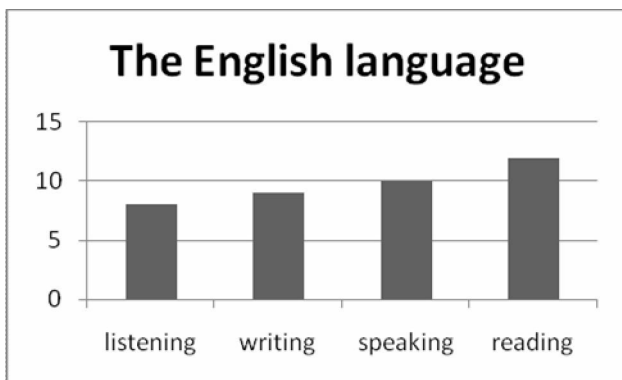


Diagram 4

Twenty students use the Russian language in their spare time. Similarly, thirteen students speak English in their spare time.

To sum up all information, it is recommended to pay attention to the low level of Russian speaking and writing skills and English listening skills. Students have pointed that they want to speak more with native speakers and watch films during their English classes. They also want to

have more interesting sections where they can make friends with Russian native speakers.

Data analysis of second and third year students:

Twenty six respondents are studying in their second year. They came from Mongolia (1 person), Vietnam (19), Indonesia (1), Nigeria (1), China (3) and Thailand (1). There were forty one students from the third year in the questionnaire from Vietnam (7), Nigeria (2), Cameroon (1) and China (31).

Personal assessments of knowledge of the Russian and English languages:

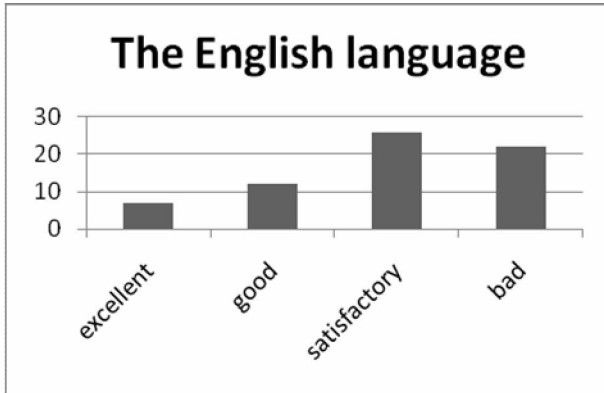


Diagram 5

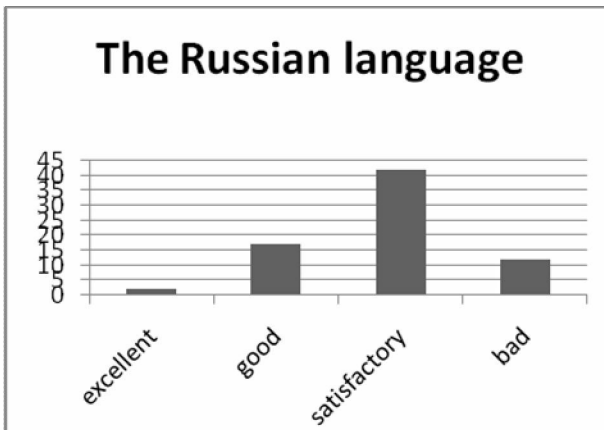


Diagram 6

The list of academic disciplines which they do not understand well consists of following subjects: history, philosophy, mathematics, economy, materials science, and the Russian language.

The easiest of the Russian and English languages:

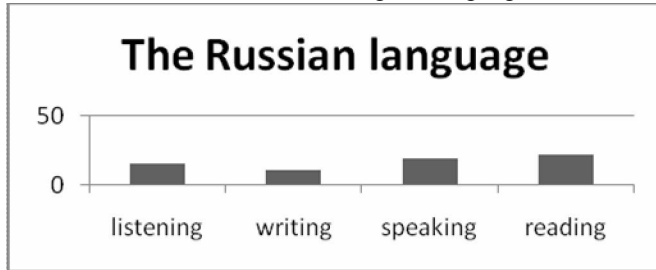


Diagram 7

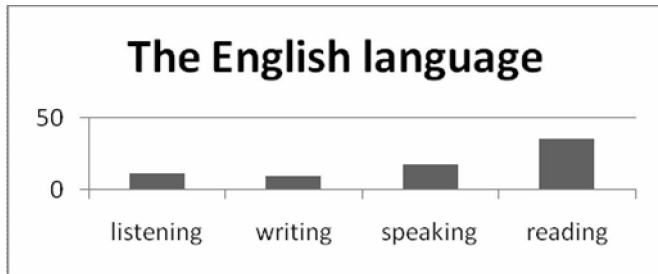


Diagram 8

Forty four students use the Russian language in their spare time. Nineteen students speak English in their spare time.

