Research Article

Overcoming of communication barriers in the classroom

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Abstract: The main objective of the article is to analyze communication barriers in the classroom and to develop the algorithm to overcome them. The minor objectives of the research are: to present different classification of communication barriers and to distinguish the barriers that are typical for the educational process; to conduct open-closed survey and to outline the most frequent communication barriers; to describe teaching strategies and techniques that contribute to overcoming communication barriers. To solve the research problem we applied theoretical and empirical methods. theoretical methods included literature review and generalization of results. Empirical methods concerned pedagogical experiment and methods of mathematical analysis. To study the answers of respondents we used open-close survey through written forms. The pedagogical experiment embraced 127 students and 59 teachers of different institutions throughout the country. It was conducted in three stages: targeting, diagnostical, content, and analytical. The research showed two groups of methods are effective to overcome communication barriers in the classroom: methods of psychological influence and methods of active pedagogical interaction. The methods of psychological influence are the following persuasion, suggestion, imitation, suggestion. Methods of active pedagogical interaction include: discussion, role-playing games, psycho-pedagogical training (sensitive training), special situations.

Keywords: communication barriers; educational process; teaching strategies; communication skills

1. Introduction

At the modern stage of development of education adoption of communication paradigm actualizes the problem of formation of professional communicative competency within the structure of professional training of future specialists in different spheres. High level of language knowledge and ability to carry out professional duties by means of language is an indicator of fundamental training of personality and emphasizes the ability to realize professional interaction. In addition, communicative competency is an efficient factor of economic, scientific and technical, cultural progress of the society in general, and feature of professionalism of a person in particular.

1.1 Research objective

The main objective of the article is to analyze communication barriers in the classroom and to develop the algorithm to overcome them.

1.2 Specific objectives

Other objectives include the following:

to present different classification of communication barriers and to distinguish the barriers that are typical for the educational process;

to conduct open-closed survey and to outline the most frequent communication barriers;

to describe teaching strategies and techniques that contribute to overcoming communication barriers.

1.3 Research focus

Communication training is a complicated and multi-step process which aim is impactful transfer of information, optimization of learning material, and positive formation of personality of future specialist. The study of origin of communication barriers in education science allowed us to distinguish two main factors.

Firstly, classroom activities depend on success or failure of communication within the pedagogical process. And secondly, communication barriers are objectively present in the

classroom and the participants of educational process must be oriented towards overcoming or preventing them.

The findings show that categories of communication barrier, communication deviations and difficulties in communication are slightly identical. Anjum, Bhatti, & Iqbal (2020) define communication barrier as a failure to achieve communication objectives; misunderstanding between speaker and recipient; inability to reach agreement while communicating. So & Brush (2008) differentiate absolute and relative barriers that are present in communication situations and hinder mutual understanding.

In the educational context communication barrier appears due to a number of pedagogical failures in the teaching-learning scheme (Gokalp, 2021). Therefore, communication barrier means absolute or relative barriers hindering mutual communication; it have become a serious reason for conflicts and prevent the participants of educational process from receiving adequate information.

We have found that there are different classification of communication barriers. According to Spitzberg & Cupach (1989) they are divided into macrobarriers and microbarriers (Fig. 1.).

Macrobarriers are connected with interior surrounding where communication process occurs and that appear when the following conditions are true: information overloading; different information carriers (textbooks, Internet, lesson hand-outs, etc.); irrelevant content; readiness to use information.

Microbarriers include intellectual peculiarities of speakers; different language knowledge; absence of mutual understanding of communication situation; psychological differences of communication participants; social, political, professional, or social differences between communicants.

