it provides guidance that a person can work and achieve personal and professional goals which lead to success [8].

According to S. J. Scott we may say that motivational books can be of different types: business and career literature; books about self-development and setting goals; books about privacy, books that encourage to eat healthy food and do enough exercises and others [8]. The type of the book depends on the readers' interests. Therefore, we may say that motivational literature has a practical assignment. It deals more with giving useful desire to self-realization and self-improvement.

Summing up the results of the study, the following can be noted. The terms «motivational literature» and «inspirational fiction» are used interchangeably because they both deal with the influence on readers' behavior, attitude and their views. They both are written to encourage readers' potential to change their lives. Mainly, writers of such stories explain their own experience and in such a way they give some ideas, desire and strength to achieve success. However, one may claim that these terms can be used without any difference, but in the article we have investigated that there is a slight discrepancy between them. The inspirational literature deals more with the inside world of the reader whereas motivational fiction puts more emphasis on practical aspects of people's lives.

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THE EFFECTS OF PSYCHOLOGICAL BARRIERS IN FOREIGN LANGUAGE TEACHING AND LEARNING

Learning foreign languages is not only the mastery of foreign language competence, but also communicative flexibility, the ability to learn, emotional stability, and the ability to psychologically engage in the learning process. The effectiveness of such a multilateral process of foreign language acquisition is directly related to the psychological readiness of the student to learn and use a foreign language both in the lesson and in life situations and be able to overcome psychological barriers. The problem of communication barriers today is one of the most important areas of research in the field of pedagogical psychology. The history of the study of barriers that arise in activity and communication dates back to treatises in the rhetoric of the ancient world, as evidenced by the well-known treatise of Cicero.

Solving the problem of barriers requires the fullest possible use of both the available psychological resources of the learners and the mastering of the teachers by modern means and methods of psychological influence in the process of psychological and pedagogical interaction [1, p.

446]. Specifically, the task is to identify and overcome psychological barriers that often occur while learning foreign languages.

The relevance of such research is determined by globalization that is becoming an important part of our society, so the study of foreign languages is gaining considerable popularity. In the process of mastering a foreign language, school students encounter a number of difficulties and errors. These are psychological barriers.

The aim of the article is to analysed and characterize the specifics of the psychological barriers in the process of foreign language acquisition.

Special attention was also paid to the study of the types of psychological barriers: semantic, emotional barriers in communication, psychological barriers in educational activity.

All psychological barriers can be divided, in our opinion, into three subtypes, which are graphically presented in the table. On the basis of the analysed research papers [3; 6; 7] we have devised a table of subtypes of psychological barriers.

Table 1.

Subtypes of psychological barriers

Connected with language and speech	Misunderstanding of the meaning of the message or its components, excessive complexity, incorrect teaching/learning methodology
Interpersonal	Negative relations between participants in communication that prevent accurate understanding
Individual	Shyness, indecisiveness, uncertainty, peculiarities of temperament and character, etc., as well as with the features of their speech behaviour; level of motivation

Depending on the source of occurrence, psychological barriers can also be divided into psychophysiological, informational, emotional, evaluative, semantic and intercultural [3].

Table 2.

