

Отже, оповідання Ф. С. Фіцджеральда відображають його художню картину світу, основою якої є суб'єктивне авторське ставлення до об'єктивної реальності. Американська мрія – це та інтегральна ознака авторського художнього простору, що присутня в усіх малих прозових творах митця. Фіцджеральд не знаходиться в стані пошуку чогось нового та незвіданого, а пише про те, що його оточує, про світ невід'ємною частиною якого є сам.

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**Кравченко А. В.**

4 курс, гр. «Експеримент»

ДВНЗ «Ужгородський національний університет»

*Науковий керівник – канд. філол. наук, доцент Андрусак І. В.*

#### **EFFECTS OF INHIBITING FACTORS ON STUDENTS' SPEAKING PERFORMANCE IN THE EFL CLASSROOM**

In this day and age, English is considered to be an efficient tool of communication. Due to the globalization, it is deemed to be an integral part of contemporary people. Ukrainian government absolutely realizes this situation and, thus, obliges pupils to learn English as a compulsory subject at school.

Oral language production is often considered to be the most difficult aspect of language learning which calls for a lot of experience and practice. Due to the fact that in most Ukrainian schools the practice of this skill is neglected, pupils become passive, hesitant and unwilling to develop it. They stop talking because of many factors and obstacles that affect their speaking performance. Some of these factors are related to the affective domain.

One of the affective variables that prevent learners from oral production is inhibition. Researchers consider it to be a negative feeling that hinders students from their speaking performance and makes them act in a reluctant, hesitant or anxious way. Even when learners show comprehension in language skills such as vocabulary, pronunciation and grammar, different aspects of mental inhibition frustrate them and hinder their speaking performance.

Hence, *the topicality of the research* is stipulated by the important role active speaking performance plays in acquiring the target language as well as developing its all-round language competence in the EFL classroom.

At this stage the present research *aims to* investigate and analyze factors that cause inhibition in English speaking performance among students in EFL classroom. It is expected that this paper will contribute to the reduction of inhibition as well as the enhancement of the teaching and acquiring English speaking skills at Ukrainian schools.

William Levelt considers speaking to be the fundamental product of building a language and a complex skill that is unique to a human [2, p. 413]. In this respect, several lines of evidence suggest that speaking performance is the process of producing an oral text for one or more listeners as well as receiving and processing information from the other speakers. For instance, Brown points out that it is “an activity involving two or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed” [1, p. 140].

Nevertheless, speaking skill is considered to be the most challenging aspect of language learning. It is now well established from a variety of studies that students` oral production can be affected by internal factors. While participating in the classroom, most learners experience inhibition. Richards and Schmidt add that inhibition is considered to be a negative factor that hinders students from their natural performance and makes them act in a reluctant, hesitant or anxious way [3, p. 242]. As such, one definite conclusion should be drawn: negative affective factors, such as inhibition, must be reduced in the EFL classrooms.

The study was conducted at Svalyava Secondary School of I-III Degrees № 1 named after T. G. Masaryk. The participants consisted of 17 pupils of the 8th, 9th, 10th and 11th forms. The age level of the learners varied from thirteen to sixteen. The research mostly employed quantitative instruments for collecting data, namely the closed-ended questionnaire designed according to 5-point Likert scale. It consisted of 16 items asking about factors causing inhibition in speaking performance. The mode and the median of the results of each statement were calculated and a brief description of each matter was provided.

Through the data analysis we found out that one of the most influencing factors affecting students' ability to speak English successfully is their level of confidence (S1). Students with lower level of confidence are more likely to get inhibited than those who possess higher self-confidence. Low self-confidence negatively contributes to the loss of concentration, which is also regarded as a barrier to effective communication (S2). Broadly speaking, high concentration helps one enable faster comprehension of a particular subject and prevents the reduction in accessibility of one`s memory, therefore it is important to foster it in order to impede the restraint of communication.