Figure 1. Classification of communication barriers according to Spitzberg & Cupach (1989).
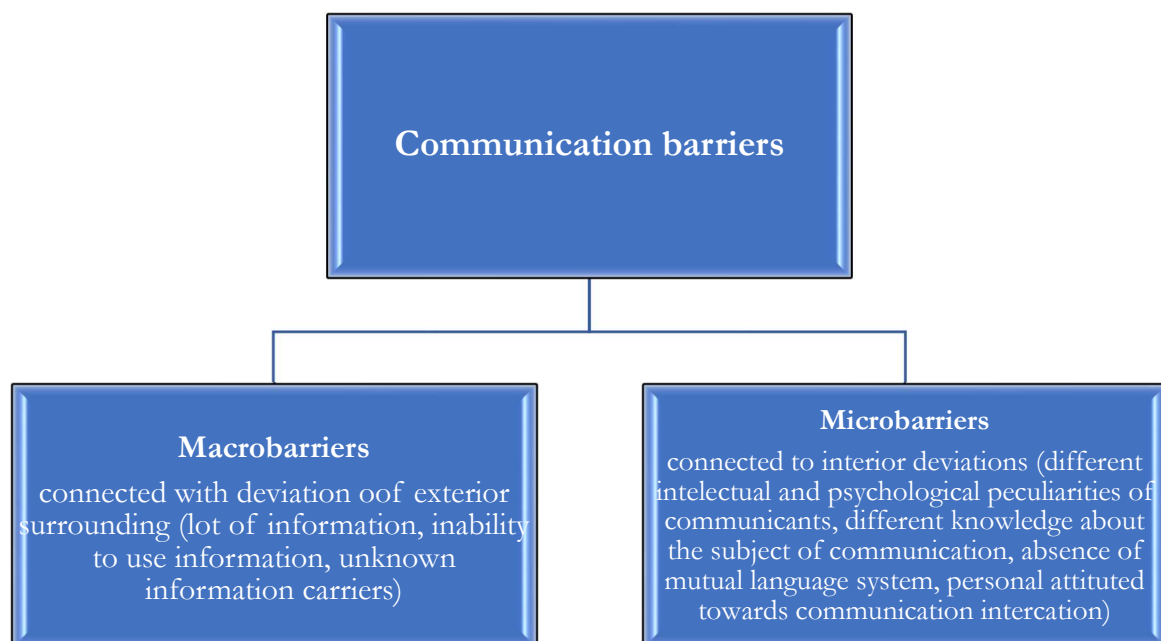
Source: (Spitzberg & Cupach,1989)

Shrivastava, Ovais, & Arora (2021) and Hornik (2018) differentiate communication barriers into four groups: technical, language, social, and psychological. Figure 2 shows the classification of communication barriers according to Khanna & Prasad (2020).

Figure 2. Classification of communication barriers according to Khanna & Prasad (2020).
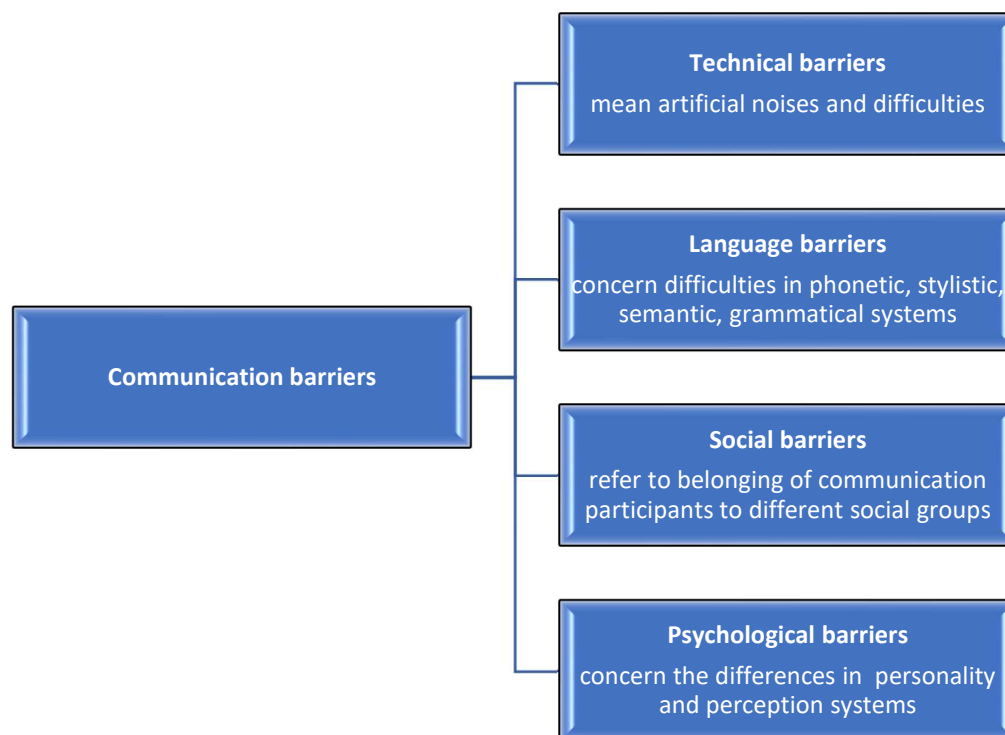
Source: (Khanna & Prasad, 2020).

