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Editorial office

Premier Publishing s.r.o.

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E-mail:

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Section 1. Linguistics

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ANALYSIS OF PHRASEOLOGISTS WITH THE CONCEPT "RAKKAUS"

*Luneva Anastasia Sergeevna*¹

¹ Herzen State Pedagogical University of Russia, Institute
of Foreign Languages, Russian Federation

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Abstract

The article is devoted to a comprehensive analysis of the linguistic representation of the concept "love" (rakkaus) in Finnish phraseology. Based on a corpus of authentic texts, an in-depth analysis of the semantic, pragmatic and cultural features of phraseological units associated with love is carried out. Particular attention is paid to cognitive aspects that reflect the mental models and cultural values of Finns. The article also conducts a comparative analysis with other languages to identify universal and specific features in the expression of love. The results of the study allow us to better understand the characteristics of Finnish culture and mentality, contribute to the development of linguistic and cultural studies.

Keywords: *Finnish phraseology, concept of "love", linguistic representation, cultural semantics, cognitive linguistics, comparative analysis, Finnish culture, mentality, phraseological units, semantics, pragmatics*

Language is a reflection of culture and society, and idioms play an essential role in conveying and consolidating the sociocultural meaning of words and concepts. Concepts are mental images underlying linguistic signs, the meanings of linguistic signs, which have recently become the subject of lively attention of linguists (Nikishina I. Yu., 2001). One of the little-studied ones is "rakkaus" (love) – a concept that permeates human life and has a special significance in different cultures and languages. The study of the semantics and use of phraseological expressions associated

with the concept of "rakkaus" in the Finnish language is important for understanding the cultural and linguistic features of the Finnish people. This concept has a universal character not only in relation to Finnish, but also to other languages, for example, the Russian language. In the article by Pokrechina M. Yu. (Pokrechina M. Yu., 2017), the main features of the concept of "love" are considered on the material of Russian fiction. The analysis provided by the author allows us understanding better that the concept of love not only has universal aspects, but also strongly depends

on mental characteristics and cultural context. This reflects the complexity and depth of this concept in various cultural and social contexts. The linguistic picture of the world is a conceptual structure that reflects the perception and understanding of the surrounding reality by people speaking a particular language. This term includes not only vocabulary and grammar, but also cultural, social and philosophical aspects that shape the unique worldview of the speakers of the language. The word “rakkaus” in the Finnish language is translated as “love” and is one of the key concepts that influence the linguistic picture of the world of Finns. It can not only denote an emotional state, but also include related concepts and meanings, such as attachment, care, friendship and kinship ties. In Finnish culture, “rakkaus” is perceived as a fundamental value, which is reflected in the language and ideas about social structure, interpersonal relationships and emotional perception. For example, in the Finnish language there are different words to denote different types of love (for example, “ystävyyden rakkaus” – friendship love, “perhesuhteiden rakkaus” – family love), which indicates the subtleties and nuances in the perception of this feeling.

In the work of Marja Nenonen (Marja Nenonen) “Idiomit ja leksikko” the concept of idioms in phraseology is highlighted: “... phraseology represents, idioms are expressions consisting of more than one word that are characteristic of a particular language or group of people, and have an independent meaning, whereas in the generative tradition they are expressions that cannot be generated based on rules” (Marja Nenonen, 2002). Phraseology involves the study of stable word combinations that are used in the language. These expressions can convey cultural, emotional or social aspects, and their meaning often cannot be deduced from the meanings of the individual words. This indicates that phraseology is closely related to the cultural characteristics of the language speakers. Phraseology and idioms represent important aspects of linguistic research, reflecting both the lexical and cultural diversity of the language. They demonstrate how language builds connections between words and meanings.

This concept also contains strong emotional connotations. For example, in the article by

Romanova M. M., “The Study of the Category of Emotiveness in Finno-Ugric and Samoyedic Linguistics.” an analysis is conducted of scientific works dedicated to the study of the category of emotiveness in Finno-Ugric and Samoyedic linguistics. Special attention is given to the lexical and phraseological means of realizing linguistic emotionality.

Finnish researcher Hakulinen L. identifies synonyms within the lexicon of the Finnish language that belong entirely or partially to different styles, i.e., those that differ in emotional shade, which may coexist with the intellectual content of the concept. For example, pairs of words such as “ilta” and “ehtoo” (‘evening’), “kesä” and “suvi” (‘summer’), “kuolema” and “surma” (‘death’), “rakkaus” and “lempi” (‘love’) are noted. According to him, some notions are more emotional than others are and therefore require relatively strong expressive manifestations.

Thus, it can be emphasized that emotional vocabulary in the Finnish language holds special significance and may require specific expression, often leading to the formation of synonyms and their mutual influence within the linguistic community.

The study of the linguistic representation of the concept “rakkaus” (‘love’) in Finnish phraseology represents a direction that deepens the understanding of the specifics of expressing emotions, feelings, and values in the culture and language of the Finnish people.

The first task involves collecting and systematizing idiomatic expressions that contain the concept “rakkaus” in Finnish. This stage includes creating a corpus of linguistic units, classifying them, and structuring them for subsequent analysis. It is important to consider the diversity and multi-layered nature of idiomatic expressions related to the concept “rakkaus” and their use in various contexts.

The second task involves analyzing the sociocultural and historical aspects associated with the representation of the concept “rakkaus” in Finnish phraseology. Phraseological units carry not only linguistic information but also reflect the cultural values, traditions, and mind-set of the Finnish people. Therefore, analyzing the sociocultural context is an integral part of the research.

The third task focuses on determining the stylistic function and emotional weight of id-

idiomatic expressions that contain the concept “rakkaus”. This analysis will allow for an understanding of how the chosen expressions influence the style of speech and how they convey emotional content, which is crucial for understanding their role in linguistic practice.

