Journal of Effective Teaching Methods

Volume 1, Issue 1

www.eikipub.com

Editorial

EIKI

Dear Reader,

It is a deep honour that I have been appointed as the Editor-in-Chief of newly-published journal titled ***EIKI Journal of Effective Teaching Methods***. The journal features an exciting array of educational research and developments from experts in pedagogical field.

First of all, I would like to extend my sincere thanks to the European Institute of Knowledge and Innovation, which publishes this journal, and which has entrusted me with this important duty.

To be the Editor-in-Chief of a scientific journal is a very demanding and serious duty. It is not limited to performing editing tasks and supervising timely and thorough reviewing process of scientific papers. This duty also includes communication with the journal readers. And the editor must respond to their academic interests and needs. Moreover, this involves editor's ability to respond to criticism and implement the applicable recommendations to improve the journal.

Of course, editor is also required to make further plans for the journal, and especially to make sure it is recognized as an outstanding publication on an international plan. Our team constantly work to improve the journal and in nearly future it will get indexed in multiple databases to increase its visibility. Also, we are working on giving a new boost to regional and international cooperation on the journal platform.

All these requirements oblige an editor to be ready for hard and long-lasting work, as only systematic attitudes may result in continuous publication of the journal, and constant quality improvements.

At this point, please allow me to briefly introduce myself. My principal educational, scientific and professional activities have been focused on the field of linguistics and language education. My doctorate thesis dealt with comparative professional education of law-enforcement personnel in developing countries facing hybrid threats and counteracting proxy war.

In addition to my lecturing activity, I am always trying to pursue the cooperation with research institutions, as this is the best way to obtain useful innovative ideas and exchange experience with outstanding scholars.

I am currently heading an international project at the European Institute of Knowledge and Innovation. I am also in charge of several worshops for professional advancement in teaching methodology and educational discourse development.

When considering various duties of editors-in-chief, then it can rightly be said that a great courage is needed to take on this position, especially if we are talking about newly-published journal that needs through efficient planning and management.

In fact, already from the first issue I am editing, innovative features include an updated look of the journal website, easy-to-use journal platform, international experience of the editorial team and reviewers, and appointment of younger colleagues as members of the Editorial Board. As for me, I am thrilled to take on this important responsibility and contribute to the advancement of the scientific community through the publication of cutting-edge research.

I am certainly very much interested in ensuring regular publication of the journal and hope it will become one of the leading journals in the sphere of pedagogical science. Also, I encourage newly appointed members of the board to publish papers in this journal to demonstrate their expertise and share innovative ideas as well as to promote the journal within their institutions and persuade their colleagues to present their findings in EIKI Journal of Effective Teaching Methods.

Most importantly, I am grateful to the scientific community and the authors who have entrusted us with their research. As an editor-in-chief, I understand the importance of publishing high-quality research that advances our understanding of the world around us.

I wish to extend my thanks in advance to all authors who are going to accept our journal as a proper platform for sharing and presenting their research results relating to all aspects of educational process and improvement of teaching methodology in particular.

As the Editor-in-Chief of this journal, I am constantly inspired by the dedication and ingenuity of the scientific community, who work tirelessly to advance our understanding of the world around us. I will do everything in my power to ensure that this journal remains a respected and impactful platform for the dissemination of scientific knowledge.

In this edition, you will find a diverse range of topics spanning various aspects of pedagogical science including professional training, innovative teaching and use of information and communication technologies, curriculum development, overcoming communication barriers in the educational process as well as organization of experimental research in education.

I would like to express my gratitude to the authors, reviewers, and editorial staff who have contributed to the production of this journal. The peer review process is an integral part of our mission to publish high-quality scientific research, and I am grateful for the valuable insights and feedback provided by our reviewers.

Finally, I hope that this edition of EIKI Journal of Effective Teaching Methods will serve as a valuable resource for researchers, academics, and practitioners in the scientific community, inspiring future investigations in education area of study and improving educational process in various educational institutions.

Today, in times when education has a crucial role for society development, communication between educators from different countries would miraculously lead us to success and educational process modernization, in developing countries in particular.

Therefore, I would also like to invite all persons connected with education studies and teaching to support development of the journal in the oncoming period. We promise to create comfortable and resourceful environment to make our cooperation efficient.

Sincerely,

Prof. Nataliya Bhinder, Doctor Pedagogical Sciences

Editorial

Challenges of experimental research in education

Nataliya Bhinder[1]

[1]European Institute of Knowledge and Innovation, UK

To modernize the national system of education, to enhance teachers' excellence or even to change the direction of professional teaching activity, it is important to upgrade pedagogical science and provide its practical orientation. In this regard, there is a necessity to look differently at the role and methods of experimental research in education.

Accordingly, modern educator must fulfill the requirements of modern society; he/she be creative and learned, be able to analyze the experience and see prospects that means to be a researcher.

The existing views on experimental research are developed under conditions of functioning of stable or standard programme in the unified state school. But currently, institutional diversity and a wide range of teaching methods can be considered the most significant features of educational system.

These features suggest that pedagogical staff at the institution can design and implement their own educational technologies. Consequently, we observe a sharp increase in number of teaching approaches and methods within the educational process that leads to the explosive growth of pedagogical phenomena.

In addition, some transformations face education as a scientific field. According to Ponce & Pagán-Maldonado (2017) education in the 21st century possess the following characteristics and practices:

- ✓ Learning becomes more standardized to achieve the appropriate level of productivity and competencies among students;
- ✓ The changes within the educational system are really profound. Thus, education is not just a formal learning any more. Curriculum is getting more and more connected with real life or professional activity. A teacher is no longer a mediator between the educational material and learners. And assessment of learning outcomes is not oriented towards one learned.
- ✓ Education gets lifelong to keep up with the changes of modern society.
- ✓ Pedagogics is a unique, self-sufficient, and functional subject that is moving away from psychology.
- ✓ The 21st century calls for research-based education.

Naturally, this requires reconsideration and extensive use of experimental research.

Experimental research usually means verification of the effectiveness of teaching innovations such as new pedagogy, improved approaches or methods, curriculum, teaching resources, assessment schemes (Taber, 2019). Without a doubt, experimental research methods are the most potent tools for showing links between pedagogical phenomena and making conclusion with subsequent action assigned to introduce improvements and innovative transformations (Noethen & Alcazar, 2020).

Received: 12/03/23
Accepted: 21/03/23
Published: 22/03/23

The relevance of experimental research is due to the existing controversies between new requirements to the experiment quality, on the one hand, and insufficient attention to formulation of methodological and theoretical aspects of the research under the modern conditions of educational development, on the other hand.

Additionally, we see a lot of research are devoted to the problems of methodology of experimental research and the procedure of the experiment. However, not many works describe the experiment as independent analysis or challenges facing researchers and practitioners.

We very much appreciate the findings of Taber (2019), Ponce & Pagán-Maldonado (2017), and Schanzenbach (2012) that describe the experimental research algorithm in detail and its limitations but they do not reveal the opportunities for development of pedagogical creativity and design of innovative experimental research avoiding existing challenges.

Pedagogical and scientific experience testifies that scholars may face a number of difficulties while carrying out the experimental research. They can be divided into objective and subjective. Objective difficulties are connected with the content of the experiment as a research method. Subjective difficulties, in turn, concern the activity of researchers who are involved in the experiment.

Other challenges may concern:

- ✓ Presentation of data and their systematization;
- ✓ Usage of methods of mathematical data processing to interpret the experimental results;
- ✓ Outlining of guidelines for improvement of the educational process of the basis of experimental findings;
- ✓ Description of software applied for humanitarian research, pedagogics in particular (for example, analysis of statistical software package like STATISTICA or STADIA) that enables appropriate evaluation of the data;
- ✓ Adequate presentation of methods and techniques of experimental research procedure (stages, classification of criteria, algorithm used for information collection);
- ✓ Analysis of statistical criteria (dependent or independent samples, recommendations for criteria selection);
- ✓ Design of the relevant sequence of the experiment;
- ✓ Realization of objective circumstances of the experimental research including the existing of a problem, usage of new research methods or technologies, need for new knowledge and skills being involved in the scientific activity;
- ✓ Determination of appropriate object and subject of the research;
- ✓ Conducting of comprehensive literature review;
- ✓ Selection of methodology for the experimental research;
- ✓ Formation of a hypothesis and identification of its significance level;
- ✓ Actual data collection;

- ✓ Results interpretation;
- ✓ Accepting of zero or alternative hypothesis;
- ✓ Formulation of scientific conclusions, development of recommendations on their basis;
- ✓ Correct and accurate publication of information about the experimental research conducted.

The purpose of experimental research in education is to develop innovations that refers to the following steps: substantiation, creation, approbation, verification, and implementation. Every step demands a researcher acting systematically, technologically, considering knowledge-based principles.

Besides, it is necessary to remember that innovation efficiency is always related to the certain context. And not all pedagogical innovations are valuable for the educational process even if they are proved empirically, theoretically, logically, methodologically, and statistically. It may happen that some innovations do not contribute to personality development of learners and occasionally may lead to loss of important components. In experimental research the identification of not essential innovations and the efforts for their introduction are called experiment quality risk.

Obviously, in such case, a good investigator should reject the proposed scientific decision and demonstrate ethics of experimental research.

References

Taber, K. (2019). Experimental research into teaching innovations: responding to methodological and ethical challenges. *Studies in Science Education*, 55(1), 69-119. https://doi.org/10.1080/03057267.2019.1658058

Noethen, D., & Alcazar, R. (2020). Experimental research in expatriation and its challenges: A literature review and recommendations. *German Journal of Human Resource Management*, 34(2), 252–283. https://doi.org/10.1177/2397002220908424

Ponce, O. A. & Pagán-Maldonado, N. (2017). Educational research in the 21st century: challenges and opportunities for scientific effectiveness. *International Journal of Educational Research and Innovation*, 8, 24-37.

Schanzenbach, D. W. (2012). Limitations of Experiments in Education Research. *Education Finance and Policy*, 7(2), 219-232. https://doi.org/10.1162/EDFP_a_00063

Research Article

Overcoming of communication barriers in the classroom

Hevelina Bratchuk [1], Patrick Smith [1]

[1] Institute Of Advanced Teachers' Training

Abstract: The main objective of the article is to analyze communication barriers in the classroom and to develop the algorithm to overcome them. The minor objectives of the research are: to present different classification of communication barriers and to distinguish the barriers that are typical for the educational process; to conduct open-closed survey and to outline the most frequent communication barriers; to describe teaching strategies and techniques that contribute to overcoming communication barriers. To solve the research problem we applied theoretical and empirical methods. theoretical methods included literature review and generalization of results. Empirical methods concerned pedagogical experiment and methods of mathematical analysis. To study the answers of respondents we used open-close survey through written forms. The pedagogical experiment embraced 127 students and 59 teachers of different institutions throughout the country. It was conducted in three stages: targeting, diagnostical, content, and analytical. The research showed two groups of methods are effective to overcome communication barriers in the classroom: methods of psychological influence and methods of active pedagogical interaction. The methods of psychological influence are the following persuasion, suggestion, imitation, suggestion. Methods of active pedagogical interaction include: discussion, role-playing games, psycho-pedagogical training (sensitive training), special situations.

Keywords: communication barriers; educational process; teaching strategies; communication skills

1. Introduction

At the modern stage of development of education adoption of communication paradigm actualizes the problem of formation of professional communicative competency within the structure of professional training of future specialists in different spheres. High level of language knowledge and ability to carry out professional duties by means of language is an indicator of fundamental training of personality and emphasizes the ability to realize professional interaction. In addition, communicative competency is an efficient factor of economic, scientific and technical, cultural progress of the society in general, and feature of professionalism of a person in particular.

1.1 Research objective

The main objective of the article is to analyze communication barriers in the classroom and to develop the algorithm to overcome them.

1.2 Specific objectives

Other objectives include the following:

to present different classification of communication barriers and to distinguish the barriers that are typical for the educational process;

to conduct open-closed survey and to outline the most frequent communication barriers;

to describe teaching strategies and techniques that contribute to overcoming communication barriers.

1.3 Research focus

Communication training is a complicated and multi-step process which aim is impactful transfer of information, optimization of learning material, and positive formation of personality of future specialist. The study of origin of communication barriers in education science allowed us to distinguish two main factors.

Firstly, classroom activities depend on success or failure of communication within the pedagogical process. And secondly, communication barriers are objectively present in the

Received: 15/01/2023
Accepted: 13/02/2023
Published: 13/02/2023

classroom and the participants of educational process must be oriented towards overcoming or preventing them.

The findings show that categories of communication barrier, communication deviations and difficulties in communication are slightly identical. Anjum, Bhatti, & Iqbal (2020) define communication barrier as a failure to achieve communication objectives; misunderstanding between speaker and recipient; inability to reach agreement while communicating. So & Brush (2008) differentiate absolute and relative barriers that are present in communication situations and hinder mutual understanding.