In conclusion, it is recommended to pay attention to the low level of Russian writing skills and English listening and writing skills. Students have pointed that they want to speak more with native speakers, watch films, and make presentations during English and Russian classes.

Data analysis of fourth and fifth year students

Twelve respondents are in their fourth year of study. They came from Mongolia (1 person), Vietnam (4), China (7). There was one 5th year student from China.

Personal assessments of knowledge of the Russian and English languages:

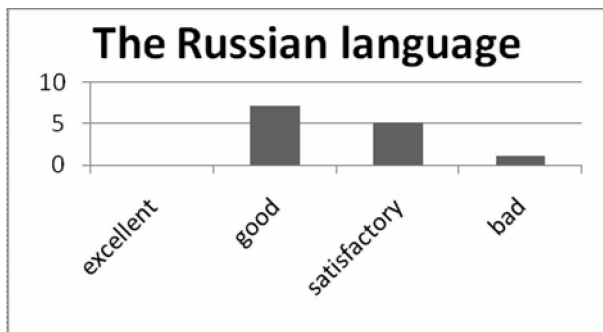


Diagram 9

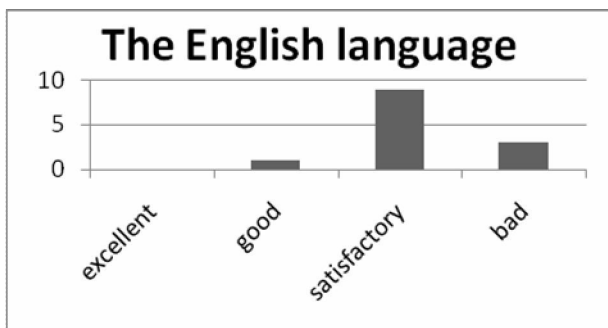


Diagram 10

The list of academic disciplines that are hard to understand: mathematic modeling, software and operating systems.

The easiest of the Russian and English languages:

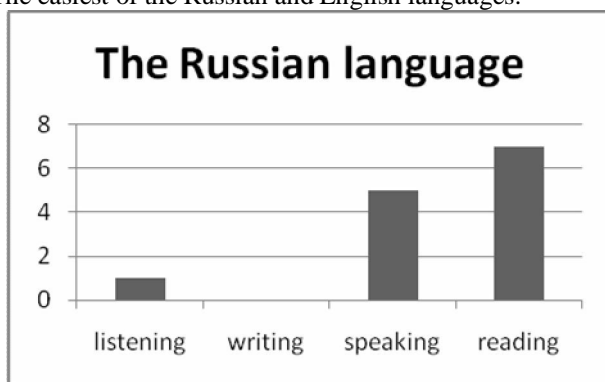


Diagram 11

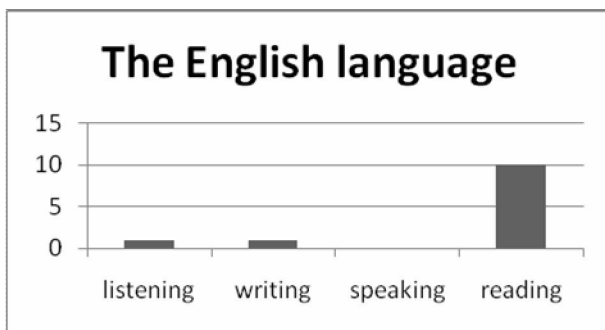


Diagram 12

Ten students use the Russian language in their spare time. Eight students speak English in their spare time.

In conclusion, it is recommended to pay attention to the low level of Russian writing skills and English listening, writing and speaking skills. Students have pointed that they want to read more science articles and news by themselves. They also want to speak more with native speakers.

