

UDC 378.147.015.3-056.2/3

DOI <https://doi.org/10.32782/3041-1351/2023-2-1>

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SOCIO-PSYCHOLOGICAL BARRIERS IN LANGUAGE TRAINING IN INCLUSIVE INSTITUTIONS OF HIGHER EDUCATION

Introduction. In the development of society's vital activities and digitalization of the modern world, more and more psychological barriers arise in mastering new educational material, self-identification of young people in the profession and in public life. In the search for their own place in society and in acquiring a profession, young people with special educational needs and young people with disabilities are presented with many stereotypes and barriers regarding their own intellectual potential, motivation to study, students with disabilities move to the risk group and experience a state of crisis, which prevent the full development of the personality.

Purpose is to identify the features of the emergence of psychological barriers in learning of foreign language and to explore and to suggest basic approaches for the overcoming these barriers in the inclusive institutions.

Results. There are a number of barriers in the acquisition of a foreign language by students, which cause problems in the perception of foreign language vocabulary and the mastery of practical communication skills in the foreign language.

In the psychological and pedagogical literature, devoted to the study of psychological barriers, the priority issue of the communicative competence formation on the basis of the formed linguistic competence is highlighted.

In our opinion, the key in the prevention and overcoming of psychological barriers should underline the effective organization of the education, shifting the emphasis from the acquisition of theoretical knowledge to practical learning, highlighting the practical value of a foreign language in the profession communication, profession development and growth of the future professionals in economics, social work, finance, accounting and taxation, psychology, etc.

The idea that every student, despite of the difficulties, associated with health problems, has not only the constitutional right, but also moral and spiritual, and equal opportunities to learn a foreign language is argued in the article. In this context, it is important to choose the tools for the teacher to work with students with special educational needs.

It should be noted the key role of the teacher in the context of overcoming psychological barriers in the learning of a foreign language, because the teacher has the task not only to provide new knowledge to students, but also to apply pedagogical measures of preventive nature, which will prevent psychological barriers, building an appropriate communicative interaction and communication strategy.

Key words: *barriers, inclusive environment, foreign language, communicative barriers, people with special needs, psychological barriers, students with disabilities, participants of the educational process.*

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СОЦІО-ПСИХОЛОГІЧНІ БАР'ЄРИ У МОВНІЙ ПІДГОТОВЦІ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ ІНКЛЮЗИВНОГО НАПРЯМУ

Вступ. В розвитку життєдіяльності суспільства та діджиталізації сучасного світу виникає дедалі більше психологічних бар'єрів в опануванні нового навчального матеріалу, самоідентифікації молоді у професії та в суспільному житті. У пошуках власного місця у суспільстві та в здобутті професії у молодій людині з особливими освітніми потребами та молоді з інвалідністю виникає безліч стереотипів та бар'єрів стосовно власного інтелектуального потенціалу, мотивації до навчання, здобувачі освіти з інвалідністю переходять до групи ризику та переживають кризові стани, які перешкоджають повноцінному розвитку особистості.

Мета та завдання статті – виявити особливості виникнення психологічних бар'єрів під час вивчення іноземної мови та дослідити й запропонувати основні підходи до подолання даних бар'єрів у закладах інклюзивного напрямку.

Виклад основного матеріалу дослідження.

В опануванні іноземної мови здобувачами освіти спостерігається ряд бар'єрів, які спричиняють проблеми у сприйнятті іншомовної лексики та оволодінні практичних навичок спілкування іноземною мовою.

В психолого-педагогічній літературі, присвяченій дослідженню психологічних бар'єрів, виділяється пріоритетне питання формування комунікативної компетенції на основі сформованої лінгвістичної компетенції.

На нашу думку, ключовим у профілактиці та подоланні психологічних бар'єрів слід виділити ефективну організацію навчання, переміщення акценту з засвоєння теоретичних знань до практичної навчальної діяльності, виділенні практичної цінності іноземної мови в професійному спілкуванні, професійному становленні і зростанні майбутніх фахівців в галузі економіки, соціальної роботи, фінансів, обліку і оподаткування, психології тощо.