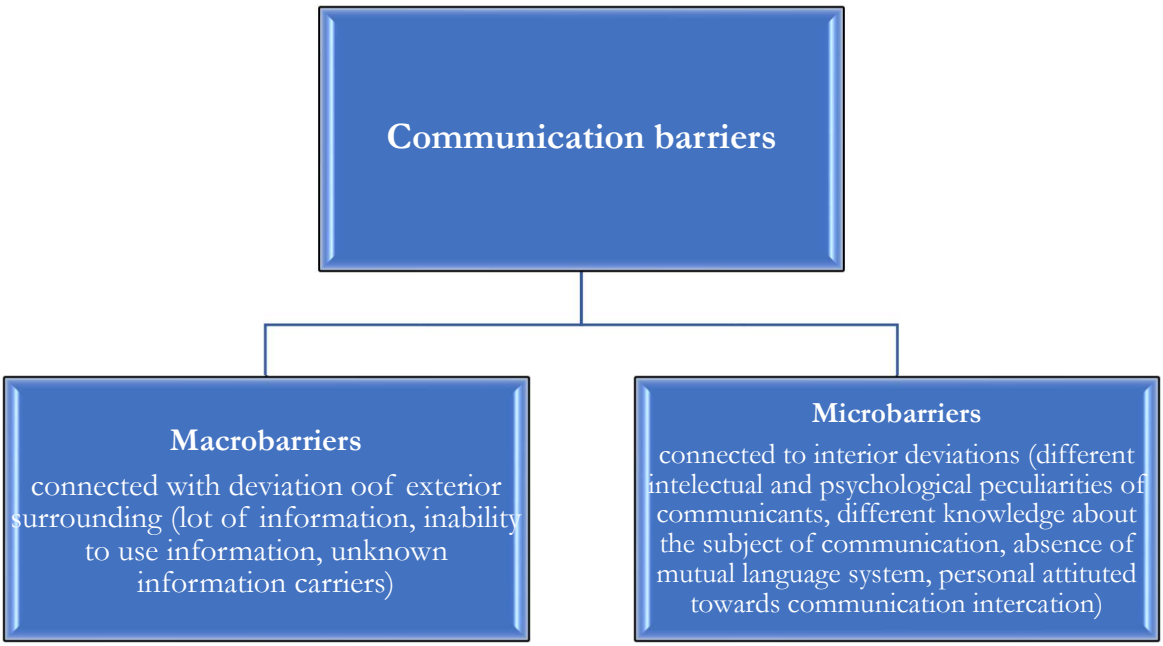
In the educational context communication barrier appears due to a number of pedagogical failures in the teaching-learning scheme (Gokalp, 2021). Therefore, communication barrier means absolute or relative barriers hindering mutual communication; it have become a serious reason for conflicts and prevent the participants of educational process from receiving adequate information.

We have found that there are different classification of communication barriers. According to Spitzberg & Cupach (1989) they are divided into macrobarriers and microbarriers (Fig. 1.).

Macrobarriers are connected with interior surrounding where communication process occurs and that appear when the following conditions are true: information overloading; different information carriers (textbooks, Internet, lesson hand-outs, etc.); irrelevant content; readiness to use information.

Microbarriers include intellectual peculiarities of speakers; different language knowledge; absence of mutual understanding of communication situation; psychological differences of communication participants; social, political, professional, or social differences between communicants.

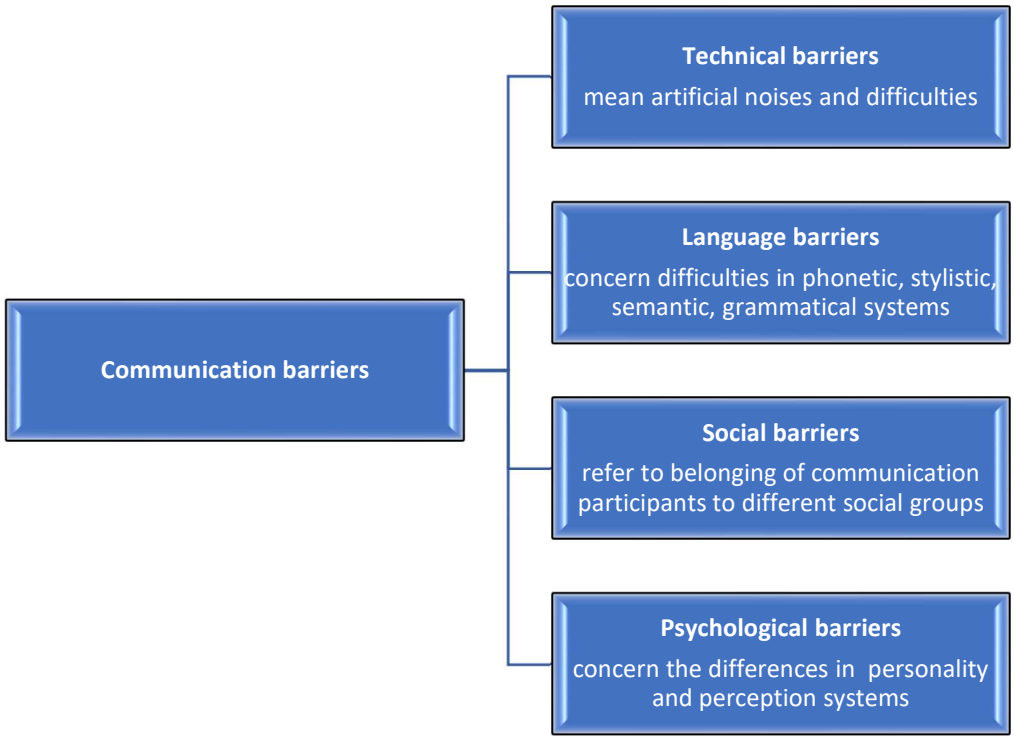
Figure 1. Classification of communication barriers according to Spitzberg & Cupach (1989).



Source: (Spitzberg & Cupach,1989)

Shrivastava, Ovais, & Arora (2021) and Hornik (2018) differentiate communication barriers into four groups: technical, language, social, and psychological. Figure 2 shows the classification of communication barriers according to Khanna & Prasad (2020).

Figure 2. Classification of communication barriers according to Khanna & Prasad (2020).



Source: (Khanna & Prasad, 2020).

Besides, communication barriers are divided into avoiding, authority, misunderstanding (Anjum et al., 2020, Abu et al., 2020, Nazia et al., 2021). They differ in the level of transparency. Therefore, avoiding is non-transparent barrier that refers to complete refusal to communicate. Authority means receiving of subjective information. At the same time, misunderstanding concerns changing of information, decreasing its value or making its neutral.

Dabaj & Yetkin (2020) classified communication barriers into discomfort of physical environment; external physical factors affecting the educational process (illumination, place and time of communication act); inactivity of one of the participants of communication. Lack of interest, ambitions, and stereotypes are explained as considerable communication barriers. In addition, insufficient level of pedagogical competency affects the education adversely.

Blume, Baldwin, & Ryan (2013) consider communication barriers can affect communicants, style or vocabulary of message, its coding/decoding, communication channel and feedback. The first group includes biological, psychological, and social barriers. Biological barriers are caused by biological peculiarities of communicants like health, nutrition, etc. Psychological barriers deal with individual psychological features of communication agents. Social barriers concern social environment and regard ethic, moral, social norm and values. The second group of barriers includes the difficulties of vocabulary and style of message. These deviation deal with the use of term of professionalisms, borrowings, or rare stylistic tools. Barriers of message coding or decoding refer to semantic perception of information. Barriers of communication channel and feedback are closely connected with possibilities to transfer the message adequately and to organize the efficient structure of communication. In this context, adequacy means completeness of information and its dependency on the communication channel.

Also, communication barriers are divided into barriers of negative emotions, perception barriers, language barriers, psychological attitudes, berries of first impression and barriers of mutual understanding (Santos & Ponchio, 2021). Barriers of negative emotions include subjective reactions towards internal and external triggers. The main reason of negative emotions is interpersonal conflicts, ineffective communication act and stress. Perception barriers are connected with content of utterance, its clarity and accuracy. Language barriers are related to communication skills, logics of speaking, emotional decoration and clarity of communication statements, flexibility of response and sequence of speaking. Psychological attitudes include

stereotypes of communicants, negative reactions, and prejudices. People with flexible attitudes are more social and adapt to communication environment easier and faster. Barriers of first impression occur when new participants of communication act is understood negatively and superficially. Concerning barriers of mutual understanding, they concern the level of intellectual development of participants, their attention, and completeness of information.

The efficiency of educational process depends on the presence or absence of a number of communication barriers that have different nature and caused by social, language, psychological, and technical factors. The findings show (I. Barna & O. Barna, 2012, Hussain, Muhammad, & Yasin, 2021, Khan et al., 2017) all communications barriers happen in the classroom can be divided into organization-pedagogical and psychological barriers.

Organization-pedagogical barriers are connected with discipline, amount of tasks, organization of self-study, availability of technical aids, diverse groups, amount of subject hours, schedule, equipment of lecture halls, necessity to acquire lots of material, availability of interesting and update textbooks, students' accommodation, sufficient time for learning.

Psychological barriers include absence of interest, desire to study, absence of learning experience, low knowledge of terminology, absence of attention, tiredness, anxiety, fear, depression, individual psychological difficulties hindering to acquire educational material, laziness, inability to organize own learning activity, lack of concentration, poor memory, long period for adaptation, teachers' inability to interest students.

So many communication barriers within the educational process demand special readiness of teachers, high level of pedagogical competence and efficient organizational arrangements of education system. At the same time teachers must know how to use communication barrier as a pedagogical instrument of formation of integral personality of future specialist.

We found that all barriers can be divided in accordance with the participants of educational process. Therefore, we distinguish students' communication barriers and teachers' communication barriers. Table 1 shows the analysis of communication barriers in accordance with the participants.

Table 1. Communication barriers in accordance with the participants of educational process

Teachers' communication barriers	**Students' communication barriers**
Social barriers (ethical, moral, cultural norms and values)	Psychological barriers (individual psychological peculiarities)
Technical barriers (artificial noises and difficulties)	Language barriers (phonetic, semantic, stylistic, grammatical)
Imbalance (errors while transferring information)	Logical barriers
Different outlook (disregarding students' physical, psychological, and intellectual state)	Creation of inadequate and untimely communication acts
Unmotivated change of communication strategies	Creation of disoriented communication act (introduction of inconsistent or illogical communication process)
Social component of communication tone	Inconsistency of psychological states
Vocabulary barriers (wrong use of terms and borrowing, incorrect introduction of stylistic instruments)	Inconsistency of message codes
Adequate transfer of message	Discomfort of physical environment
Barriers of negative emotions (subjective reactions)	Inactivity while communicating
Barriers of mutual understanding	Biological barriers

Age barriers	Barriers of negative emotions (subjective reactions)
Absence of communication flexibility	Perception barriers
Information barriers	Barriers of psychological attitudes
Pedagogical barriers	Barriers of first impression
Barriers of conflict situations	Barriers of mutual understanding
Subjective barriers	Motivational barrier
Barrier of authority	Intellectual barrier
Organizational barrier	Emotional barrier
Lack of pedagogical experience	Cognitive barrier
Wrong usage of classroom vocabulary	Barrier of discipline
Personal barrier	Barrier of adaptation
Lack of technical aids	Inability to use technical aids in the educational process
Methodology barrier, necessity to change teaching methods	Unwillingness to study independently
Inability to organize independent work of students	Lack of attention in the classroom

Source: author's development on the basis of literature review

Obviously, communication barriers complicate learning activity and decrease the efficiency of educational process. Further, they lead to dissatisfaction with learning outcomes or low professional competency in future specialists. Moreover, the presence of communication barriers makes students less motivated and hinders their personality development. Learners demonstrate insufficient cognitive abilities and inability to enhance intellectually and emotionally.

Typical characteristics of communication barriers are the following (Jelani & Nordin, 2019): intensity, persistence, and changeability in time. The findings show that communication barriers are to be used as an effective tool in the educational process (Kakepoto, Laghari, & Laghari, 2022) because they can help to deepen or actualize students learning activity in case their adequate identification and prevention.

Overcoming of communication barriers may contribute to creative personality development, improvement of individual characteristics of student's personality that are necessary for positive communication interaction, formation of system of values and favourable attitudes, development of moral, intellectual and physical qualities of personality, stabilization of emotional state, regulation of interpersonal communication, improvement of adaptability and flexibility within learning activities, and building of professional competency.

Therefore, it's necessary to study communication barriers in the classroom and develop the algorithm of their overcoming to enhance the efficiency of educational process.

2. Materials and Methods

To conduct the research we used two groups of methods: theoretical and empirical. Theoretical methods included literature review and generalization of scientific results. Empirical methods were the following: pedagogical experiment, method of mathematical analysis and statistical processing.