Besides, communication barriers are divided into avoiding, authority, misunderstanding (Anjum et al., 2020, Abu et al., 2020, Nazia et al., 2021). They differ in the level of transparency. Therefore, avoiding is non-transparent barrier that refers to complete refusal to communicate. Authority means receiving of subjective information. At the same time, misunderstanding concerns changing of information, decreasing its value or making its neutral.

Dabaj & Yetkin (2020) classified communication barriers into discomfort of physical environment; external physical factors affecting the educational process (illumination, place and time of communication act); inactivity of one of the participants of communication. Lack of interest, ambitions, and stereotypes are explained as considerable communication barriers. In addition, insufficient level of pedagogical competency affects the education adversely.

Blume, Baldwin, & Ryan (2013) consider communication barriers can affect communicants, style or vocabulary of message, its coding/decoding, communication channel and feedback. The first group includes biological, psychological, and social barriers. Biological barriers are caused by biological peculiarities of communicants like health, nutrition, etc. Psychological barriers deal with individual psychological features of communication agents. Social barriers concern social environment and regard ethic, moral, social norm and values. The second group of barriers includes the difficulties of vocabulary and style of message. These deviation deal with the use of term of professionalisms, borrowings, or rare stylistic tools. Barriers of message coding or decoding refer to semantic perception of information. Barriers of communication channel and feedback are closely connected with possibilities to transfer the message adequately and to organize the efficient structure of communication. In this context, adequacy means completeness of information and its dependency on the communication channel.

Also, communication barriers are divided into barriers of negative emotions, perception barriers, language barriers, psychological attitudes, berries of first impression and barriers of mutual understanding (Santos & Ponchio, 2021). Barriers of negative emotions include subjective reactions towards internal and external triggers. The main reason of negative emotions is interpersonal conflicts, ineffective communication act and stress. Perception barriers are connected with content of utterance, its clarity and accuracy. Language barriers are related to communication skills, logics of speaking, emotional decoration and clarity of communication statements, flexibility of response and sequence of speaking. Psychological attitudes include

stereotypes of communicants, negative reactions, and prejudices. People with flexible attitudes are more social and adapt to communication environment easier and faster. Barriers of first impression occur when new participants of communication act is understood negatively and superficially. Concerning barriers of mutual understanding, they concern the level of intellectual development of participants, their attention, and completeness of information.

The efficiency of educational process depends on the presence or absence of a number of communication barriers that have different nature and caused by social, language, psychological, and technical factors. The findings show (I. Barna & O. Barna, 2012, Hussain, Muhammad, & Yasin, 2021, Khan et al., 2017) all communications barriers happen in the classroom can be divided into organization-pedagogical and psychological barriers.

Organization-pedagogical barriers are connected with discipline, amount of tasks, organization of self-study, availability of technical aids, diverse groups, amount of subject hours, schedule, equipment of lecture halls, necessity to acquire lots of material, availability of interesting and update textbooks, students' accommodation, sufficient time for learning.

Psychological barriers include absence of interest, desire to study, absence of learning experience, low knowledge of terminology, absence of attention, tiredness, anxiety, fear, depression, individual psychological difficulties hindering to acquire educational material, laziness, inability to organize own learning activity, lack of concentration, poor memory, long period for adaptation, teachers' inability to interest students.

So many communication barriers within the educational process demand special readiness of teachers, high level of pedagogical competence and efficient organizational arrangements of education system. At the same time teachers must know how to use communication barrier as a pedagogical instrument of formation of integral personality of future specialist.

We found that all barriers can be divided in accordance with the participants of educational process. Therefore, we distinguish students' communication barriers and teachers' communication barriers. Table 1 shows the analysis of communication barriers in accordance with the participants.

