

process of training future specialists, it is important to develop this ability to form professional competencies.

We see prospects for further research in the development and implementation of training aimed at developing emotional intelligence.

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УДК 159.9:316.772:81'232:81.111(045)=111

PSYCHOLOGICAL CHARACTERISTICS OF COMMUNICATIVE BARRIERS WHILE STUDYING ENGLISH

Barchi Beata, Kyrlyk Olesia

ПСИХОЛОГІЧНА ХАРАКТЕРИСТИКА КОМУНІКАТИВНИХ БАР'ЄРІВ У ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ

Барчі Б.В., Кирлик О.

In this article the psychological specificity of communicative barriers in learning English, their characteristics and ways of overcoming are investigated. National and foreign publications related to communicative barriers are analysed. The main reasons for the appearance of blocks during communication in students are revealed. In addition, the basic tips for overcoming communication barriers are developed.

Key words: *communicative blocks; external, internal and basic barriers; reflection; empathy; self-confidence; motivation.*

У цій статті досліджено психологічну специфіку комунікативних бар'єрів при вивченні англійської мови, їх характеристику та способи подолання. Проаналізовано вітчизняні та іноземні публікації пов'язані із комунікативним бар'єрами. Виявлено основні причини появи блоку під час спілкування в учнів. Крім того, розроблено основні поради щодо подолання комунікативних бар'єрів.

Ключові слова: *комунікативні блоки; зовнішні, внутрішні і базові бар'єри; рефлексія; емпатія.*

Man is a social creature, and he has to communicate with many people every day.

Probably everyone has wondered why it is possible to communicate freely with some people, and with others as if something interferes. This awkward situation is called a communication barrier. Such challenges with communication are not uncommon, but they can be successfully eliminated by mastering the skills of constructive communication.

Communication barriers are understood as mainly external factors that disrupt communication. The problem of communicative barriers is the most developed in national psychology, but suffers from vagueness of terminology. As noted, the lack of development of the categorical system is explained by the presence of two types of disagreements in the interpretation of the concept of communicative barriers, terminological and conceptual. Terminological differences are manifested in the case of designation of the same phenomenon understood by different terms. In relation to the problem of communication barriers, such concepts as "block", "defect", "deformation", "failure", "disorder", "pathology" of communication, etc. are used [1]. Conceptual differences, in turn, occur when different meaningful definitions are given to the same concept.

On the basis of the analysis of psychology literature, we can conclude that communication barriers are typical problems that arise due to the action of certain objective or subjective circumstances. The following main groups of communicative barriers can be distinguished: social and political; technical; specific-situational; subject-content; linguistic-national; professional; educational; age; gender; communicative (verbal and non-verbal).

The purpose of the article is to determine the essence, types of psychological barriers that may arise while learning English.

Let have a look at the classification of communication barriers according to L. E. Orban-Lembrik. In her opinion, the types of communicative barriers in communication can be as follows: stylistic, semantic, semantic, phonetic, logical [2].

While studying English, students often have troubles with using a different language to express their thoughts and due to a variety of styles of presenting

information. To overcome this stylistic barrier will help the ability to structure information, use content appropriate to the form, speak briefly and use the most appropriate pace for the situation.

Semantic type of barriers in communication occurs when interlocutors do not understand the meaning and significance of the words spoken. The most common reason for this barrier is when representatives of different subcultures meet. But it also occurs because of the polysemy of English words, which can change meaning depending on the context. Students do not always have the same vocabulary, so the meaning is not always clear to the interlocutor. In addition, problems arise if one of the interlocutors has a limited vocabulary, and the other has a rich literary (or scientific) language. To achieve mutual understanding, it is necessary to establish feedback, use clarifying questions to achieve adequate perception of information.

The nature of the semantic barrier is in the misunderstanding between people, resulting from the fact that one message has a different meaning for them - the subjective meaning that the word acquires in a specific context, a specific situation of communication. The word in various situations may have different meaning, which is always individual and personal, it is formed in the mind of the speaker, but not necessarily clear to the listener. The reasons for this are: not coincidence of the meanings of statements, requests, orders, ignoring the views, values, systems of personal meanings of interlocutors, differences in knowledge, life experience, etc.

As for the phonetic communication barrier, it arises due to the peculiarities of the speaker's language. By mispronouncing words or placing various accents, the student can change the meaning of the transmitted thought. The speed of speech also plays an important role, it is important to analyse it and the process of information processing by the listener.

The picture of perception can also be spoiled by pronunciation interference, such as nasalization, i.e. laughing, moaning, whimpering, whispering, etc. To overcome this problem, the teacher should always pay attention to the pronunciation of students and try to encourage them to work on the quality of speech.

Also, the problem of misunderstanding arises when communicators disagree with arguments, judgments or perceptions. Each person looks at the world in his own way, so the meaning of each message is always individual. To overcome this barrier, you can try to understand the logic of the interlocutor and find the reasons for the difference of opinion.

There is another classification of barriers to communication: external, internal and basic. We can say that these are three global types of communication blocks.

External barriers occur when something prevents a person from transmitting information and this reason is beyond their control. For example, the connection disappeared during an online lesson, while the student was answering questions or during the explanation of the material, suddenly a loud sound of a truck or barking dogs came from the street, because of which the students did not hear what the teacher said. The appearance of communication barriers is purely technical and has nothing to do with physiological pathologies.