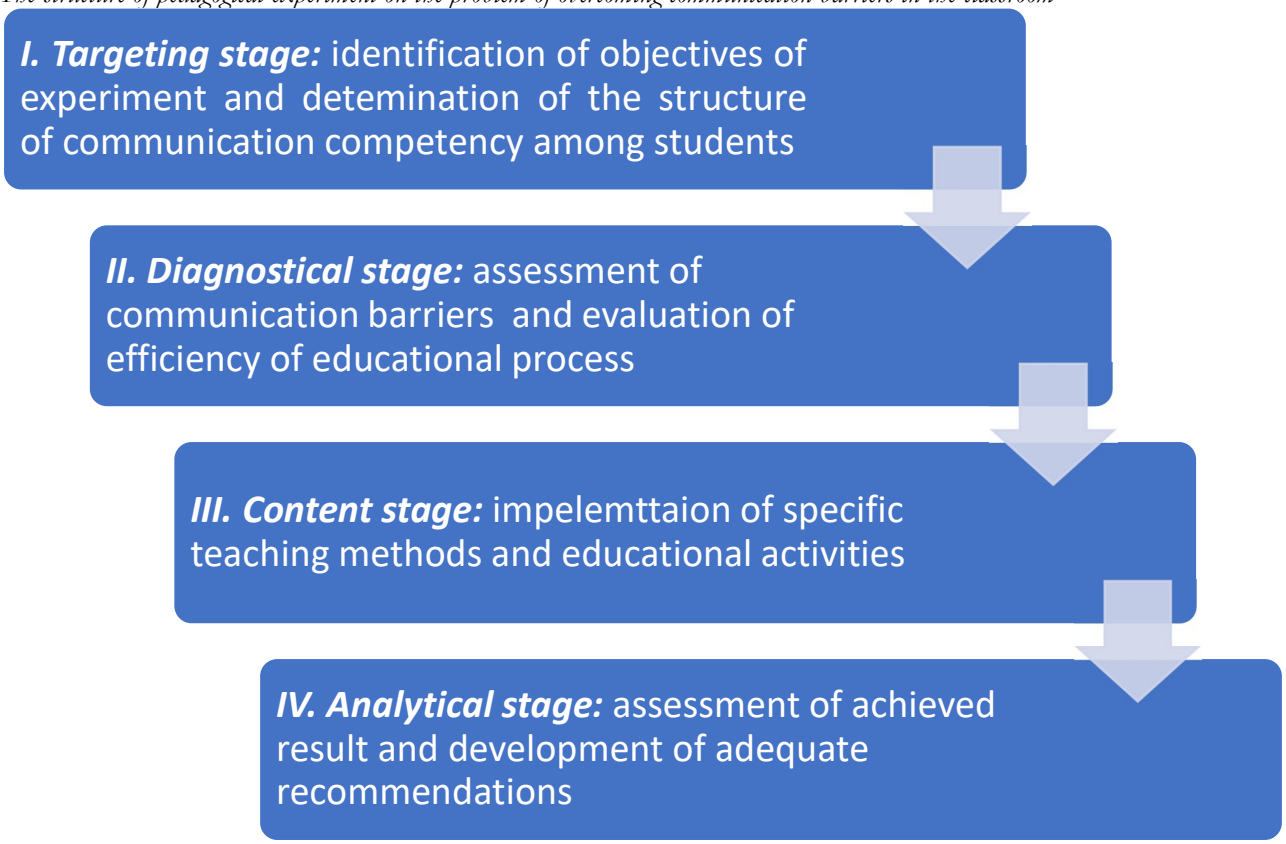
The pedagogical experiment included 127 students and 59 teachers of different institutions throughout the country. All respondents were informed about the pedagogical experiment and took part voluntarily.

To get the students' and teachers' answers we used two forms of questionnaire. Thee first one concerned the level of respondents' readiness to overcome communication barriers and the problems they face while communicating in the classroom. Also, this quiz helped us to find out what subjects and what teaching methods are important for the development of specific skills.

The second form - questionnaire of communication barriers between teachers and students – was used to identify communication barriers in the classroom and determine their frequency.

The pedagogical experiment was conducted in three stages: targeting, diagnostical, content, and analytical (Fig. 3.).

Figure 3. The structure of pedagogical experiment on the problem of overcoming communication barriers in the classroom



Source: own author's development

The first stage – **targeting** – took place to identify the objectives of the experiment and to outline the problems of low efficiency of educational process. In addition, we determined the level of communication skills among students and their individual psychological characteristics including self-control, self-assessment, analytical skills, and ability to adapt to new conditions within the educational process. We paid attention to the level of decision-making skills, creativity, critical thinking, independence, cognitive abilities, self-analysis, motivation to future professional activity.

The second stage – **diagnostical** – refers to assessment of communication barriers in the education process using a number of empirical methods: observation, questionnaire, conversation, and testing. Observation helped us obtain necessary information on students' behaviour during communication in the classroom, dynamics of their personality development, and outline positive changes. Questionnaire, conversation and testing of respondents facilitated to present objective results and to develop the recommendations for improvement of educational process.

Content stage deals with implementation of specific teaching methods and educational activities to develop students' readiness to communicate effectively and to be able to overcome communication barriers. We consider that efficient educational process must be realized through the adequate teaching strategies and methods affecting learning outcomes of

students and their personality development. Besides, a teacher plays an integral role in the process of overcoming communication barriers and great attention was paid towards improvement of teachers' attitude to identification and prevention of communication barriers. Most often we used interactive methods like dialogues, role plays, brainstorming, problem situation, simulation exercises, group discussion, buddy groups, peer learning. As a result, students got used to searching of correct answers, realized necessity of communication skills, and improved individual psychological characteristics.

Analytical stage concerned analysis of achieved results. We considered that communication barriers can be removed and successfully prevented when, on one hand, teachers possess high level of readiness to positive pedagogical activity and, on other hand, students are ready to avoid communication deviations, identify own mistakes, develop new skills and abilities, overcome internal and external difficulties.

Besides, to conduct objective pedagogical experiment we applied two approaches: functional and personality. Functional approach determines the process of overcoming communication barriers as combination of certain psychic functions. At the same time personality approach ensures achievement of pedagogical intention as success of educational process on the basis of personal characteristics of all the participants, both a teacher and students. While researching the problem we used functional and personality approaches. It helped us make the study more objective and verified.

3. Results

The findings showed that communication skills are very important for learning activities and future professional activity as well. High level of communication skills or communication competency ensures formation of readiness to overcome communication barriers. A number of disciplines within the curricula, humanities and social sciences in particular, guarantee formation of this specific readiness.

In addition, they develop necessary professional abilities that a student will need in future professional activity. Also, learners will increase their knowledge and improve communication behaviour.

Table 2 shows the results of questionnaire of students and teachers on the level of readiness to overcome communication barriers. This demonstrates that students think that communications skills are very important and readiness to overcoming communication barriers is an important factor to increase their learning outcomes in the classroom. Also, students showed that such disciplines as Professional Communication and Foreign Language contribute to formation of readiness to overcome communication barriers significantly.

Table 2. The results of questionnaire of students and teachers

Variants of answers	**% of students**	**% of teachers**
1. What discipline is the most important for you in the process of overcoming communication barriers?		
a) Professional communication and business documents	28,5 %	28 %
b) Foreign language	26 %	23,7 %
c) Translation of official documents	12 %	13 %
d) Cross-cultural communication	23,5 %	21,3 %
e) інші	10 %	14 %
Total	100 %	
2. What does it mean to be communicative person?		
a) to know theory of communication	10 %	11 %
b) to know how to use theoretical knowledge in practice	14%	15 %
c) to have good communication experience	26 %	20 %
d) to have individual psychological characteristics necessary for communication	19 %	14 %
e) all of the above	31 %	40 %
Total	100 %	100 %
3. Do you face communication barriers in the classroom?		
a) yes, very often	25 %	13 %
b) yes, sometimes	32 %	23 %
c) yes, rarely	13 %	37 %
d) no, never	3 %	17 %

e) cannot answer exactly	27 %	8 %
Total	100 %	
4. What skills and abilities to you need to overcome communication barriers?		
a) theoretical knowledge about communication barriers	12 %	9 %
b) practical skills and communication experience	30 %	28 %
c) individual psychological characteristics	13,4 %	10 %
d) creativity	15 %	9,5 %
e) all of the above	29,6 %	52,5 %
Total	100 %	100 %
5. Do you agree with the statement that overcoming communication barriers in the classroom is an important factor of efficient educational process?		
a) yes, agree completely	37 %	46 %
b) yes, agree	22 %	24 %
c) yes, agree partially	13,8 %	20 %
d) no, do not agree	6,2 %	4 %
e) cannot answer exactly	21 %	6 %
Total	100 %	100 %

Source: own author's development

Besides we conducted the survey among students and teachers to find out the most frequent communication barriers faced by students in the classroom. Table 3 shows the results of students' questionnaire.

Table 3. Analysis of communication barriers faced by students in the classroom (students' answers)

Communication barrier	**% of students**	
	yes	**no**
Discipline	33,3 %	66,7 %
Too many tasks	16,7 %	83,3 %
Absence of necessary technical equipment like computer, multimedia projector, etc.	8,3 %	91,7 %
Inconsistency of requirements in different study groups	25 %	75 %
Insufficient number of subject hours	19,9 %	80,1 %
Inconvenient schedule	11,1 %	88,9 %
Poorly equipped lecture halls	8,8 %	91,2 %
Absence of interesting literature or textbooks	17,6 %	82,4 %
Lack of time	47,7 %	52,3 %
Misunderstanding of educational material	14,4 %	85,6 %
Complicated textbooks	9,7 %	90,3 %
Bad accommodation conditions	13,4 %	86,6 %
Diverse groups	20,8 %	79,2 %
Low interest to learning activity	15,3 %	84,7 %
Lack on inclination to subject	9,3 %	90,7 %
Lack of communication practice	19 %	81 %
Bad attention	20,4 %	79,6 %
Anxiety	31 %	69 %
Tiredness	13,4 %	86,6 %
Depression	7,9 %	92,1 %
Individual psychological difficulties	28,2 %	71,8 %
Laziness	30,1 %	69,9 %
Bad vocabulary	35,6 %	64,4 %
Inability to self-organization	11,6 %	88,4 %
Inability to concentrate in the classroom	17,1 %	82,9 %
Poor memory	37 %	63 %
Fear to make a mistake	51,4 %	48,6 %
Long adaptation period	18,5 %	81,5 %

Source: based on survey results

Table 4 shows the analysis of communication barriers faced by students in the classroom considering the answers of teachers.

Table 4. Analysis of communication barriers faced by students in the classroom (teachers' answers)

Communication barrier	% of teachers	
	yes	no
Discipline	30,2 %	69,8 %
Too many tasks	14 %	86 %
Absence of necessary technical equipment like computer, multimedia projector, etc.	18,6 %	81,4 %
Inconsistency of requirements in different study groups	25,6 %	74,4%
Insufficient number of subject hours	41,9 %	58,1 %
Inconvenient schedule	46,5 %	53,5 %
Poorly equipped lecture halls	11,6 %	88,4 %
Absence of interesting literature or textbooks	27,9 %	72,1 %
Lack of time	51,2 %	48,8 %
Misunderstanding of educational material	32,6 %	67,4 %
Complicated textbooks	9,3 %	90,7 %
Bad accommodation conditions	7 %	93 %
Diverse groups	23,3 %	76,7 %
Low interest to learning activity	16,3 %	83,7 %
Lack on inclination to subject	37,2 %	62,8 %
Lack of communication practice	25,6 %	74,4 %
Bad attention	39,5 %	60,5 %
Anxiety	18,6 %	81,4 %
Tiredness	4,7 %	95,3 %
Depression	34,9 %	65,1 %
Individual psychological difficulties	58,1 %	41,9 %
Laziness	48,8 %	51,2 %
Bad vocabulary	14 %	86 %
Inability to self-organization	16,3 %	83,7 %
Inability to concentrate in the classroom	9,3 %	90,7 %
Poor memory	25,6 %	74,4 %
Fear to make a mistake	55,8 %	44,2 %
Long adaptation period	2,3 %	97,7 %

Source: based on survey results

The findings show that the following barriers are face most frequently: discipline, laziness, fear to make a mistake, individual psychological difficulties, lack of communication practice, low knowledge of vocabulary, and tiredness.

We developed the algorithm to overcome communication barriers in the classroom. The algorithm is described in Discussion section.

4. Discussion

The authors discuss the study results here. It is a vital part of the article, as the writer has an opportunity to add personal touch, discussing in

One of the tasks of our research is the development of algorithm of overcoming communication barriers in order to achieve a high level of readiness in the field of communication. To develop the algorithm, first of all, it is necessary to determine the essence of this scientific concept, establish its features and determine its structure.

We consider the algorithm as a sequence of pedagogical actions that ensure the achievement of pedagogical intentions. In our opinion, the algorithm has certain features, in particular: it will become a powerful tool for learning, as it can be used to check many options, which are diverse in the conditions of real reality; can be built on the basis of already sufficiently complete knowledge about the phenomenon being analyzed.

During the development of the algorithm, we took into account the following factors: adequacy, conceptuality, systematicity, methodically of the teacher's activity during the teaching of humanitarian disciplines, assessment of initial, basic and the final result of educational

activity, guaranteeing the quality of education, novelty (reliance on new and innovative achievements of pedagogy, psychology, didactics, use of modern ideas and technology (audio and video means, multimedia, Internet)).

The algorithm contains certain content components (details) regarding its procedural orientation, assimilation of knowledge, acquisition of professional skills and formation of personal qualities of students. The developed model should influence the process of preparing of students to overcome communication barriers and the analysis of the quality of the educational process. It should be noted that the algorithm should be maximally related to the educational process, the activities of the teacher and students, the structure, content, methods, techniques, means, and tools of education.

In our opinion, the structure of algorithm should include: preliminary diagnosis, setting the task, procedural part (organization of the educational process; methods, techniques and tools of the educational activity of students; methods, techniques, tools of the professional activity of a teacher, activities of a teacher regarding the management of the process of assimilation of the material), the final diagnosis of the effectiveness of training of students to overcome communication barriers.