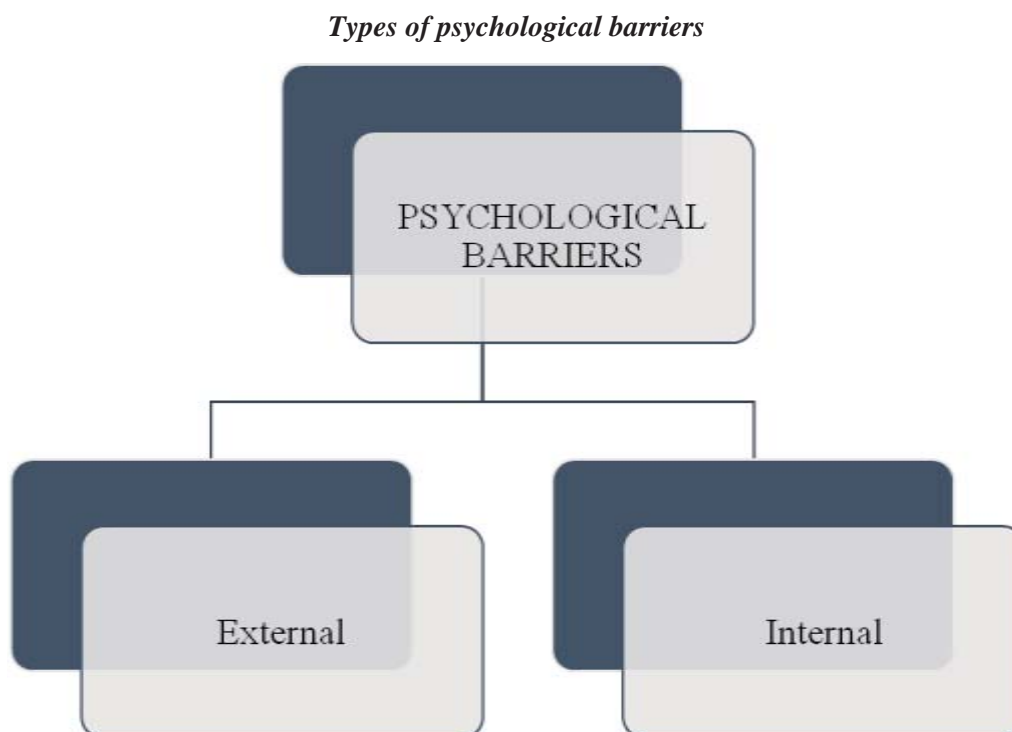*Types of psychological barriers*

Psychophysiological barriers arise when there is no contact between the teacher and the student, there is no connection of the two language realities, harmony or there is a big difference

between the temperaments of the teacher and student. **Information barriers** arise with the wrong choice of the curriculum, discrepancy between the level of training materials and the pace of its presentation at the level of student learning. **Emotional barriers** are primarily associated with increased anxiety of the student against the background of personal negative emotions of a different nature, insecurity in their ability to speak a foreign language, fear of making a mistake, discomfort in the group, inability to quickly answer the question, making everyone wait. **Evaluation barriers** are associated with a biased, according to the learner, assessment of his work or with the prevalence of personal subjective negative attitude from the teacher, which affects the assessment. **Intercultural and semantic barriers** occur when a student is not able to communicate using a foreign language, does not know or does not want to know and take into account the rules of communication and discussion, expressing his opinion in accordance with the traditions of the country of the language being studied, misunderstands the statement of his interlocutor as a representative of another culture [3, p. 25-27].

There is also a more simplified classification of psychological barriers, according to which they are divided into two groups: external and internal.

Table 3.

Types of psychological barriers

The external psychological barriers are objective obstacles that arise before a student of a social order, circumstances and obstacles that do not depend on them, created by impossibility of an objective nature, some tension in a person's society, professional differences between students, their belonging to different social groups, as well as such common things as the problems in finding a suitable curriculum, training courses, a teacher of a foreign language, etc.

The internal psychological barriers of the subjective sense are the psychophysiological and linguistic barriers to the study of the second language inherent in this person. They are caused by such factors as age, the peculiarity of upbringing, the ability to learn foreign languages and self-confidence, previous learning experience, the negative impact of which prevents a correct evaluation of the situation, personal language learning style, communication conflict, intrinsic motivation, memory, cognitive actualization emotional, semantic and intercultural spheres, awareness of a new linguistic reality, etc [7].