Table 1. Communication barriers in accordance with the participants of educational process

Teachers' communication barriers	Students' communication barriers
Social barriers (ethical, moral, cultural norms and values)	Psychological barriers (individual psychological peculiarities)
Technical barriers (artificial noises and difficulties)	Language barriers (phonetic, semantic, stylistic, grammatical)
Imbalance (errors while transferring information)	Logical barriers
Different outlook (disregarding students' physical, psychological, and intellectual state)	Creation of inadequate and untimely communication acts
Unmotivated change of communication strategies	Creation of disoriented communication act (introduction of inconsistent or illogical communication process)
Social component of communication tone	Inconsistency of psychological states
Vocabulary barriers (wrong use of terms and borrowing, incorrect introduction of stylistic instruments)	Inconsistency of message codes
Adequate transfer of message	Discomfort of physical environment
Barriers of negative emotions (subjective reactions)	Inactivity while communicating
Barriers of mutual understanding	Biological barriers

Age barriers	Barriers of negative emotions (subjective reactions)
Absence of communication flexibility	Perception barriers
Information barriers	Barriers of psychological attitudes
Pedagogical barriers	Barriers of first impression
Barriers of conflict situations	Barriers of mutual understanding
Subjective barriers	Motivational barrier
Barrier of authority	Intellectual barrier
Organizational barrier	Emotional barrier
Lack of pedagogical experience	Cognitive barrier
Wrong usage of classroom vocabulary	Barrier of discipline
Personal barrier	Barrier of adaptation
Lack of technical aids	Inability to use technical aids in the educational process
Methodology barrier, necessity to change teaching methods	Unwillingness to study independently
Inability to organize independent work of students	Lack of attention in the classroom

Source: author's development on the basis of literature review

Obviously, communication barriers complicate learning activity and decrease the efficiency of educational process. Further, they lead to dissatisfaction with learning outcomes or low professional competency in future specialists. Moreover, the presence of communication barriers makes students less motivated and hinders their personality development. Learners demonstrate insufficient cognitive abilities and inability to enhance intellectually and emotionally.

Typical characteristics of communication barriers are the following (Jelani & Nordin, 2019): intensity, persistence, and changeability in time. The findings show that communication barriers are to be used as an effective tool in the educational process (Kakepoto, Laghari, & Laghari, 2022) because they can help to deepen or actualize students learning activity in case their adequate identification and prevention.

Overcoming of communication barriers may contribute to creative personality development, improvement of individual characteristics of student's personality that are necessary for positive communication interaction, formation of system of values and favourable attitudes, development of moral, intellectual and physical qualities of personality, stabilization of emotional state, regulation of interpersonal communication, improvement of adaptability and flexibility within learning activities, and building of professional competency.

Therefore, it's necessary to study communication barriers in the classroom and develop the algorithm of their overcoming to enhance the efficiency of educational process.

2. Materials and Methods

To conduct the research we used two groups of methods: theoretical and empirical. Theoretical methods included literature review and generalization of scientific results. Empirical methods were the following: pedagogical experiment, method of mathematical analysis and statistical processing.

The pedagogical experiment included 127 students and 59 teachers of different institutions throughout the country. All respondents were informed about the pedagogical experiment and took part voluntarily.

To get the students' and teachers' answers we used two forms of questionnaire. Thee first one concerned the level of respondents' readiness to overcome communication barriers and the problems they face while communicating in the classroom. Also, this quiz helped us to find out what subjects and what teaching methods are important for the development of specific skills.

The second form - questionnaire of communication barriers between teachers and students – was used to identify communication barriers in the classroom and determine their frequency.

The pedagogical experiment was conducted in three stages: targeting, diagnostical, content, and analytical (Fig. 3.).

Figure 3. The structure of pedagogical experiment on the problem of overcoming communication barriers in the classroom

I. Targeting stage: identification of objectives of experiment and detemination of the structure of communication competency among students

II. Diagnostical stage: assessment of communication barriers and evaluation of efficiency of educational process

III. Content stage: impelemttaion of specific teaching methods and educational activities

IV. Analytical stage: assessment of achieved result and development of adequate recommendations

Source: own author's development

The first stage – **targeting** – took place to identify the objectives of the experiment and to outline the problems of low efficiency of educational process. In addition, we determined the level of communication skills among students and their individual psychological characteristics including self-control, self-assessment, analytical skills, and ability to adapt to new conditions within the educational process. We paid attention to the level of decision-making skills, creativity, critical thinking, independence, cognitive abilities, self-analysis, motivation to future professional activity.