The main attention is paid towards teaching strategies and methods used to overcome communication barriers in the classroom and to form students readiness to positive communication interaction in the educational process.

Our research provides grounds for asserting that in order to increase the ability to overcome communication barriers in, the following should be developed:

language perception,
logical and creative thinking,
the ability to draw logical conclusions,
oral communication skills, and
writing skills.

A well-developed auditory perception of language involves the ability to understand and respond to factual and non-factual material of various content of increased complexity, to convey the content of what is heard, to explain the received information, and the ability to analyze it. Logical thinking skills enable students to draw adequate and logical conclusions, as well as the ability to predict and calculate the outcome of a problem, analyze educational material, and the ability to operate with the information received. Creative thinking, in turn, helps students creatively solve professional issues, awakens interest in learning, and increases positive motivation. Communicability is one of the necessary conditions for readiness for professional communication, because only a communicative personality speaks freely, does not feel awkward in front of the audience, responds adequately to appeals and questions, and has a positive attitude to professional communicative interaction. Writing involves: the ability to take notes, analyze the text; create your own written product; respond to written appeals of a business nature; the ability to reasonable support or reject others' point of view; adhere to accuracy and precision.

The development of the model put forward requirements for the organization of the educational process. Let's focus on the selection of pedagogical principles, methods and techniques, as well as learning tools, which affect the improvement of students' readiness to overcome barriers. We note that their selection should be based on the structuring of the interaction between a teacher and a student. Only under such conditions can the achievement of the set tasks be guaranteed.

Let's consider the main pedagogical principles that were implemented during the training of students. The main principles that we emphasized during the organization of the training include the principles of: systemic and individual approach; activities; practical orientation of training as well as the principle of continuous improvement.

With the help of the principle of the system approach, the mechanisms of organization and interaction of individual functional components of the integral structure of the entire educational process are revealed. The principle of the individual approach that we used means that it is possible to achieve a high level of preparedness for communication, provided that not only the regularities of the formation of certain skills are taken into account, but also the personal qualities of students are taken into account.

The principle of practical orientation of education consists in understanding the connections and dependencies between theory and practice. The expediency of using the principle of continuous improvement is determined by the following reasons: the content of the

theoretical educational material of the communicative direction must be constantly updated and correspond to modern regulatory documents; exercises for the formation of professional communication skills should be of a problematic nature; it is expedient that the content of the problematic and special situation should include factors for overcoming of communication barriers; methods of preventing barriers to professional communication should be selected adequately for the situation; the main emphasis should be on the formation of internal motivation for learning activity; it is advisable to use various communicative tools (pace of speech, rhythm, intonation, humor, lexical and stylistic means, etc.).

It should be noted that certain principles implemented during the educational process determined the choice of basic training methods and techniques. So, two groups of methods were used: methods of psychological influence and methods of active pedagogical interaction. The methods of psychological influence that have the greatest influence on the process of increasing the level of readiness to act positively in the communicative sphere include: persuasion, suggestion, imitation, suggestion. Methods of active pedagogical interaction include: discussion, role-playing games, psycho-pedagogical training (sensitive training), special situations. It should be noted that each of the selected groups of methods is implemented using certain techniques, in particular: the teacher's artistry, verbal and non-verbal means of communication, clarity of requirements definition, communication style, temperament, humor.

Thus, we believe that the use of all the above-mentioned methods, techniques and specific exercises by the teacher will contribute to the effective preparation of students for positive communication, in particular, they will develop professional communication skills, form individual psychological qualities, increase motivation for professional communication activities and contribute to the increase success. In addition, these strategies contribute to formation of readiness to overcome communication barriers in the classroom and, therefore, making the educational process more efficient.

5. Conclusions

Communication barrier is a failure to achieve communication objectives; misunderstanding between speaker and recipient; inability to reach agreement while communicating. In the educational context communication barrier appears due to a number of pedagogical failures in the teaching-learning scheme. There are different classifications of communication barriers. Firstly, they are divided into macrobarriers and microbarriers. Secondly, communication barriers can be technical, language, social, and psychological. Besides, communication barriers are divided into avoiding, authority, misunderstanding. Also, communication barriers into discomfort of physical environment; external physical factors affecting the educational process (illumination, place and time of communication act); inactivity of one of the participants of communication. Communication barriers can affect communicants, style or vocabulary of message, its coding/decoding, communication channel and feedback. In addition, Also, communication barriers are divided into barriers of negative emotions, perception barriers, language barriers, psychological attitudes, berries of first impression and barriers of mutual understanding.

The efficiency of educational process depends on the presence or absence of a number of communication barriers that have different nature and caused by social, language, psychological, and technical factors. The findings show. All communications barriers happen in the classroom can be divided into organization-pedagogical and psychological barriers.

Organization-pedagogical barriers are connected with discipline, amount of tasks, organization of self-study, availability of technical aids, diverse groups, amount of subject hours, schedule, equipment of lecture halls, necessity to acquire lots of material, availability of interesting and update textbooks, students' accommodation, sufficient time for learning. Psychological barriers include absence of interest, desire to study, absence of learning experience, low knowledge of terminology, absence of attention, tiredness, anxiety, fear, depression, individual psychological difficulties hindering to acquire educational material, laziness, inability to organize own learning activity, lack of concentration, poor memory, long period for adaptation, teachers' inability to interest students.

The findings showed that communication barriers complicate learning activity and decrease the efficiency of educational process. Further, they lead to dissatisfaction with learning outcomes or low professional competency in future specialists. Moreover, the presence of communication barriers makes students less motivated and hinders their personality

development. Learners demonstrate insufficient cognitive abilities and inability to enhance intellectually and emotionally.

To overcome communication barriers in the classroom we developed the algorithm containing certain content components regarding its procedural orientation, assimilation of knowledge, acquisition of professional skills and formation of personal qualities of students. The algorithm included the following principles: systemic and individual approach; activities; practical orientation of training as well as the principle of continuous improvement.

Also, it regarded the use of two groups of methods: methods of psychological influence and methods of active pedagogical interaction. The methods of psychological influence that have the greatest influence on the process of increasing the level of readiness to act positively in the communicative sphere include: persuasion, suggestion, imitation, suggestion. Methods of active pedagogical interaction include: discussion, role-playing games, psycho-pedagogical training (sensitive training), special situations. Each of the selected groups of methods is implemented using certain techniques, in particular: the teacher's artistry, verbal and non-verbal means of communication, clarity of requirements definition, communication style, temperament, humor. These teaching strategies are proved to be helpful in the classroom to overcome communication barriers.

6. Acknowledgements

This article has benefited from the Department of Humanities and Social Sciences, Institute of Advanced Teachers' Training, especially to Dr Andrey Matvechuk who reviewed multiple drafts and provided useful discussions. The responsibility for the remaining errors remains exclusively with the authors. The views and opinions expressed in this research do not necessarily reflect their institutions or employers.

7. Conflict of interest

The authors declare no conflict of interest.

References

Anjum, S., Bhatti, R. U., & Iqbal, M. J. (2020). A Study of Communication Barriers in Open Distance Learning System of Education. *Pakistan Journal of Distance & Online Learning*, VI(I), 247-261. https://files.eric.ed.gov/fulltext/EJ1301966.pdf

So, H.-J., & Brush, T. A. (2008). Student perceptions of collaborative learning, social presence and satisfaction in a blended learning environment: Relationships and critical factors. *Computers and Education*, 51, 318–336.

Gokalp, S., Akbasli, S. & Dis, O. (2021). Communication barriers in the context of school-parents cooperation. *European Journal of Educational Management*, 4(1), 83-96. doi: 10.12973/eujem.4.2.83

Spitzberg, B. H., & Cupach, W. R. (1989). *Handbook of interpersonal competence research*. Springer-Verlag.

Shrivastava, G., Ovais, D., & Arora, N. (2021). Measuring the walls of communication barriers of students in higher education during online classes. *Journal of Content, Community & Communication*, 13(7), 263-272. https://www.amity.edu/gwalior/jccc/pdf/jun_22.pdf

Hornik R. (2018). Public health education and communication as policy instruments for bringing about changes in behavior. *Social Marketing,* 45–58.

Khanna, D., & Prasad, A. (2020). Problems Faced by Students and Teachers During Online Education Due to COVID-19 and How to Resolve Them. *2020 6th International Conference on Education and Technology (ICET)* (pp. 32-35). Malang, Indonesia: IEEE. doi: 10.1109/ICET51153. 2020.9276625

Abu, B., Kiramat, S., & Xu, Q. (2020). The Effect Of Communication Barriers On Distance Learners Achievements. *Revista Argentina de Clínica Psicológica*, 248-264. doi: 10.24205/03276716.2020.1027

Nazia H., Noor M., Mudassar Y (2021). Analysis of the effects of communication barriers on student's achievements at the university level. Journal of Education and Social Studies, 2(1), 15-19.

Dabaj, F. & Yetkin, A. (2020). Analysis of Communication Barriers to Distance Education: A Review Study. *Online Journal of Communication and Media Technologies*, 1(1), 1–15. doi: 10.29333/ojcmt/2328

Barna, I. & Barna, O. (2012). The art of teaching communication skills in the contemporary school. Procedia-Social and Behavioral Sciences, 51, 273-277.

Hussain, N., Muhammad, N., & Yasin, M. (2021). An Analysis of the Effects of Communication Barriers on Student's Achievements at University Level. *Journal of Education and Social Studies*, *2*(1), 15–19. https://www.scienceimpactpub.com/journals/index.php/jess/article/view/163

Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). Communication Skills of a Teacher and Its Role in the Development of the Students' *Academic Success. Journal of Education and Practice*, 8(1), 18–21.

Jelani, F., & Nordin, N. S. (2019). Communication Issues at the Workplace. *International Journal of Modern Languages and Applied Linguistics*, 2(1), 32-46. http://www.ijmal.learningdistance.org/index.php/ijmal/article/view/57

Kakepoto, I., Laghari, A., & Laghari, T. (2022). Communication Barriers Among Undergraduate Engineering Students: Assignment Project. *University Of Chitral Journal Of Linguistics & Literature*, 6(I), 89-102. doi:10.33195/jll.v6iI.355

Blume, B. D., Baldwin, T. T., & Ryan, K. C. (2013). Communication Apprehension: A Barrier to Students' Leadership, Adaptability, and Multicultural Appreciation. *Academy of Management Learning & Education*, 12(2), 158–172. http://www.jstor.org/stable/43696552

Santos, A. A. d. & Ponchio, M. C. (2021). Functional, psychological and emotional barriers and the resistance to the use of digital banking services. Innovation & Management Review, 18(3), 331-348. doi: 10.1108/INMR-07-2020-0093

Research Article

Foreign language as a special subject for creation of activity simulations

Nimrata Agarwal[1]

[1] English Teaching Department, College of Vocational Training, Chandigarh, India

Abstract: The purpose of the article is to substantiate the important characteristics of a foreign language as an educational subject for the creation of special problem situations that contribute to the effective assimilation of foreign language material. The specific objectives include: to analyze types of activity simulations used in the English language classroom; to conduct teachers survey and to reveal the peculiarities of using activity simulations; to develop the algorithm of using activity simulations in the English language classroom. During the educational research we use the following methods: literature review, open-ended survey, observation, content analysis, interview. The research was conducted in the first semester of 2022-2023 academic year and involved 156 teachers of English language of different higher educational institutions throughout the country. The findings showed that brainstorming, education discussion, round table, project-based technology, analysis of real-life situations, and simulation exercise are used most effective in the process of teaching a foreign language. They bring a number of advantages like engagement of students, formation of real-life experience, language practice, improvement of communication, improvement of collaboration, efficient organization of individualized learning, and motivation enhancement.. The research resulted in elaboration of recommendations for the teaching staff of higher educational institutions to use activity simulations in the classroom.

Keywords: activity simulation; foreign language teaching; students of non-linguistic specialities; communicative exercise

1. Introduction

In the context of the intensification of the process of improving the quality of education, attention to foreign language learning is steadily increasing. However, teaching this subject to students of non-linguistic specialties is associated with many difficulties due to the specific features of a foreign language as a subject that is difficult to master in the conditions of regular university education. This state of affairs is explained by the fact that learning a foreign language requires not only considerable effort and energy, but also daily, systematic, motivated work of the teacher and students. Unlike many other subjects of the curriculum, which require mastering the knowledge of individual thematic sections, a foreign language requires comprehensive knowledge of the grammatical system, the entire vocabulary without restrictions, understanding and correct reproduction of all phonetic elements.

Foreign language teaching has undergone a significant transformation in recent years, moving away from traditional rote learning methods towards more interactive and engaging approaches. One such approach that has gained popularity is the use of simulation activities in the classroom. These activities allow students to practice their language skills in a dynamic and realistic setting, simulating real-world situations that they might encounter when using the language in the future.

Simulation activities also help to create a sense of immersion and contextualization, allowing students to learn language in a more natural and authentic way. In this context, this essay will explore the benefits of using simulation activities in foreign language teaching, the types of simulations that can be used, and how to effectively design and implement them in the classroom.

Solving this problem requires finding optimal ways to increase the effectiveness of foreign language teaching and the elimination of possible difficulties that arise in the process of mastering a foreign language.

