

Iryna Nahaitseva

senior teacher of the Department of Pedagogy and Psychology,
Kyiv National Economic University named after Vadym Hetman, Kyiv (Ukraine),
e-mail: iryнанahaitseva@kneu.edu.ua,
<https://orcid.org/0009-0008-3534-0693>

COMMUNICATIVE BARRIERS IN THE INTERACTION OF HIGHER EDUCATION STUDENTS: STRATEGIES FOR OVERCOMING THEM

Анотація. У статті розглядаються особливості спілкування здобувачів вищої освіти, визначаються основні причини виникнення комунікативних бар'єрів спілкування та окреслюються стратегії їх подолання. Показано, що спілкування стає засобом реалізації внутрішніх потреб та соціальних вимог, сприяє побудові соціальних зв'язків, самовираженню, забезпечує психологічну підтримку. Комунікативні бар'єри як різновид психологічних бар'єрів, визначаються як перешкоди, виникають у процесі передачі інформації від комунікатора до реципієнта, можуть деструктивно впливати на процеси міжособистісної взаємодії. Такі перешкоди є поширеним явищем серед здобувачів освіти, виникають в процесі взаємодії з найближчим соціальним оточенням, одногрупниками та групою в цілому, викладачами, родиною, медіа. Подолання комунікативних бар'єрів розглядається як необхідна умова розвитку комунікативної компетентності, підвищення якості взаємодії. Особлива увага сьогодні приділяється використанню дистанційних форматів в освітньому процесі, що значною мірою змінює взаємодію між студентами, студентами та викладачами. Такі формати можуть створювати специфічні комунікативні бар'єри, що потребує їх висвітлення та подальшого дослідження. На основі аналізу запропоновано шляхи подолання комунікативних бар'єрів спілкування. Зроблено висновок, що усунення комунікативних бар'єрів формує соціально-психологічний клімат в навчальній групі, впливає на міжособистісні стосунки, сприяє особистісному розвитку. Подальшою перспективою є емпіричне дослідження комунікативних бар'єрів спілкування здобувачів вищої освіти.

Метою статті є теоретичний аналіз особливостей комунікативних бар'єрів спілкування здобувачів вищої освіти та визначення шляхів їх подолання.

Ключові слова: здобувачі вищої освіти, комунікація, комунікативні бар'єри, міжособистісне спілкування, подолання бар'єрів, соціальна взаємодія.

Abstract The article examines the peculiarities of communication among higher education students, identifies the main causes of communicative barriers in interpersonal interaction, and outlines strategies for overcoming them. It is demonstrated that communication becomes a means of fulfilling internal needs and social demands, facilitates the establishment of social relationships, promotes self-expression, and provides psychological support. Communicative barriers, as a specific type of psychological barriers, are defined as obstacles that arise in the process of transmitting information from the communicator to the recipient and may have a detrimental effect on interpersonal interaction processes. Such obstacles are a common phenomenon among students and arise in the course of interaction with their immediate social environment, including peers, the academic group as a whole, instructors, family members, and the media. Overcoming communicative barriers is regarded as a necessary condition for the development of communicative competence and the improvement of the quality of interpersonal interaction. Particular attention is currently being paid to the use of distance learning formats in the educational process, which significantly transform interactions among students as well as between students and instructors. Such formats may create specific communicative barriers, which necessitates their further examination and continued research. Based on the analysis, strategies for overcoming communicative barriers in interaction have been proposed. It is concluded that the elimination of communicative barriers contributes to the formation of a positive socio-psychological climate within the academic group, influences interpersonal relationships, and promotes personal development. A promising direction for further research is the empirical investigation of communicative barriers in the interaction of higher education students.

The purpose of the article is to provide a theoretical analysis of the peculiarities of communicative barriers in the interaction of higher education students and to identify strategies for overcoming them.

Keywords: higher education students, communication, communicative barriers, interpersonal



communication, overcoming barriers, social interaction.

Problem statement In the contemporary context of educational development, communication emerges as one of the key factors of effective interaction within student groups and between students and instructors. The level of development of communicative skills determines not only academic performance but also the nature of interpersonal relationships and the emotional well-being of students. The student environment constitutes a specific social space in which intensive personality development takes place, professional values are formed, and skills of teamwork and partnership interaction are developed. However, communication within this environment is often complicated by various communicative barriers that may hinder mutual understanding and reduce the effectiveness of interpersonal interaction.

