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**СТВОРЕННЯ БЕЗБАР'ЄРНОГО ОСВІТЬОГО СЕРЕДОВИЩА:  
ДИДАКТИЧНІ ПРИЙОМИ ЗАПОБІГАННЯ ПОЯВИ У СТУДЕНТІВ  
ЕМОЦІЙНИХ БАР'ЄРІВ**

**CREATING A BARRIER-FREE EDUCATIONAL ENVIRONMENT: DIDACTIC  
TECHNIQUES FOR PREVENTING STUDENTS' EMOTIONAL BARRIERS**

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**ABSTRACT**

*The relevance of the research problem is determined by the well-founded theoretical positions of many researchers. That is why the problem of studying the impact of emotional barriers on the effectiveness of the educational process and the search for effective didactic techniques to prevent emotional barriers is becoming relevant.*

*The purpose of the study is to substantiate the essence and typology of students' emotional barriers accompanying the educational process, as well as to highlight didactic techniques for their prevention. In this research the authors prove that emotions have dual impact on person's activity. From the one hand they stimulates and regulates it, from the other – it deactivates person's activity. That is why the problem of studying the influence of emotional barriers on the effectiveness of the educational process and the search for effective didactic methods of preventing emotional barriers is becoming more and more relevant. The authors consider negative influence of emotions as an obstacle in educational process. In this research the authors define an emotional barrier as an internal reaction to an external barrier which is embodied in certain emotional conditions and accompanies negative consequences of activity. In this article the reasons of occurrence and typology of emotional barriers of students are analyzed. In this article particular attention is paid to the didactic methods of preventing emotional barriers in learning*

*process. It is noted that the prevention strategy is based on two consistent tactics – diagnosis and forecasting. By diagnosis, we mean the activity of studying the nature, type, and characteristics of learning situations in the educational process. The diagnosis of the components and content of learning situations is the basis for barrier forecasting – a reasonable assumption about the possibility of its occurrence or development in the future. Without a reasonable forecast of a possible barrier, it is impossible to prevent its occurrence. The more in-depth, reliable, comprehensive, and prompt the diagnostic and prognostic activities, the more effective the work on barrier prevention can be.*

**Keywords:** *educational activity, an emotional barrier, emotions, types of emotional barriers, didactic methods, prevention.*

**The relevance of the research problem** is due to the well-founded theoretical positions of many researchers (M. Vergasova, I. Gapiychuk, L. Kondrashova, I. Mohylii, V. Popluzhnyi, V. Semichenko, O. Tikhomirov, O. Chebykin, V. Yurchenko and others). Scientists prove the double influence of emotions on the subjects of the educational process: on the one hand, they regulate behaviour and psyche, increase motivation, and, on the other hand, they deactivate, weaken the motive, disorganise behaviour, cause depression, conflicts, anxiety, which become barriers to the educational process. That is why the problem of studying the influence of emotional barriers on the effectiveness of the educational process and the search for effective didactic methods of preventing emotional barriers is becoming more and more relevant.

**The purpose of our research** is to substantiate the essence and typology of students' emotional barriers that accompany the educational process, as well as to highlight didactic methods of preventing them.

It should be noted that the problem of barriers as a pedagogical phenomenon is not among the well-studied ones in modern pedagogy. There are many views on the nature, essence, functions and types of barriers (Glazkova, 2013:39-45; Hlazkova, 2012: 31-34). Some studies overlap in their essential parts, while others have contradictions in their main points. The analysis of the works of scientists allowed us to divide the barriers in the educational process into the following groups: cognitive barriers (Glazkova, Khatuntseva, Shymanovych, L. Yaroshchuk, 2022); barriers to innovative professional activity of teachers (F. Vafin, A. Safina); barriers to innovative professional activity of teachers (N. Chinkina); barriers arising in the process of studying a subject (O. Barvenko, T. Verbytska, N. Hubareva); barriers to students' creative self-realisation (K. Karamova); barriers to communication (N. Volkova); barriers to students' educational activity (L. Yaroslavska). In other words, the studies clearly show the differentiation of barriers by the subjects of the educational process, in other words, barriers are inherent in both teachers and students. It should be noted that it is the above-mentioned scholars who have come close to defining the essence of this concept, while attempts to define it are based mainly on psychological positions.

Summarising the opinions of scientists, we argue that «barrier» is understood as an obstacle or barrier to anything, and its specificity is traditionally considered in the context of such concepts as resistance, inhibition, prohibition, blocking, which are restrictive. Researcher L. Yaroslavska in her work «Didactic

Conditions for Overcoming Pedagogical Barriers in the Process of Teachers' and Students' Educational Cooperation» (Yaroslavska, 2010), first introduced the term «pedagogical barrier» into scientific circulation, substantiated from the standpoint of pedagogical science.