Internal barriers arise due to linguistic, semantic or stylistic reasons. This type of communicative barrier is most common while studying a foreign language. It boils down to the fact that the decoded signals are inadequately encoded at the verbal level. To put it simply, the recipient is unable to understand what is said in a language he or she does not know.

Basic barriers are the object of psychology study. If internal and external barriers can be defined as purely technical, and at least easy to get rid of, then basic barriers are not so easy to eliminate, and there are several of them. So, what are the types of basic communication barriers?

Basic barriers consist in the recipient's misunderstanding of the meaning of what is said not because it is a different language, but because it has its own associations, comparisons and ideas that interfere with adequate perception. Here are the types of basic communication barriers: mental and emotional.

In a conversation, especially informal, people tend to translate thoughts into words and gestures, and then decode them back. But the same words evoke different

associations in contactors. Depending on where a person studied, worked and lived, he/she has his/her own ideas, i.e. he/she perceives the thought forms transmitted to him/her in a completely different way. This type of communicative barrier in communication can be logical or emotional. In some cases, this obstacle is almost impossible to overcome, especially if the contactors are at different levels of mental and emotional state. Suppose the emotional state is unstable, and it can be balanced. Then the problem with communication will be solved by itself. But to correct the mental level, you need several years of additional education and training of ingenuity.

Trying to study the concept and types of communication barriers from a scientific point of view, there are six obstacles that are the most obvious:

1. Uncomfortable conditions of the physical environment where the information will be transmitted. For example, in a classroom where there is a teacher who assesses the level of knowledge and a mistake equals a lower grade or ridicule of classmates.

2. The listener is concerned with completely different problems (inertia of inclusion).

3. Antipathy to the interlocutor in particular, and to other opinions in general. Clogging of consciousness with stereotypes.

4. Language barrier, including differences in lexicon, vocabulary and dialect.

5. Inappropriateness, i.e. if a student does not have knowledge on a certain topic and he/she still tries to fit in and enters into a conversation with a person competent in this matter.

6. The communicator is simply unpleasant to the recipient. This happens when a teacher inadvertently pairs two students who are at odds or have different levels of English.

If we proceed from the fact that any information that comes to a person carries elements of influence on his behaviour, thoughts and desires in order to change them, then in this sense, communication barriers are a form of psychological protection. That is, communicative barriers seem to protect us from extraneous mental influence arising in the process of information exchange between the participants of communication.

Overcoming of communicative barriers is possible as a result of creation of favourable conditions for communication and formation of psychological competence in participants of communicative interaction by the heads of secondary schools.

Psychological barriers while studying foreign languages can be caused by the following factors: low self-esteem, lack of self-confidence; lack of motivation to learn a foreign language; individual peculiarities of perception; individual peculiarities of the memorization process; insufficiently formed speech skills; lack of faith in success, in one's own strength; negative previous learning experience; lack of positive experience of communication; lack of conditions and opportunities for language practice; individual peculiarities of interaction with the teacher, etc [3].

In fact, two psychological gifts - reflection and empathy - can help teachers overcome communication barriers.

Reflection is the ability to look at the situation from the other side. For example, look at the teacher through the eyes of a student. Try to imagine how he sees this world, how he interprets it, what he wants, what he strives for, etc. Having built such a model, the teacher can understand the student much better.

Also, do not forget about empathy, that is, understanding. The teacher should put himself in the place of the student in order to find an individual approach to everyone.

As a result of the theoretical research, we have highlighted the following ways to overcome barriers of communication: eliminating differences in perceptions, use simple language, active listening, emotional state, avoid information overload, provide feedback, reduction and eliminating of noise level.

Thus, communication barriers in communication are diverse, caused by different factors. Therefore, it is very important to understand their nature, causes and conditions of occurrence and solution. When studying English, students mostly face psychological barriers. One of them is the communicative limitations due to the fear of making a mistake, the feeling of incompetence and inconsistency of communicative ideas and reproduced reality.

Overcoming these barriers is an important methodological problem and includes a

variety of psychological and pedagogical techniques and teaching tools.

We see the prospect of the research in a more detailed study of the problem of communicative barriers in studying English and the construction of a pedagogical program to overcome them and, accordingly, increase foreign language communicative competence.

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УДК 658.8:659.117(045)

ЦІННОСТІ СПОЖИВАЧІВ У СИСТЕМІ МАРКЕТИНГУ

Барчі Б.В., Пензелик В.С.

VALUES OF CONSUMERS IN THE MARKETING SYSTEM

Barchi Beata, Penzelyk Veronika

У даній статті розглянуто поняття «споживча цінність товару», а також розглянуто підходи його тлумачення. Висвітлено сутність концептуальних положень щодо формування кожної складової цінності товару, а також розглянуто сполучний аналіз. Встановлено, що мета вивчення поняття цінності трансформувалася протягом усього періоду його дослідження. Обґрунтовано матеріальну складову цінностей.

Ключові слова: *споживча цінність товару, споживачі, система цінностей, товар.*

This article examines the concept of “consumer value of goods”, as well as approaches to its interpretation. The essence of the conceptual provisions regarding the formation of each component of the product value has been highlighted, as well as the connecting analysis has been considered. It was established that the purpose of studying the concept of value was transformed during the entire period of its research. The material component of values has been substantiated.

Key words: *consumer value of goods, consumers, value system, goods.*



МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26

тел./факс +380-3131-21109

Веб-сайт університету: www.msu.edu.ua

E-mail: info@msu.edu.ua, pr@mail.msu.edu.ua

Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: <http://dspace.msu.edu.ua:8080>

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