A theoretical analysis of foreign and domestic scholarly literature has demonstrated that the issue of the essence of communicative barriers, their role in the process of communication, as well as in professional and educational activities, has been addressed in the works of such authors as K. Aleksieieva, N. Alokchina, O. Vynoslavska, M. Kozyriev, S. Maksymenko, M. Malyhina, L. Orban-Lembryk, L. Pliaka, L. Fedosova, V. Shapovalova, N. Yakovleva, and others. The peculiarities of communication in the educational process were investigated by Zh. Vitlin, G. Lozanov, and L. Merkulova. Communicative barriers arising in the process of interaction as a specific type of psychological barriers have been examined in the works of M. Filonenko, L. Kaidalova, S. Dmytriieva, and L. Zasiiekina. Contemporary research has extensively addressed social, psychological, and academic factors influencing the psycho-emotional state, as well as the active development of digital communication. However, the issue of communicative barriers in the interaction of higher education students remains insufficiently explored.

Outline of the main material. The introduction and implementation of distance learning formats in the educational process, as well as the growing academic mobility, significantly transform communication within the student environment, particularly in interactions among students and between students and teachers. New formats create both additional opportunities for interaction and specific barriers that require updated approaches to the development of communicative competence. The need for comprehensive theoretical and practical solutions aimed at overcoming communicative barriers in the student environment is currently highly relevant.

In contemporary academic discourse, increasing attention is devoted to the issues of transformations in the educational process under conditions of digitalization and the active implementation of information and communication technologies. In the works of T. Pylaieva, V. Yatsenko, and T. Onishchuk, which are dedicated to the study of approaches to developing communicative skills in the context of distance learning, a comprehensive analysis is carried out of the features of professional communication formation under conditions of significantly limited direct interpersonal interaction among subjects of the educational process.

The implementation of interactive teaching methods constitutes an essential component of effective interaction, as it facilitates learners' ability to articulate their viewpoints, engage in the critical discussion of issues, and receive systematic feedback.

O. Pyshchuk characterizes the concept of "communication" in both broad and narrow senses. In a broad sense, communication reflects the "semantic" aspect of social interaction, is aimed at achieving "social commonality," and performs managerial, informative, emotive, and phatic functions. These definitions indicate that the richness of content and knowledge, the expression of emotions and feelings, as well as the establishment and maintenance of contact, demonstrate the close semantic relationship between the terms "communication" and "interaction (interpersonal communication)" The researcher considers the communicative process as a sequence of communicative acts that are structured and expressed in the form of utterances [9].

Various types of communication are identified, and their classifications are developed. Direct and mediated communication, active and passive communication, short-term and long-term communication, personal and interpersonal communication, business communication, and other forms are distinguished. Communication is an essential component of the educational process. S. Kostyuk and M. Martseniuk proposed examining the structure of communication through the framework of a communicative situation. According to their approach, a communicative situation includes the following components: all participants involved in the communication process, the content of the information being transmitted, and the means of information transmission, which include speech, writing, and technical communication tools. Particular attention is paid to the conditions under which communication takes place, the intentions or goals of the participants, and the listener's feedback directed toward the substantive content of the message.

In the structure of the communicative process proposed by V. Hordiienko, the following elements are distinguished: the communicator (the sender who creates the message), the content of communication, and the process of encoding the message in verbal, symbolic, or nonverbal forms; the channel of communication through which the message is transmitted (speech, written text, or electronic media); decoding as the process by which the recipient perceives and interprets the message; and the recipient, who receives and interprets the communicated information; feedback, which indicates whether the message has been understood or misunderstood; and factors that may distort or hinder the process of information transmission, namely barriers that can be technical, psychological, cultural, or linguistic in nature.

In his research, O. Pryshchak defines the communicative process as a purposeful and dynamic activity involving the exchange of thoughts and information among communication participants. He considers the accurate perception and interpretation of another person's messages to be an essential component of this process. The author identifies the following characteristics of the communicative process: its orientation toward social and interpersonal relationships; the alternation of the roles of the "sender" and the "receiver" of information; the presence of information exchange, influence, and contact establishment. Furthermore, the process is considered dynamic, as it changes depending on the participants' reactions and the communication context. The essence of the phenomenon of communication is multifaceted; it is a multidimensional process of transmitting and receiving information, involving the mutual exchange of information. Communication is closely related to activity, as it emerges and develops within a person's joint activity. In the process of activity, information is exchanged, and values, knowledge, and experience are transmitted.

Communication is a multidimensional process of transmitting and receiving information, involving the mutual exchange of information. In the student environment, this process has its own specific features determined by age-related characteristics, namely heightened emotionality, a need for self-assertion, and a strong desire for group belonging and social recognition. In adolescence and early adulthood, interpersonal relationships become particularly significant, as group interaction influences the formation of self-esteem and personal development, and motivates the acquisition of professional knowledge and skills.