We support the opinion of L. Yaroslavska, but make a clarification and define a pedagogical barrier as a complex multidimensional pedagogical phenomenon caused by factors of both external and internal nature, which is inherent in all subjects of the educational process, which not only prevents, restrains, reduces the efficiency and success of this process, but also stimulates it (Glazkova, 2013:39-45; Hlazkova, 2012:31-34).

It is known that an activity will be more intense if it is coloured by emotion. D. Hebb managed to experimentally obtain a curve showing the relationship between the level of emotional arousal of a person and the success of his practical activity. The author points out that there is a bell-shaped curve between emotional arousal and human performance. Both very weak and very strong emotional arousals are undesirable for achieving the highest performance. For each person, there is an optimum level of emotional arousal that ensures maximum performance. It, in turn, depends on many factors: the specifics of the activity being performed, the conditions in which it takes place, and the personality of the individual. As the researcher has shown, very weak emotional excitement does not provide proper motivation for activity, and very strong emotional excitement destroys, disorganises and makes it practically uncontrollable (Kremen, 2008).

The study of specific emotions of learning activity by O. Chebykin (Chebykin, 1992:47-52) allowed to present emotions as a model of movement at three stages of the learning process: Stage 1 – acquaintance with a new topic – from surprise to curiosity; Stage 2 – consideration and assimilation of the topic – from curiosity to interest; Stage 3 – consolidation and use of what has been learnt in further activities – from interest to enthusiasm. We support the opinion of O. Chebykin, but we would like to emphasise that the author gives a so-called ideal model of the movement of emotions at different stages of learning, but the analysis of literature and our own pedagogical experience suggest that often at the stage of introduction to a new topic, surprise does not turn into curiosity, because interest is lost (due to both objective and subjective reasons), the student becomes indifferent, followed by boredom, apathy, fatigue, depression, inattention, and sometimes laziness, which become obstacles to the learning process. In this context, it is appropriate to say that emotions can be not only constructive but also destructive. They activate and deactivate, organise and disorganise behaviour.

The role of emotions in learning activities is studied in terms of the impact of success-failure emotions on the effectiveness of the learning process. V. Vilunas, describing the functional significance of the emotions of success and failure, considers them as an auxiliary mechanism that is connected, as necessary, to the process of activity regulation and adjusts it based on the actual achievements of its course in a particular situation. He divides the emotions of this class into:

- stating emotions of actual success – failures colour each individual attempt to get closer to the goal;
- anticipatory emotions of success – failures arise on the basis of existing experience of similar situations and signal the likely outcome of actions, facilitate the search for ways to achieve the goal;
- generalised emotion of success – failure interacts with basic emotional experiences, intensifies them when quick success is expected, and leaves the motivating force if difficulties or failure are expected (Kremen, 2008:112-113).

Let us consider them in more detail. According to scientists, emotions that predict success or failure range from the emotion of hope to anxiety. As a rule, they arise when perceiving the conditions that caused joys and sorrows in the past, and then signal to the subject about the likely outcome of actions before they are actually performed. Such anticipatory information about the hopelessness of actions or about the probable success makes it easier for the subject to find ways to achieve the goal and makes this search heuristic, and behaviour becomes more energy-saving. It is in the heuristic function that the adaptive value of the positive experience of success is clearly manifested. Emotions that state actual success emotionally colour every attempt to get closer to the goal. Their peculiarity is the ability to «attach» to the details of the situation and to be reproduced again when they are encountered again as emotions that predict possible success or difficulties.

An analysis of the generalised emotion of success – failure (according to V. Vilunas) gives a clearer picture of the emergence of an internal barrier as a result of negative experience. Thus, the experience of numerous joys and sorrows in the past is actualised in the form of emotions that imply, as they accumulate, generalise. The emotion of despair is accompanied by a series of experiences that were unsuccessful attempts to get closer to the goal. Similarly, the experiences of success and failure at individual stages of learning activities are generalised. Thus, experiences about individual subjects merge into general anxiety in general. The generalised emotion of success – failure interacts with the leading emotional phenomenon that motivates learning activity, enhancing it when quick success is expected, and vice versa when failure is predicted. The functional significance of the emotions of success is that they «strengthen and support» the initial motivation to the goal, while the emotions of failure are that they «restrain and reject» it. It should be noted that the emotions of success – failure, in turn, fall into several specific subgroups that differ in their meaning and impact on activity (Kremen, 2008).

