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Diana KOCHMAR,

orcid.org/0000-0002-2896-1546

Candidate of Pedagogical Sciences,

Associate Professor at the Department of Foreign Languages

International Economic and Humanitarian Academician Stepan Demyanchuk University

(Rivne, Ukraine) trial2008@ukr.net

Iryna BUDZ,

orcid.org/0000-0003-1127-3568

Candidate of Pedagogical Sciences,

Associate Professor at the Department of Romano-Germanic Philology

International Economic and Humanitarian Academician Stepan Demianchuk University

(Rivne, Ukraine) ibudz@ukr.net

Yanina POCHENYUK,

orcid.org/0000-0002-6001-7483

Senior Lecturer at the Department of Romano-Germanic Philology

International economic and humanitarian Academician Stepan Demianchuk University

(Rivne, Ukraine) Yanina2709@ukr.net

THE LINGUISTIC AND CULTURAL ASPECT AS A FACTOR IN THE DEVELOPMENT OF EMOTIONALITY IN FOREIGN LANGUAGE TEACHING

The relevance of the topic has caused a growing interest of the current linguistic science in the study of conceptual language phenomena, contributed to the identification and systematization of language representation meaning of emotion concepts.

Having studied the reasons for the emergence of the “emotionality” as a concept we can study differently the various approaches to the emotional intellect and try to explain the validity of taking into account the emotional competence as a guarantee of a reasonably successful learning process of a person, because emotions have an effective influence on the educational process. The basis is the study of emotions, their origin, their functional significance in human behavior; the connection with thinking; the tendency to widen the concept of intellect and to identify its various types.

The actualisation of the topic is caused by the intention of modern linguists to study the language as a meaning of reflecting the national mentality, world's and culture's perception. There are universal patterns, and there are nationally specific differences. They verbalise and semantically impose words due to the emotional intelec. No matter what determinants determine a person's life and activity, they are psychologically, intrinsically dynamic when they penetrate and consolidate in the sphere of their emotional relations.

Linguistic and didactic principles of foreign language teaching are based on the strategic development of modern education – focusing educational activities on the development of important life competences necessary for a self-determined future life independently of the professional activity in question.

Analyzing the linguistic and cultural aspect as a factor in the development of emotional intelligence in the process of learning a foreign language, the relevant features of linguistic and cultural studies are the focus on the synchronous interaction of language and culture in live communicative processes. In this way, the linguistic and cultural aspect as a factor in the development of emotional intelligence when learning a foreign language describes the everyday picture of the world in the form in which it is presented in the everyday speech of native speakers, in various discourses and cultural texts.

Key words: *emotion, intellect, emotions in the learning process, thinking, linguoculturalism.*

Діана КОЧМАР,

orcid.org/0000-0002-2896-1546

кандидат педагогічних наук,

доцент кафедри іноземних мов

Приватного вищого навчального закладу «Міжнародний економіко-гуманітарний університет імені академіка Степана Дем'янчука» (Рівне, Україна) *trial2008@ukr.net*

Ірина БУДЗ,

orcid.org/0000-0003-1127-3568

кандидат педагогічних наук,

доцент кафедри романо-германської філології

Приватного вищого навчального закладу «Міжнародний економіко-гуманітарний університет імені академіка Степана Дем'янчука» (Рівне, Україна) *ibudz@ukr.net*

Яніна ПОЧЕНЮК,

orcid.org/0000-0002-6001-7483

старший викладач кафедри романо-германської філології

Приватного вищого навчального закладу «Міжнародний економіко-гуманітарний університет імені академіка Степана Дем'янчука» (Рівне, Україна) *Yanina2709@ukr.net*

ЛІНГВОКУЛЬТУРНИЙ АСПЕКТ ЯК ЧИННИК РОЗВИТКУ ЕМОЦІЙНОГО ІНТЕЛЕКТУ ПРИ НАВЧАННІ ІНОЗЕМНОЇ МОВИ

Актуалізація теми обумовлена спрямуванням сучасних лінгвістів дослідити мову як засіб відображення національної ментальності, світосприйняття, культури.