Finally, the fourth task is aimed at conducting a comparative analysis of similar expressions in the Finnish language with analogous ones in other languages to assess the universality and specificity of their use. This stage of the research will help identify the features of Finnish phraseology in the context of the concept “rakkaus” and evaluate them in comparison with similar expressions in other languages.

Idiomatic expressions and fixed phrases are vital components of the lexical system of any language, including Finnish. They consist of inseparable word combinations that possess a holistic meaning and serve a specific function in speech. The Finnish language has a large number of idiomatic expressions

and fixed phrases that reflect various aspects of the manifestation of love, as well as attitudes toward it among native speakers.

To compile a dictionary of idiomatic expressions and fixed phrases containing the word “rakkaus” in Finnish, a comprehensive sampling method was employed. This method involves selecting all units that meet certain criteria.

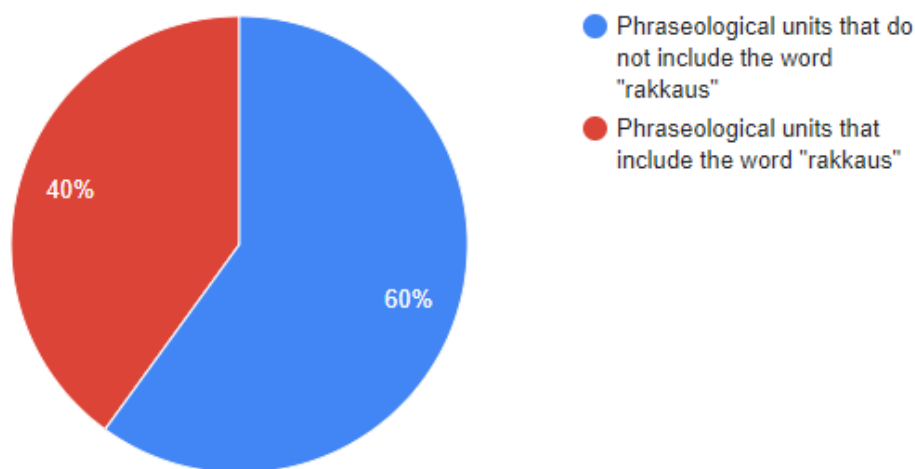
The following criteria were used for the selection of idiomatic expressions and fixed phrases containing the word “rakkaus”:

1. The phraseological unit must include the word “rakkaus”.

2. The phraseological unit must have a holistic meaning that cannot be derived from the meanings of individual words.

The use of the comprehensive sampling method allowed for the collection and analysis of a large number of phraseological units containing the word “rakkaus” in Finnish. In total, 39 phraseological units were compiled.

Chart 1. *The proportion of phraseological units*



The analysis of the presented idioms united by the concept of “rakkaus” not only reveals key meanings but also highlights the complexity, multifacetedness and perceptions of love within Finnish linguaculture.

1. Beyond the ordinary:

The statements “Rakkaus ei ole mikään potaatti” (‘Love is not like a potato’ (literal translation)) and “Rakkaus ei velliä höystä” (‘Love is not a seasoning for porridge’ (literal translation)) immediately take the concept of love beyond the mundane. It is not something simple, utilitarian or easily explainable.

2. Healing and transformative power:

The idiomatic expressions “Rakkaus fälyli leventtä” (‘Love has fallen widely’ (literal translation)), “Rakkaus kaikki peittää, rakkaus raon täyttää” (‘Love covers all, love fills the crack.’ (literal translation)) and “Rakkaus on raatto, se repi paha paerakki” (‘Love is a corpse, it tears the bad heart’ (figurative interpretation)) depict love as a powerful force capable of healing emotional wounds, hiding flaws, and even transforming human nature for the better.

3. All-consuming element:

On the other hand, the expressions Rakkaus kulutta nenä ja huulet, vaikka ne olis

kuinka suuret. ‘Love consumes both the nose and the lips, no matter how large they are.’ (figurative interpretation); Rakkaus on ankara ja lempi kova, siihen kuolee seisaalleen ja silmät jää auki. ‘Love is strict and affection is strong, you die standing, but your eyes remain open.’ (figurative interpretation) create an image of an element capable of completely engulfing a person, depriving them of reason and even leading to destruction.

4. Blindness and enlightenment:

The paradox of love is reflected in the idiom “Rakkaus on sokea” (‘Love is blind.’ (literal translation)). Love can blind and hinder one’s ability to see reality, but it can also open one’s eyes to the true value of human relationships.

5. A power that changes principles:

The expressions “Rakkaus vetää kuin viisi paria härkiä” (‘Love pulls like five pairs of oxen.’ (literal translation)) and “Rakkaus vie viisaalta puol mieltä, hullulta kaikki” (‘Love takes half from the wise, and everything from the foolish.’ (literal translation)) emphasize the irresistible power of love, capable of controlling a person against common sense.

6. Love as a choice:

The aphorism “Rakkaus on valinta. Se on sitoutumista asettamaan toisen paras omasi edelle. Mikään muu ei ole rakkautta” (‘Love is a choice. It is a commitment to put another’s best interest before your own. Nothing

else is love’ (literal translation)) brings an important nuance: love is not only a feeling but also a conscious choice, a willingness to prioritize the interests of another person above one’s own.