Received: 02/03/2023
Accepted: 15/03/2023
Published: 18/03/2023

1.3 Research purpose

The article purpose is to substantiate the important characteristics of a foreign language as an educational subject for the creation of special problem situations that contribute to the effective assimilation of foreign language material.

1.4 Specific objectives

Specific article objectives include:

to analyze types of activity simulations used in the English language classroom;

to conduct teachers survey and to reveal the peculiarities of using activity simulations;

to develop the algorithm of using activity simulations in the English language classroom.

1.3 Research focus

To achieve the goal we have defined, we will analyze the scientific literature, which reveals various aspects of the characteristics of a foreign language as a subject for creating special situations in general and the use of problems posed in foreign language classes for processing educational material and for solving individual problems of students in particular.

The findings show that various aspects of the peculiarities of a foreign language as an educational subject were developed by many educators and scholars (Akçay et al., 2020, Gil-López et al., 2021, Habók & Magyar, 2020).

Thus, the process of learning a foreign language contains many different difficulties, which, in turn, leads to a feeling of one's own lack of talent, lack of self-confidence and one's abilities (Nuraeni, 2019). The success of the foreign language learning process depends not only on internal factors that determine the ability of students to master a foreign language, but also on the ability to work independently and self-organize (Macías, 2018). An external factor also plays a big role in the learning process - the organization of the learning process itself, teachers' work methods, technical support of the learning process (Rajagopalan, 2016).

At the same time, a number of researchers activity simulations associate its role with stimulation of students' cognitive activity, because internal processes, cognitive activity are combined with surprise, guessing, mental stress, expectations, searching for arguments and evidence (Levine, 2004).

A foreign language, like no other subject, due to the dominant role of speech activity, as well as a whole complex of tasks that can be distributed among several educational subjects (Laura Angelini & García-Carbonell, 2019), allows using a number of pedagogical tools to create different situations that need to be solved. Firstly, because the language has a wide range of opportunities to pass through itself the entire vision of the world, to accumulate and implement social and psychological experience in solving life problems through modeling various situations. Secondly, because a foreign language, at the same time, is a tool for penetration not only into the world culture and awareness of one's national and cultural heritage, but also a tool for social interaction, formation and socialization of the individual. Thirdly, because the teaching of a foreign language, due to its communicative nature, has always been distinguished from other subjects by greater creativity, greater focus on the students' abilities to produce their own speech utterances, which require independent thinking and creativity. Fourthly, because learning to communicate in a foreign language in the conditions of university training can only take place through simulation of educational speech situations (Wedig, 2010).

To other features that distinguish this subject from other educational disciplines, some findings also include (Abilgaziyeva et al., 2018, Sharifi et al., 2017, Morton et al., 2012, Chang et al., 2020):

the realization of educational and educational goals only through the realization of practical goals (it is necessary to master at least one type of speech activity, for example, reading or listening, in order to receive information, or speaking and writing to convey it);

overcoming communicative problems only by means of solving problems related to the practical mastery of foreign language means: lexical, grammatical, phonetic;

the need to solve issues related not only to the organization of educational material, but also to the rational organization of activities related to assimilation and use, etc..

Since foreign language learning is based on the principle of communicative activity, which provides the ultimate goal of learning a foreign language as a means of communication, receiving and transmitting information, modeling communicative situations is the most effective way of foreign language education.

In addition, foreign language learning takes place in relatively small groups under the condition of close interaction between the teacher and the student, which allows solving problems not only of an educational nature, but also problems related to the mental states of the student, that is, creating and solving problematic and special situations that relate to the development of cognitive interest and the development of the student's psychological characteristics.

The next aspect is that learning a foreign language takes place in artificially created conditions of speech communication and allows the teacher to use creatively all the variety of techniques and means of activating the student's educational activity. Also, the possibility of organizing the student's independent work ensures to use the pedagogical situation as a means of achieving certain goals in the process of learning a foreign language.

The advantage of a foreign language over other educational subjects lies in the fact that it allows activity simulation related to problematic issues provide an opportunity to study human behavior in the specific conditions. However, in order to create a certain situation, which is speculated to the student's mind, to turn in the desired direction, to force him/her to take actions that the teacher does not expect, it should be specially selected for the student, and not for the educational purpose. Therefore, when determining the nature of the situation against which the speech activity of students should take place, age-specific features, norms, traditions and rules of behavior, the nature of needs and motives, life experience, and future plans of students should be taken into account (Chonnia & Izzah, 2022, Razali & Ismail, 2017).

Researchers on activity simulations (Levine, 2004, Laura Angelini & García-Carbonell, 2019, Kanellopoulou et al., 2021) differentiate a number of methods or technologies as components of activity simulation learning that can be used in the English classroom. Table 1 shows the analysis of such methods and technologies.

Table 1. Activity simulation exercises used in the English classroom:

Activity simulation exercise	Description
Educational discussion	The discussion has a certain dynamic, in which three stages are clearly distinguished: starting the discussion, collective discussion and summing up.
Round table	The collective exchange of opinions, the joint search for truth at the "round table" is recognized as one of the effective methods of learning at the senior stage of education for the implementation of the tasks of this concept.
Brainstorming	Brainstorming method is one of the most interesting and productive in the group of problematic and at the same time communicative methods. It is based on the free expression by the participants of a wide variety of ideas that can contribute to the solution of the problem. The use of this method is appropriate for achieving the goal of forming a communicative culture in students. This is a modern requirement for the training of professionally competent specialists.
Analysis of real-life situation	The method of analyzing specific real-life situations is the most effective method at all stages of learning to perform educational and developmental tasks of activity simulation. Depending on the topic of the lesson and the specifics of the content of the material, different types of situations can be used in the lesson: situation-illustration (an example from future professional practice or personal experience is given).
Simulation-evaluation	The activity means a description of a specific act is offered; the students' task: to evaluate the meaning of the situation and the correctness of the students' actions
Simulation exercise	Simulation exercises help students practice and improve their language skills. Requires choosing a scenario or situation that the students can realistically simulate in the classroom and assignment of roles. The students perform simulation in pairs or groups, depending on the scenario. The teacher monitors their performance and provide feedback on their language use.
Microphone	This technology is a kind of group-wide discussion of a certain problem, which allows everyone to say something quickly, answering in turn
Project-based technology	Project-based technology in education is an innovative approach that incorporates technology into learning through hands-on, project-based activities. In this approach, students use technology tools to work collaboratively on projects that are designed to help them develop essential skills and knowledge. Project-based technology in education

	typically involves a range of technology tools, such as computers, tablets, interactive whiteboards, and other devices. These tools are used to facilitate collaboration and communication among students, and to provide access to a wide range of digital resources, including multimedia materials, software applications, and online databases. The is typically designed to be open-ended, allowing students to explore a topic in depth and to come up with their own ideas and solutions.
Case study	A case study is a detailed analysis of a real-life situation or problem that is used to teach and explore language concepts and skills. In this approach, students are presented with a specific scenario or case, and are then asked to analyze, discuss, and evaluate the language used in the case. Case studies typically focus on language usage and communication strategies in a specific context. The method provides a real-life example that students can use to learn and apply language concepts and skills in a practical way. Case studies often involve group discussions and analysis. Students work together to identify key language features and to analyze the context and purpose of the language used in the case. They may also be asked to make recommendations for how the language could be improved or to suggest alternative approaches to communication.
Business game	Business games are interactive learning activities that simulate real-life business situations in which students can practice and improve their language skills. These games can help students develop a range of essential skills, including communication, critical thinking, problem-solving, and collaboration. The games typically involve students working in groups or teams to make decisions and solve problems. The task may involve role-playing, decision-making, and strategic planning, as well as communication and negotiation skills. The students must work together to develop a strategy and make decisions that will help them achieve the goals.
Decision tree	The exercise enables students to explore a problem step by step and then summarize the knowledge by giving them a grade
Search method	The search method refers to the process of finding and evaluating information from various sources in order to enhance language learning and research skills. This method involves identifying a specific topic or question, and then using various search strategies to find relevant information. The search method involves using a range of resources, such as books, online databases, search engines, and other digital resources. The search method also encourages critical thinking and problem-solving skills. As students evaluate sources, they learn how to identify biases, consider different perspectives, and make informed decisions about the information they use. This can help students become more independent learners and develop lifelong research skills.
Method "Corners"	The exercise is a shared learning activity technique used after reading a text, listening to a recording, watching a film, or after posing a problem aimed at organizing a debate.
Technique "Fishbone"	The technique is a visual tool that is often used in an English lesson to help students analyze and understand the root causes of a problem or situation. This method uses a fishbone-shaped diagram to organize the causes of a problem into categories, allowing students to see the relationships between different factors and identify potential solutions. The students start by identifying the problem or issue they want to analyze. They then draw a diagram with the problem at the head of the fishbone and the categories along the branches.
Collage	The collage exercise is a visual activity often used in an English lesson to enhance students' creativity, visual literacy, and communication skills. This exercise involves creating a visual representation of a topic or theme using a collection of images, text, and other materials. The collage exercise encourages creativity, critical thinking, and communication skills, as students are challenged to think creatively and to express themselves visually and verbally. It also allows for a diversity of interpretations and perspectives, as students may choose different images and materials to represent the same theme or topic.

Source: on the basis of literature review

The findings (Morton et al., 2012, Pearson & Koppi, 2002) show that using activity simulation in the English classroom, students overcome many difficulties, their activity and independence reach a high level. Increased student activity contributes to the development of positive motives for educational activity, reduces the need formal verification of results. We predict that learning outcomes may be sufficiently high and stable. At the same time the

students use the acquired knowledge more easily in practice and develop their skills and creative abilities.

Therefore, it is necessary to verify the idea oof using activity simulations to enhance the efficiency of the process of language teaching to students of non-linguistic specialities.

2. Materials and Methods

The educational research on the problem of the use of activity simulations in the English language classroom was conducted to study and understand various aspects of foreign language teaching process and the positive aspects of application of activity simulations. This research typically involved a structured approach to data collection and analysis, using quantitative or qualitative methods or a combination of both.

The methodology of our educational research included the following steps:

1) Defining the research problem: The first step is to clearly define the research problem or question that the study seeks to address. This involves identifying the scope of the research, the specific variables to be studied, and the research objectives.

2) Conducting a literature review: The next step is to conduct a review of the existing literature related to the research problem. This involves searching for and reviewing academic articles, books, and other relevant sources to gain a better understanding of the research topic and to identify research gaps.

3) Formulating hypotheses or research questions: Based on the literature review, the researcher will formulate hypotheses or research questions that will guide the research process.

4) Choosing a research design: The researcher will then choose an appropriate research design, which may include experimental or non-experimental designs, surveys, case studies, or observational studies.

5) Collecting data: The next step is to collect data using various methods, such as surveys, interviews, observations, or experiments. The researcher must ensure that the data collection process is ethical and unbiased, and that the data is valid and reliable.

6) Analyzing data: The researcher will then analyze the data collected using appropriate statistical or qualitative methods to draw conclusions about the research problem or question.

7) Reporting findings: Finally, the researcher will report the findings of the study, including the research question, methodology, results, and conclusions. The report should be clear, concise, and accurate, and should contribute to the body of knowledge in the field of education.

Overall, the methodology of our educational research is a structured and systematic approach to studying educational phenomena of activity simulations in the process of language teaching. It allowed us to collect empirical data, which can be used to inform teaching practices, curriculum development, and policy decisions in the field of education in general and improve the foreign language process sin particular.

To conduct our educational research we used a range of methods to gather data and draw conclusions about a particular pedagogical phenomenon like literature review to analyze the theory of application of activity simulations; open-ended survey involving collection of information from a large number of respondents through questionnaires or interviews; observation concerning systematical watching and recording the behavior of students and teachers to provide valuable information about how individuals interact with each other and their environment; content analysis involving the analysis and categorizing data to provide provide insights into patterns and themes in educational data; interview to gather information from individuals through one-on-one conversations and ensure detailed insights into individuals' experiences, opinions, and perspectives.

The research was conducted in the first semester of 2022-2023 academic year and involved 156 teachers of English language of different higher educational institutions throughout the country.

The respondents were individuals from teaching staff who participated in the educational research study as participants or subjects. They played a critical role in the research process, as the data collected from them informs the research findings and conclusions. Therefore, it is important to outline the certain requirements that our respondents met in order to participate in educational research.

The requirements for respondents of educational research on the use of activity simulation included:

1) Informed consent: Respondents must be informed of the purpose, procedures, risks, and benefits of the research study, and must voluntarily give their informed consent to participate. Informed consent ensures that respondents understand the nature of the study and that they have the right to withdraw from the study at any time.

2) Eligibility criteria: Respondents must meet the eligibility criteria set by the researcher for the study. Eligibility criteria may include age, gender, ethnicity, educational background, or other factors related to the research question.

3) Confidentiality: Respondents must be assured that their personal information and responses will be kept confidential and will not be disclosed without their permission. Confidentiality helps to protect the privacy of respondents and promotes trust in the research process.

3) Respect: Respondents must be treated with respect and dignity throughout the research process. Researchers must ensure that respondents are not subjected to any form of discrimination, coercion, or harassment.