The second stage – **diagnostical** – refers to assessment of communication barriers in the education process using a number of empirical methods: observation, questionnaire, conversation, and testing. Observation helped us obtain necessary information on students' behaviour during communication in the classroom, dynamics of their personality development, and outline positive changes. Questionnaire, conversation and testing of respondents facilitated to present objective results and to develop the recommendations for improvement of educational process.

Content stage deals with implementation of specific teaching methods and educational activities to develop students' readiness to communicate effectively and to be able to overcome communication barriers. We consider that efficient educational process must be realized through the adequate teaching strategies and methods affecting learning outcomes of

students and their personality development. Besides, a teacher plays an integral role in the process of overcoming communication barriers and great attention was paid towards improvement of teachers' attitude to identification and prevention of communication barriers. Most often we used interactive methods like dialogues, role plays, brainstorming, problem situation, simulation exercises, group discussion, buddy groups, peer learning. As a result, students got used to searching of correct answers, realized necessity of communication skills, and improved individual psychological characteristics.

Analytical stage concerned analysis of achieved results. We considered that communication barriers can be removed and successfully prevented when, on one hand, teachers possess high level of readiness to positive pedagogical activity and, on other hand, students are ready to avoid communication deviations, identify own mistakes, develop new skills and abilities, overcome internal and external difficulties.

Besides, to conduct objective pedagogical experiment we applied two approaches: functional and personality. Functional approach determines the process of overcoming communication barriers as combination of certain psychic functions. At the same time personality approach ensures achievement of pedagogical intention as success of educational process on the basis of personal characteristics of all the participants, both a teacher and students. While researching the problem we used functional and personality approaches. It helped us make the study more objective and verified.

3. Results

The findings showed that communication skills are very important for learning activities and future professional activity as well. High level of communication skills or communication competency ensures formation of readiness to overcome communication barriers. A number of disciplines within the curricula, humanities and social sciences in particular, guarantee formation of this specific readiness.

In addition, they develop necessary professional abilities that a student will need in future professional activity. Also, learners will increase their knowledge and improve communication behaviour.

Table 2 shows the results of questionnaire of students and teachers on the level of readiness to overcome communication barriers. This demonstrates that students think that communications skills are very important and readiness to overcoming communication barriers is an important factor to increase their learning outcomes in the classroom. Also, students showed that such disciplines as Professional Communication and Foreign Language contribute to formation of readiness to overcome communication barriers significantly.

Table 2. The results of questionnaire of students and teachers

Variants of answers	% of students	% of teachers
1. What discipline is the most important for you in the process of overcoming communication barriers?		
a) Professional communication and business documents	28,5 %	28 %
b) Foreign language	26 %	23,7 %
c) Translation of official documents	12 %	13 %
d) Cross-cultural communication	23,5 %	21,3 %
e) інші	10 %	14 %
Total	100 %	
2. What does it mean to be communicative person?		
a) to know theory of communication	10 %	11 %
b) to know how to use theoretical knowledge in practice	14%	15 %
c) to have good communication experience	26 %	20 %
d) to have individual psychological characteristics necessary for communication	19 %	14 %
e) all of the above	31 %	40 %
Total	100 %	100 %
3. Do you face communication barriers in the classroom?		
a) yes, very often	25 %	13 %
b) yes, sometimes	32 %	23 %
c) yes, rarely	13 %	37 %
d) no, never	3 %	17 %

e) cannot answer exactly	27 %	8 %
Total	100 %	
4. What skills and abilities to you need to overcome communication barriers?		
a) theoretical knowledge about communication barriers	12 %	9 %
b) practical skills and communication experience	30 %	28 %
c) individual psychological characteristics	13,4 %	10 %
d) creativity	15 %	9,5 %
e) all of the above	29,6 %	52,5 %
Total	100 %	100 %
5. Do you agree with the statement that overcoming communication barriers in the classroom is an important factor of efficient educational process?		
a) yes, agree completely	37 %	46 %
b) yes, agree	22 %	24 %
c) yes, agree partially	13,8 %	20 %
d) no, do not agree	6,2 %	4 %
e) cannot answer exactly	21 %	6 %
Total	100 %	100 %

Source: own author's development

Besides we conducted the survey among students and teachers to find out the most frequent communication barriers faced by students in the classroom. Table 3 shows the results of students' questionnaire.

