

SOCIAL AND PSYCHOLOGICAL BARRIERS TO LEARNING ENGLISH AT A TECHNICAL UNIVERSITY

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At present, a huge number of students of technical universities have insufficient skills in speaking, writing and other ways of communication in a foreign language. This situation can be traced throughout the entire period of study: at the time of entering the university and at the time of passing the next level of education, for example, in Master's degree programs or postgraduate studies. As a result, it causes problems in communicating with foreign students, partners, colleagues, writing articles, reading them, understanding foreign literature and its correct interpretation.

Due to educational programs or certain disciplines, students have to learn and do some projects using foreign languages. Current trends that it is necessary to speak a foreign language, both for common types of work and for science are suggested. This is because of the fact that an increasing number of different industries, manufacturing and sciences require modern and flexible approaches and the exchange of knowledge between countries and specialists around the world. For example, many international companies ask all their staff to communicate only in English in order to reduce language barriers. In other words, modern reality requires synergy, both in science and in applied approaches in any type of activity [1].

The aims and objectives of the study were to identify with the help of a sociological poll of students and recent graduates (no more than 5 years from the date of graduation) social and psychological problems that impede the planned and productive learning of the language. In addition, it should be determined the degree of necessity for the student or graduate to know the language at the time of learning. As one of the results authors expected to find out the actual motivating aspects of learning languages for students.

It was necessary to develop a simple and short list of questions for students and recent graduates for above problem solving. According to this, it was made a question list consisting of only 15 questions, divided into three subgroups: "school", "university", "profession" and one question as "final". The answers to the questions were attended by young people aged 18 to 30 years. An anonymous survey was issued using the Google form. A link was sent to students and graduates in various social networks and emails. At the end of the survey, the number of people who shared their opinions was 193 people (Fig. 1). In addition, 12 students answered the same questions in writing. As a result, 205 respondents were interested in this survey.

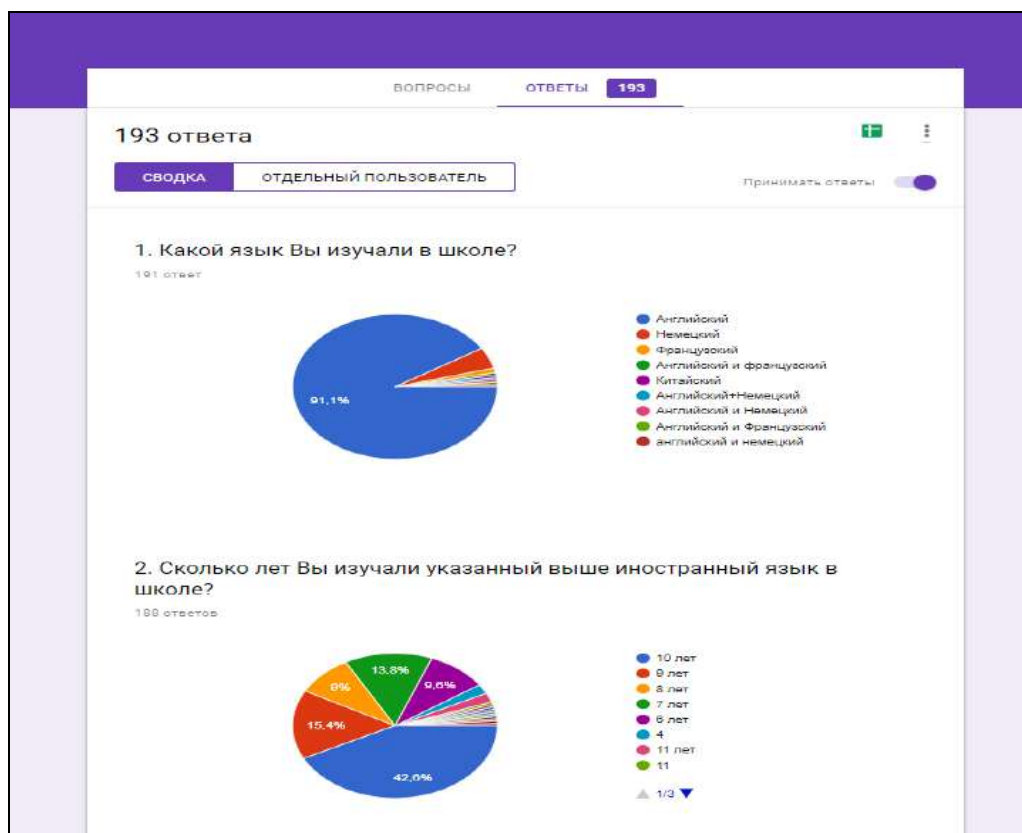


Figure 1. Google form with the list of answers and diagrams

*СЕКЦИЯ 19. ГЕОЛОГИЯ, ГОРНОЕ И НЕФТЕГАЗОВОЕ ДЕЛО. ПОДСЕКЦИЯ 1.
ПРОБЛЕМЫ МЕЖЪЯЗЫКОВОЙ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ
В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ*

The following is a list of questions from the Google form.

1. "SCHOOL". What language did you learn at school?
2. How many years have you studied the above foreign language at school?
3. What mark did you have for a foreign language at school?
4. Did you enjoy learning a foreign language at school?
5. Did you have a desire to learn foreign languages in school?
6. In your opinion, how necessary is it to learn a foreign language during school years?
7. "UNIVERSITY". Did you continue to study the foreign language at the university or began to learn a new one?
8. Was it easy for you to learn foreign languages at the university; did you have enough previous knowledge?
9. Is there craving for learning foreign languages at the university?
10. Do you think a foreign language is necessary at the university?
11. In your opinion, what opportunities does the study and knowledge of a foreign language at the university provide you?
12. "PROFESSION". Do you think a foreign language is necessary for your future profession?
13. Where do you want to work: in a Russian or foreign company?
14. What prevents you from learning a foreign language?
15. "TO SUM UP". Do you think there is a need for additional hours of foreign language classes at the university (to eliminate gaps, for employment, etc.)?

English is still the international language of communication. According to statistics, it is studied by 91% of respondents. However, there are still few students or postgraduates who have appropriate language skills for communication [2].

Comparative analysis with other countries shows that in Russia there is no so-called "enforcing" factor in learning a foreign language. Official communication and writing take place only in Russian. There is no need to learn a new language to interact within your own country. Therefore, it is a lack of motivation for learning foreign languages like the initial psychological barrier.

The factors below are the list of the most common obstacles for foreign language learning. They are considered as social barriers:

- Laziness;
- lack of time;
- absence of reasonable motivation;
- not interesting study material;
- absence of aptitude for foreign languages.

In percentage terms, the largest proportions for previous reasons are the following: laziness - 31%, lack of time – 26%, absence of reasonable motivation – 27%, absence of aptitude for foreign languages – 8% of respondents.

The results have proved to be very important. During the survey results processing, it became clear that there is a vast area for further researches. The more detailed list of questions and answers and a thorough analysis of conditions and problems within the framework of educational systems and institutions are needed [2]. In addition, according to these future answers and conclusions, some measures for the qualitative changes in the approach to the teaching of a foreign language in a technical university can be developed [3].

References

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3. Marzulina L., Mukminin A. The Integration of Social Networking Services in Higher Education: Benefits and Barriers in Teaching English. DOI: 10.4018/IJVPLE.2018070104, 2018.