Сутність лінгвокультурного аспекту як чинника розвитку емоційного інтелекту при навчанні іноземної мови є комплексний аналіз лінгвістичної складової поняття “емоція”, визначення внутрішньої організації емоційних концептів в іноземній мові.

Ознайомившись з передумовами виникнення такого поняття як “емоційний інтелект”, можна по-різному вивчати різноманітні підходи щодо емоційного інтелекту та спробувати обґрунтувати доцільність врахування емоційної компетенції як гарантії доволі успішного навчання особистості, оскільки емоції ефективно впливають на навчальний процес. За основу є вивчення емоцій, їх походження, функціональне значення у поведінці людини, зв'язок з мисленням; тенденція до розширення поняття інтелекту та визначення його різноманітних видів.

Актуальність теми зумовив зростаючий інтерес сучасної лінгвістичної науки щодо вивчення концептуальних мовних явищ, сприяв виявленню та систематизації засобів мовної репрезентації емоційних концептів. Є універсальні закономірності, а є національно-специфічні розбіжності. Вони вербалізують та семантично наповнюють слова завдяки емоційному інтелекту. Неважливо які детермінанти та умови визначають життя та діяльність особистості – психологічно, внутрішньо дійовими вони є у тому випадку, коли проникають у сферу її емоційних відносин і в ній закріплюються. Емоції ефективно впливають на усі сфери людського життя, навчання теж. Вони є найважливішим фактором регуляції процесів пізнання. Емоційна забарвленість визначає довільну увагу та здатність запам'ятовувати. Лінгводидактичні засади навчання іноземної мови зумовлені стратегічними напрямками розвитку сучасної освіти – спрямуванням навчальної діяльності на вироблення важливих життєвих компетентностей, необхідних для майбутнього самостійного життя незалежно від обраної професійної діяльності.

Ключові слова: емоція, інтелект, емоції у процесі навчання, мислення, лінгвокультурологія.

Formulation of the problem. Linguocultural studies (Latin *lingua* – language and cultural studies) is an integrative branch of language studies (L. V. Kravets, 2006). It focuses on the interconnection and interaction of culture and language in the process of its functioning. Linguocultural studies as a branch of science summarizes this process for the purpose of the integral structure of the units at the same time with the language and cultural content by means of systematic methods oriented on the modern priorities,

public values and cultural norms. Linguoculturology is now in its formative stage. It is quite clear that it is in the process of consolidation and is located between sociolinguistics and ethnolinguistics. In this way the relevance of the study can be explained, first of all, by the general interest of current linguistics in the role of the human factor in language: the experience of human interaction with the environment is reflected in the language and, inter alia, in its lexical structure. As a result, the issue of defining the object

and subject of linguocultural studies is discursive, which is why this discipline is very closely connected with the emotional sphere of people. The emotional mentality demonstrates the language in action. As a result, language expresses emotions and is quite intimately linked to both the emotions themselves and the cognitive processes. Regarding the representation of the emotional experience of the language, it is generally accepted that it is localized in the word structure. The emotion is stored in the word. Practically speaking, this is the idea of it. It is customary to represent not the emotion itself, but its concept. This is a complex structure and semantic, lexically framed creation. It is based on concepts. Its components are concepts and cultural value. Thus, research in this field has two values for conceptual linguistics and pragmatics - practical and theoretical.