4) Safety: Respondents must not be exposed to any harm or risk as a result of their participation in the research study. Researchers must take appropriate measures to ensure the safety and well-being of respondents throughout the research process.

5) Compliance with ethical standards: Respondents must be assured that the research study is conducted in compliance with ethical standards and guidelines established by relevant professional organizations and regulatory bodies. This includes obtaining ethical approval from relevant bodies before conducting the research study.

Thus, the requirements for respondents of educational research aim to protect the rights and well-being of respondents, ensure the quality and validity of the research findings, and promote ethical and responsible conduct in educational research.

To conduct the teachers survey with open-ended questions we used the following questions:

1) Have you ever used activity simulations in your English lesson?
2) How frequently do you use activity simulations in your English lesson?
3) What are the benefits of using activity simulations in your English lesson?
4) What challenges have you faced while using activity simulations in your English lesson?
5) Have you received sufficient training and support to effectively use activity simulations in your English lesson?
6) How do you select and evaluate activity simulations for use in your English lesson?
7) Have you noticed improvements in student engagement and learning outcomes when using activity simulations?
8) How do you integrate activity simulations into your overall lesson plan and curriculum?
9) How do you assess student learning and progress during and after activity simulations?
10) What are some successful examples of activity simulations you have used in your English lesson?
11) How do you ensure that activity simulations are culturally appropriate and relevant for your students?
12) How do you modify activity simulations to meet the language level and learning needs of your students?
13) What technical or resource constraints have you experienced when using activity simulations?
14) What strategies do you use to support students who may struggle with using activity simulations?
15) How do you provide feedback and support to students during and after activity simulations?
16) How do you involve students in the design and selection of activity simulations for your English lesson?
17) Have you noticed any differences in the effectiveness of activity simulations for different student groups, such as different age groups or language proficiency levels?

18) What areas of professional development would you like to have to improve your use of activity simulations in your English lesson?

19) How do you ensure that activity simulations align with the learning objectives and goals of your English lesson?

20) What advice would you give to teachers who are new to using activity simulations in their English lesson?

The teachers answered through e-mails or paper blanks.

3. Results

The findings showed that activity simulations are actively used by English language teachers. The literature review provided that 15 exercises are mostly used in the English classroom. They are the following: educational discussion, round table, brainstorming, analysis of real-life situation, simulation-evaluation, simulation exercise, microphone, project-based technology, case study, business game, decision tree, search method, method "Corners", technique "Fishbone", and collage. We questioned the teachers how frequent they use these exercises. The results showed that brainstorming (48,5 %), education discussion (43,0 %), round table (39,9 %), project-based technology (29,8 %), analysis of real-life situations (26,4 %), and simulation exercise (25,4 %) are used most often. At the same time teachers avoid using such exercises as search method (24,0 %), collage (23,5 %), simulation evaluation (19,8 %), Fishbone (19,7 %), Microphone (18,2 %), Corners (16,8 %).

Table 2 shows the results of teachers survey on the use of activity simulation exercises in the English language classroom

Table 2. The results of questionnaire of students and teachers

Activity simulation exercise	**Frequency of use in the English classroom**			
	Often	**Sometimes**	**Rarely**	**Never**
Educational discussion	43,0 %	27,6 %	20,1 %	9,3 %
Round table	39,9 %	32,2 %	24,5 %	3,4 %
Brainstorming	48,5 %	31,0 %	19,0 %	1,5 %
Analysis of real-life situation	26,4 %	31,7 %	28,3 %	12,6 %
Simulation-evaluation	19,8 %	29,8 %	30,6 %	19,8 %
Simulation exercise	25,4 %	26,7 %	33,5 %	14,4 %
Microphone	18,6 %	23,5 %	39,7 %	18,2 %
Project-based technology	29,8 %	31,7 %	22,1 %	16,4 %
Case study	23,9 %	32,4 %	28,9 %	14,8 %
Business game	21,6 %	39,8 %	27,4 %	11,2 %
Decision tree	12,7 %	27,8 %	40,6 %	18,9 %
Search method	11,1 %	25,6 %	39,3 %	24,0 %
Method "Corners"	10,6 %	30,5 %	42,1 %	16,8 %
Technique "Fishbone"	9,7 %	29,7 %	40,9 %	19,7 %
Collage	9,9 %	23,5 %	43,1 %	23,5 %

Source: own author's development on the basis on teachers survey results

Besides, the findings show that teachers face certain difficulties while using activity simulations. The include:

1) Technical difficulties, such as slow loading times or glitches during the simulation, can be frustrating for students.

2) Lack of access to technology and internet connectivity can be a significant barrier for some students and schools.

3) Creating effective activity simulations can be time-consuming and costly, requiring significant resources for development, maintenance, and equipment.

4) Simulations that are too advanced or culturally inappropriate can hinder learning and cause frustration for students.

5) Language level and cultural appropriateness must be considered to ensure that the simulation aligns with the learners' needs and background.

6) Limited interaction can occur in activity simulations, as they may not offer the same level of social learning opportunities as face-to-face communication.

7) Students may struggle to transfer the skills they learn in the simulation to real-life language use.

8) Simulations may lack authenticity and not fully replicate real-world situations.

9) Teachers may not have sufficient training or experience in using activity simulations, which can impact the effectiveness of the simulation.

10) Some students may have different learning styles or preferences that are not catered for in the simulation.

11) Activity simulations may not provide the same level of challenge or engagement for all students, leading to boredom or disinterest.

12) The content and design of the simulation must be carefully considered to ensure that it aligns with the language learning objectives.

13) Students may be overwhelmed by the complexity or unfamiliarity of the simulation, leading to confusion or frustration.

14) Feedback mechanisms within the simulation may not be sufficient to support student learning and development.

15) Simulations may not be inclusive or accessible for all students, such as those with disabilities or those who speak English as an additional language.

Table 3 shows the analysis of teachers' answers on the difficulties faced while using activity simulations in the English language classroom. The findings show that most often teachers the educational process is complicated because of technical (13,4 %) and technological difficulties (11,3 %), different knowledge levels among students (20,7 %), diverse groups (22,3 %), insufficient feedback (18,1 %), and low inclusiveness (26,8 %).

Table 3. The difficulties faced while using activity simulations in the English language classroom

Difficulties faced while using activity simulations	**Teachers' answers**			
	Often	**Sometimes**	**Rarely**	**Never**
Technical difficulties	13,4 %	20,5 %	41,2 %	24,9 %
Technological difficulties	11,3 %	19,0 %	39,8 %	29,9 %
Time consumption	9,1 %	21,4 %	31,2 %	38,3 %
Advanced tasks may cause frustration and fear among students	10,6 %	19,8 %	28,5 %	41,1 %
Different language knowledge levels	20,7 %	22,3 %	34,5 %	22,5 %
Limited activity for all the students	19,5 %	23,4 %	32,8 %	24,3 %
Use of integrated skills	21,9 %	26,8 %	29,4 %	21,9 %
Lack of authenticity	17,6 %	20,5 %	30,8 %	31,1 %
Absence of experience to use activity simulations among teachers	8,7 %	21,4 %	40,4 %	29,5 %
Students' different learning styles	20,5 %	24,6 %	29,1 %	25,8 %
Diverse groups	22,3 %	24,7 %	30,8 %	22,2 %
Focus towards content	17,9 %	26,1 %	29,3 %	26,7 %
Complicated or uncertain tasks for some students	15,5 %	23,9 %	30,4 %	30,2 %
Insufficient feedback	18,1 %	20,8 %	29,9 %	31,2 %
Low inclusiveness	26,8 %	27,9 %	30,2 %	15,1 %

Source: own author's development on the basis on teachers survey results

Also, the survey findings show that using activity simulations in the English language classroom has a number of advantages in case of their appropriate application. We found that the advantages are the following:

1) Engage Students: Activity simulations make the learning experience more engaging and interactive, increasing student participation and motivation.

2) Real-life application: They provide opportunities for students to use English in real-life contexts and situations, making it easier for them to retain the language.

3) Develops critical thinking: Activity simulations challenge students to think critically and make decisions, improving their problem-solving skills.

4) Language practice: Students get to practice their English language skills in a practical and enjoyable way.

5) Improves Communication: It enhances students' communication skills by requiring them to interact with others in the target language.

6) Individualized Learning: Activity simulations can be tailored to meet the needs of individual students, allowing for personalized learning experiences.

7) Improves Collaboration: Students learn to collaborate and work together towards a common goal, promoting teamwork and communication.

8) Enhances Creativity: Activity simulations can stimulate creativity and innovation, encouraging students to think outside the box.

9) Enhances memory retention: By engaging students in hands-on activities, activity simulations can improve memory retention and recall.

10) Increases Cultural Awareness: By immersing students in different cultures and contexts, activity simulations can increase cultural awareness and understanding.

11) Provides a fun learning experience: Activity simulations can be enjoyable and engaging, making learning fun and less intimidating for students.

12) Improves Language Fluency: Activity simulations provide opportunities for students to practice speaking and listening, improving their fluency in the target language.

13) Fosters Empathy: Activity simulations can help students develop empathy and understanding for others by putting them in someone else's shoes.

14) Increases Confidence: By practicing their language skills in a safe and supportive environment, students can increase their confidence in using English.

15) Encourages Exploration: Activity simulations can encourage students to explore new ideas, cultures, and perspectives, expanding their worldview.

16) Encourages Self-Reflection: Activity simulations can promote self-reflection and critical thinking by encouraging students to analyze their own thoughts and actions.

17) Provides instant feedback: Activity simulations provide instant feedback, allowing students to assess their own performance and make adjustments accordingly.

18) Increases Retention: Activity simulations can increase retention of language skills and content by providing a memorable learning experience.

19) Develops Transferable skills: Activity simulations can help students develop transferable skills such as problem-solving, communication, and collaboration.

20) Enhances motivation: Activity simulations can enhance students' motivation to learn by providing a fun, engaging, and interactive learning experience.

Table 4 shows the analysis of advantages of using activity simulations in the English language classroom. The findings reported that activity simulations contribute to engagement of students, formation of real-life experience, language practice, improvement of communication, improvement of collaboration, efficient organization of individualized learning, and motivation enhancement.

Table 4. The advantages of using activity simulations in the English language classroom

Advantages of using activity simulations in the English language classroom	**Teachers' answers**			
	Often	**Sometimes**	**Rarely**	**Never**
Engagement of students	46,1	24,0	11,2	18,7
Real-life application	38,2	33,5	12,9	15,4
Development of critical thinking	21,8	34,6	17,3	26,3
Language practice	47,3	30,7	12,8	9,2
Improvement of communication	42,9	36,7	19,4	1,0
Organization of individualized learning	29,8	32,9	23,1	14,2
Improvement of collaboration	22,7	29,8	34,6	12,9
Improvement of creativity	21,9	30,0	40,5	7,6
Enhancement of memory retention	14,9	24,2	46,9	14,0
Increasing of cultural awareness	11,2	19,6	54,3	14,9
Fun and enjoyment	23,5	28,4	33,1	15,0
Improvement of language fluency	28,6	29,7	30,6	11,1
Empathy fostering	9,5	21,4	43,9	25,2
Confidence increasing	13,9	24,7	44,8	16,6
Encouragement of exploration	10,7	26,3	46,1	16,9
Encouragement of self-reflection	8,6	28,5	49,2	13,7

Instant feedback	16,5	27,4	39,6	16,5
Retention increase	18,7	26,3	45,0	10,0
Development of transferable skills	19,9	31,6	42,7	5,8
Motivation enhancement	34,3	38,8	26,5	0,4

Source: own author's development on the basis on teachers survey results

The findings show that the use of activity simulations improve the educational process significantly and bring lots of advantages to both teachers and students. At the same time the use of activity simulation exercises in the English language classroom cause a number of difficulties if the teachers use teaching methods inappropriately. We developed the recommendations to use activity simulations while teaching the English language. The recommendations for the teaching staff and the stages of efficient application of activity simulation in the English language classroom are presented further.

4. Discussion

Mastering a foreign language requires preventing and overcoming various difficulties which arise at various stages of educational activity. Let's consider them in more detail. The preparatory stage of the lesson involves announcing the topic of the lesson, the goal, educational goals and tasks, and determining the work mode. At this stage, emotional, physiological, and personal barriers arise. The students complain that they are tired, that they are not in the mood, offer to change the subject of the lesson, etc. Barriers caused by the student's mood and reluctance to work can be long or short, depending on how the teacher organizes further work.

During the actual lesson, the educational goals and tasks provide for the students' mastery of various types of speech activities, which include listening, speaking, reading, writing, as well as surveying the learned material and explaining new ones. Listening is accompanied by a state of panic, tension, frustration, fear of making a mistake and fear of failure. Such conditions occur each time, but they gradually subside with repeated listening. Communicating in a foreign language causes states of insecurity, anxiety and worry, fear of making a mistake, fear of being laughed at, isolation, aggression and even tears, that is, all the body's protective reactions to stress.

Such conditions are relatively stable and occur every time when there is a need to communicate and speak a foreign language. Reading, as a rule, does not cause special problems, but working with the text, performing certain tasks related to understanding the text and conveying its content, can be accompanied by laziness, lack of interest, apathy, and violation of discipline. Writing is accompanied by dissatisfaction, laziness, fear of openly and undeniably showing one's ignorance of the subject in front of the teacher, inability to clearly and competently express one's thoughts in writing. Examining the studied material causes students fear, uncertainty in the correctness of their answers, fear of making a mistake, accompanied by fear. Explanation of new material causes in students a state of laziness, indifference, insecurity regarding the perception of new material aurally and visually, which are related to the speed of presentation and complexity of the new material.

