

**PSYCHOLOGICAL ASPECTS OF STUDENTS' ACTIVITY IN EFL CLASS**

**Ключові слова:** психологічний дискомфорт, говоріння, психологічний бар'єр, стрес-фактор, самооцінка.

**Keywords:** psychological discomfort, communication activity, psychological barrier, stress factor, self-esteem.

Modern society with its diverse possibilities imposes new requirements for the process of teaching foreign languages, in particular, taking into consideration the dominance of the English-speaking culture and the recognition of the status of the language of international communication for the English language. Thus special attention is paid to the problems of teaching the English language. The main emphasis in the process of this activity, according to the new requirements, is placed on mastering the English language, first of all, as a means of communication, which implies the fluency in all types of speech activity in a foreign language in the process of communicative activity.

It is an undeniable fact that the main factor that influences the implementation of speaking activity within a given communicative situation is neither the student's lack of the necessary basic knowledge of the subject (lexical and grammatical minimum) nor the lack of desire to have a conversation on a given topic due to a lack of understanding of the subject of conversation, it is the psychological barrier that makes students do their best to avoid participation in discussion and is connected with the fear, whether it is fear of making a mistake or fear of a new type of communication activity in front of an audience as well as unwillingness to be criticized by a teacher or other students.

Obviously, a possible “inadequate” reaction of group mates is the strongest stress-forming factor for a student with low self-esteem, and often prevents overcoming the above-mentioned barrier. Of course, not all students are affected by the above factors. This is mainly characteristic of people with increased level of anxiety, i.e. people experiencing psychological discomfort in any situations associated with the assessment of their performance by other people. And since learning a foreign language is a new activity for them and is associated with a lot of mistakes - which is inevitable when mastering new skills - the implementation of speaking becomes very stressful for students who strive to meet the expectations of others and are afraid to fail (i.e. make a mistake), which is a consequence of low self-esteem and self-doubt.

Students should not be afraid of making mistakes, otherwise we will definitely have to deal with so-called psychological barrier that can become a serious stumbling block for any student. It is better to speak a foreign language with errors than not to speak it at all! Needless to say that it is the task of a foreign language teacher to create a favourable friendly atmosphere in the class, where no student, even the shiest one, will be afraid to get in awkward situation while speaking a foreign language.

It should be noted that an important element in the implementation of teaching activities is the ability to find the necessary solutions for organizing the educational process in such a way that the teacher has the opportunity to carry out his/her activities to full extent, while minimizing stress factors that arise in the process of work and hinder the student's implementation of communicative activities.

Teachers often become a stress factor for students with low self-esteem that can definitely negatively affect the speaking activity of students. To avoid this, it is possible to recommend the teacher to organize the situation in such a way that the performance of such tasks is carried out in a playful way, creating a relaxed atmosphere of “not evaluating”. Thus, students will feel free, knowing that their

work is not evaluated, which means that mistakes that are inevitably made will not affect the academic performance, which will undoubtedly remove the burden of responsibility for the result and partially neutralize the psychological fear when speaking. Analysis of the mistakes made can be carried out after the completion of the task.

All in all, it should be pointed out that teacher should always rely on sense of delicacy, abilities to assess students' self-esteem, teaching experience, ability to analyse psychological factors affecting the efficiency of students' progressing in acquiring language skills, etc. A foreign language teacher has to facilitate favourable and friendly atmosphere among all members of the academic group. The psychological behavior of students with an increased level of neuroticism, anxiety and low self-esteem requires new models of teaching a foreign language, which should be the topic of further research with the participation of both psychologists and teachers.

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