One of these groups is made up of numerous shades of joy and discontent – from barely noticeable to fierce joy, from slight annoyance to despair. Taking into account the emotions of success and failure is an important condition for implementing the ideas of barrier pedagogy. The creation of high external barriers in various pedagogical situations forms a necessary personality quality – tolerance to negative emotions as an inevitable companion of human life. In turn, tolerance to external barriers reduces the level of emotions of failure, increasing the effectiveness of barrier overcoming. In this context, we consider it expedient to

study emotional barriers, as it is consistent with the principle of barrier pedagogy (I. Glazkova), in particular, the connection between the external and internal barriers, namely (Hlazkova, 2022:41-47): emotions that state affect the formation of the internal barrier through the individual experience of learning activities that develops during all years of a student's study at university; emotions that predict success become an integral part of the internal barrier of learning activities and contribute to its timely prevention or effective overcoming.

Thus, substantiating further didactic methods of preventing barriers by students in the process of learning activities, we will consider the emotions of success as one of the conditions for its effectiveness, since it is always necessary to take into account the factor of the tonic effect of positive emotions on further movement forward to achieve a new goal. After all, the creation of positive emotions, reliance on them will facilitate the search for information that supports the state of satisfaction and, conversely, negative emotions will cause actions that are directed against learning, actions that reduce its productivity. The teacher is called upon to be a regulator of the student's spiritual world until he or she has mastered regulatory skills (Hapiichuk, 2015:15). When satisfying needs, desires, successfully achieving the goal of activity, a person experiences such positive emotions as joy, inspiration, interest, pride, which stimulate further development, the desire to act. Negative emotional experiences have been the subject of research by many domestic and foreign scholars (V. Bodrov, L. Hrymak, R. Lazarus, N. Nayenko, V. Suvorova and others). The results of the survey showed that most students have negative emotions, and among the reasons for their occurrence, students name: inattention to their emotional states by teachers; underestimation of the emotional factor in educational work by teachers; lack of mutual respect. This is confirmed by the results of psychologists' research, who note that the traditional organisation of the learning process not only pushes emotions into the background, but often requires their complete elimination. The factors contributing to this psychologically and pedagogically inappropriate trend are: «denial or underestimation by some teachers of the role of emotional determinants; simplified understanding of the discipline, the idea that external manifestations of emotions by individual students distract others from work; organisation of work on educational tasks at the reproductive level, issuance of ready-made algorithms and procedures for solving problems» (Hapiichuk, 2013:19).

In the event of failure, emotions of fear, anxiety, and worry arise, self-esteem decreases, irritability, aggressiveness, suspicion appear, and disappointment may occur. To overcome the barriers of the student's emotional sphere, it is necessary to provide for the development of skills in managing emotions and feelings, to teach them to understand their emotional states and the reasons that cause them, to promote the formation of adequate self-esteem, which will allow them to correctly correlate their strength with the tasks of various difficulties. Thus, we define students' emotional barriers as an internal reaction to an external barrier embodied in certain emotional states or emotions of failure that accompany the negative consequences of activity (Hlazkova, 2013:124-130).

Thus, it is advisable to consider emotional barriers in the context of a strategy to prevent them, and in case of failure, to overcome them. In the context of the chosen problem, in our opinion, it is advisable to talk about the following subtypes of students' emotional barriers: 1) actualisation of negative traces of emotional memory, which consists in layering previous emotional states (usually negative) on the current emotional mood of students in the classroom when faced with a difficult learning task; 2) general negative emotional background of activity: increased anxiety, tension, high neuroticism, frustration, etc.

In our opinion, the last group of emotional barriers requires a broader explanation. We consider it appropriate to divide the group of general negative emotional background of activity into: barriers of tense mental states (anxiety, tension, anger, irritation, excitability) and frustration barriers according to the criterion of intensity of the manifestation of the mental state. We did this by referring to the experience of K. Platonov, who divides tension (as one of the types of emotional states) according to the degree of its severity in the learning process into: insignificant; prolonged and pronounced; prolonged, sharply expressed tension.

Any learning situation can provoke a barrier in the subjects of the educational process, since its solution requires certain efforts: the imbalance of the internal psychological structure of the personality can be expressed in increased irritability, negative reactions to people, words, objects, phenomena, apathy, as a result, an emotional barrier arises; if the efforts to overcome it are in vain and it remains unconquered, there is a possibility of a motivational, cognitive or evaluation and control barrier. That is why it is important to take timely measures to prevent certain barriers.

First of all, it should be noted that the prevention strategy is based on two consistent tactics – diagnosis and forecasting. By diagnosis, we mean the activity of studying the nature, type, and characteristics of learning situations in the educational process. The diagnosis of the components and content of learning situations is the basis for barrier forecasting – a reasonable assumption about the possibility of its occurrence or development in the future. Without a reasonable forecast of a possible barrier, it is impossible to prevent its occurrence. The more in-depth, reliable, comprehensive, and prompt the diagnostic and prognostic activities, the more effective the work on barrier prevention can be.