In addition, it was elucidated that shyness, backwardness and timidity can increasingly boost speaking inhibition (S3). Intense shyness makes pupils reluctant to communicate and hinder their flow of speech. What is more, it leads to nervousness and tension, which contribute to speaker`s block (S4). These affective factors make a child lose his/her train of thought, obstruct his/her concentration and, as a result, feel uneasy in the classroom. The situation may be exacerbated by the lack of motivation (S5). The results showed us that strong motivation decreases the level of reticence while the lack of it makes the pupils feel restrained.

It was ascertained that another psychological factor that hinders students` speaking performance is the fear of making mistakes (S6). Getting judged and negatively evaluated by a teacher or peers, make learners unwilling to endeavor in producing oral text. Fear of making mistakes goes along with speaking anxiety (S7). Significantly affecting student's learning capability, anxiety arouses uneasiness and restlessness which, respectively, give rise to communication apprehension. One of the causes of anxiety is the emotional state of being ashamed which eventuates the feeling of shrinking, worthlessness and imperfection (S8). Being a more severe psychological factor than shyness, shame is conducive not only to speaking anxiety, but also to lack of self-confidence and self-esteem, excessive fearfulness and self-reproach as well as inhibition-inducing situations.

What is clear from the data is that the fear of criticism has the same devastating consequences for speaking performance as the previously mentioned ones (S9). The fear of being criticized can vastly provoke the rise of inhibition in the classroom due to the fact that some learners may not understand the

significance of constructive feedback and absorb each remark as an evidence of their unintelligence. On the contrary, pupils who possess a high level of risk taking would constantly seek new opportunities and explore new possibilities to participate in oral tasks by understanding the value of failure (S10).

It was disclosed that, conversely, stress negatively affects students' speaking abilities during an oral production (S11). Exceedingly contributing to inhibition, it enhances learners' inattentiveness, anxiety, nervousness, hesitance and timidity. The state of being stressed can lead to hesitation before communication (S12). By oneself, it does not impact learner's speech in a negative way, though it may contribute to irresolution and hesitation which, apparently, would make a pupil feel inhibit to speak. It is important to stress that reluctance and apprehension to speak are considered to be the main sources of inhibition (S13, 14). By anticipating a bad thing that may happen during oral production, students may become unwilling and averse to communicate.

The core of these negative sieves is low self-esteem (S15). Despite the previously mentioned consequences, the lack of self-esteem can put at risk everything a student has achieved and, therefore, significantly affect his/her academic performance. Additionally, such an affective aspect as language ego plays an important role in speaking performance both in its positive and negative manifestations (S16). This phenomenon helps learners better adjust to the surrounding conditions and, hence, they should be prepared to form a new language learning identity in order to take the advantage of the experience. Besides developing a new mode of thinking, feeling and acting, it has some side effects, which may make pupils feel inhibit.

Hence, the conclusion may be drawn that speaking is undoubtedly the most important aspect of language acquisition, the primary preference for a large number of learners and the indispensable facet which requires lots of attention, practice and effort. It provides speakers with the ability to perform communicative functions in accordance with situations and participants. It is usually affected by internal factors which are the crucial constituents of effective English speaking performance. Affective factors encompass positive and negative feelings and emotions, deciding the input and output of the second language learning. Having a considerable impact on pupils, it is significant for teachers to be aware of the impetus and outcome of these mental factors in order to facilitate learners' affective development and get them actively involved in oral production.

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**Крець А. В.**

4 курс, середня освіта

ДВНЗ «Ужгородський національний університет»

*Науковий керівник – канд. філол. наук, доцент Сливка М. І.*

## TEACHING PHRASEOLOGICAL UNITS AT ENGLISH LESSONS

Phraseology is characterized by bright expressive properties, which impart figurativeness, emotionality, conciseness, evaluative and stylistic coloring to our speech. Phraseological units not only reflect, but often form certain norms of behavior, as well as qualities, positive traits and shortcomings of a person, which are valued or, on the contrary, condemned in society.

Certain qualities of the national character are manifested in various ways in the language. Since childhood a person masters vocabulary, phraseology and grammar of his/her native language and, without noticing it, learns to perceive the surrounding world and himself/herself in it the way