Contemporary research indicates that digital communication today ensures faster and more accessible information exchange; however, it also increases the risk of misunderstandings due to the absence of emotional contact and nonverbal cues. As a result, obstacles arise in the transmission of information from the communicator to the recipient, hindering effective interaction and constituting communicative barriers.

M. Filonenko considers verbal symbols to be the primary means of conveying ideas, while also attributing significant importance to nonverbal symbols, which include facial expressions, gestures, eye contact, and the spatial distance between interaction partners. Communication barriers also arise due to poor feedback (both verbal and nonverbal responses), which prevents determining whether the message has been interpreted in the intended meaning [12, p. 59].

Communication is viewed as a three-component process in which the communicative, interactive, and perceptual components are interrelated. According to this concept, communication is understood as interaction, mutual perception, and mutual understanding, rather than merely the transmission of information. The communicative component involves the exchange of information during communication, including knowledge, opinions, messages, and feelings. The interactive component refers to the organization of interaction, coordination of actions, mutual influence among participants, and cooperation. The perceptual component involves forming an impression of the interlocutor and establishing mutual understanding. The unity of these components ensures effective communication.

L. Kaidalova, L. Pliaka, N. Alokina, and V. Shapovalova distinguish cognitive, emotional, socio-role, and motivational barriers, which manifest in difficulties in understanding educational material, disruptions in feedback, and the formation of negative attitudes. Communicative barriers increase the conflict potential within the student environment, complicate adaptation to educational activities, and negatively affect the psychological climate of the group [4, p. 96-102].

S. Dmytriieva identifies psychological factors that contribute to the emergence of communicative barriers in interpersonal interaction, namely increased aggressiveness, inadequate self-esteem, high trait anxiety, and unproductive styles of responding in conflict situations. The author associates communication barriers with individuals' personality traits, aspirations, attitudes, linguistic characteristics, and communication styles [2].

H. Fedosova considers the main causes of communicative barriers to include differences in values, intellectual level, age-related differences, and emotional states. Communicative barriers affect individuals'

life, activities, learning, and well-being. The emergence of communicative barriers is significantly influenced by personal characteristics, aggressive behavior, lack of tolerance, and other related factors [11].

M. Kozyriev identifies the following causes of communicative barriers in communication: selective listening, evaluative judgments, and the credibility of information sources [5].

V. Dukhnevych and Z. Sivers consider individual psychological characteristics, namely temperament type, shyness, and modesty, to be the most significant psychological barriers.

N. Bruzhyna identifies three main groups of difficulties in interpersonal communication, namely socio-psychological difficulties, individual personality differences, and a lack of skills in expressing thoughts or conveying information.

There are various approaches to the classification of communicative barriers. L. E. Orban-Lembryk identifies different types of communicative barriers that may hinder effective communication. The researcher distinguishes phonetic, semantic, stylistic, logical, and meaning-related barriers. Phonetic barriers are caused by differences in the speaker's manner of speech. They impair the perception of information due to articulation disorders, speech tempo, intonation, lack of emotional emphasis or monotony, as well as an excessively quiet or overly loud voice. Semantic barriers may arise due to individual differences and a limited vocabulary, when phrases or symbols are interpreted in different ways.

The essence of stylistic barriers lies in differences in language styles and the complexity of messages. Logical barriers are associated with differences in the logical structure of thinking. A semantic (meaning-related) barrier arises due to differences in understanding and the semantic interpretation of messages. The causes include individual differences in perception, stereotypes, and expectations; if a statement is unclear, it may be incorrectly interpreted by another person.

Communicative barriers may lead to reduced self-confidence, increased anxiety levels, and decreased self-regulation. They can also contribute to the emergence of intrapersonal, interpersonal, and intergroup conflicts. Phubbing, as a dismissive behavior characterized by diverting attention to digital devices, complicates interaction and increases the likelihood of conflict emergence. The factors that intensify communicative barriers include insufficient levels of communicative competence, stress, conflict situations, and excessive use of digital communication. Collectively, these factors may lead to misunderstandings, reduced effectiveness of interaction, and a deterioration of the psychological climate.

In her works, L. Spivak notes an increased need for interpersonal communication specifically during adolescence and early adulthood. The author associates this with the search for personal identity, self-disclosure, the desire for equal relationships, and the need to share one's experiences, views, and plans. At this age, the need for recognition and self-assertion increases and is realized through communication. Social and professional orientations are formed.