У статті, відстоюється думка про те, що кожен здобувач освіти, не зважаючи на складність у зв'язку із порушенням здоров'я, має право не лише конституційне, а й моральне і духовне, та рівні можливості для опанування іноземної мови. У цьому контексті важливий вибір інструментарію для роботи викладача із здобувачем освіти з особливими освітніми потребами.

Слід відзначити ключову роль педагога у контексті подолання здобувачами освіти психологічних бар'єрів під час вивчення іноземної мови, адже викладач має завдання не лише надавати нові знання студентам, а й застосовувати педагогічні заходи превентивного характеру, що передбачатимуть профілактику можливості виникнення психологічних бар'єрів, вибудовуючи відповідну комунікативну інтеракцію та комунікативну стратегію.

Ключові слова: бар'єри, інклюзивне середовище, іноземна мова, комунікативні бар'єри, особи з особливими потребами, психологічні бар'єри, студенти з інвалідністю, учасники освітнього процесу.

In modern conditions of socio-economic development and rapid development of innovative methods, approaches in the context of modernization of the higher education institutions system, trends and directions in the development of modern communication in the field of business, economics, management, psychology and international relations, partnership, the need for effective language training of future specialists, its importance and requirements for knowledge and free communication of future specialists in the economic profile and socioeconomic professions. Today, language training is an integral component of professional training and the formation of the attractiveness of a future specialist on the labor market.

Introduction. In the conditions of globalization, the creation and improvement of a single global space, and with the aim of an educational and professional environment for effective communication in the field of education, science, economics, psychology, social work, information and communication spheres of society activity, the need for a high level of language training of future specialists in institutions of higher education is increasing. One of the main conditions of such training is the study and mastery of the foreign language skills. The modern socio-economic relations awareness, educational, scientific and professional partnerships are impossible without foreign language communication. The importance and relevance of mastering the spontaneous communication skills by means of a foreign language is increased.

In the conditions of studying the psychological features of foreign language perception, one of the important issues in the modern discourse of the development of education and science is the development of communicative skills, the emergence and overcoming of obstacles and barriers.

During the study and mastering of communicative skills of communication and discussion of professional topics, expression of one's own thoughts, construction of monologic and dialogic speech, anxiety, insecurity and fear arise in students, students become vulnerable to overcoming barriers and do not have the opportunity to successfully and effectively learn a foreign language.

Therefore, among the important competences in mastering a foreign language is the communicative

aspect and the communicative skills of spontaneous communication by means of a foreign language.

Analysis of recent research and publications.

Many researchers devote to the study of psychological barriers, individual reactions to changes that cause the emergence of psychological barriers. In particular, the theoretical and methodological components of the emergence and origin of psychological barriers in the context of psychoanalytic theory are devoted to the study of Z. Freud and Z. Freud's followers – K. Jung, O. Fenichel, K. Horney.

Features of the study of psychological barriers are considered in the context of the humanistic concept of the individual – A. Maslow, K. Rogers and the cognitive direction of the interpretation of the personality in the works of J. Kelly. Psychological barriers are studied in different ways: depending on the nature of the barriers, the essence and methods of analysis.

In general psychology, barriers are classified as cognitive, emotional, meaningful, tactical, etc. In addition, in the activity approach, the researchers distinguish the following groups of barriers: motivational and operational, which are manifested in the behavioral, cognitive, and affective spheres.

In pedagogical science, the study of psychological barriers takes place in the context of the study of problems of barriers in the interaction of participants in the educational process: pedagogical barriers as a didactic problem within the framework of psychological (Glazkova I. Ya. [4]), peculiarities of the emergence of barriers in the period the development of age-related crises of pupils and students during education (T.O. Mitsik [11]), barriers in pedagogical communication (M.P. Kozyrev [9]), the emergence of barriers during the establishment of interaction in the professional activities of teachers (I. V. Androschuk [1]) and others.

