UDC 159.9:37.013.43

PSYCHOLOGICAL ASPECTS OF EFFECTIVE FOREIGN LANGUAGE TEACHING IN CONDITIONS OF INSTABILITY AND CRISIS

Krasniuk S.O.
senior lecturer
ORCID: 0000-0002-5987-8681
Kyiv National University of Technologies and Design,
Mala Shyianovska Street 2, Kyiv, Ukraine

Abstract. *The article examines the psychological determinants of effective foreign language teaching in the context of global instability and crisis. It emphasizes the importance of emotional resilience, motivation, and cognitive adaptation as key factors influencing language learning outcomes. The study highlights that during periods of uncertainty, language education functions not only as a means of communication but also as a tool for psychological self-support and personal stability. Attention is given to motivational and value systems, emotional regulation, cognitive flexibility, and the role of socio-psychological support in maintaining students' engagement and well-being. The integration of psycholinguistic and neurodidactic strategies, combined with intelligent digital technologies, enables a human-centered and adaptive educational process. The article concludes that developing emotional intelligence, stress resilience, and self-regulation skills are essential for sustaining effective language learning and psychological balance in crisis conditions.*

Keywords: *educational psychology; foreign language teaching; psychological aspects; emotional resilience; motivation; cognitive adaptation; crisis; uncertainty.*

Introduction.

Modern civilization is experiencing a period of profound transformation, accompanied by economic upheaval, political turbulence, sociocultural changes, and global crises [1-4]. These processes not only generate objective challenges but also shape new psychological realities [5] that impact the learner's personality. In this situation, learning foreign languages requires special attention to the learner's internal states, their motivation, emotional background, and cognitive abilities.

Today, a foreign language is not simply a tool for professional or academic communication, but a crucial component of self-identification, a means of intercultural dialogue, and a means of personal adaptation to a changing world. During periods of instability, language learning becomes an act of psychological self-support and a means of restoring inner balance.

External crises—wars, economic recessions, pandemics, migratory movements—increase psychological pressure, reducing concentration, attention, and

learning ability. The rapid adoption of digital [6] and hybrid technologies [7] is simultaneously creating new cognitive-psychological contexts that require a reconsideration of classical pedagogical approaches. Under these conditions, effective learning is impossible without considering factors such as emotional regulation, stress resilience, psychological safety, and the development of self-reflection.

Research into the psychological mechanisms of successful foreign language acquisition in times of uncertainty and crisis is an interdisciplinary endeavor that integrates insights from cognitive psychology, psycholinguistics, educational neuroscience, and crisis psychotherapy.

Main Part.

1. Motivational and value systems. In times of crisis, traditional external incentives (professional prospects, academic success) often lose their power. Internal factors come to the fore—the desire for self-development, personal growth, communication, and psychological resilience. The pedagogical goal is to strengthen internal motivation, develop a sense of competence, and enhance self-confidence.

2. Emotional and cognitive resilience. Experiencing anxiety and uncertainty weakens attention and memory, reducing learning productivity. Therefore, creating an emotionally safe environment, using self-regulation, relaxation, and cognitive-behavioral techniques becomes a priority. This helps reduce stress levels and increase receptivity to new language material.

3. Cognitive adaptation. Under increased stress, a person's cognitive resources are limited. Learning effectiveness is enhanced by adaptive methods—a micromodular approach, alternating theoretical and practical elements, visualization, and multisensory perception of information. Modern intelligent technologies can serve as a tool for personalization and support for learners.

4. Socio-psychological resources. Collective support and a sense of belonging to a learning group play an important role in overcoming crisis experiences. Communicative learning formats, group projects, and collaborative creative tasks help restore interpersonal connections and foster a positive emotional atmosphere.

5. Psycholinguistic and neurodidactic strategies. Under high levels of emotional stress, information comprehension requires a different approach. The use of neuropedagogical tools, multimodal stimuli, and gamification of learning helps reduce cognitive overload and improves long-term memory.

Conclusions.

