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**PSYCHOLOGICAL PECULIARITIES OF OVERCOMING COMMUNICATIVE  
BARRIERS AMONG THE PARTICIPANTS OF FOREIGN LANGUAGE  
EDUCATIONAL PROCESS IN PRESCHOOL ESTABLISHMENTS**

The relevance of the study. The development of modern society and gradual integration into the European and world community impose higher requirements for teaching foreign languages. The mastery and knowledge of a foreign language is important in today's society. Without successful acquisition of communicative competence skills full international professional and academic contacts become impossible.

The effectiveness of learning a foreign language in the educational and professional activities in universities, as in real life in general, depends largely on the psychological readiness of people to learn and use a foreign language, on the ability to overcome stereotypes and ideas about their capabilities. People who do not believe in their abilities, expect failure, fear of errors are likely to really tolerate failure, mainly because they do not feel confident in their abilities, not able to overcome their inherent psychological and communication barriers.

In foreign psychological concepts of personality theoretical basis of the nature of psychological barriers are adequately provided. This issue was investigated by S. Freud, C.G. Jung, A. Adler, Carl Rogers, Eric Berne. In these studies the psychological barrier is considered in the context of the main areas of different schools (psychoanalytic theory of personality, cognitive, humanistic psychology, etc.).

Psychological science gained some theoretical and empirical material, specifying of the individual psychology of learning: psychological characteristics of students identified as subjects of education (B.G. Anan'yev, G.S.Suhobska, G.S. Vershlovskyy, S.L. Rubinstein, A.B. Brushlynsky) made a study revealing features of learning a foreign language in high school (G.A. Kitaygorodskaya, M.G. Kasparov, M.K. Kabardov).

Modern psychology reflects the psychological study of a foreign language as a specific academic subject (I.A. Winter, B.V. Belyaev, V.A. Artemov, E.I. Belt, G.A. Kitaygorodskaya). At the same time, the success of students learning a foreign language is largely determined by the extent possible to predict, diagnose and choose the most effective strategy to overcome the psychological barriers arising in the study.

Analysis of scientific literature shows that our psychology has no clear definition of barriers arising from students in mastering a foreign language, and strategies to overcome them in educational activities, not structured strategies, conditions and factors that provide

compensation or overcoming psychological barriers . Demanded are targeted programs aimed at updating and developing internal capacity of hidden students' resources to overcome communication barriers and compensation in learning a foreign language.

So, the goal of this work is to determine the specifics of overcoming of communicative barriers that arise when teaching a foreign language to preschool children.

The provided analysis of scientific resources suggests that the problem of communication barriers has no independent status in the structure of social psychology. The negative aspects of communication that are available in the design of almost all the traditional problems of social psychology of communication are marked by the researchers as a rule as the "by-product" basic subjects and are not allocated to a special area of knowledge, or the authors limited examination and interpretation of only one of these aspects of "negative" side to communicate with its relationship to the problem of communication barriers in general.

Regarding the problem of communication barriers a significant gap between the richest phenomenology concerning the existence of "communication barriers" in the reality of human communication is observed, as well as sufficient elaboration of some aspects of communication barriers, and almost complete lack of satisfactory methodological concepts of communication barrier Interiors as an important way of communication. B.D.Paryhin understands the communication barriers as a separate manifestation of psychological barrier that applies to human communication and "information filter" which serves as the individual in the process of interaction with the environment, and in interpersonal interactions. Therefore, understanding the psychological barrier as installation and mixing of the concepts of "communication barriers" and "psychological barrier" means involving to the analysis of communication barriers all the problems of the theory of settings.(L.Dunetz, 2003, s.89)

"The common denominator" of the concepts "system" and "psychological barrier" is that they reflect a certain mental condition of the person who determines and directs its activity. In the analysis of the communicative barriers in the process of communication, we have to deal with the facts of violation of all three parts, which are traditionally allocated to it: communicative, perceptual and interactive. So, the distortion of accuracy of interpersonal perception, violation of communication as the exchange of information, situations of confrontation, conflict as aspects of the interactive side of the communication are the examples of communication, jamming of the presence of those or other communicative barriers. In other words, virtually any of the traditionally existing socio-psychological problems relating to the communication has two sides - both positive and negative.

The need for personal and creative development of students is predetermined by target instructions of modern professional school. When a person comes to the educational

establishment to learn a particular specialty, the main task of lecturers is to teach to work creatively to ensure the success in the profession, to build interest in selected cases. The formation of the creative personality of the teacher affect both dream of becoming a highly professional educator and cognitive demand and consequent intellectual activity. From indifferent to learning, to children student can hardly be formed a creative personality.

A specific element of foreign language education is a preschool education. Under preschool education we understand the foreign language education for children up to 7 years, i.e. its preparatory part that covers education for children of preschool age and first grade students of elementary schools. Specificity is defined both with the level of optional nature of teaching children a foreign language, and the age characteristics of children, the most important characteristic of which is the immaturity of voluntary attention and memory and a penchant for playing.

Nowadays preschool foreign language education has moved beyond the pilot study touching upon the children of certain social groups is a sign of our time. In spite of optional, paid nature of this type of training, pre-school foreign language education, especially the English, one gets more and more children. Currently this training is carried out in various forms - both individually and collectively.