Table 3. Analysis of communication barriers faced by students in the classroom (students' answers)

Communication barrier	% of students	
	yes	**no**
Discipline	33,3 %	66,7 %
Too many tasks	16,7 %	83,3 %
Absence of necessary technical equipment like computer, multimedia projector, etc.	8,3 %	91,7 %
Inconsistency of requirements in different study groups	25 %	75 %
Insufficient number of subject hours	19,9 %	80,1 %
Inconvenient schedule	11,1 %	88,9 %
Poorly equipped lecture halls	8,8 %	91,2 %
Absence of interesting literature or textbooks	17,6 %	82,4 %
Lack of time	47,7 %	52,3 %
Misunderstanding of educational material	14,4 %	85,6 %
Complicated textbooks	9,7 %	90,3 %
Bad accommodation conditions	13,4 %	86,6 %
Diverse groups	20,8 %	79,2 %
Low interest to learning activity	15,3 %	84,7 %
Lack on inclination to subject	9,3 %	90,7 %
Lack of communication practice	19 %	81 %
Bad attention	20,4 %	79,6 %
Anxiety	31 %	69 %
Tiredness	13,4 %	86,6 %
Depression	7,9 %	92,1 %
Individual psychological difficulties	28,2 %	71,8 %
Laziness	30,1 %	69,9 %
Bad vocabulary	35,6 %	64,4 %
Inability to self-organization	11,6 %	88,4 %
Inability to concentrate in the classroom	17,1 %	82,9 %
Poor memory	37 %	63 %
Fear to make a mistake	51,4 %	48,6 %
Long adaptation period	18,5 %	81,5 %

Source: based on survey results

Table 4 shows the analysis of communication barriers faced by students in the classroom considering the answers of teachers.

Table 4. Analysis of communication barriers faced by students in the classroom (teachers' answers)

Communication barrier	% of teachers	
	yes	no
Discipline	30,2 %	69,8 %
Too many tasks	14 %	86 %
Absence of necessary technical equipment like computer, multimedia projector, etc.	18,6 %	81,4 %
Inconsistency of requirements in different study groups	25,6 %	74,4%
Insufficient number of subject hours	41,9 %	58,1 %
Inconvenient schedule	46,5 %	53,5 %
Poorly equipped lecture halls	11,6 %	88,4 %
Absence of interesting literature or textbooks	27,9 %	72,1 %
Lack of time	51,2 %	48,8 %
Misunderstanding of educational material	32,6 %	67,4 %
Complicated textbooks	9,3 %	90,7 %
Bad accommodation conditions	7 %	93 %
Diverse groups	23,3 %	76,7 %
Low interest to learning activity	16,3 %	83,7 %
Lack on inclination to subject	37,2 %	62,8 %
Lack of communication practice	25,6 %	74,4 %
Bad attention	39,5 %	60,5 %
Anxiety	18,6 %	81,4 %
Tiredness	4,7 %	95,3 %
Depression	34,9 %	65,1 %
Individual psychological difficulties	58,1 %	41,9 %
Laziness	48,8 %	51,2 %
Bad vocabulary	14 %	86 %
Inability to self-organization	16,3 %	83,7 %
Inability to concentrate in the classroom	9,3 %	90,7 %
Poor memory	25,6 %	74,4 %
Fear to make a mistake	55,8 %	44,2 %
Long adaptation period	2,3 %	97,7 %

Source: based on survey results

The findings show that the following barriers are face most frequently: discipline, laziness, fear to make a mistake, individual psychological difficulties, lack of communication practice, low knowledge of vocabulary, and tiredness.

We developed the algorithm to overcome communication barriers in the classroom. The algorithm is described in Discussion section.