Communication is one of the key factors in personality development during adolescence and early adulthood, as this period is characterized by the formation of basic social, moral, and professional orientations.

Based on the analysis of the literature and practical experience, the following strategies for overcoming communicative barriers have been identified:

- the development of communicative competence, namely the implementation of training programs aimed at enhancing active listening skills, assertive behavior, empathy and emotional intelligence, as well as techniques for clear and structured expression of thoughts;

- the formation of a supportive socio-psychological climate, the creation of a safe environment, the promotion of open dialogue within the group, and the implementation of integrative activities;

- overcoming status barriers involves fostering partnership-based communication between lecturers and students, implementing tutoring approaches, and engaging students in discussions and decision-making within academic groups;

- improving the culture of digital communication includes structuring messages in online interaction and using video communication to prevent misunderstandings.

The presence of the aforementioned factors negatively affects interaction within the academic group, contributes to the emergence of interpersonal conflicts, and complicates the learning process.

Conclusions and Prospects for Further Research. Based on the results of the theoretical analysis of communicative barriers in higher education students' communication, it can be concluded that at this age there is a strong need for self-assertion, recognition, and self-disclosure, as well as a desire to share one's experiences, plans, and views, and to receive feedback. It is typical to establish friendly relationships and expand one's social circle. Due to intensive personal development, communication becomes more selective and deeper in nature. The characteristics of adolescence and early adulthood give rise to certain barriers that hinder mutual understanding and effective interaction with one's immediate environment, including

peers and instructors. Such barriers are a common phenomenon among higher education students, have a destructive nature, and affect psycho-emotional well-being, interpersonal relationships, and personal growth, they may lead to decreased self-confidence and increased anxiety, reduce the level of self-regulation, alter group dynamics, and contribute to the emergence of both intergroup and intrapersonal conflicts.

Distance learning formats significantly transform interaction among students as well as between students and instructors, which may contribute to the emergence of specific communicative barriers. These issues require further examination and research. The elimination of communicative barriers involves a comprehensive approach that includes the development of communicative competence, the formation of a positive socio-psychological climate within the group, the improvement of digital communication culture, and the provision of psychological support for higher education students. Based on the theoretical analysis, we have proposed strategies for overcoming communicative barriers in the interaction of higher education students. The implementation of these measures will contribute to improving the quality of interaction and fostering the development of a harmonious personality. A promising direction for further research is the empirical study of communicative barriers in the interaction of higher education students.

References:

1. Vitiuk, N. R. (2001). *Psykhologichni osoblyvosti formuvannia komunikatyvnykh zdibnostei u maibutnikh vchyteliv* [Psychological features of communicative abilities formation in future teachers]. *Psykhologhiia i suspilstvo*, 2, 126–133 [in Ukrainian].
2. Dmytriieva, S. M. (2010). *Psykhologichni osoblyvosti komunikatyvnykh barieriv u mizhosobystisnomu spilkuvani* [Psychological features of communication barriers in interpersonal communication]. In I. V. Saukh (Ed.), *Aktualni problemy, suchasnyi stan ta perspektyvy rozvytku industrii turyzmu v Ukraini ta Polshchi: Materialy IV Mizhnarodnoi naukovo-praktychnoi konferentsii* (pp. 247–250). Zhytomyr [in Ukrainian].
3. Dukhnevych V.M., Sivers Z.F. (2013). *Kohnityvne spilkuvannia v umovakh utrudnenoj vzaiemodii ta podolannia barieriv u mizhosobovykh komunikatsiakh ta stosunkakh* [Cognitive communication in complicated interactions and overcoming barriers in interpersonal communication and relationships] *Zasady kohnityvnoi psykhologii spilkuvannia* [Principles of cognitive psychology of communication] [V.P.Kazmirenko, V.M.Dukhnevych, O.Iu.Osadko] Kirovohrad: Imeks-LTD. pp. 331–386 [in Ukrainian].
4. Kaidalova, L. H., Pliaka, L. V., Alokhina, N. V., & Shapovalova, V. S. (2018). *Psykhologhiia spilkuvannia* [Psychology of communication] (2nd ed.). NFAU.
5. Kozyriev, M. P. (2014). *Komunikatyvni bariery spilkuvannia ta shliakhy yikh podolannia* [Communicative communication barriers and ways to overcome them]. *Naukovyi visnyk Lvivskoho derzhavnogo universytetu vnutrishnikh sprav. Seriiia psykhologichna*, (1), 201–211 [in Ukrainian].
6. Nikolenko, L. M. (2011). *Sutnist komunikatsiinoho potentsialu osobystosti yak pedahohichnogo fenomenu* [The essence of the communication potential of a person as a pedagogical phenomenon]. *Pedahohika formuvania tvorchoi osobystosti u vyshchii i zahalnoosvitnii shkolakh*, 20(73), 222–228 [in Ukrainian].
7. Zasiakina, L. V., & Pastryk, T. V. (2013). *Osnovy psykhologii ta mizhosobove spilkuvannia* [Fundamentals of psychology and interpersonal communication]. Lesya Ukrainka Eastern European National University[in Ukrainian].
8. Maksymenko, S. D. (Ed.). (2020). *Psykhologichni vymiry osobystisnoi vzaiemodii subiektiv osvitnoho prostoru v konteksti humanistychnoi paradyhmy* [Psychological dimensions of personal interaction of subjects of the educational space in the context of the humanistic paradigm]. *Vydavnychi Dim "Slovo"* [in Ukrainian].
9. Popovychenko, H. S. (2024). *Vyshcha osvita v umovakh voiennoho stanu* [Higher Education under Martial Law]. In *Osvitnii protses v umovakh viiny ta u povoiennyi period: vyklyky, pravyla, perspektyvy – Educational Process in Wartime and Post-war Period: Challenges, Rules, Perspectives* (pp. 255-257). Lviv – Torun: Liha-Pres [in Ukrainian].
10. Pyschchyk, O. V. (2017). *Formuvannia komunikatyvnoi kultury liudyny yak protses yii osobystisnogo rozvytku* [Formation of communicative culture of a person as a process of their personal development]. *Visnyk Chernihivskoho natsionalnogo pedahohichnogo universytetu. Seriiia: Pedahohichni nauky*, (142), 137–141 [in Ukrainian].
11. Fedosova, H. (2004). *Prevention and overcoming of communicative barriers of high school students*. In *28th International Congress of Psychology: Abstract Book* (p. 591). Beijing, China.
12. Filonenko, M. M. (2008). *Psykhologhiia spilkuvannia* [Psychology of communication]. Tsentr