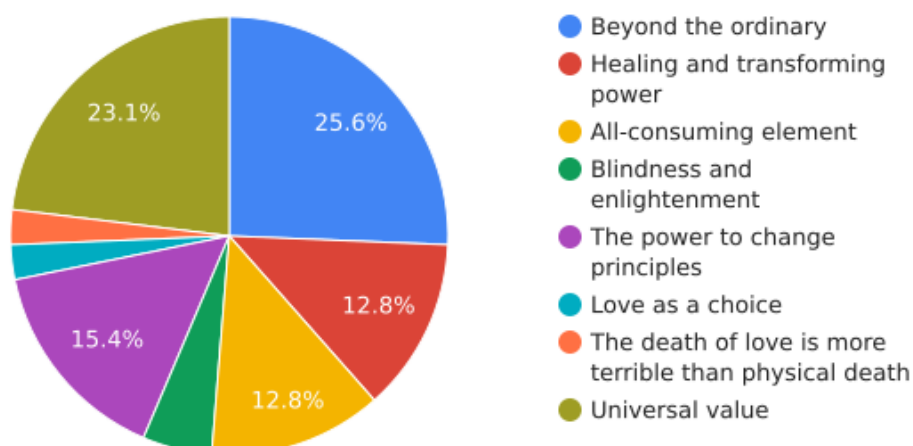
7. The death of love is worse than physical death:

“Elämän suurin onnettomuus ei ole kuolema van rakkauden kuolema” (‘The greatest misfortune in life is not death itself, but the death of love’ (literal translation)) expresses that the loss of love is perceived as the greatest tragedy, worse than death itself.

8. Universal value:

The idiom “Rakkaus on universaalein olemassa oleva tunne. Vaikka se vaikuttaakin mahdottomalta, aina on olemassa ihminen, joka osaa nähdä upeat asiat jossakin toisessa ihmisessä” (‘Love is the most universal feeling. Even if it seems impossible, there is always someone who can see something great in another person’ (literal translation)) and the aphorisms “Vain sen tiedämme rakkaudesta, että se on kaikki, mitä on” (‘We only know one thing about love, that it is all there is.’ (literal translation)) and “Rakkaus on ainoa voima, joka pystyy tekemään vihollisesta ystävän” (‘Love is the only force that can turn an enemy into a friend’ (literal translation)) highlight the fundamental value of love. It has the potential to reveal the best sides of a person, overcoming hostility and hatred.

Chart 1. *The proportion of the concept of the term*



Finnish phraseology paints a multifaceted picture of love. It appears as something that transcends the ordinary, as a powerful healing force, and as an all-consuming feel-

ing capable of depriving a person of reason. Love is endowed with a strength that changes principles, while also being depicted as a conscious choice. The loss of love is perceived as

the greatest tragedy, but at the same time. It is presented as a universal value capable of overcoming enmity and hatred.

Thus, Finnish phraseology demonstrates a truly intricate and profound image of love. It presents love as both an elevated, spiritual experience and a grounded, everyday feeling. Love is endowed with both destructive and creative power, capable of transforming a person and the surrounding world. The phraseological units reflect a nuanced understanding among Finns of the complexity and contradiction of this phenomenon, as well as its role in the lives of individuals and society.

The study of the concept of “rakkaus” (love) within the framework of Finnish phraseology has unveiled a multifaceted world of this feeling, reflected in the language and culture of the Finnish people. This linguistic exploration opens a pathway to understanding the depth and complexity of love. Analyzing the linguistic images and expressions associated with love allows us to penetrate the essence of the Finnish soul, where love is perceived not only as an emotional state but also as a value that reflects the entire spectrum of human relationships and experiences.

The language of love in Finnish phraseology is vividly metaphorical and expressive. It employs a wide range of comparisons, allusions, and hyperboles that help create vibrant and memorable images, conveying the full gamut of feelings and experiences associated with love. The phraseological material demonstrates the diversity of the “rakkaus” concept: from passion and tenderness to friendship and platonic feelings. Finnish phraseology does not limit itself to an idealized representation of love but also reflects its manifestations, including unreciprocated feelings and the fading of emotions.

A comparative analysis of phraseological expressions about love in the Finnish language reveals not only the cultural characteristics of the Finnish people but also a unique way of perceiving and experiencing this universal feeling. Phraseology serves as a mirror that reflects the deep beliefs and values of society, helping us to understand the essence of Finnish love. The concept of “rakkaus” is often expressed through metaphors that utilize a variety of figurative tools. The use of a wide range

of images based on comparisons and hyperboles creates vivid and expressive linguistic units that convey the complexity of emotions in the description of love (“Rakkaus ei ole mikään potaatti” (‘Love is not like a potato’), “Rakkaus vetää kuin viisi paria härkiä” (‘Love pulls like five pairs of oxen’), “Varastaa jonkun sydän” (‘To steal someone’s heart’). The phraseology of Finland, rich in metaphors and images, opens up an entire world of meanings. Studying the concept of “rakkaus” in Finnish phraseology allows us to delve into the depths of Finnish culture and understand how love is embodied in their everyday speech, enriching it with numerous shades.

Finns tend to perceive love in terms of physical sensations and sensory impressions, reflecting the bodily dimension of this feeling and its experience at the level of physical reactions. Finnish phraseology, in the context of the representation of the concept of “rakkaus” is closely tied to the national and cultural peculiarities of how Finns view the world. The concept of “rakkaus” is one of the key notions not only in the Finnish linguistic worldview but also in other cultures. Examining its phraseological representation in the Finnish language broadens our knowledge not only about the language itself but also about the mentality and culture of Finland.

In addition to the metaphorical perception of love, Finnish phraseology also reflects the sacred and mystical dimensions of this feeling. The phraseological expressions demonstrate a profound spiritual understanding of the nature of love and its otherworldly character. Finnish phraseology reflects the multifaceted and complex perception of love, illustrating how this concept passes through the lens of national worldview. This enhances our understanding of how Finns perceive, experience, and express the feeling of love, which holds an important place in many cultures.

The study of Finnish phraseology in the context of “rakkaus” not only expands our understanding of the Finnish language but also immerses us in a world where love embodies something more than just an emotional state, so it is a value, an art and a reflection of the deepest human experience. Such research promotes the further development of intercultural communication and mutual

understanding between peoples. Identifying and analyzing the linguistic means through which Finns verbalize the concept of “rakkaus” allows us to trace the dynamics of this concept’s evolution in Finnish linguoculture.