4. Discussion

The authors discuss the study results here. It is a vital part of the article, as the writer has an opportunity to add personal touch, discussing in

One of the tasks of our research is the development of algorithm of overcoming communication barriers in order to achieve a high level of readiness in the field of communication. To develop the algorithm, first of all, it is necessary to determine the essence of this scientific concept, establish its features and determine its structure.

We consider the algorithm as a sequence of pedagogical actions that ensure the achievement of pedagogical intentions. In our opinion, the algorithm has certain features, in particular: it will become a powerful tool for learning, as it can be used to check many options, which are diverse in the conditions of real reality; can be built on the basis of already sufficiently complete knowledge about the phenomenon being analyzed.

During the development of the algorithm, we took into account the following factors: adequacy, conceptuality, systematicity, methodically of the teacher's activity during the teaching of humanitarian disciplines, assessment of initial, basic and the final result of educational

activity, guaranteeing the quality of education, novelty (reliance on new and innovative achievements of pedagogy, psychology, didactics, use of modern ideas and technology (audio and video means, multimedia, Internet)).

The algorithm contains certain content components (details) regarding its procedural orientation, assimilation of knowledge, acquisition of professional skills and formation of personal qualities of students. The developed model should influence the process of preparing of students to overcome communication barriers and the analysis of the quality of the educational process. It should be noted that the algorithm should be maximally related to the educational process, the activities of the teacher and students, the structure, content, methods, techniques, means, and tools of education.

In our opinion, the structure of algorithm should include: preliminary diagnosis, setting the task, procedural part (organization of the educational process; methods, techniques and tools of the educational activity of students; methods, techniques, tools of the professional activity of a teacher, activities of a teacher regarding the management of the process of assimilation of the material), the final diagnosis of the effectiveness of training of students to overcome communication barriers.

The main attention is paid towards teaching strategies and methods used to overcome communication barriers in the classroom and to form students readiness to positive communication interaction in the educational process.

Our research provides grounds for asserting that in order to increase the ability to overcome communication barriers in, the following should be developed:

language perception,
logical and creative thinking,
the ability to draw logical conclusions,
oral communication skills, and
writing skills.

A well-developed auditory perception of language involves the ability to understand and respond to factual and non-factual material of various content of increased complexity, to convey the content of what is heard, to explain the received information, and the ability to analyze it. Logical thinking skills enable students to draw adequate and logical conclusions, as well as the ability to predict and calculate the outcome of a problem, analyze educational material, and the ability to operate with the information received. Creative thinking, in turn, helps students creatively solve professional issues, awakens interest in learning, and increases positive motivation. Communicability is one of the necessary conditions for readiness for professional communication, because only a communicative personality speaks freely, does not feel awkward in front of the audience, responds adequately to appeals and questions, and has a positive attitude to professional communicative interaction. Writing involves: the ability to take notes, analyze the text; create your own written product; respond to written appeals of a business nature; the ability to reasonable support or reject others' point of view; adhere to accuracy and precision.

The development of the model put forward requirements for the organization of the educational process. Let's focus on the selection of pedagogical principles, methods and techniques, as well as learning tools, which affect the improvement of students' readiness to overcome barriers. We note that their selection should be based on the structuring of the interaction between a teacher and a student. Only under such conditions can the achievement of the set tasks be guaranteed.

Let's consider the main pedagogical principles that were implemented during the training of students. The main principles that we emphasized during the organization of the training include the principles of: systemic and individual approach; activities; practical orientation of training as well as the principle of continuous improvement.

With the help of the principle of the system approach, the mechanisms of organization and interaction of individual functional components of the integral structure of the entire educational process are revealed. The principle of the individual approach that we used means that it is possible to achieve a high level of preparedness for communication, provided that not only the regularities of the formation of certain skills are taken into account, but also the personal qualities of students are taken into account.

The principle of practical orientation of education consists in understanding the connections and dependencies between theory and practice. The expediency of using the principle of continuous improvement is determined by the following reasons: the content of the

theoretical educational material of the communicative direction must be constantly updated and correspond to modern regulatory documents; exercises for the formation of professional communication skills should be of a problematic nature; it is expedient that the content of the problematic and special situation should include factors for overcoming of communication barriers; methods of preventing barriers to professional communication should be selected adequately for the situation; the main emphasis should be on the formation of internal motivation for learning activity; it is advisable to use various communicative tools (pace of speech, rhythm, intonation, humor, lexical and stylistic means, etc.).