We intend to discuss the most common internal psychological barriers (emotional filters) and some strategies for overcoming them. Arab linguists H. Dulay, M. Burt and S. Krashen in 1977 presented the theory of «affective» (emotional) filters that affect the process of successful language

acquisition. Each student has such filters, as a person in the process of studying a new subject cannot experience any emotions. Nevertheless, the level and degree of such emotions are different for everyone. If the «affective» filter is *low*, a person will not have barriers to mastering a foreign language, he/she will not have emotional barriers in the form of fear of making a mistake, becoming an object of criticism, constantly expecting failure, in other words, nothing can impede the access of information to the student's brain. People with a *high* emotional filter, on the contrary, expect all the fears listed above. A person is not able to absorb the incoming information properly, to use it during a conversation. People with a high emotional filter, as a rule, have a large supply of vocabulary, know all the grammatical rules, but they cannot use this knowledge because of the psychological barrier, self-doubt. There are four main categories of factors that have a positive or negative impact on the development of a foreign language, depending on the level of «affective» filter of a person [5; 8].

Table 4.

Types of psychological barriers

The first factor is **motivation**. H. Brown defined it as, «Motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit» [4, p. 34]. Most linguists and psychologists consider motivation as one of the main factors affecting the degree of mastering a second language, without which even the most gifted people cannot achieve their goals, regardless of the teaching methods and the qualified teacher. The motivation of a person learning a second language, according to R. Gardner [6, p. 48], consists of three components: *effort* (assertiveness and time spent on learning), *desire* (the person's desire to achieve success and high results) and *emotions* (the student's emotional reaction to the process language learning). R. Gardner and W. Lambert divided motivation into two large groups: *integrative* and *instrumental* [7, p. 56]. *Integrative motivation* is a person's desire to become part of a foreign language culture, «integrate into it», master a foreign language in order to freely communicate with native speakers, to obtain a certain status in society. *Instrumental motivation* is connected with the task of learning a foreign language as a «tool» for any practical purpose, in particular, to obtain a diploma or an international certificate, to study at a foreign university, or to obtain a more prestigious job.

The second factor is the **attitude** to the subject and the process of its comprehension. A.K. Markova identifies several levels of attitude towards the study of a foreign language [2, p. 11-12]:

a negative attitude, when the motives for avoiding trouble prevail, there is no interest, adequate self-esteem and all failures are explained by external reasons;

a neutral (passive-indifferent) attitude is observed when the student does not set any goals for himself, is indifferent to the results of the educational process;

a positive (amorphous) attitude, when a person shows a cognitive interest in the result of study, understands and performs the assigned tasks according to the model, but does not have clear motives;

a positive (informed) attitude, when the student has an independently set goal, the motives and goals of his actions are consciously correlated;

a positive (active, creative) attitude is manifested if the student constantly improves methods of cognition, applies them in new conditions, has a high self-esteem and is capable of self-education;

a positive (responsible) attitude, which is typical for people who are ready to improve ways of working with other people, who are able to take different roles in teamwork, who actively and independently set goals and is quickly moving towards his implementation.

The third factor is **anxiety**. Anxiety is another affective factor, one of the most famous and common types of emotions that affect the study of a second language. Students with a high level of anxiety experience acute excruciating anxiety, fear, palpitations. There are three types of anxiety [6, p.59] when learning a second language:

communicative anxiety, provoked by the actual or expected need to communicate in a foreign language with another student or teacher. Such anxiety is dominant and more than others has a negative impact on the study of a second language;

anxiety caused by the control of knowledge and skills, when the student experiences mental suffering before, during and after the control task, exam, which leads to a low score. This type of anxiety is caused by a number of reasons, such as previous negative experience during the tests, when just waiting for the upcoming tests or exams can create severe emotional discomfort;

the *fear* of getting a bad grade, the fear of stigmatization and constant expectation of a negative opinion from the other students and the teacher.

The fourth factor is **self-confidence**. H., Brown phrased this factor as «I can do it» or self-esteem principle, i.e., a learner believes in his or her own ability to accomplish the task [4, p. 23]. Self-confidence is a necessary quality of any person striving to achieve success in training. Success in learning a foreign language also largely depends on the learner's faith in his/her abilities: «The eventual success that learners attain in a task is at least partially a factor of their belief that they indeed are fully capable of accomplishing the task». [4, p. 23]. Self-doubt, self-reliance, fear of making a mistake, low self-esteem, expectation of failure and fear of becoming an object of criticism lead to increased anxiety that develops «barriers» and can negatively affect the process of learning a foreign language, cause a negative attitude towards it, reduce motivation, being a serious obstacle. Confidence in one's abilities can consist of different components, such as confidence in the ability to communicate using the second language at the proper level, confidence in receiving a good or excellent mark when passing tests or exams, confidence in one's ability to comprehend and show excellent results when learning foreign languages, confidence to cope with any stressful situation in class or in life [4; p. 27].