The final stage of the lesson includes independent and control work, tests and exams. Independent and control work can be accompanied by uncertainty and other negative emotional and motivational states. Tests and exams cause stress, depression, anxiety and fear, insecurity.

Of course, the above conditions are not characteristic of all students. The presence of difficulties in the educational process is determined by the level of speech preparation, the formation of speech skills and abilities, as well as the mental spheres of the student's individuality.

The ability to manage one's mental states and overcome difficulties is an important quality of a modern specialist. The learning process should be built in such a way that the skills and abilities acquired by a person are preserved even after the completion of education, provide him with the opportunity to become a specialist in his specialty.

However, the most valuable feature of the future specialist is his ability to relieve nervous and mental tension, solve psychological crises, and get out of depressive states. In order to develop all these personal qualities, it is necessary to penetrate into the inner mental world of the student, to form and realize his inner potential with the help of active learning methods.

One of these methods is the method of creating problem situations, which is aimed not only at mastering specific knowledge, but also at improving various mental skills of specialists: the ability to analyze, solve problems, the ability to manage one's emotions, and make responsible decisions in suboptimal conditions.

Modeling various situations and solving them in the process of learning a foreign language allows you to solve the following problems:

- to satisfy cognitive interest, i.e. to overcome cognitive and informational difficulties;
- to ensure effective assimilation of language material, since the solution of problematic and special situations is remembered for a long time, and the subsequent application of a similar situation in the educational process and real communication calls up the necessary language units from memory;
- to study the behavior of people in certain situations;
- contribute to solving communicative tasks.

Thus, the use of special problem situations during foreign language learning helps the students develop an adequate attitude to difficulties and consider the barrier as a stimulus for personal and professional development.

Thus, a foreign language as an educational subject is distinguished from other subjects by certain features (dominant speech activity, solving a whole set of problems that are distributed among several educational subjects, a constant search for the most effective ways of selecting and organizing educational material, etc.), and also possesses a wide range of possibilities when creating and solving situations that cause communication barriers; diversity and adaptability of foreign language learning conditions; variability of teaching methods and tools; the possibility of organizing independent work of students, etc.

In the process of learning, it is possible to create three types of special situations: educational (real), imaginary probable (professional), imaginary improbable (fantasy).

Educational situations include the teacher's influence on the student's educational activities and the formation of spheres of individuality. Such situations arise thanks to the teacher's questions, tasks, and his comments related to the student's educational activities, intensifying the developing effect of a special situation.

Imaginary probable situations allow practicing in actions under the circumstances when the student needs to be in the future. During the solution of the situation, the student realizes his beliefs, desires, opportunities, conditions for their implementation, imaginary transfer to the future professional activity.

Imaginary improbable situations are characterized by the fact that, while performing the task, the student must demonstrate creative abilities, imagination, imagination, initiative, decision-making, and a sense of humor, that is, all professionally significant qualities of individuality. Problem and informational questions that the teacher prepares in advance or those that appear during the course of the class, analysis and solution of problematic and special situations become methods of solving problematic and special situations. Problematic questions indicate the existence of an educational problem and an appeal to the future - the search for knowledge still unknown to the students. Informative questions appeal to knowledge acquired in the past, which is known to the students and is necessary for understanding the situation and including it in the process of solving the situation.

Thus, in the process of solving the situation, the students get used to finding answers to the questions, they develop reflection, self-assessment, self-awareness, understanding of their possibilities for becoming a future specialist, awareness of the need to develop important skills, traits and qualities. However, in order for the special situations to cause the student to have an attitude towards self-development, they must meet the needs of self-development: the need to master the lack of professional knowledge and skills, as well as the need to develop important professional traits and qualities of individuality and personality. Therefore, the difficulty of creating special situations is to make the needs of awareness and personal significance for each student, to ensure the meeting of these needs with professional activity and to create an attitude to actively transform one's mental world and to actively work on oneself.

In order to use activity simulations efficiently a teacher must consider the following recommendations in the English language classroom:

- provoke listeners to a theoretical explanation of phenomena, facts, events by using analogies or contrasts when explaining new, comparing with already known material, establishing cause-and-effect relationships;

- alternate and combine the analysis and synthesis of phenomena, facts, events, actions in the teacher's lecture activity;
- provoke students to analyze the facts and phenomena of reality, hypotheses, skills and approaches to solving a problem situation;
- cite during the presentation of new material examples from life situations, experience of students' practical activities, everyday life, social and professional activities, accumulated by teachers through observation, reading, analysis of literature;
- use various situations in the language to create the necessary semantic supports and placing accents, which are oriented to the perception of the students;
- associate individual problems with general ones and explaining their features by arguing well-known provisions;
- establish inter-subject connections of the problem, topic, problem situation and explanation of facts and phenomena based on the use of other scientific and conceptual apparatus, data of other sciences;
- familiarize students with facts that require explanation, formulation of hypothesis;
- appeal to the direct social, professional and labor activities of the listeners;
- addressing the personality of the listener, using his cognitive, social, professional and exclusively personal motives;
- project the general problem on questions of everyday life, relationships with people, interpersonal interaction, feelings, thinking, behavior of listeners;
-use the technique of causal attribution of people's actions and facts, certain actions of various persons or social groups, which allows to determine the real motives of their behavior and activities, to explain the manipulative nature of actions that are oriented towards demagoguery or distraction from the essence of the problem, from the solution of actual tasks;
- use empathy (compassion, sympathy), identification with feelings and thoughts showing video clips, film fragments or any other audiovisual materials that should be explained, argued and systematized in the mental activity of students in the form of problem solving, argumentation or explanation of facts and phenomena;
- use various techniques problem, topic, question, materials are artificially divided into parts, and later assembled into a system;
- solve a new situation, using the material of a known, familiar situation;
- verify, analyze and evaluate the results of the application of problem solving methods.

The use of the above methods once again proves that the advantage of a foreign language over other subjects lies in the fact that it makes it possible to model educational situations that touch on a problematic nature and situations that can be used to study human behavior in specific conditions. Solving problematic and special situations in the process of learning a foreign language, which are based on a communicative barrier, allows you to satisfy cognitive interest, ensure the behavior of people in given situations, contributes to solving communicative tasks, increases the student's personal potential, motivation to master the language.

Therefore, the possibilities of a foreign language as an educational subject in creating and solving special situations that cause communicative barriers lie in the following aspects:

1) in the communicative orientation of the subject, which makes it possible to model communicative communication situations;

2) the possibility of solving not only educational tasks, but also tasks related to solving personal mental problems of students (the possibility of using problematic and special situations);

3) the possibility of using the whole variety of techniques and means of activating the educational activity of students in artificial conditions of speech communication;

4) organization of independent work as a means of achieving certain goals in the process of learning a foreign language.

5. Conclusions

We have come to the conclusion that activity simulations perform four functions; simulating, educational, organizing, and controlling. During the educational activity, the teacher is forced to select the material, proceed from the objective possibilities of the educational material: its generalization, specificity, systematicity, complexity, conventionality, and determines the quality of educational and cognitive information and tries to enhance the formation of aspects of the student's personality.

This causes that the use of activity simulations is a system of various steps and developing structures. In other words, educational information receives the status of the task, which the student will have to solve under the guidance of the teacher.

Also, activity simulation involves the variability of teaching methods. In addition, activity simulation in the English language classroom creates the subjective position of the student, awareness and acceptance of the goal of knowledge and self-assessment of available means for decision and obtaining results.

Therefore, the essence of activity simulation is formation and further development of students' creative abilities by activating their thinking on the base of problem situations created by the teacher.

Incorporating foreign language in classroom activity simulations can be an effective way to engage students in the language learning process. Simulations provide a context for students to use the language in a realistic setting, allowing them to practice communication, vocabulary, and grammar in a fun and interactive way. This approach not only enhances students' language skills but also promotes cultural awareness and understanding. By simulating real-life situations in a foreign language, students can develop confidence and competence in communicating with native speakers. Teachers can design simulations that cater to different proficiency levels and language goals, allowing all students to participate and learn at their own pace. Overall, using foreign language for activity simulations in the classroom is a powerful tool for language educators to create engaging and effective learning experiences for their students.

7. Conflict of interest

The authors declare no conflict of interest.

References

Akçay, A., Ferzan Bütüner, T., & Arikan, A. (2015). Reasons behind Young Learners' Learning of Foreign Language. *International Journal of Language Academy*, 3(2), 56-68.

Gil-López, V., González-Víllora, S. & Hortigüela-Alcalá, D. (2021). Learning foreign languages through content and language integrated learning in physical education: A systematic review. *Porta Linguarum*, 35, 165-182. https://doi.org/10.30827/portalin.v0i35.15785

Habók, A. & Magyar, A. (2020). The role of students' approaches in foreign language learning, *Cogent Education*, 7(1). https://doi.org/10.1080/2331186X.2020.1770921

Nuraeni (2019). Problems Encountered by Learners and How to Deal with Them in Learning English as A Foreign Language. *UHAMKA International Conference on ELT and CALL*, 77-96.

Macías, D. F. (2018). Classroom Management in Foreign Language Education: An Exploratory Review. *Profile: Issues in Teachers' Professional Development*, 20(1), 153-166. https://doi.org/10.15446/profile.v20n1.60001

Rajagopalan, S. (2016). Features of foreign language teaching. *Shanlax: International Journal of English*, 4(2). https://www.shanlaxjournals.in/pdf/ENG/V4N2/ENG_V4_N2_001.pdf

Levine, G. S. (2004). Global Simulation: A Student-Centered, Task-Based Format for Intermediate Foreign Language Courses. Foreign Language Annals, 37(1), 26-36.

Laura Angelini, M. & García-Carbonell, A. (2019). Enhancing students' written production in English through flipped lessons and simulations. *International Joural of Educational Technology in Higher Education, 16(2).* https://doi.org/10.1186/s41239-019-0131-8

Wedig, T. (2010). Getting the Most from classroom simulations: Strategies for maximizing learning outcomes. *PS: Political Science and Politics*, *43*(3), 547-555.

Abilgaziyeva, Zh. K., Janzakova, Sh. I., Nurgaliyeva, S. (2018). Speech activity among the junior students in teaching foreign languages. *Opción*, 34(85), 627-652.

Sharifi, A., Ghanizadeh, A. & Jahedizadeh, S. (2017). The Effect of Simulation on Middle School Students' Perceptions of Classroom Activities and their Foreign Language Achievement: A Mixed-Methods Approach. *International Electronic Journal of Elementary Education*, 9(3), 667-680.

Kanellopoulou, C., Pergantis, M., Konstantinou, N., Kanellopoulos, N., & Giannakoulopoulos, A. (2021) Foreign Language Web-Based Learning by Means of Audiovisual Interactive Activities. *Journal of Software Engineering and Applications*, 14, 207-232. https://doi.org/10.4236/jsea.2021.146013

Morton, H., Gunson, N., & Mervyn, J. (2012). Interactive Language Learning through Speech-Enabled Virtual Scenarios, *Advances in Human-Computer Interaction*. https://doi.org/10.1155/2012/389523

Chang, Y.-S., Chen, C.-N., & Liao, C.-L. (2020). Enhancing English-Learning Performance through a Simulation Classroom for EFL Students Using Augmented Reality – A Junior High School Case Study. *Applied Sciences*, 10(21), 7854. https://doi.org/10.3390/app10217854

Chonnia, I. U., & Izzah, L. (2022). The Use of Squid Game Simulation for Challenging Students' Vocabulary Mastery, *JOLLT Journal of Languages and Language Teaching*, 10(4), 508-518. https://doi.org/10.33394/jollt.v%vi%i.6000

Razali, N. N. F. M. & Ismail, R. (2017). The use of simulation and role-play in enhancing speaking skills in learning English language. *Journal of Education and Social Sciences*, 6(2), 72-78.

Pearson, E. & Koppi, T. (2002) Inclusion and Online Learning Opportunities: Designing for Accessibility. Research in Learning Technology, 10, 17-28.

Opinion Article

Philosophical aspects of application of information and communication technologies in contemporary continuous education of adults

Mohdin Lukmann[1], Ahmad Ali Farris[1]

[1]Kuala Lumpur Institute of Computer Technologies, Malaysia

The widespread use of Information and Communication Technologies (ICTs) in education has raised a number of philosophical questions regarding their role, impact and ethical implications. As technology becomes more integrated into our lives, it is increasingly important to understand the philosophical underpinnings that shape our relationship with it. In the field of education, the use of ICTs has the potential to transform teaching and learning, but also raises concerns about issues such as access, equity, privacy, and control. Philosophical inquiry into the use of ICTs in education can help to illuminate the values and assumptions that underpin different approaches, and can provide a critical lens for evaluating the benefits and drawbacks of different technological interventions. This essay will explore some of the key philosophical questions surrounding the use of ICTs in education, and will consider the implications of different philosophical approaches for the design and implementation of educational technology.