Research analysis. According to the Russian scientist V. Vorobjov (2006) the linguoculturology's object is the interconnection and interaction of culture and language in the process of its functioning. The subject is the national forms of being in society. They have their own creation in the system of language communication. These emotions are based on cultural values. An intriguing thought in this respect by the Russian language scholar V. Krasnykh. He defined language as an object of linguocultural studies. It reflects and fixes culture and culture. The understanding of culture by V. Krasnykh (2002) through the language's prism. For this author the subject of linguoculturology is a language and discourse's unit. The Belarusian linguist V. Maslova (1997) was also noted for this approach. She qualified linguoculturology as a separate branch of linguistics, which is essentially different from etnolinguistics. For her the subject of this discipline is interaction of language, culture and people, who form culture by means of language. The subject matter is language units. They have symbolic, symbolic and metaphoric meanings in culture. Its main functional purpose is to summarise the results of human consciousness. According to L. Matsko (2011) the object of linguoculturology is the interrelations between language and culture as well as their interaction, the subject is language units. They contain cultural information, cultural values in the forms of national culture and language. The language is a culture form and verbal art is a culture form too (Kravets L., 2006). O. Selivanova's (2008) opinion deserves attention in this respect, she asserts that the object of linguoculturology is tools of the language system and its discursive products. They are responsible for the fixation of culturally significant information. The subject is the ways of fixation of such information both in the language and in the language.

Analyzing linguocultural aspect as a factor of development of emotionality in foreign language learning, scientist V. Telia considers orientation on synchronous interaction of language and culture in live communicative processes as the relevant signs of linguoculturalism (Kravets L., 2006). In this way the linguocultural aspect as a factor of development of the emotional intellection in learning a foreign language describes the world view as it is presented in the everyday language of the speakers, in various discourses and cultural texts. This skill belongs to I. Olshanskyi (Kravets L., 2006).

The aim of the article is to understand the essence of linguocultural aspect as a determinant for the development of emotionality in foreign language teaching, comprehensive analysis of linguistic structure of the concept "emotion", identification the internal organization of emotion concepts in a foreign language.

Presenting main material. The essence of the linguocultural aspect as a factor in the development of the emotional mentality in foreign language teaching lies not only in the complex study of the semantic and cognitive language structure, but also in setting a set of semantic signs, taking into account the structures (conceptual, associative and figurative, The whole process of learning the language is based on the acquisition and awareness of the native speakers' culture, and on the development of their own socio-cultural and cultural identity. The whole process of learning a foreign language is accompanied by emotions. Cognitive development of the individual stimulates educational activities, creates the conditions for entry into the modern world society (Onishchuk, 2020; Demchenko, 2021; Prots, 2021; Kosholap, 2021). Emotional mentality in the process of teaching foreign language on the subject of linguocultural aspect is a complex mental and emotional acquisition's result of the language reality. Therefore in modern linguistics the linguocultural paradigm is related to the cognitive-interpretive paradigm of research, in the aspect of which each unit is a microtext. As a result, different types of concepts, namely concepts, perceptions and images, and at the same time their combinations (pictures) are created in the process of perception of the world. They are formed as cognitive assets, reflecting and summarizing people's experience and comprehended reality (Sternin I. A., 2001).

The above described research is theoretically understood and experimentally verified by the cognitive determinacy of emotions. Cognitive determinants are not only evaluations, but also interpretations of the situation, the state, the evaluation and the juxtaposition of available means with the aim

of achieving the goal. Therefore, emotions are the result of certain information cognitive processing.

As for the complexity of the research subject, there is still no unambiguous emotion' definition. It is accepted to consider it not only as a psychological phenomenon, but also as a psychological activity and type of behaviour. Scientists believe that emotions are components of the conscience and thinking structure. They are associated with various cognitive processes. Any emotion does not contain information about external objects, their relations and relationships, or about the objective situations in which the activity of the subject takes place. A specific feature is that they express indirectly the relationship between the motives and their implementation, which is related to these activity motives. This is possible because emotions are personalities. Thus, I. Troilina sees the following spheres in the emotional manifestations of the personality:

- Organic life – affective-motivational sensitivity (this includes elementary contentment, dissatisfaction, which mainly relates to the individual's physical needs;

- Objective feelings – material interests (possession of certain objects, involvement in diverse activities, fascination with objects, people, their activities and indirection towards others;

- generalized perceptions on the subject of perception of light - moral and spiritual consumers (perceptions and consumers relate to morality and attitudes of people to the natural world, social events, society in general, values and moral categories (Troilina I., 1995).)