uchbovoi literatury [in Ukrainian].

13. Chepeleva, N. V., & Poviakel, N. I. (1996). Rol psykholohichnoi sluzhby vuzu u stanovlenni osobystosti fakhivtsia [The role of the psychological service of the university in the formation of the specialist's personality]. In *Vyshcha osvita v Ukraini: realii, tendentsii, perspektyvy rozvytku: Materialy Mizhnarodnoi naukovo-praktychnoi konferentsii* (Vol. 4, pp. 156–159). Kyiv [in Ukrainian].

14. Cherevko, V. P. (2001). *Formuvannia komunikatyvnoi kompetentnosti maibutnoho menedzhera u protsesi profesiinoi pidhotovky* [Formation of communicative competence of the future manager in the process of professional training] (Extended abstract of Candidate's thesis, Psychology). H.S. Kostyuk Institute of Psychology of the APN of Ukraine, Kyiv [in Ukrainian].

15. Shved, O. (2002). Komunikatyvnyi potentsial suchasnoho studenta [Communicative potential of a modern student]. *Psykhologhiia i Suspilstvo*, (2), 93–102 [in Ukrainian].

16. Shebanova, S. H. (2000). *Profilaktyka ta korektsiia ahresyvnoi povedinky studentiv zasobamy treninhu spilkuvannia* [Prevention and correction of aggressive behavior of students by means of communication training] (Extended abstract of Candidate's thesis, Psychology). H.S. Kostyuk Institute of Psychology of the APN of Ukraine, Kyiv [in Ukrainian].

17. Shepelenko, T. L. (1999). *Formuvannia komunikatyvnykh umin studentiv ekonomichnoho universytetu v protsesi vyvchennia psykholoho-pedahohichnykh dystsyplin* [Formation of communicative skills of economic university students in the process of studying psychological and pedagogical disciplines] (Extended abstract of Candidate's thesis, Pedagogical Sciences). Institute of Pedagogy and Psychology of Professional Education of the APN of Ukraine, Kyiv [in Ukrainian].

18. Yakovlieva, N. V. (2003). Psykholoho-pedahohichni umovy podolannia komunikatyvnykh barieriv v protsesi vyvchennia inozemnoi movy [Psychological and pedagogical conditions for overcoming communication barriers in the process of learning a foreign language] (Extended abstract of Candidate's thesis, Psychology). M.P. Drahomanov National Pedagogical University, Kyiv [in Ukrainian].

The article has been submitted to the editorial board 04.04.2026

The article has been recommended for publication 27.05.2026

The article was published on 31.05.2026

