• Using visualization (presentations and cards are necessary to learn new words and repeat previously learned. Teachers can help students by using techniques such as highlighting and discussing academic vocabulary before introducing the lesson).

• Contact with native speakers (an excellent solution to this problem is to communicate with native speakers. Attending meetings, workshops and masterclasses for the purpose of simple communication with children, games, easy tasks will be effective in overcoming barriers.

• Usage of interactive methods (teacher should try to talk to students as friends. This could be more encouraging for your students. At the same time, you can choose creative ideas, such as storytelling to help students develop a natural interest in the English language. You can also plan activities, such as a crosswords and games for your students to build their vocabulary).

So, understanding the essence, structure and causes of communicative language barriers in teaching a foreign language is a necessary prerequisite for the formation of a system of conditions that ensure the overcoming of these barriers in the educational process. It is important to create a positive attitude to learn a foreign language, as well as a sense of self-reliance. Teacher should focus on student success than on possible mistakes. Creating mutual trust, a psychological atmosphere of cooperation, the formation of positive emotions in the learning process, consideration of personal motives – great importance for overcoming language barriers.

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COMMUNITY INTERPRETING

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Nowadays, we can see changing of the role of translating, some machines or AI can reproduce that result of translating that could an average translator do. But one must remember about another way to transmit one language into another one – interpretation. This type is characterized as oral activity and is frequently used while conferences, business meetings or others kinds of communication. There are exist several kinds of interpretation. One of them is Community Interpreting (CI) or social service interpreting takes place in a great

variety of settings and demands good interpersonal skills as well as linguistic and cultural knowledge.

Community interpreting is used to enable individuals or groups in society who do not speak the official or dominant language of the services provided by central or local government to access these services and to communicate with the service providers. Typical CI settings are social services such as e.g., welfare, housing, employment or schools; medical settings such as child care centres, hospitals, mental health clinics; or legal settings such as prisons, police stations or probation offices. Potential employers include state and municipal agencies, non-profit organizations, news media, and local clinics, various types of investigators, union representatives, advertising firms, and police departments. Often, these types of interpreters create a network of private clients within the language community they serve.

Community interpreters need to do more than be fluent in the languages they interpret. They need to be fluent in the public services involved and to be aware of the cultural implications of the interpreting work. Public service access is hindered by language differences, as well as cultural, class, race, gender, and socioeconomic disparity. Because of the variety of possible impediments, a community interpreter must, according to Marsha Sanders, consider the following factors: the many possibilities for misunderstandings or lack of communication due to cultural and linguistic differences, the potential for racial prejudice, the difference between the status and power of the service provider and the relative powerlessness of the client

The community interpreter functions between two or more people who are not equal and so his or her role is regularly to bridge a power variance, as well as language and culture variances. A community interpreter's function can be more complicated and diverse than that of the traditional conference interpreter. However, the core skills remain the same: competence in both sources and target languages, excellent knowledge of interpreting skills, complete and accurate rendering of the source language message in the target language. Broad understanding of the inter-play between source and target cultures additionally the community interpreter is constantly faced with both language and sensitive cultural challenges which do not present themselves in a typical interpreting situation.

We mark CI as independent kind of interpretation, but while working interpreters can use (mix) consecutive or simultaneous interpreting. According to the requirements of the interpreted event, the community interpreter will need to master the appropriate mode and strategy of interpreting. Short dialogue or 'liaison' interpreting in e.g., a housing application, a police interview or medical check-up; consecutive interpreting – with note taking – for e.g., an asylum seeker's narrative or a vulnerable witness in court; simultaneous interpreting, usually whispered (*chuchotage*) for a single or a limited number of clients e.g., during the closing arguments of the prosecution or the defense in court, during

parents' school meetings or the weekly sessions in a women's safe house, though sometimes using portable sets or interpreting booths for larger audiences.

In other words, it is not the modes or strategies that set the community interpreter apart from the conference interpreter but it is the institutional settings – usually sensitive, delicate and private, sometimes downright painful or antagonistic – and the working arrangements: the interpreting is bidirectional between the service provider and the client; moreover the proxemics, the participant parties, the level of formality and range of registers are completely different; and it is as yet on the whole a solitary profession with a very different social aura, professionalization and remuneration.

So, Interest in this kind of interpreting, however, has grown by leaps and bounds. Last year the International Conference on University Institutes for Translation and Interpretation (CIUTI) decided that institutes do not have to teach conference interpreting exclusively in order to become a member. They may offer any of a range of interpreter specialisations, including community interpreting. Community interpretation is a broad and flexible field encompassing work in education, public relations, industry, social services, as well as local government issues and affairs.

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BACKGROUND KNOWLEDGE OF TRANSLATORS AND INTERPRETERS

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Background knowledge is necessary in communication. The role of interpreters / translators in intercultural communication is exceptional since they are intermediaries between the addressant and the addressee.

Background knowledge is knowledge that is present in the consciousness of a person and the community of people to which this individual belongs. Background knowledge is the basis of linguistic communication and a prerequisite for adequate interpretation / translation if the communicants belong to different linguocultural communities.