It should be noted that certain principles implemented during the educational process determined the choice of basic training methods and techniques. So, two groups of methods were used: methods of psychological influence and methods of active pedagogical interaction. The methods of psychological influence that have the greatest influence on the process of increasing the level of readiness to act positively in the communicative sphere include: persuasion, suggestion, imitation, suggestion. Methods of active pedagogical interaction include: discussion, role-playing games, psycho-pedagogical training (sensitive training), special situations. It should be noted that each of the selected groups of methods is implemented using certain techniques, in particular: the teacher's artistry, verbal and non-verbal means of communication, clarity of requirements definition, communication style, temperament, humor.

Thus, we believe that the use of all the above-mentioned methods, techniques and specific exercises by the teacher will contribute to the effective preparation of students for positive communication, in particular, they will develop professional communication skills, form individual psychological qualities, increase motivation for professional communication activities and contribute to the increase success. In addition, these strategies contribute to formation of readiness to overcome communication barriers in the classroom and, therefore, making the educational process more efficient.

5. Conclusions

Communication barrier is a failure to achieve communication objectives; misunderstanding between speaker and recipient; inability to reach agreement while communicating. In the educational context communication barrier appears due to a number of pedagogical failures in the teaching-learning scheme. There are different classifications of communication barriers. Firstly, they are divided into macrobarriers and microbarriers. Secondly, communication barriers can be technical, language, social, and psychological. Besides, communication barriers are divided into avoiding, authority, misunderstanding. Also, communication barriers into discomfort of physical environment; external physical factors affecting the educational process (illumination, place and time of communication act); inactivity of one of the participants of communication. Communication barriers can affect communicants, style or vocabulary of message, its coding/decoding, communication channel and feedback. In addition, Also, communication barriers are divided into barriers of negative emotions, perception barriers, language barriers, psychological attitudes, berries of first impression and barriers of mutual understanding.

The efficiency of educational process depends on the presence or absence of a number of communication barriers that have different nature and caused by social, language, psychological, and technical factors. The findings show. All communications barriers happen in the classroom can be divided into organization-pedagogical and psychological barriers.

Organization-pedagogical barriers are connected with discipline, amount of tasks, organization of self-study, availability of technical aids, diverse groups, amount of subject hours, schedule, equipment of lecture halls, necessity to acquire lots of material, availability of interesting and update textbooks, students' accommodation, sufficient time for learning. Psychological barriers include absence of interest, desire to study, absence of learning experience, low knowledge of terminology, absence of attention, tiredness, anxiety, fear, depression, individual psychological difficulties hindering to acquire educational material, laziness, inability to organize own learning activity, lack of concentration, poor memory, long period for adaptation, teachers' inability to interest students.

The findings showed that communication barriers complicate learning activity and decrease the efficiency of educational process. Further, they lead to dissatisfaction with learning outcomes or low professional competency in future specialists. Moreover, the presence of communication barriers makes students less motivated and hinders their personality

development. Learners demonstrate insufficient cognitive abilities and inability to enhance intellectually and emotionally.

To overcome communication barriers in the classroom we developed the algorithm containing certain content components regarding its procedural orientation, assimilation of knowledge, acquisition of professional skills and formation of personal qualities of students. The algorithm included the following principles: systemic and individual approach; activities; practical orientation of training as well as the principle of continuous improvement.

Also, it regarded the use of two groups of methods: methods of psychological influence and methods of active pedagogical interaction. The methods of psychological influence that have the greatest influence on the process of increasing the level of readiness to act positively in the communicative sphere include: persuasion, suggestion, imitation, suggestion. Methods of active pedagogical interaction include: discussion, role-playing games, psycho-pedagogical training (sensitive training), special situations. Each of the selected groups of methods is implemented using certain techniques, in particular: the teacher's artistry, verbal and non-verbal means of communication, clarity of requirements definition, communication style, temperament, humor. These teaching strategies are proved to be helpful in the classroom to overcome communication barriers.

6. Acknowledgements

7. Conflict of interest

The authors declare no conflict of interest.

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