1908 German philosopher and psychologist G. Mayer (1981, p. 123) in his work "The Psychology of Mental Thought" for the first time thoroughly and psychologically classified the main types of thinking, systematizing their essential characteristics. Along with "judging" (logical) thinking, the author identified types of intellectual activity that are intimately connected with the emotional and motivational spheres ("emotional" thinking, "affective" thinking, etc.).

Modern anthropological linguistic paradigm investigates the sphere of emotions. Emotions are an object of research in linguistics (N. Krasavsky (2001), V. Shakhovsky (1995), and others). There is still a low level of unresolved issues. The expression of the emotional world of a person has its own peculiarities. In particular, the ways and means of language are considered in several ways.

The conotative aspect analyzes the expression of emotions in the language system and in the language activity. The linguocultural aspect (national and cultural specificity of emotion expression in ethnemics) develops the emotional intellect and is less investigated

nowadays. It represents emotions in the language. The denotative aspect indicates the specifics of expression of emotions in the natural language. The subject of analysis of the signifikative view is the emotional concepts' designification by phraseological and lexical units. Modern linguistics uses psycholinguistic and sociolinguistic lines of research.

Before detailing the linguocultural aspect as a factor in the development of emotionality in foreign language learning, let's consider the mechanism of emotions' influence on the person's thinking and memory. The purpose of the model is very interesting and correct. The application of the psychological and cybernetic model is used to show this model. I. Pavlov wrote repeatedly that the central nervous system always stays in a normally enveloped mode ((Maksimenko S., 2017). It is in this mode that all centres and mechanisms of the intellect are in a relaxed state. This is slowdown. This is ensured by the system of automatic control of automatic control. Let's pay attention to the following moment: excitation or slowdown of the corresponding centres occurs as a result of receiving both positive and negative stimuli from the environment. They influence the emotional management system via the emotion centres. Through them, they send commands to degrade or galvanize those centres (memory, mentality, etc.), etc., which are needed. Therefore, according to this model, uninterrupted emotional activity is indispensable in the organization process of the listener's activities with educational information, because it creates conditions for intensive cognitive activity (Klimenko A., 2020). In this regard, L. Vigotsky (1983) wrote: "Thought is not the final instance. Thought itself arises not from another thought, but from the motivating sphere of our cognition, which governs our desires and demands, our spontaneity and interests, and emotions. There is an efficient and willing tendency behind the thinking". The above statements and thoughts on the role of emotion in the learning process are confirmed by a number of scientific research results and practice. For example, the study of the impact of positive emotions on mental performance indicates creativity, which under these conditions is significantly increased. An emotional score is used in practice. The well-known pedagogue and innovator V. Shatalov (1987) fully uses positive emotions in the learning process. He used a whole range of methods: removed fear of marks, allowed them to be corrected, and tested students depending on their level of preparation (written responses, or personal responses by a teacher, tape-recorded responses, responses to the whole class). The teacher built relationships on mutual trust, allowed pupils to grade

one another and themselves, believed in the success of the child and conveyed this belief to him or her, built a sense of ownership and integrity in each pupil, etc. Under these conditions, it is natural for anyone to find learning easy and enjoyable. It is always possible to achieve considerable success in this way. The numerical methods used by V. Shatalov (1987) had an effect only in an atmosphere of love, goodwill, and respect for one's person. Nothing is perceived as joyful, satisfying (i.e. positive emotions). In this way, the body's biologic inclination to not only retain, but also maximally create experiences which are related to contentment is manifested. So today's accepted pedagogical rule is emotionality, through which it is important to carry out all teaching material. Foreign language is not an exception.

Let us assume that emotions are a unity of intellect and ineffect, the so-called short-term emotional state. It is also admissible that the "individuality" of emotions has an universal character. The question remains whether this unversality applies only to people of the same nationality or whether it goes beyond their own boundaries. This is very controversial today. There are two ways of looking at this problem:

1) cultural and relativist, which states that emotions are ethnospecific. The ability to experience them depends not only on the type of culture, but also on the linguistic and etiological orientation of the individual.