In conclusion, exploring the linguistic expression of the concept of “rakkaus” provides an opportunity to gain a more comprehensive understanding of Finnish worldview and values.

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Contact: anfyz@bk.ru



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EMPHASES IN SECOND LANGUAGE RESEARCH AND TEACHING

Natia Tolordava¹

¹ Sokhumi State University, Georgia

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Abstract

Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between 'foreign' and 'second' language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. Nowadays, there is a need to fit into a world increasingly globalized, in which communication and foreign languages have more importance than some years ago. The English language is, nowadays, the language of international communication. Taking this into account, foreign language lessons acquire, nowadays, more significance than in the past. For that reason, English teaching should not be limited to the study of its structure, but to the use of the language in different contexts in order to be adapted to this new reality. These days, we can observe how English language lessons try to fulfill the students' needs for communication using different strategies and methodologies. This article provides some theoretical background about the methodologies which help students raise their English language level as well as their academic results.

Keywords: *higher education; foreign language teaching methods; Learning strategies; using a second or a foreign language*

Introduction

Over the centuries there were various methods of foreign language teaching, teaching goals and objectives, schools and teaching approaches. The new teaching methods were developed due to the demand of the state at first and society later in foreign language learning. The scholars tried to find the universal teaching method in different sciences: Philosophy, Psychology, Linguistics etc. Language teaching has experienced numerous curricular innovations in response to the importance of providing students with opportunities to

acquire and practice the foreign language in contextualized and meaningful language communicative tasks at all stages of the second or foreign language acquisition process. Communicative language teaching (CLT), the term most associated with current discussion of method, emerged as a significant approach that found universal resonance and support in theory and application in many contexts and across disciplines (linguists, methodologists, and curriculum developers). Central to the rise of CLT was the realization that linguistic competence does not on its own achieve com-

municative competence and that language used in meaningful, authentic contexts is more readily acquired.

Success in learning a second or a foreign language, unlike success in first language acquisition, is very variable. Learner strategies, as conscious actions in learning and using a second or a foreign language, are one of the variable factors that have profound effects on how individual learners approach language learning and how successful they are. The more we learn about learner strategies, the more we gain a sense of the complex system of language learning and teaching. This paper critically reviews previous research on learner strategies and the implications of learner strategies for language teaching will be addressed. It aims to give some ideas to language teachers or administrators of how to: explicitly involve learner strategies in a language curriculum, provide language learners with a menu of the strategies that they can choose and adapt to different language learning tasks, and create habits of good language learners. Nowadays the foreign language teacher at high school is to help the students to correct the gaps in their language knowledge at the short time and to teach them using the foreign language as a tool of getting professional knowledge and skills as well. It should be mentioned that the theory and practice knowledge of foreign language teaching at various stages enables the teacher to see the methodical thought in the broad educational prospect, and combine different methods and approaches in the work, taking into account their advantages and disadvantages. Pair work, group work, cooperative/collaborative learning settings, authentic materials, culturally integrated lesson content, and interactive tasks focused on the cognitive and affective domains were integrated into foreign language classrooms. In addition, there has been a call for the reconceptualization of theoretical underpinnings related to use of the target language for language instruction. The focus on student language proficiency as measured through performance-based tasks made itself felt both in language learning research and in teaching. Questions emerged regarding how language proficiency could be enhanced and how best to measure the level of language proficiency.

As it was already said, scholarly inquiry into the acquisition of a nonnative language includes the disciplines of psychology, linguistics, language pedagogy, education, neurobiology, sociology, and anthropology. Inquiries of learning and teaching innovations have provided new insights into successful language learning strategies and environments designed to increase language achievement and proficiency. Second Language Acquisition research studies show how learners are similar, and how they are different in terms of acquiring a second language. Despite the common systems of memory and language and cognitive processing in the brain language learners vary in terms of factors such as: aptitudes, demographic variables, affective variables, learning styles, and learning strategies when they start learning the second language. These variable factors have profound effects on how the learners approach language learning tasks and how successful they are. During this process of learning, cognitive theories of learning differentiate between three functions in memory. Long-term memory is used to store information derived from personal experience and education, short-term memory is used to remember information that is relatively unimportant (i.e. to retain more than a few moments or is easily forgotten); and working memory is memory in which information is manipulated. Strategies have a prominent role in the cognitive view of learning because they represent the dynamic mechanisms underlying thinking and learning processes.

Thus, we consider it very important to investigate how to teach English in each situation. Sometimes it is not a matter of teaching English but a matter of teaching in English. The main purpose is to create a new method made of all the different methods already known and take advantage of all the positive features in each method. Foreign language learning and teaching have undergone a significant paradigm shift as a result of the research and experiences that have expanded the scientific and theoretical knowledge base on how students learn and acquire a foreign language. Traditionally, learning a foreign language was thought to be a 'mimetic' activity, a process that involved students repeating or imitating new information. Grounded in

behaviorist theories of learning and structural linguistics, the quality and quantity of language and feedback were regarded as the major determinants of language learning success.

However, just a simple mixture of all methods would not be enough since we are dealing with very different situations regarding age, level and resources. Therefore, the main idea is to use all the methods in a varying proportion depending on the circumstances. Learning a foreign language may cause stress and anxiety and in order to mitigate this problem, teachers could follow a natural approach involving teaching in a setting as close as possible to the one people learn English as their second language. Language teaching, like many other fields of knowledge, has also benefited from the applications of the most recent technological developments. The use of computers, for example, provides an innovative multidimensionality to classroom activities. Computers have been used in the humanities for some years, but only in the last few years has it been possible to access sufficient hardware and software and to incorporate computerised research methods into language teaching. Here are some main Methods as follows for teaching second language: 1. The Grammar Translation Method; 2. The Audio-lingual Method; 3. The Total Physical Response; 4. The Direct Method; 5. Task-based Language Learning; 6. The Communicative Language Teaching. Over the last years, there has been a growing amount of research into learner strategies in language learning and language use. The descriptive research is concerned with investigating and describing how individuals approach the task of learning and using a language. The results from the descriptive research studies provide us with identifications, descriptions, classifications of learner strategies, and a comparison of successful and less successful language learners.