Data analysis of master's degree and PhD students

Three respondents currently pursuing their master's degrees are from Vietnam. There were two PhD students from Vietnam and Egypt.

Personal assessments of knowledge of the Russian and English languages:

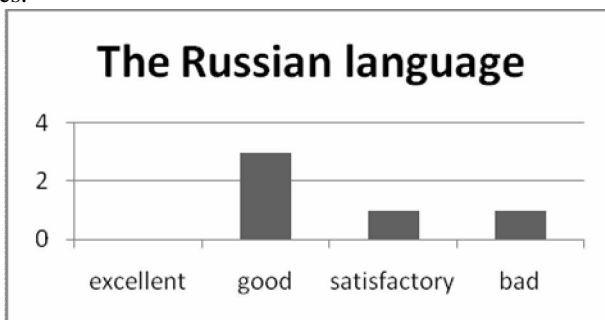


Diagram 13

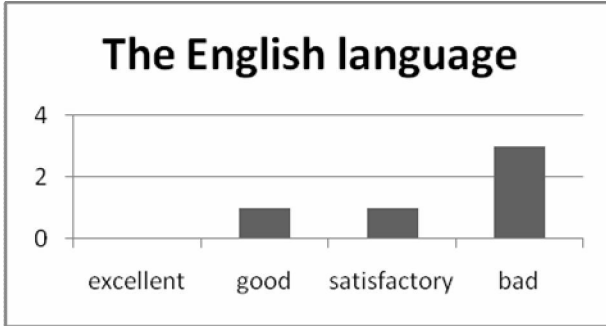


Diagram 14

The list of academic disciplines that are hard to understand: philosophy, jurisprudence, political science.

The easiest of the Russian and English languages:

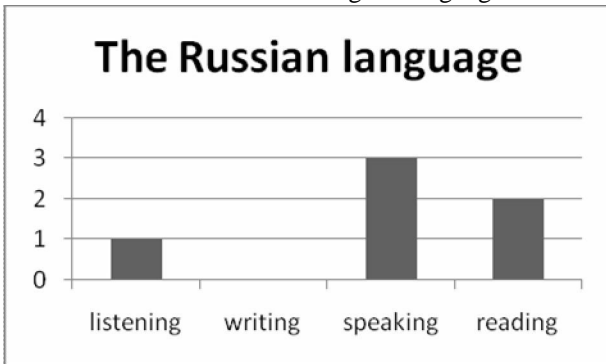


Diagram 15

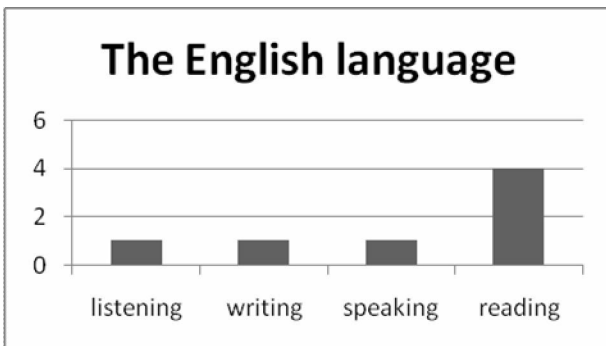


Diagram 16

Four students use the Russian language in their spare time. Two students speak English in their spare time.

In conclusion, it is recommended to pay attention to the low level of Russian writing skills and English listening, writing and speaking skills. Students have pointed that they want to have business trips with Russian native speakers.

Conclusion

Analysis of the data shows that the level of consciousness, self-critical thinking, and desire for learning the material on their own increase each academic year. Foreign students realize that for improving the knowledge of the Russian language they need to communicate more with native speakers. It is also necessary to pay attention to the low level of writing skills in the Russian language, as well as listening, writing, and speaking skills in the English language.

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Scientific supervisor V.S. Morozov, senior lecturer of TPU

Potapova M.I.

National Research Tomsk Polytechnic University

DISCOURSE AS A MEANS OF SPEECH COMMUNICATION STUDENTS IN ENGLISH LANGUAGE TEACHING AT UNIVERSITY

In today's world, the identity of the growing person is in the center of nurturing and educational activities. Much attention is paid to students' independent work, the main focus in English course is precisely the development of speech. The task of finding effective ways and methods of instruction is becoming vital. The solution of this problem is possible