Even a decade ago in methodology a considerable attention has been focused on the problems of foreign language teaching of preschoolers ages 6-7, which in science is considered to be the most productive period (Sh.O. Amonashvili, L.I.Bozhovych, L. Wenger, D.B. El'konin, A.V. Zaporozhets, A.N. Leont'ev, V.S.Muhina, V.M. Plakhotnyk). However, at this stage, as observed, the interest of experts equally focused on the age of five. Educational reform logically provides other status 5-year old's - a number of groups of children in this age group have become preparatory to school.

Definite conclusions about the benefits of early childhood foreign language education were made by domestic and foreign scholars - teachers - experts in early childhood education. Most scholars and practitioners believe that foreign language pre-school education should begin at age 5 to 9 years, to be integrated into the program of universal primary education.

There are still many problems on foreign language pre-school education, which should be the focus of the theory and methods of preschool education, linguistics. First, a conflict between the practical needs of executives of foreign language pre-school education on one hand, and the level of scientific and teaching of the other. Second, often pre-school learning of a foreign language is held without considering the age children and aims to give a basic knowledge of the language. In pre-school level of education, which has its pedagogical patterns school teaching methodology was introduced. The experience of many experts indicates that the transfer school

methods in educational activities with preschool children does not give proper results in learning of foreign language. So, young professionals face many challenges that can cause barriers to communication.

In the context of research of pedagogical psychology it is recognized the exceptional role of memory in the success of the reception and processing of language information and development of foreign-language abilities. Such connection between the memory and speaking can be seen, first of all, in terms of content and quality of functioning of the operational mechanisms of mnemonic abilities. The scientific fact is that between the perfection of the system of methods of storing and level of learning the foreign language there is a direct link. But along with the fact that there are a number of different methods of teaching of foreign language, the vast majority of them is based on such a category of mnemonic techniques as the verbal-logical and semantic.

The age category of students, which future teachers will teach a foreign language, are not fully considered in their training. From our point of view it turns out to be useful account of funds of the development of imaginative component of mnemonic abilities in a technique of training of future foreign language teachers of pre-school level of education, because it is shaped forms of cognitive processes are leading in this age category of children. Registration of the mentioned is a factor as quality of training of future foreign language teachers of pre-school level of education, and the positive dynamics of formation of foreign language abilities of children. The methodological complex of psychological testing of the level of development of mnemonic and foreign-language abilities of future foreign language teachers of pre-school level education should include methods of research of development of verbal and imaginative memory, methods of study of the structure of mnemonic techniques, which are given preference during memorizing the material and methods of research abilities for mastering a foreign language.

Unfortunately, it turned out that only a small number of graduates of pedagogical universities continue their professional path in educational institutions. There are a lot of reasons, and chief among them is the lack of willingness and interest in teaching a foreign language. Among foreign language teachers of primary level this often occurs, we believe, because the former students coming to kindergarten carry the same teaching methods by which they were taught in high school or relearn. Therefore, we believe that future teachers of English in nursery and elementary schools should use that type of memory that is dominant among their students, that is visual and emotional memory, and this would prevent the emergence of barriers communication.

When creating a developmental program was emphasized the similarity of their future careers, such as the teacher of a foreign language in preschools. Our developmental program for

students was estimated to bring this very component of mnemonic abilities in the system of foreign language study in university, because visual memory is dominant in preschool children. Developmental program consisted of three phases, during which the system developmental and cognitive problems was implemented. Methods used in developing program can significantly increase the effectiveness of learning of students and promotes visual, verbal and emotional memory and abilities for foreign languages, which are manifested in their productive interaction while learning a foreign language.

Used developmental program demonstrates significant advantages over traditional methods of teaching foreign language in universities and can be used by teachers in teaching foreign languages to students of language departments, where foreign language is taught as a second profession. The used program in a developing technique can significantly improve the quality of students' studying. Using methods promote the development of imagery, verbal and emotional memory and the improvement of abilities for foreign languages, which is manifested in their productive interaction when learning a foreign language. The methods used by us in developmental program allows to increase the effectiveness of students' cognitive activities.

Mastering conscious orientation in the structure of different kinds of broadcasting messages in a foreign language increases the interest and activity of students in their cognitive activities in English classes and provides a productive interaction between memory and foreign language abilities while learning a foreign language. After developing the program, we observe changes in the choice of methods of storing text in favor of the use of imagery and emotional techniques.

Studying the features of the influence of the system of development of the figurative component of mnemonic abilities, included in the training methods, on the establishment of foreign-language abilities of future foreign language teachers of pre-school level education were identified: improving the efficiency of memorizing words as with visual, as well as with the oral supports; increase in the level of connectivity of the reproduced text; increase of the values of the indicators of the strength of the preservation of the memory of the emotional-estimated inventories of visual information; increase in the number of studied material with high and medium level of ability to the establishment of sound-sign connection and the ability to discern the English sounds in the process of broadcasting; increase of the level of easy foreign language broadcasting; the growth of the level of positive motivation to study a foreign language.

So, as a conclusion it must be said that established developmental program enables communicative barriers to be prevented in the process of interaction among the teacher of foreign language and the students of preschool educational establishment.

## LITERATURE

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