The general requirement of education development in the 21st century is lifelong education. Informational pedagogy should also develop in the same context. Its the meaning is that a person owns electronic (computer) tools not only during the period of intensive education at the institution, but also throughout life. The latter is implemented through appropriate promotion courses, qualification or retraining of personnel, activities of various training and information centers, implementation of various international and corporate training programs, etc.

The rise of humanity to the level of global information civilization led to the fact that the process of informatization of all spheres of social reality has become an inevitable stage in development of each society. A country, striving to become a full-fledged participant in the world civilizational progress, must meet the latest requirements and pace of global informatization of social and individual life. In the modern world the ability of each society and its institutions to collect, process, analyze, systematize and accumulate information with the help of modern of information and communication technologies becomes a key prerequisite for social and technological progress.

Received: 08/03/2023
Accepted: 18/03/2023
Published: 19/03/2023

For the social adaptation of a person in new conditions arises the need not just to adapt to them, but also to develop harmoniously. This contributes to the information culture of the individual, which allows not only to navigate freely in the information environment, but also participate in its formation and transformation. And considering the changes in ICT's occur faster than one human generation transforms, mastering them requires constant improvement and self-improvement of personal and professional abilities in the field of informational competences.

Hence, the urgent need is actualized development of the system of information education throughout life, development of developmental methods of pedagogical skill that would meet the latest requirements of the global information and communication environment.

The world that develops on the basis of the principles of perception and transmission of large information flows, as well as the development of the latest information and communication technologies, requires from a person a new attitude to information and knowledge, without which it is impossible personal adaptation and socialization.

The philosophy of information has been defined as philosophical field that looks at critical investigation of conceptual nature and principles of information which includes its dynamics, uses and sciences (Nicolas & Mugeni, 2014)

In this regard, informational education, ICTs in particular, is one of the most relevant areas modern social functioning. A need for special preparation of modern man for life in the information society and the society of knowledge has become one of the key problems of the dynamically changing world. Such a society, which is often called a "learning society", is directly connected with the growing needs of every citizen for constant improvement of qualifications, updating of knowledge, mastering of new types of activities. A special attention is paid towards ICTs that reveal unprecedented opportunities, access to information and knowledge and allow all the learners to realize their potential and to improve the quality of professional activity. The main tool for such self-realization and self-improvement is education available at any stage of life and professional activity.

Information education becomes one of the key tools throughout life human adaptation to modern civilizational requirements. At the same time, constant self-improvement in the field of application of ICTs becomes the main condition of professional and personal socialization.

The latest information revolution transforms not only the sphere of material production, but also the intellectual spheres of life. Currently, we observe the process of transition from an industrial to an information society. The central core of this process is information transformation with the help of innovative technologies. In the information society, where information turns into a strategic resource, each person must have a sufficient level of information culture for successful self-realization.

Informational culture, like any other manifestation of human cultural activity, demands a certain degree of self-improvement and a set of enabling communication skills a person to create a discursive social unity. Precisely for the purpose of providing each person must achieve a certain level of information culture and be aware of development of innovative forms of information pedagogy on the principles of using ICTs.

Today, information illiteracy and incompetence are a significant obstacle to the social development of many countries of the world. But a low level of information culture is also a factor in the impossibility of personal self-development (Ivanković et al., 2013). Today, it is often possible to encounter a situation where a person is unprepared to the progress of information technologies in a certain professional area. At the same time, naturally, professionals sometimes do not possess the skills sufficient to perform necessary work, but still they have to carry out the tasks independently.

In such a situation, society faces the task of active development of the information system continuous education, which would cover all levels - from preschool to adult education – and could flexibly respond to new information and communication technological challenges, and as well as the current needs of various professional fields.

The development of continuous education, a harmonious part of which is the education of adults, is already is a priority task of the structure of social improvement for several decades in many countries. Therefore, it is important to include such a component in the process of building modern continuous education information pedagogy and improvement of information literacy and culture of the population.

Information education is an essential organic part and a necessary dimension of continuous education, it is based on information and communication, social, humanitarian sciences and relevant educational disciplines, provides the necessary and constantly updated knowledge necessary for life and activity in a high-tech, information-rich society. Moreover, the system of information education and enlightenment, and as well as the latest innovative pedagogical technologies in this field, become one of the most important sectors of both socio-economic and intellectual-humanitarian development of every society that strives to be competitive in the complex system of civilizational and informational progress.

Similarly, the competitiveness of each person in the social-adaptive dimension depends on the level of his information and communication education. Information literacy plays a special role in the field of personal professional self-realization. And professional competence of a modern specialist is decisive factor determined by the level of his computer literacy and information competence, ability to self-improvement in the field of modern information technologies.

Self-improvement skills, obviously, are acquired during educational process and self-education affected by the development of general computer and information technology culture significantly. Modern changes in politics, economy, ideology and culture led to the need for intensive development of the domestic education system, in particular the informatization of educational and scientific processes, which requires mastering computer skills.

The rethinking of the theoretical foundations of education is a natural reflection of the objective conditions of our social existence and these peculiarities cause new pedagogical and educational ideas that become the basis of national revival, reproduction of the intellectual potential of the people, ensuring the priority of human role and its comprehensive development.

Achieving this goal is possible only when new pedagogical technologies are spread extensively and oriented towards the use of the individual's unique capabilities and the formation of creativity among learners. Currently, the education system has significant methodological achievements, however, the field of information and computer science literacy needs qualitative improvement and intensification. This is primarily due to insufficient development of the national strategy in the field of informatization and development of computer literacy and communication competence of the population.

Information development is creating technologies that have the potential to catalyze social change, and mapping human needs to technologies that directly respond to specific development problems (Nicolas & Mugeni, 2014). Today, there is already some positive progress in this area. The current state of informatization is characterized by the following achievements:

- the state policy in the field of informatization has been formed and is being implemented;

- regulatory and technical bases of the field are being actively created informatization;

– the informatization process ceased to be spontaneous and acquired signs of control;

– the regional component of informatization is gaining strength;

– the market of modern information technologies and services has been formed and is gaining strength;

- measures are taken to protect information and ensure the information security of the state in the conditions of the use of computer technology;

– international cooperation in the field of informatization is developing.

Also, we will list the main problems in the informatization system and development of information literacy in our country. They include (Ladislas, 2020, Infante-Moro et al., 2019):

- absence of applicable strategy for the development of the information society and an action plan for its implementation;

- no coordination of efforts of the public and private sectors for effective use of available resources;

- the low efficiency of the use of financial, material, personnel resources, the implementation of ICTs in the socio-economic sphere;

- low level of informatization of certain branches of the economy

– insufficient development of the regulatory and legal framework of the information sphere;

- slow creation of national information infrastructure;

- insufficient level of computer literacy among population;

- necessity of implementation of new teaching methods on the basis of ICTs;

- the level of state support for the production of informatization and software means and introduction of information and communication technologies does not provide all the needs of the economy and social life;

- issues of copyright protection.

Thus, after analyzing the listed problems, we can draw conclusions that the development systems of information and communication education are hindered by many factors, including the insufficient development of the integrated strategies.

In additions, the advantages of ICTs in education concern the following (Mensah & Agyei, 2019, Kaware & Sain, 2015, Stamoulis & Plakitsi, 2013):

1) Access to vast amounts of information: ICTs allow students to access information from a wide range of sources, including online libraries, academic journals, and databases. This makes it easier for them to conduct research, gather information, and learn about new topics.

2) Increased engagement: ICTs can make learning more engaging and interactive. For example, online games, simulations, and virtual reality experiences can help students understand complex concepts and retain information more effectively.

3) Flexibility: ICTs allow for more flexibility in terms of when and where students can learn. They can access educational materials and communicate with teachers and classmates from anywhere with an internet connection, making it easier for them to balance their studies with other responsibilities.

4) Personalized learning: ICT can be used to provide personalized learning experiences that cater to each student's individual needs and abilities. For example, adaptive learning software can adjust the difficulty level of questions based on a student's performance, helping them to stay challenged without becoming overwhelmed.

5) Improved collaboration: ICT makes it easier for students to collaborate with each other on projects and assignments, regardless of their location. This can help them develop teamwork and communication skills that are valuable in the workplace.

6) Increased efficiency: ICT can help teachers save time by automating administrative tasks like grading, attendance tracking, and record-keeping. This allows them to focus more on teaching and interacting with students.

7) Cost-effective: ICT can be a cost-effective way to deliver educational content and resources, especially in remote or underserved areas where traditional education infrastructure may be lacking.

Thus, ICT has the potential to transform the way we teach and learn, making education more accessible, engaging, and effective for students of all ages and backgrounds.

To achieve the advantages of ICT, one must follow some recommendations: increasing access through distance learning, enabling a knowledge network for students, training teachers, broadening the availability of quality education materials, enhancing the efficiency and effectiveness of educational administration and policy. According to Kaware & Sain (2015) these steps will enhance the efficiency of use of ICTs within the educational process and brings improvements to its understanding as a powerful teaching tool.

The use of ICT in education has been growing rapidly in recent years, and it is likely to continue to do so in the future. Here are some of the prospects for the use of ICT in education in the years ahead (Mensah & Agyei, 2019, Infante-Moro et al., 2019, Kavathatzopoulos & Asai, 2018, Khan et al., 2011, Fu, 2013):

Blended learning: Blended learning, which combines online and in-person instruction, is likely to become even more prevalent in the future. This approach allows students to access educational resources and materials from anywhere at any time, while still benefiting from face-to-face interaction with teachers and peers.

Artificial intelligence and machine learning: As AI and machine learning technologies become more advanced, they will likely be used to create personalized learning experiences that are tailored to each student's individual needs and abilities. These technologies could help identify areas where students are struggling and provide them with targeted support and resources.

Virtual and augmented reality: Virtual and augmented reality technologies are already being used to create immersive learning experiences in fields like science and engineering. In the

future, these technologies could be used to create virtual classrooms and simulations that allow students to explore new concepts and ideas in a safe and controlled environment.

Data analytics: Data analytics tools are already being used to track student performance and provide teachers with insights into how to improve their instruction. In the future, these tools could be used to identify trends and patterns in student data, helping to inform educational policy and practice at a broader level.

Gamification: Gamification, which involves using game-like elements to make learning more engaging and interactive, is likely to become more prevalent in the future. This approach could help students stay motivated and interested in their studies, while also providing teachers with a way to measure and track progress.

To conclude, the prospects for the use of ICT in education in the future are exciting and promising. As technology continues to evolve and improve, it is likely that we will see new and innovative approaches to teaching and learning emerge, transforming the way we think about education and preparing students for success in the 21st century.

References

Nicolas, K. K. & Mugeni, G. B. (2014). Is it time for the Philosophy of ICT? *International Journal of Information and Communication Technology Research*, 4(8), 299-303.

Ivanković, A., Špiranec, S. & Miljko, D. (2013). Student's level of ICT literacy by study groups on Faculty of Philosophy, University of Mostar. *36th International Convention on Information and Communication Technology, Electronics and Microelectronics (MIPRO)*, Opatija, Croatia, 2013, pp. 605-609.

Mensah, F. S. & Agyei, D. D. (2019). Philosophy of teaching, teaching style and ICT use: a qualitative study of the perspectives of high school mathematics teachers. *African Journal of Educational Studies in Mathematics and Sciences*, 15(1). https://dx.doi.org/10.4314/ajesms.v15i1.1

Kaware, S. S. & Sain, S. K. (2015). ICT Application in Education: An Overview. *International Journal of Multidisciplinary Approach and Studies*, 2(1), 25-32.

Stamoulis, E. & Plakitsi, K. (2013). Activity Theory, History and Philosophy of Science, and ICT Technologies in Science Teaching Applications. In: Plakitsi, K. (eds) *Activity Theory in Formal and Informal Science Education. Cultural and Historical Perspectives on Science Education*. SensePublishers, Rotterdam. https://doi.org/10.1007/978-94-6091-317-4_6

Ladislas, E. S. (2020). What Is Philosophy of Computing and Information Technology? *International Journal of Engineering and Information Systems*, 4(11), 238-241. http://ijeais.org/wp-content/uploads/2020/11/IJEAIS201153.pdf

Infante-Moro, A., Infante-Moro, J.-C., & Gallardo-Pérez, J. (2019). The Importance of ICTs for Students as a Competence for their Future Professional Performance: the Case of the Faculty of Business Studies and Tourism of the University of Huelva. *Journal of New Approaches in Educational Research*, 8(2), 201-213. http://dx.doi.org/10.7821/naer.2019.7.434.

Kavathatzopoulos, I. & Asai, R. (2018). Philosophy as the Road to Good ICT. In: Kreps, D., Ess, C., Leenen, L., Kimppa, K. (eds) *This Changes Everything – ICT and Climate Change: What Can We Do?* HCC13 2018. IFIP Advances in Information and Communication Technology, 537. Springer, Cham. https://doi.org/10.1007/978-3-319-99605-9_22

Khan, S. A., Bhatti, R. & Aqeel, A. K. (2011). Use of ICT by Students: A Survey of Faculty of Education at IUB. *Library Philosophy and Practice (e-journal)*. 677. https://digitalcommons.unl.edu/libphilprac/677

Fu, J., S. (2013). ICT in Education: A Critical Literature Review and Its Implications. *International Journal of Education and Development using Information and Communication Technology*, 9(1), 112-125. https://files.eric.ed.gov/fulltext/EJ1182651.pdf