In learning a second language, the teacher must know the different methods of teaching and learning of this language. This will help us to know which method to apply in each context. Teaching a foreign language involves many different methods. There is no recommended method for learning a second language, but some seem more appropriate than others. We would now like to focus on the main strengths

of each particular method and combine them into a new flexible whole. However, since education is not an exact science, we would like to go a step further and adapt this proposed method to the different situations and levels. Consequently, involving students in the learning process is a major objective.

The field of second language acquisition studies is characterized by two different traditions. One tradition is linguistic and focuses on the process by which learners build up their linguistic knowledge of the second language. Here the focus is on learning. Human beings are credited with an innate capacity to learn language which explains why the process of learning manifests distinct structural regularities. Human beings also possess a common set of wants and needs, which they express through language; this, in turn, accounts for commonalities in the way the second language is used. The other tradition is psychological; it focuses on the different ways in which learners cope with the task of learning and using second language. Here the focus is on the learner. Human beings are individuals; they differ with regard to gender, age, motivation, personality, learning style, self-esteem etc. Each person has her own way of going about things with the result that there is immense diversity in both the way learners learn and in what they achieve. The teacher needs to take account of both of these traditions-she needs to consider how learners learn and she needs to consider how they differ. The humanistic approaches consider affective aspects of learning and language as important, and place the learner's thoughts, feelings and emotions at the forefront of all learner development. The language teaching methodologies that arise from the humanistic perspective value the importance of the learning environment and the significance of affective strategies which minimize student's anxiety and enhance personal security in learning and using a second language. One of the most controversial issues in second-language teaching today, partly as a result of the interest in the development of communicative competence but we must not forget, however, that although communicative activities may be an essential component of a language curriculum, there is also a place for an analytic language syllabus. Therefore,

the strategies training should provide the learners with a repertoire of strategies which they can choose the strategies that they feel comfortable to use with a specific task. The training program should also train the learners how to select strategies that match their needs and goals, and the nature of the task.

Traditionally, language curricula have tended to concentrate on teaching knowledge and skills, and have neglected to teach learners how to learn. Learner training in second or foreign language teaching is a new way of teaching learners explicitly the techniques of learning, and an awareness of how and when to use strategies to enable them to become self-directed.

The teaching and learning goals of learner training in language teaching are both external and internal goals. The students are expected to be able to use language inside and outside the classroom, and they will develop their quality as autonomous language learners. To achieve these goals, new roles of language teachers and learners have been suggested. Language learning tasks have an important role in strategies training as they can be used to encourage the learners to ask themselves the fundamental questions such as; What do I want to achieve? Which strategies shall I use to achieve the goals? Do I know what I am doing and why I am doing it in this way? So The understanding of how and when the students use specific strategies has helped inform strategies training programs. A variety of instructional models for foreign language learning strategies training have already been developed and implemented in a variety of educational settings (i.e. awareness training, strategy workshop, peer tutoring, and strategies-based instruction). All types of strategies training involve an expansion of learners' repertoire of learning strategies, and the aims to: (1) heighten learner awareness of their strengths and weaknesses in language learning and the range of strategies from which they can choose to help them learn the target language most efficiently (Metacognitive knowledge); and (2) develop responsibility of their own learning; in short, to develop learner autonomy. Language teachers could adapt and apply these strategy training frameworks to suit students at different ages and different lev-

els of language proficiency. Teachers should also assess students' beliefs about language learning, and the learning strategies they already use, extend classroom strategies training into the course content, assist students in becoming more responsible for their efforts in learning and using the target language, and allow them to experience the advantages of systematically applying strategies to the learning and use of the language, and to individualize the language learning experience. Learners' feeling of increased expertise at language learning often increase learners' motivation and self-esteem, and also enhance the quality of learning. The studies of learner strategies can be done from different perspectives (i.e. cognitive theories, humanistic approaches, and social interactionism), all of which try to indicate, classify, and analyze how learners approach language learning and language use.

Conclusion

Learner strategies are tools that learners choose to use to assist their language learning and language use. They are one of the variable factors that differentiate successful from less successful language learners. Each of the different methods has contributed new elements and has attempted to deal with some issues of language learning. However, they derived in different historical context, stressed different social and educational needs and have different theoretical consideration. Therefore, in teaching practice, in order to apply these methods effectively and efficiently, practitioners should take these questions in mind: who the learners are, what their current level of language proficiency is, what sort of communicative needs they have, and the circumstances in which they will be using English in the future, and so on. In a word, no single method could guarantee successful results. In summary, learner training integrated in second or foreign language teaching subsumes (1) explicit or implicit strategies training, and (2) language teaching. The results from the studies help inform language teachers how to train the less successful learners to become more successful in language learning. As a result of that, there have been a variety of strategies training programs; i.e. awareness training, strategy workshop, peer tutoring,

and strategies-based instruction. All types of learners' repertoire of language learning strategies training involve an expansion of the strategies.

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© Tolordava N.
Contact: natiatholordava@gmail.com

Section 2. Pedagogy

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FORMATION OF SUBJECT DIGITAL COMPETENCE FOR FUTURE FOREIGN LANGUAGE TEACHERS

**Khujaniyazova Guzal Yuldashevna ¹, Khujaniyazov Murodbek Khusainovich ¹,
Utkirov Amirbek Kuvondik ugli ¹, Utkirova Zuhro Kuvondik kizi ¹**

¹ Urgench branch of Tashkent University of Information technologies
named after Muhammad al-Khwarizmi, Uzbekistan

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Abstract

The study addresses the formation of subject-specific digital competence in future foreign language teachers, emphasizing the need to update teacher education in response to digitalization trends. Using digital tools such as Learningapps.org, Voki.com, and others, the study involved 112 third-year students, applying Fisher's angular transformation to analyze results. The findings demonstrated that incorporating digital tools significantly improves students' digital competence, contributing to their readiness for professional activities in the digital era.