So, it is very important to timely identify strategies for overcoming psychological barriers in the second language acquisition, which can be attributed primarily to the following: raising students' motivation and self-confidence and reducing language anxiety. The one of the main pedagogical tasks is to increase students' motivation by making them interested in studying the subject, changing the teaching methodology depending on the individual student, creating a relaxed but working atmosphere in the classroom, introducing elements of the culture and history of the language being studied. The teacher should be creative in using a variety of techniques and means of enhancing learning activities, so that learning a second language takes place in a simulated situation of language communication, close to real. Tasks of a creative nature, non-verbal means of communication, role-playing games should become an integral part of classes. Increasing motivation in many respects depends on the student himself.

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RIDDLE AS A TYPE OF A TEXT

In recent decades linguistics has shown an increased interest to the text as an object of the study. Scientists are increasingly working with the text as the main communicative unit. In particular, modern linguistics pays more attention to the study of texts of the folklore origin.

The aim of the article is to define the peculiarities of the structural elements of riddles as a folk unit. Riddle is one of the oldest genres of folk art.The riddle consists of two parts – the riddle itself and the guess. E. Gonggez-Maranda claims that a riddle is a structural unit that always consists of two components - a figurative part and a guess [2, p. 250]. In the figurative part of the riddle, the specificity of the folklore text (stability and reproducibility) is attested. The riddle is characterized by compositional fragments, lexical and grammatical variability. The «dynamic» formality is the differential feature of the riddle text. Like any texts, the riddle is characterized by its substantive and structural integrity [7, p. 53].

The figurative part of the riddle can be regarded as a separete text that reveals one microtheme and at the same time is the key to the guess. In the figurative part there is a question, expressed explicitly or implicitly.

The riddles have often been used in works of ancient literature that took the form of dialogue and in other genres of oral folk art like songs, fairy tales and fables. Thus it can be argued that the riddle contains genetically grammatical and semantic connections which exist in dialogical language. The separation in the text of the riddle of the two components is not occasional. The main difference between the riddle as a dialogical unity and other question-relevant unities is that the riddle is not spontaneously formed. It functions mostly in a fixed form as a certain stereotype. If a dialogue occurs in the process of communication, the riddle is realized as a form of communication. The structure of the riddle is similar to dialogical unity. Functioning of the riddle involves at least two interlocutors. Dialogical unity, unlike the text of a riddle, can have three or more replicas and be part of a dialogue where there are independent replicas. The riddle is always limited to only two statements. However, it provides several cues - answers, when it is not immediately guessed. This probably has led to the existence of riddes with several answers at the same figurative part [3, c.43].

The integrity of the riddle text can be proved by nomination theory. Description of the semantic structure of the riddle involves the study of the meaning of the guessed word, by identifying the features that represent the subject specified in the riddle text. In riddles, the connection of the contents of the riddle to the denotation (guess) is intentionally hidden. In coincidence with the lexical nomination in the designation of a separate, simple denotation, the riddle is at the same time different from the expanded character of the name. A riddle form can consist of one complex or simple sentence and may include more than one sentence [1, p. 350].

The nomination is identified with those lexical units that are encoded in the text with denotation and its parts. The denotation of the text of the riddle becomes a certain object not named in the text itself, and the figurative part of it is an expanded definition, interpretation of the guess. Nomination of the text of the riddle means that the figurative part is a syntactic, phrase nomination, correlated with the denotation, that is, the riddle as the text acts as a nomination of a certain denotation.

Riddles are divided into two groups by the nature of the denotation:

1) individual objects and phenomena in particular temporal or spatial relationships;

2) a certain situation occurs with the denotation.