2) Universal. Its supporters believe that emotions are universal. Any emotion is open to be experienced by a person regardless of his or her cultural background and nationality, and a nationally specific attitude to emotion may be only (Babenko N., 1989, P. 8 – 9; Isard K., 1980, P. 95).

Despite the fact that the above views are diametrically opposed, it cannot be asserted that any of them are absolutely true or untrue. V. Shakhovskiy (1995) repeatedly tried to combine these two approaches. He viewed emotions as a part of the human race natural development. In his view, that is why emotions are universal in all cultures. There are so-called fundamental emotions inherent in all races. Specific emotions can also be witnessed. They reflect the emotions of a particular culture and are defined by social parameters. So, emotions are the forms of reality's representation. They have a generalized nature. As a result of this generalization, it is clear that emotions are a distinctly personal phenomenon, which is why they have a subjective in nature.

Radical psychology has acknowledged the fact of regular connection between emotional and mental processes. That is why the conditions have been created for further study of emotion regulation problem of mental activity. At the same time, the

intellectual abilities associated with the processing of emotional information are being strengthened. This has contributed to the widening of the entality notion. The goal of this process is the understanding of the mentality with the individual's everyday life.

The problematic of the emotional intellectual has been mediated by scientists who have studied the structure of the intellectual. Famous in this sphere are the works of foreign researchers E. Doll (1942). Doll (1935), H. Gardner (2011), D. Wechsler (1943), and others. In their works the scientists looked at the structure of the intellect, taking into account the baggage approaches to its understanding. These are its hierarchical models, independent comprehension abilities, and rudimentary factors of the intellect. Thus, for example, S. Epstein (1998) was interested in productivity and specificity of all intellectual activity of a person. In the mentality studies there is no differentiation of mentality. C. Spearman (1904) proposed a model of the intellect. The author included in it only one basic ability – "G". It reflects the level of an individual's mental abilities (Spearman C., 1904). According to C. Spearman (1904) the intellect does not depend on the personal characteristics of people, its structure lacks non-intellectual qualities. Later, the scientist was able to create a two-factor, and later a hierarchical model of intellect. L. Thurstone (L., 1941) was the first to formulate and substantiate the position that the mentality is not only a mechanism of information processing, but also a regulation mechanism of the mental and behavioral activity. This is ensured by the interplay of a large number of factors/ They are the mentality components.

Basic concept's reconstruction of the emotion HAPPY

For the practical work we analysed the articles of the literary dictionaries, data of corpus linguistics, in particular the online project The Corpus of Contemporary American English (COCA) (containing 425 million applications of words in spoken and written language of various genres). As a result, we were able to identify the conceptual fields of the basic emotion "happy".

Here is an example of the reconstruction of the basic concept of the emotion HAPPY. The conceptual field of the emotion HAPPY in English: happy – pleasure – happiness – glad – lucky – trigger-happy – good – complacent – fortunate.

The indicative use of the the emotion HAPPY in the language indicates the peculiarities of the this basic concept:

– the possibility of grading by intensity: pleased – satisfied – joyfull – gratified – providential – prosperous – felicitous – successful – chuffed.

– as a component of complex words with a meaning in the capture of something.;

- The person who is in a relationship with someone; irresponsible;
- power-happy – The power is shared by the authorities;
- trigger-happy – ready to pull the trigger at any time;
- the happy mean /medium/ – gold middle;
- the happy hour – the time of day when goods are available at a surcharge (in a bar, etc.).
- the happy event – a happy occasion (a child's birth, a party).

– The largest group of phrases, phraseologies and adjectives were: Happy as a flea in a doghouse (literally translated as “like a flea in a doghouse”: “we translate: “як блоха в собачій буді”. If someone is happy and contented with the state of their affairs, this phrase is about him); happy camper (sometimes this is said about a person whose life is going well, everything goes well, she has no reason to complain. Also relevant is the phrase “not a happy camper”, which has an opposite, negative meaning); as happy as a clam (як двостулковий молюск); The little boy was as happy as a clam when he was given a new bicycle. – The little boy was happy as a clam when he was given a new bicycle.) – Маленький хлопчик був щасливий, як молюск, коли йому подарували новий велосипед.); I shall feel happy over it for a week. – Мені тепер веселошів на цілу неділю вистачить; I'd be more than happy to help – Я із задоволенням допоможу.; I am not quite happy about / with your idea. – Я не в захваті від вашої ідеї; What a happy!