Keywords: Digitalization, foreign language education, digital technologies, digital competence, subject digital competence.

Introduction

The increasing integration of digital technologies into education necessitates a shift in the training of foreign language teachers. As modern society becomes more dependent on digital technologies, educators must possess the skills to effectively use these tools in their professional practice. The purpose of this study is to explore the formation of subject-specific digital competence in future foreign language teachers, essential for their success in a digitally driven educational environment.

The rapid digitalization of society has fundamentally transformed various sectors, including education. As the world becomes increasingly reliant on digital technologies for communication, information, and knowledge dissemination, there is a growing need for educators to be equipped with digital skills. This shift is especially relevant in the field of foreign language education, where digital tools and resources can significantly enhance the learning experience. The ability to integrate digital technologies into the teaching process not only improves the

efficiency and engagement of language learners but also ensures that future educators are prepared to meet the demands of a digitally-driven professional environment (Kovács, J., 2021).

In recent years, the concept of **digital competence** has become a crucial component of teacher education programs globally. This competence encompasses a range of skills, including the ability to use digital tools for teaching, to communicate effectively in digital environments, and to critically assess digital content. For foreign language teachers, digital competence takes on additional importance due to the need to manage various online platforms, multimedia resources, and communication tools to facilitate language acquisition.

UNESCO's ICT Competency Framework for Teachers (2018) underscores the importance of developing these competencies, particularly in light of the increased use of Information and Communication Technologies (ICT) in education. The framework outlines the competencies teachers need to effectively integrate digital tools into their teaching practices, making it an essential guideline for modern teacher education programs. According to UNESCO, educators should not only be able to use digital technologies but also foster critical thinking, creativity, and collaboration among their students, all while navigating the challenges posed by digital platforms.

In the context of foreign language education, the development of **subject-specific digital competence** is essential. Foreign language teaching fosters complex skills such as communication, cultural understanding, and critical thinking. These goals can be supported by the use of digital technologies, which provide interactive and flexible platforms for language practice (Chernyavskaya, T., et al., 2023). Digital tools like interactive whiteboards, online discussion forums, language apps, and virtual exchanges offer opportunities for immersive language experiences that were previously unavailable in traditional classroom settings.

However, the process of integrating digital tools into language education is not without challenges. Research shows that many educators, including foreign language

teachers, often lack sufficient training in digital technologies. This gap can hinder their ability to fully utilize these tools in their teaching practice. Furthermore, the sudden shift to online learning during the COVID-19 pandemic highlighted the critical need for educators to be proficient in digital technologies. Many teachers faced difficulties in adapting to new platforms, managing online classrooms, and ensuring that learning objectives were met in a virtual environment.

Given these challenges, this study aims to explore the process of developing subject-specific digital competence in future foreign language teachers. By incorporating digital resources into their training, we seek to enhance their ability to use digital technologies effectively in foreign language instruction. The study focuses on the development and implementation of practical tasks that integrate digital tools, enabling students to build the skills necessary for teaching in a digitalized world (Vasylenko, S., 2020). The results of this research will provide insights into the effectiveness of these methods and contribute to the ongoing discussion about the role of digital competence in teacher education.

Methodology

The study was conducted over the course of one academic semester. Both groups followed a curriculum that aimed to develop their foreign language skills, but with a key distinction: the experimental group was exposed to an integrated approach that heavily utilized digital resources and tools, while the control group followed a more traditional language education model with limited use of digital technologies.

At the outset, a pre-test was administered to both groups to assess their baseline competence in using digital tools for foreign language education. This test included tasks designed to measure students' abilities to navigate digital platforms, use online educational resources, and apply digital technologies in a pedagogical context. Both groups showed similar levels of digital competence at the start of the experiment, as confirmed by statistical analysis, ensuring that any observed differences in outcomes would be

attributed to the intervention rather than pre-existing disparities.

A variety of digital tools were incorporated into the training process for the experimental group, with a focus on developing both general and subject-specific digital competencies. The tools selected for this study included:

- **Learningapps.org:** An interactive platform that allows users to create and share educational activities such as quizzes, matching exercises, and crossword puzzles. Students used this tool to create customized language-learning activities;
- **Voki.com:** A tool that enables users to create speaking avatars. This was particularly useful for practicing speaking and listening skills, as students could listen to their avatars speak foreign language phrases and sentences;
- **Glogster.com:** A platform for creating interactive multimedia posters. Students used this tool to create digital presentations, integrating text, images, and videos in foreign languages;
- **Prezi.com:** A cloud-based presentation tool used for creating more dynamic and engaging presentations. This helped students improve their ability to present information in the target language in a visually appealing and interactive format;
- **Mindmeister.com:** A mind mapping tool that helped students organize their ideas and vocabulary, contributing to both individual and collaborative work in language learning;
- **Thinglink.com:** A platform for creating interactive images, where students could embed links, text, and videos. This was used to develop multimedia language-learning resources, supporting the learning of both grammar and vocabulary;
- **Quizlet.com:** A digital flashcard tool that allows students to study vocabulary through repetition and interactive games. This tool was particularly useful for vocabulary building and review sessions.
- **Stepik.org:** A platform where students could design and participate

in online courses. This was used for creating structured online language lessons and for collaborative learning during the practical sessions.