Purpose of the article – to reveal the peculiarities of the emergence of psychological barriers during the study of a foreign language and to investigate and propose the main approaches to overcoming these barriers in inclusive institutions.

Presentation of the main research material.

A number of barriers are observed in the acquisition of a foreign language by students of education, which

cause problems in the perception of foreign language vocabulary and mastering of practical communication skills by means of the foreign language.

In the psychological and pedagogical literature devoted to the study of psychological barriers, the priority issue of forming communicative competence on the basis of formed linguistic competence is highlighted.

According to V. Humboldt, the purpose of language teaching is to convey knowledge about its general structure. Research and development of the communicative method are contained in the works of U. Littlewood, G. Pifo, G. Widdowson, etc., who made a significant contribution to the definition and justification of the communicative method, which is focused on organizing the learning process in the context of real speech communication.

According to the Ukrainian researcher F. Batsevich, "communicative personality manifests itself in language activity, in communication it possesses flexible positional, role and communicative strategies and tactics" [2]. The intensive use of interactive means of communication during distance learning, information and communication resources for mastering the English language, which replace classes in the classroom with educational distance classes, at the initial stage of education, causes insecurity of the participants of the educational process, anxiety, fear of learning and communicating using the means of the English language and others.

These emotional states are the causes of psychological barriers in learning a foreign language.

By psychological barriers, we mean obstacles and a mental state that occurs before or during the performance of an educational activity, which prevents the activity from starting, or stops it. Such psychological barriers are most often observed when building communication in a foreign language.

According to I. Zyazyun, communication barriers can be classified as follows: physical (distance, space and time, by which the teacher distances himself from the students); Gnostic (situation during teaching, when the teacher does not pay enough attention to the adaptation of his own foreign language speech to the level of student understanding, expresses himself quickly, too complexly, in long sentences); emotional; psychological; aesthetic [7].

Numerous works are devoted to the study of psychological barriers and their occurrence in the acquisition of a foreign language: O. L. Vysotska, O. V. Ivaniga, A. A. Kaskevich, N. V. Sopilko, N. V. Marchenko, A. V. Massanova etc. In addition, it is important to compare and contrast the means of the native language and foreign language, the density of communication and the low level of inclusion of a foreign language in the student's practical communicative activity, the formation of the process of learning a foreign language and learning various types of speech activity, etc.

For instance, N.V. Marchenko, among the psychological barriers in learning a foreign language, singles out the following: overcoming the "initial fear of such a seemingly difficult task", the barrier of understanding, the barrier of speaking, the school barrier

and the intercultural barrier [10].

In our opinion, the key factors in preventing and overcoming psychological barriers should be the effective organization of training, the emotional content of training, shifting the emphasis from the assimilation of theoretical knowledge to practical educational activities, highlighting the practical value of a foreign language in professional communication, professional formation and growth of future specialists in the fields of economics, social work, finance, accounting and taxation, psychology, etc. According to Professor Jack Richards, it is emotion that is often an important issue "which relates to influence, influence refers to a number of emotional factors that can influence language learning and language use" ("Emotions are often a feature of language classes ... One important issue relates to affect. Affect refers to a number of emotional factors that may influence language learning and language use") [14].

Therefore, during the assimilation of theoretical and practical material from a foreign language, the following equivalent components should be taken into account: language learning and language use. In our opinion, the effective organization of learning and teaching, the formation of a favorable atmosphere for mastering a foreign language in order to overcome psychological barriers, should undoubtedly include:

- correctly constructed motivation for learning a foreign language, in which the professional component is the key, which determines the practical significance of studying professional topics and discussing them with the means of a foreign language, the ability to apply a developmental strategy in overcoming barriers both under the direct guidance of the teacher and during independent study of individual foreign language topics;
- creation of an effective psychological atmosphere, which will involve the inclusion of all participants in the educational process and exclude the appearance of negative emotional states (fear of being rejected by other members of society, unclear or not understanding others, fear of failure, communicative fear – fear of making a mistake, which is often provoked by previous negative experience regarding learning a foreign language, etc.).