The effectiveness of language education in times of crisis is determined by a combination of pedagogical and psychological factors. It is essential to consider the emotional states, motivation levels, and individual cognitive characteristics of students. In this context, psychological support and the development of stress resilience are becoming an integral part of modern language teaching methodology.

Effective foreign language acquisition is only possible by creating a safe learning environment where students feel confident, intrinsically motivated, and emotionally engaged. Developing skills in self-regulation, critical thinking, cognitive flexibility, and emotional intelligence ensures not only academic progress but also personal resilience in the face of social and economic uncertainty.

Consequently, learning foreign languages in times of crisis should be viewed as a psychologically supportive process aimed at harmonious personal development. The integration of psycholinguistic, neuropedagogical, and technological approaches creates a new educational paradigm—humanistically oriented, adaptive, and emotionally intelligent learning that can ensure the sustainability of knowledge and the emotional well-being of students in a turbulent world.

Duscussion.

As noted above, the modern educational space is developing against a backdrop of increasing global challenges—economic upheaval, social crises, political conflicts, and information overload. These processes not only alter the structure of educational systems but also directly impact the psychological state of students, reducing their ability to concentrate, regulate emotions, and perform cognitively. In such circumstances, intelligent technologies capable of not only improving the quality of education but also providing psychological support to individuals are becoming increasingly in demand. One of the most promising tools of this kind is hybrid

artificial intelligence—a comprehensive system integrating the capabilities of neural networks, machine learning, and expert algorithms [7]. By combining analytical and empathic components, hybrid AI is capable of creating individually sensitive educational trajectories, adapting them to the cognitive and emotional characteristics of each student. In times of crisis and instability, such technologies become not just an element of digital pedagogy, but an important psychological resource that helps reduce anxiety, increase confidence, and maintain intrinsic motivation for learning foreign languages.

References:

1. Nevmerzhytska S. M. (2018). Formation of a strategy for the innovative development of enterprises in conditions of uncertainty. *Scientific Bulletin of the Kherson State University. Series: Economic Sciences.* 2018. Vol. 32. pp. 99-103. URL: https://ej.journal.kspu.edu/index.php/ej/article/view/422/418.

2. Tsalko T. R., Nevmerzhytska S.M. (2023) Risk assessment in innovative activity. *Actual problems in economics, finance and management: materials of the International Scientific and Practical Conference.* East European Center for Scientific Research (Odesa, 25 october 2023). Research Europe, 2023. pp. 92-94 https://researcheurope.org/product/book-31/ [in Ukrainian].

3. Nevmerzhytska, N. Buhas (2022). Opportunities, threats and risks of implementation the innovative business management technologies in the post-pandemic period COVID-19. *WSEAS Transactions on Business and Economics.* Volume 19. Pp. 1215–1229.

4. Naumenko, M. (2024). Methodology of determining factors of activity efficiency and competitive position of the enterprise on the market in crisis conditions. *Scientific innovations and advanced technologies*, № 7(35) (2024). DOI: https://doi.org/10.52058/2786-5274-2024-7(35)-648-665 [in Ukrainian].

5. Goncharenko S. Innovative R&D management during instability and multi-crisis / S. Goncharenko // *Trends, Issues, and Challenges in Modern Science* : Proceedings of the 2nd International Scientific Conference (Cambridge, United

Kingdom, 5 September 2025). - Lulu Press, Inc., 2025. - P. 29-32.

6. Краснюк Світлана (2024). Data Science у освітньому менеджменті. *Діалог культур у Європейському освітньому просторі:* Матеріали IV Міжнародної конференції, м. Київ, 10 травня 2024р. Київський національний університет технологій та дизайну. – К. : КНУТД, 2024. – С. 119- 124.

7. Krasnyuk, M. (2014). Hybridization of intelligent methods of business data analysis (anomaly detection mode) as a standard tool of corporate audit. The state and prospects of the development Education and science of today: materials of the III International science and practice conf. [m. Ternopil, October 10-11. 2014]. TNEU, 2014. pp. 211-212 [in Ukrainian].