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CERTAIN BARRIERS IN TEACHING LANGUAGE SKILLS

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ABSTRACT

This article tries to explain various concepts of communication barriers and communicative competence of children with speech disorders. These concepts are binary in nature and pertain to the development of all aspects of communicative competence, including phonemic hearing, memory, attention, thinking, and perception in children with speech disorders.

KEYWORDS

Barrier, sender barrier, encoding barrier, medium barrier, decoding barrier, receiver barrier, feedback barrier, physical barriers, semantic barriers.

INTRODUCTION

Doublet technique, along with a series of exercises of the same nature, are a fundamentally new tool for teaching English language to children with speech disorders and for training phonemic hearing. These exercises combine English language instruction with assignments, exercises, and methods of developing phonemic hearing. The consistent use of various supports as a factor in the interaction of all receptors

and analyzers, as well as the rejection of the oral practice principle in favor of the simultaneous development of language material from an oral practice to a fixation in reading and writing, are equally important methods of teaching children with speech disorders the fundamentals of foreign language communicative competence.

First, the nature of the obstacle should be clear. Anything that hinders progress, makes an endeavor more difficult, or keeps individuals from interacting, cooperating, etc. is considered a barrier. Communication obstacles often fall into four categories: psychological, physical, semantic, and procedural barriers.

Process Obstacles. Effective and good communication requires the completion of every phase in the communication process. Any modification or obstacle takes the following forms:

- Barrier to senders. This form of barrier appears, for instance, when someone with a creative idea keeps quiet during a superintendent-led meeting out of fear of being criticized.
- The barrier to encoding. It happens when the message is not sent correctly by the sender.
- A moderate obstacle. It may be explained as follows: rather than expressing her thoughts in person, a furious employee writes the leader a letter filled with strong emotions.
- The obstacle to decoding. This circumstance might be used as an illustration of the subsequent scenario.
- Barrier to reception. A staff worker is asked to repeat something by a school administrator who is busy preparing the yearly budget since she wasn't paying close attention to what was being said.

- Barrier to feedback. When school officials don't ask questions during a meeting, the superintendent starts to worry whether any genuine comprehension has occurred [1].

Communication is a give-and-take process that is complicated, so any disruptions in the cycle might prevent understanding from being transferred.

Physical Restrictions. Communication can be hampered by a variety of physical obstacles, such as phone calls, unexpected guests, physical barriers like walls and static on the radio, and distances between individuals. Physical barriers are typically taken for granted, yet they can occasionally be eliminated. Giving directions to a secretary will eliminate interruptions like phone calls and walk-in guests. People may overcome distance obstacles by using the right medium.

Semantic Divides. Many hurdles to communication are caused by the words we use, how we use them, and the meaning we assign to them. Semantics, or the meaning of the words we employ, is the issue. Various people may have various interpretations of the same term. To a staff member, terms and words like "just cause," "efficiency," "increased productivity," and "management prerogatives" may signify quite different things than they do to a school administrator.

Denotative and connotative semantic barriers are the most frequent types of communication hurdles that

students encounter. When sender and recipient utilize distinct definitions or meanings of the same term, denotative barriers occur. For instance, in American English, the term "braces" refers to the iron framework used to correct teeth, whereas in British English, it refers to a piece of clothing. In communication, a connotative barrier is a difference in meaning based on many abstract events, settings, acts, and emotions. Both communicators are aware of the word's two meanings, but they only employ one of them depending on the situation, which may call for a different usage of the word. For instance, the term "astonish" may be used to both shock and surprise. When someone uses the phrase, it might signify anything. The recipient will only understand the sender's meaning based on the context in which it is employed [4,139]. Homonyms, homographs, and homophones are the other semantic barriers. Words that have the same sound but a distinct meaning—and often even a different spelling—are homophones. As an illustration: By and by, words purchase. Although they are pronounced the same, their spellings and meanings vary.