With the development of inclusive education and training in the education system and the construction of an inclusive environment in which all participants in the educational process are equal and have equal access to educational space and materials, an important issue is the development of theoretical and methodological tools and the creation of favorable conditions for the inclusion of students with disabilities in joint educational process of mastering educational material, as well as for interaction in the educational process with students with disabilities (with physical impairments and with impairments of intellectual development).

Inclusive education involves the creation of a favorable atmosphere and equal conditions for learning and socialization of each student, however, the organization of this work requires the teacher to have theoretical knowledge, competencies and possession of effective practical psychological and pedagogical techniques.

In the practice of teaching children with special educational needs, with impairment of sight, hearing, locomotor apparatus, there are many barriers to equal access to educational material, its assimilation, to communication with peers by means of a foreign language.

Turning to the innovative experience of practicing teachers, it is possible to highlight the main forms of interaction between the teacher and students with disabilities. In particular, to overcome barriers in learning a foreign language for visually impaired students, teachers widely use audio materials to master communication skills. Visual impairment in students can significantly affect the formation of important skills and cognitive mechanisms in foreign language educational material, because in children with visual impairment, fragmentation is observed, the completeness of the view suffers, slowness of perception, observation.

According to the teacher I.I. Dryga, among the actual methods for use in learning English with visually impaired children, the following can be distinguished:

- watching and listening to films, cartoons, videos, taking into account the student's interests, as well as viewing interviews of favorite actors and actresses, trailers for films/cartoons;

- listening to songs (even background listening);

- listening to audio books, during this process you can write out words by sound, find them by voice search online, correct your own spelling, thanks to which words are involuntarily fixed in memory even with correct spelling;

- application of Pimsler's method, which is based on listening – the audio recording reproduces phrases and sentences in English, and then repeats them in Ukrainian;

- description and signing of objects that surround the student, recording the details, which allows to actively introduce English into everyday life and to note the practical importance of language learning;

- using games (including games on smartphones and other gadgets)/ converting the gadget into English;

- situational situations from everyday life/role plays that motivate mental activity due to the fact that students find themselves in a situation where their ability to communicate using a foreign language is actualized, to be able to listen and understand the interlocutor, to exchange information, etc.;

- communication with friends online;

- walks with speaking, etc. [5].

According to the teacher, the main task of typhlopsychology is to compensate for "the lack of vision due to the intensification of the work of other analyzers (hearing, touch), as well as the formation of the feeling of an obstacle", in order to build images, the processes of imagination can be connected, the formation of logical memory precedes the development of visual memory [5].

In the acquisition of a foreign language by children with dyslexia and dysgraphia, the most important problem is uncertainty. As the author of the online course "English for children with dyslexia and dysgraphia", Olena Ukrainka, notes, it is in individual foreign language classes in the

process of communication that "communication with the same children should make them more confident in their own abilities" [13]. According to the pedagogue, it is communication, and not concentration on learning the means of a foreign language, that contributes to the development of communication skills of children with dyslexia and dysgraphia.

In her opinion, in the process of teaching children with special needs, a number of pedagogical and corrective measures should be implemented, which will prevent the emergence of psychological barriers in children's communication and the mastering of practical skills of foreign language communication, the use of art therapy methods, neurocorrection, global and easy reading, and other psychological – pedagogical methods.

Art therapy methods are actively used to teach younger schoolchildren with mild visual impairment.

In particular, according to Y. Boichuk, O. Kazachiner, when using drawing, making letters from various materials (sticks, ribbons, plasticine), feeling and guessing letters made of plasticine, drawing pictures with plasticine in pairs while observing the frame of the picture with the aim of "development of fine motor skills, correlation of colors" significantly facilitated the assimilation of material from a foreign language [3, p. 152].