To develop the subject-specific digital competence of future teachers, students in the experimental group were assigned various practical tasks throughout the semester. These tasks were specifically designed to integrate digital tools into the foreign language teaching process, allowing students to become familiar with using these tools in a pedagogical context [6]. Some examples of the tasks included:

1. Digital Lesson Planning: Students used platforms like Stepik.org and Learningapps.org to design digital lesson plans. These plans required the integration of digital resources, including online quizzes, interactive games, and multimedia content.

2. Creation of Educational Resources: Students were tasked with creating digital materials, such as interactive posters (Glogster.com) and presentations (Prezi.com), which they could use for teaching specific grammar or vocabulary topics in the foreign language.

3. Virtual Teaching Simulations: Using tools like Voki.com and Quizlet.com, students created virtual teaching simulations where they practiced delivering lessons, organizing digital classroom activities, and using online assessment tools.

4. Group Projects: Collaborative tasks were assigned where students worked in groups to develop multimedia projects using tools like Mindmeister.com and Thinglink.com. These projects required them to incorporate text, images, and audio clips in the target language to create comprehensive language learning resources.

Results

The results of the study provide significant insights into the impact of integrating digital tools into the training of future foreign language teachers. A comparison between the control and experimental groups revealed notable differences in the development of subject-specific digital competence, as well as improvements in foreign language proficiency (Guzhva, A., 2022). The findings demonstrate that the experimental group,

which was exposed to a curriculum enhanced with digital resources and tools, showed a statistically significant improvement compared to the control group, which followed a more traditional instructional model.

At the start of the study, a **pre-test** was administered to both the control and experimental groups to assess their initial levels of digital competence and language proficiency. The pre-test included tasks aimed at evaluating the students' ability to use digital tools for teaching and learning foreign languages. The tasks focused on their capacity to navigate online platforms, utilize digital educational resources, and apply digital technologies in practical teaching scenarios.

- In the **experimental group**, 51% of students (28 out of 52) demonstrated sufficient competence in the use of digital tools, while 49% (24 out of 52) did not meet the minimum competency threshold;
- In the **control group**, 52% of students (32 out of 60) showed adequate digital competence, while 48% (28 out of 60) fell below the threshold.

The pre-test results indicated no statistically significant differences between the two groups before the intervention, confirming that both groups started with roughly equivalent levels of digital competence and language proficiency. The similarity in pre-test scores validated the experiment's design, ensuring that any differences observed in the post-test could be attributed to the digital tools intervention.

After completing the semester-long intervention, a **post-test** was conducted to assess the impact of digital tools on the students' competence and language proficiency. The tasks in the post-test were identical to those in the pre-test, designed to evaluate students' ability to design language lessons using digital tools, their proficiency in navigating on-

line educational platforms, and their capacity to create and apply digital teaching materials.

- In the **experimental group**, **92%** of students (48 out of 52) achieved competency in the post-test, showing a substantial increase from the initial 51% in the pre-test. Only 8% of students (4 out of 52) in the experimental group did not reach the threshold of competency;
- In the **control group**, **60%** of students (36 out of 60) passed the post-test, representing a moderate improvement from the pre-test, where 52% passed. However, **40%** of students (24 out of 60) in the control group still failed to reach the minimum competency threshold.

The results support the hypothesis that integrating digital technologies into teacher training programs significantly enhances students' digital competence. The effectiveness of the digital tools used in the study suggests their potential for broader application in teacher education. Challenges related to varying levels of digital proficiency among students highlight the need for additional support and resources during the initial stages of digital tool integration (Averina, E., & Bogdanova, T., 2019).

The findings from this study provide substantial evidence that integrating digital tools into the training of future foreign language teachers significantly enhances their subject-specific digital competence. This competence is critical in preparing teachers for the modern educational environment, which increasingly relies on digital technologies for both instruction and communication. By exposing students to a variety of digital platforms and tools, the study has shown that targeted, technology-enhanced pedagogical practices can improve not only technical skills but also overall teaching effectiveness in foreign language education.

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Contact: guzalenka77@mail.ru; murka1808@gmail.com



Section 3. Psychology

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IMPACT OF NEGATIVE EMOTIONS TO DECISION-MAKING UNDER STRESS

*Arzu Ibadullayeva*¹, *Mahammad Masimov*¹, *Narmin Abasova*¹

¹ Cognitive Science, at Nicolaus Copernicus University

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Abstract

The main objective of this article is to investigate the relationship between negative emotions such as anxiety, anger, sadness, fear, stress and decision-making. According to the findings, negative emotions seriously affect the decision-making process. Also, stress, in addition to increasing the impact of negative emotions, plays an important role in disrupting cognitive processes and therefore the decision-making process. Thus, this article focuses on how negative emotions and stress interact with each other and their roles in decision-making and how they affect it.

Keywords: *Decision-making, emotions, stress*

Introduction

“The essential difference between emotion and reason is that emotion leads to action while reason leads to conclusions”

Donald Calne (1936)

This insightful idea of Neurologist Donald Calne emphasizes essentiality of how emotions are creating impetus to act while reason helps to evaluate choices we have in decision-making process. Decision making is a cognitive process which constitutes the process of selecting specific options among a range of available alternatives, considering that each option may lead to diverse outcomes, which in turn may be translated into different consequences (Sarmiento, da Cunha, Tabares,

Tafet, & Gouveia Jr, 2024). From big and critical decisions to reactions shown in the spur of the moment emotions have their own crucial impact. In this article we want to highlight the importance of understanding that in emotionally charged situations especially under stress emotions can both sabotage and help our decision-making process. While exploring cognitive mechanisms behind emotional decision-making this article aims to empower individuals to use their emotions in balance to become more informed in decision-making process. Emotions have lead role in decision-making in stressful circumstances because influence of negative emotions amplifies in such situations. Based on information from

neurological studies some brain parts play essential roles in emotion regulation and decision-making, especially amygdala and the prefrontal cortex (Andrewes & Jenkins, 2019). To process negative emotions such as fear, and anxiety amygdala needs to be involved (Salzman & Fusi, 2010). On the other hand, logical thinking and planning done by prefrontal cortex (Salzman & Fusi, 2010). We consider that negative emotions have debilitating impact on prefrontal cortex and this in turn increases sensitivity to signals from amygdala which can cause diminished cognitive processes and, as a result decision-making (Banks, Eddy, Angstadt, Nathan, & Phan, 2007). In this article we will also, explore emotional decision-making and effects of stress from psychological point of view. Aim is shedding light on to the role of specific negative emotions such as anxiety, anger, sadness and fear.