The barrier prevention strategy is understood as the organisation of a constructive process that eliminates or minimises the likelihood of a barrier occurring. The expediency of distinguishing this strategy is primarily due to the labour intensity of directly overcoming barriers, but again, it should be emphasised that it is much easier to prevent them than to constructively overcome them. Prevention requires less effort, money, time and prevents even the minimal destructive consequences that any constructively overcome barrier has.

The analysis of literature and our own experience allow us to talk about the following methods of preventing emotional barriers to learning activities:

➤ creating a favourable microclimate for the work and life of the subjects of the educational process (the possibility of self-realisation of the

individual in educational activities, friendly interpersonal relationships, availability of time for proper rest, etc. Explain that signs of anxiety are signs of a person's readiness for active work (activation), they are experienced by most people, and they help to perform any activity better.

➤ «tuning in» to a certain emotional state. It is suggested to imaginatively connect an anxious emotional state with some images (a melody, a flower, a landscape, etc.).

➤ «playing a role». In a difficult situation, it is useful to vividly imagine a role model, enter the role and act as if on his behalf. Breathing. Mastering ways to normalise breathing to relieve tension.

➤ «relaxation». Activation of relaxation techniques.

➤ «mental training» – imagine a disturbing situation, first in detail, and then try to think through its development.

➤ «rehearsal» – programming a situation that causes anxiety or anxiety or other negative emotional states.

➤ «modelling» the reflected anxiety – modelling in the imagination ways to level its severity.

➤ «bringing to the point of absurdity» – modelling and acting out, bringing difficult situations to laughter (absurdity).

➤ «reformulation of the task». Concentrating on the goal of the actual moment, rather than on evaluating your achievements or your appearance.

➤ «green grapes» – the ability to accept defeat with dignity.

➤ «a letter to an object that causes anxiety or fear». The letter expresses what worries them (Semichenko, 1996).

**Thus**, the highlighted didactic techniques will help to improve the quality of the educational process, as they are aimed at preventing emotional barriers, which, in turn, contributes to the barrier-free educational process and pedagogical culture (Glazkova, Khatuntseva, Yaroshchuk, 2020) of its subjects.

**The prospect of further scientific research** is to highlight the obstacles in the professional activity of the teacher, since educational activity involves the interaction of participants in the educational process.

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#### **АНОТАЦІЯ**

Актуальність проблеми дослідження обумовлена обґрунтованими теоретичними положеннями багатьох дослідників. Саме тому актуалізується проблема вивчення впливу емоційних бар'єрів на ефективність освітнього процесу та пошук ефективних дидактичних прийомів запобігання емоційним бар'єрам.

Мета дослідження полягає в обґрунтуванні суті і типології емоційних бар'єрів студентів, що супроводжують освітній процес, а також висвітленні дидактичних прийомів їх запобігання.

У дослідженні автори доводять, що емоції мають подвійний вплив на діяльність людини. З одного боку, вони стимулюють і регулюють її, а з іншого – дезактивують активність людини. Саме тому проблема вивчення впливу емоційних бар'єрів на ефективність освітнього процесу та пошук ефективних дидактичних прийомів запобігання емоційним бар'єрам стає все більш актуальною. Авторі розглядають негативний вплив емоцій як перешкоду в освітньому процесі. У дослідженні автори визначають емоційний бар'єр як внутрішню реакцію на зовнішній бар'єр, яка втілюється в певних емоційних станах і супроводжує негативні наслідки діяльності. У статті проаналізовано причини виникнення та типологію емоційних бар'єрів студентів. Особливу увагу приділено дидактичним методам запобігання емоційним бар'єрів у освітньому процесі. Зазначається, що стратегія запобігання базується на двох послідовних тактиках – діагностиці та прогнозуванні. Під діагностикою розуміється діяльність з вивчення природи, типу та особливостей навчальних ситуацій в освітньому процесі. Діагностика компонентів і змісту навчальних ситуацій є основою для прогнозування бар'єру – обґрунтованого припущення про можливість його виникнення або розвитку в майбутньому. Без обґрунтованого прогнозу можливого бар'єру неможливо запобігти його виникненню. Чим глибшою, достовірнішою, комплекснішою та оперативною буде діагностично-прогностична діяльність, тим ефективнішою може бути робота з запобігання бар'єрам.

**Ключові слова:** освітня діяльність, емоційний бар'єр, емоції, види емоційних бар'єрів, дидактичні прийоми, запобігання.