To master reading skills in a foreign language by students with mild visual impairments, Yu. Boichuk and O. Kazachiner offered texts "with enlarged and brighter font, which were typed on a computer and printed; with the aim of developing spatial orientation – while familiarizing students with prepositions of place and direction – didactic games were used to search for this or that object hidden in the classroom" [3, p. 153].

The authors emphasize that the creation of an inclusive environment for children with disabilities is extremely necessary, because it creates "an environment where all students, regardless of their educational needs, are able to learn more effectively, improve their social competence, improve communication skills, and also feel part of the community" [3, p. 153].

At the same time, the question of learning a foreign language by students with hearing impairment, hard of hearing and deaf remains open. According to A. Zamsha, "mastering sounding (pronunciation), building and strengthening the sound-letter connection in English is the most difficult for children with hearing impairments" [6, p. 93].

A. Zamsha defends the opinion that there is an urgent need for the use of special techniques and methodologies for teaching students with hearing impairment, because the use of classical approaches and strategies for learning English, as well as "the formation of the ability to read, in particular for children with hearing impairments, are ineffective due to the specifics of language and speech development in conditions of auditory deprivation" [6, p. 94]. The researcher notes that in deaf pedagogy, a comprehensive approach to teaching students with hearing impairments English as a foreign language has not yet been formed.

However, in this article, we defend the opinion that every student of education, regardless of the difficulty in connection with a health disorder, has not only a

constitutional right, but also a moral and spiritual one, and equal opportunities to master a foreign language. In this context, it is the choice of tools for a teacher's work with a student with special educational needs that is important.

Thus, the work of a teacher and the search for methodologies and technologies for working with a student with a disability depends on the peculiarities of physical development, as well as the student's linguistic knowledge, skills and interests.

To overcome the psychological barrier of speaking and exchanging information, as well as to create conditions for the socialization of students with special educational needs, attention should be paid to communicative barriers, because often psychological barriers arise as a result of difficulties in mastering lexical and grammatical material, the student of education has to feel like a full-fledged participant in the educational process, who is on a par with other students without physical and mental health disorders, has the opportunity to communicate, study educational material, adequately respond to spontaneous dialogue, communicative situations in mastering professional communicative topics.

Therefore, in relation to learning lexical material, it is important to focus students on learning new words and expressions in context, with maximum involvement of all types of memory: logical, visual, motor, auditory (using the method of mnemonic associations, selection of synonyms and antonyms, etc.).

In order to avoid the emergence of psychological barriers in speech activity, the teacher needs to create an atmosphere of confidence in the student's abilities, the ability to instantly respond to a communicative situation, and readiness for spontaneous communication. This will be facilitated by the study and free use of clichéd

expressions, speech formulas, which, according to N. Morgunova and S. Prykhodko, "help to get rid of tension in speech and make it more alive" [12, p. 112].

Such formulas and clichés, substitutes for pauses, according to researchers, are *well, I see, you know, I mean, actually/in fact*, etc. These expressions increase the student's level of confidence in his personal abilities, strengthen the student's belief in his own intellectual potential, help to conduct a dialogue professionally by establishing contact with the interlocutor, and allow the student to gain time to understand the interlocutor and find the appropriate words to formulate his own opinion.

Depending on the nosologies, the teacher should use audio and visual aids to develop reading, speaking and listening skills.

Conclusions and suggestions. In our opinion, in a modern inclusive higher education institution, a student must be included in the language environment, taking into account his level of knowledge and mastery of a foreign language, and feel comfortable in the appropriate language environment.

Therefore, agreeing with O. V. Ivaniga [8], one should note the key role of the teacher in the context of students overcoming psychological barriers while learning a foreign language, because the teacher has the task not only to provide new knowledge to students, but also to apply pedagogical measures of preventive of a nature that will provide for the prevention of the possibility of the emergence of psychological barriers, building the appropriate communicative interaction and communicative strategy. After all, this strategy will contribute to the effective learning of a foreign language, the organization of an effective educational space and the process of learning new competencies, which is optimal and pleasant for students and teachers.

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