The Psychological Effects of Stress

As a psychological and physical reaction to new, unpredictable and uncontrollable situations (Mason, 1968) stress has a profound impact on decision-making and emotion regulation processes. It is vital for a person's survival and well-being that their stress reaction emerges in such situations (Sonia, Lupien, Maheu, Tu, Fiocco, & Schramek, 2007). A comprehensive understanding of how stress affects decision making and other cognitive processes requires considering a multitude of variables, including the variety of stressors, their contexts, the time between stress exposure and cognitive tasks, the specific task type, and individual differences in the genetic background, life history, age, and biological sex of stressed individuals (as cited in Sarmiento et al. 2024). Stressful situations demand a prompt response so this in turn draws attention to the fact that major fractions of decisions are made in stressful circumstances (Wemm and Wulfert, 2017). As well as Wemm and Wulfert (2017) pointed out, we would like to highlight the fact that stress and decision-making process has two-way relations, in the sense to explain decision-making can provoke stress, while stress stimulating impact on quality of decision. As another result of stress individuals in unpredictable environments usually be-

have avoidant in decision-making process. The main basis to this is such situation leads to cognitive load and includes dilemmas, uncertain outcomes which awakens negative emotional arousal, this in turn as we mentioned before can manipulate our judgement skills in decision-making process.

Emotional Decision-Making

As stated in "affect as information" theory emotions provide decision-makers with valuable information about how certain situations make them "feel" and operate as cognitive shortcuts (Schwarz & Clore, 2007). Under stress emotions are like impulsive signals, in such environments negative emotions alert the brain to problematic or dangerous situations and elicit wariness. "Emotions can become intertwined in the decision-making process (Worthy, Byrne, & Fields, 2014). Both immediate and expected emotions can influence the way in which a person makes his or her decisions. In response to a new or threatening situation, a person may have an immediate emotional reaction that is experienced at the time of the decision (As cited in Worthy et al. 2014). For instance, anxiety, characterized by somatic distress and over-reaction to stressors (Worthy et al. 2014). Let's break down effects of specific negative emotions on decision making process.

Anxiety and Decision-Making

Anxiety, provokes overthinking stems from the desire to avoid mistakes, causing them to constantly second-guess their choices (Hartley & Phelps, 2012). In some situations, anxiety can lead to analysis paralysis, where the fear of failure prevents decisions from being made at all (Maner, Richey, Cromer, Mallott, Lejuez, Joiner, & Schmidt, 2007). However, in moderate doses, anxiety can push individuals to be more thorough, leading to careful consideration of both risks and rewards (Maner et al., 2007).

Anger and Decision-Making

Anger, typically a reaction to feeling wronged, shapes decisions by boosting risk-taking. Angry people often act quickly, feel more certain about their choices, and downplay risks (Carver & Harmon-Jones, 2009). An eye-tracking study by Xing (2014) showed that anger encourages people to rely

on heuristic cues mental shortcuts to make decisions faster. This approach can be effective in simple situations but may lead to impulsive decisions in complex ones (Xing, 2014). Also, according to the Appraisal-Tendency Framework (ATF), anger is tied to high certainty and control, which can lead to quicker, more impulsive decisions (Lerner & Tiedens, 2006). Relatively, angry people often blame others for problems, and this perception of control reinforces their belief that they can influence outcomes.

Sadness and Decision-Making

Sadness, often linked to loss, tends to make people more reflective and cautious in their decision-making which in turns It reduces risk-taking as individuals become more conservative, aiming to avoid additional setbacks (Wrosch & Miller, 2009). Unlike anger, sadness makes people less likely to take chances, pushing them toward self-reflection rather than aggressive action (Lench & Levine, 2008). One of the key effects of sadness is that it dampens the illusion of control. While this can lead to better judgment in some cases, it also encourages procrastination and avoidance when motivation and energy are low (Gotlib & Joormann, 2010).

Fear and decision making

Fear awakens our survival instincts which in turn keeps us away from harmful situations. It leads us to be more cautious about risk and uncertainty in decision-making pro-

cess (Loewenstein, Weber, Hsee, & Welch, 2001). Studies show that in the decision-making process if people are in fear, they are tragicizing negative outcomes that may occur and they are prioritizing safer options (Loewenstein et al., 2001). Also, another study by Lerner and Keltner (2001) supports this idea and adds the fact that people under the influence of fear are tent to choose secure variants even though these choices are less beneficial or rewarding. Such an effect of fear on an individual's performance can increase alertness even more and decrease alternatives in the decision-making process under stress, because the main goal here is survival. Effects of fear can be intensified by stress due to disruption of the cognitive processes in different parts of brain (Arnsten, 2009). It can be inferred from this since the brain's ability to function coherently diminishes under stress, we make decisions based on compounded impulses from our heightened emotions.

Conclusion

To conclusion, it is possible to conclude that negative emotions such as anxiety, worry, sadness, and fear have different effects on the decision-making process. Such emotions can, in turn, weaken or strengthen the decision-making process. It is also possible to conclude that stress strengthens the effect of these emotions by affecting various brain regions such as the amygdala and the prefrontal cortex, which in turn affect the decision-making process.

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Contact: mahammadmsmv@gmail.com

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