The analyzed material allowed us to make a conclusion that the concept of emotion HAPPY generates widely varying associative links on the subject of English cultural ties. It is characterised by a high relevance degree of the concept to English-speaking culture. In this way it is really effective to investigate the peculiarities of interrelations of basic concepts with other concepts of common mental field in teaching foreign languages.

How to change the situation for the better in the process of foreign language teaching by using the linguocultural aspect as a determinant for the development of an emotive mentality? The ability of the language to express emotions is due to the existence of a very close link between emotions and various cognitive processes. The expression of the emotional experience of the native speaker is localized in the word structure. At the same time, the emotion is stored in the word in the form of an idea about it. The language does not represent the emotion

itself, but its concept, which is a complex structure and word, lexically formed structure, which is based on a conceptual basis and includes concepts and cultural values.

The best catalyst for raising the emotional level of foreign language learning is to practice a humanistic psychology of learning, which overcomes the learning process in its own right: creation of a psychological climate of trust, cooperation in decision-making among all participants in the learning process; actualization of motivational resources in the foreign language learning process; development of individual and personal attitudes. In general, the linguocultural aspect as a factor in the development of an emotional mentality in foreign language teaching ensures creative and joyful learning, despite the fact that, the modern psychological literature has developed two basic points of view on the level of representation and the role of emotions in the various classifications of mental activity. The aim is to emphasize the negative role of emotion processes, their ability to influence the mental activity, and to actualize the principles of the regulatory approach based on the ability to control the emotion processes from the side of intellectual processes.

Conclusion. Emotional intélect is a key component in achieving a maximum feeling of happiness and successful self-fulfilment. Emotional intellect is an unnoticeable factor capable of activating and changing the rationality of action. This is real if people not only recognize their feelings, but also control them in a constructive way that greatly increases their intellectual power. Raising the level of emotional intelligence is entirely possible, but not thanks to traditional training programmes focusing on the part of the brain that controls rational ideas. The need for repeated practice, the need for peer feedback, and the importance of personal enthusiasm for the changes you have made are essential. Evaluation is the real right of successful self-actualization (Kostyuk A.V., 2014, p. 89).

The study of people's emotional specificities and the development's process of their emotional intellect is a task of primary importance. It is essential for solving the problems of raising educational success level, as well as the perception and understanding of other man as a person, and his or her emotional health. Emotional literacy contributes to better understanding in the emotional functioning of people, achieving success in the process of interaction, resolving conflicts, understanding themselves, their needs and desires, as well as the ability to set goals for themselves and be able to achieve them. All influence the effectiveness of learning. The main task in the process of teaching foreign language is to develop the ability to creatively plan and carry out any lesson

on any material (linguistic and cultural aspect is not excluded), under any circumstances. There is seldom a teacher who is completely satisfied with what he or she does and how he or she gets results: dissatisfaction with one's own work and achievements is the first sign of professional ambiguity and struggle. Every teacher should strive to make his or her lessons more interesting, exciting, emotional, effective and modern. Therefore, the findings of this study allow us to assert that the linguocultural aspect as a factor in the development of the emotional intellect in foreign language teaching contributes to the organization of the teaching process. Success depends on many factors: the teacher's subject matter expertise and

general enthusiasm, even human charisma, in other words, the personality of the teacher. But this is not enough – a methodological mastery is also required, even more so for a foreign language teacher. The effectiveness of activities to develop an emotional intellect in the foreign language learning process depends not only on the creation of psychological conditions at school but also on teachers' awareness of their professional activities.

The material presented in this work does not cover all the theoretical aspects of the linguistic and cultural aspect as a determinant for the development of the emotional intellect in the teaching of a foreign language, which requires further scientific research.

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