Words that are homophones have similar pronunciations and spellings, yet they have different intended meanings. For instance, although they have the same sound and spelling, the noun and verb "bear" have different meanings.

Words that are homographs have the same spelling but a distinct pronunciation and meaning. For instance, "The discovery of lead was facilitated by research." The two words in this statement are spelled the same, yet they have different pronunciations and meanings.

Psychosocial Restrictions. Psychological and social barriers are linked to three key concepts: psychological distance, filtering, and fields of experience. People's histories, perspectives, ideals, prejudices, wants, and expectations are examples of their fields of experience. Only within the confines of their respective domains of expertise can senders and recipients interpret communications. Communication becomes challenging when there is little to no overlap between the sender's and the recipient's fields of expertise. Psychosocial barriers sometimes entail a psychological gap that is comparable to a real physical gap between individuals. But as was previously said, communication does occasionally fail. Numerous communication theorists have concentrated on the main areas where communication breakdowns most commonly occur. The main areas in schools where communication failures most commonly occur are as follows:

- **Honesty.** Sincerity is the cornerstone upon which genuine communication is built, according to nearly all communication theorists. Any communication endeavor devoid of sincerity—honesty, directness, and authenticity—is certain to fail.

- Compassion. Studies indicate that one of the main barriers to successful communication is a lack of empathy. The capacity to place oneself in another person's shoes is known as empathy. Being empathic allows one to view the world from the perspective of another.

- One's view of oneself. Our perception of oneself influences how well we are able to communicate. A realistic yet healthy self-perception is an essential component of interpersonal communication.

- Perception of roles. People cannot know what to say, when to express it, or to whom to communicate it if they do not understand their function, its significance, and what is expected of them.

- The capacity for communication. Some of the methods we communicate create walls that prevent others from talking or make them feel reliant, obedient, hostile, furious, or subordinate.

- Listening ability. Many often, individuals don't realize how important listening is, don't care enough to actively engage with what others are saying, and lack the motivation to practice the skills required to master the art of listening.

- Customs. Prejudices, biases, and our cultural background frequently act as roadblocks to communication. Our age, gender, and other

characteristics have all been shown to be barriers to good communication.

- Sound. What communication professionals refer to as noise is a significant impediment to communication. The subjective views and experiences of both the source and the receiver, as well as environmental variables in the channels, all contribute to noise in communication.

The term "communication noise" describes factors that impede clear communication and affect how people understand one another. Even though it's frequently ignored, communication noise may have a significant influence on how we analyze our own communication skills as well as how we perceive interactions with others [3].

Semantic, physiological, physical, and psychological noise are examples of several types of communication noise. All of these noises have a subtle but significant impact on how we communicate with others, making them essential to anyone's ability to communicate effectively.

Noise from the surrounding surroundings might occasionally be the largest barrier to effective communication. This can include children playing, cars, noisy pedestrians, or music (imagine talking over a band at a performance). A listener may find it difficult to concentrate on a conversation when her phone rings. Physical disease, drug or alcohol intoxication,

and fatigue are some physical states that might impede speech [2].

When individuals interact from various playing fields, semantic noise has an impact on the conversation. To put it another way, they are operating from disparate conceptions, such as various first languages, dialects, or fundamental cultural traits. Slang and sloppy handwriting are two more semantic sounds that impede clear communication.

Given that each person has a unique mental composition; it might be more challenging to quantify psychological noise in a given setting. Ideas like bias, narrow-mindedness, and personal prejudice are included in this kind of noise. Extreme emotions can also make it difficult for someone to communicate; for example, grief, joy, or even rage might impair someone's ability to focus during a discussion or presentation.

CONCLUSION

In summary, noise pollution originating from external sources like as transportation, industry, and leisure activities is referred to as physiological or environmental noise.

Leaders are informed by faculty and staff that they are seeking feedback. On the other hand, poorly delivered criticism might hinder rather than facilitate communication. More instruction is required to help

followers and administrators use feedback more effectively.

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