

PSYCHOSOMATIC PRACTICE AS A KEY TO THE SUCCESS OF FOREIGN LANGUAGE LEARNING

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Abstract: This research explores the role of psychosomatic practices in enhancing foreign language learning. Given the increasing emphasis on intercultural communication, mastering a foreign language is often accompanied by psychological barriers such as anxiety and stress. The study examines the effectiveness of psychosomatic techniques in overcoming these challenges and improving learning efficiency. The research methodology involves experimental applications of psychosomatic exercises, comparative analysis, and empirical studies. The findings indicate that integrating psychosomatic practices into language education fosters cognitive engagement, emotional stability, and motivation among learners. Moreover, the paper highlights the adaptability of these practices in various educational settings, making them a valuable addition to modern pedagogical strategies.

Keywords: psychosomatic practices, foreign language learning, cognitive engagement, emotional stability, stress reduction, pedagogical strategies, language acquisition, experimental methodology, motivation, intercultural communication.

It is not a secret that the vector of Russian education is constantly changing, and accordingly, reforms to modernise the educational system are being actively implemented. This applies not only to common educational disciplines, but also to such narrow focused disciplines as a "Foreign Language". As a rule, it is associated with the formation of intercultural foreign language competence, which is incredibly difficult and often impossible to achieve.

The relevance of this paper is that psychosomatic practices are being discussed and psychosomatics has entered medicine, psychotherapy, but, unfortunately, it isn't still studied enough. This paper has practical value, as it has methodical material and certain psychosomatic practices that can be used in the educational process of teaching foreign languages not only as a motivation to learn foreign culture, but also to improve the quality of the learning process.

The purpose of the paper is to investigate psychosomatic practices for effective foreign language learning.

The objectives are to investigate the relationship between psychosomatics and the educational process, to compile a set of psychosomatic exercises that contribute to a productive learning process.

The research methods are practical application of the acquired skills with the use of experimental psychosomatic practices in the classroom. In fact, learning a foreign language is inextricably connected with the use of both the whole body and its language lessons on any platform also clearly demonstrates how actively teachers use hand movements.

Based on stimulus-response theory, the body responds to signals from our brain through movement, and the brain responds to the body's needs through thinking. [1]

The effect of psychosomatic motor activity will greatly enhance the use of the method of associative mental legends. [2] It is an interesting fact that people of all ages face fears, negative

emotions and feelings of anxiety, as well as psychosomatic disorders when learning foreign languages. This was revealed by a study conducted among 50 people from 5 to 50 years of age, which indicates that the category of older people is most prone to this. (Fig.1)

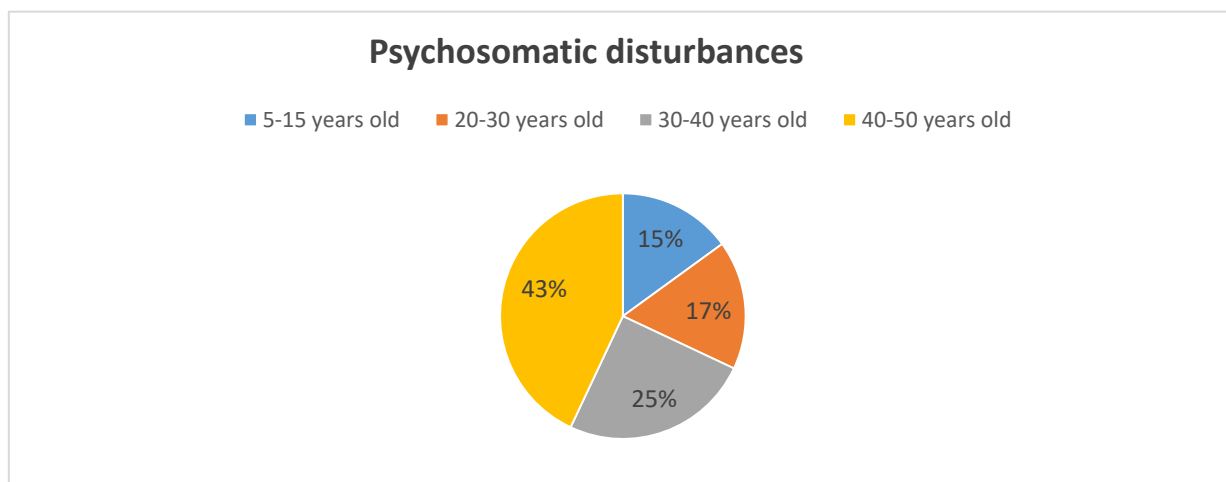


Fig. 1 Percentage of the population suffering from psychosomatic disorders

For example, before speaking at a foreign conference to make your speech clear and precise you need to perform the exercise: to improve psycho-emotional state in a short period of time with the help of breathing: inhale for 4 counts and exhale for 4 counts. In such a way, the level of anxiety stabilises, self-confidence appears, energy level grows and focuses only on success.

The knowledge of your own resources and the ability not to doubt it, for sure, plays an essential role among psychosomatic practice. As an example, there can be foreign language notebooks with the title: “Don't worry!” or “Don't be nervous!”. If you can't find one, you can, certainly, write it down yourself, glue it or put it on your notebook and always start the lesson with this phrase. The more the learner looks at it, the less nervous and not distracted by his/her emotional state, but concentrating on the process of learning foreign language speech. [3]

It is also worth paying attention to a modern psychosomatic practice used in foreign language classes called “The doodle game”. This technique was invented by the English psychiatrist D. Winnicott, which allows not only to identify internal problems and conflicts of a person of any age, but also to help him overcome them. In addition, the “Doodle Game” is able to enthuse even the most sceptical and stubborn people. But this type of task is more suitable for an advanced level of foreign language skills.

This exercise requires only a sheet of paper and a pen. It is necessary to offer drawing any scribbles, zigzags, any tangle of lines. It is better to do it with your closed eyes. Then, the most interesting part begins. Together with the students you try to find a figure, a picture, an image, maybe analyse what emotions it evokes in you, trying to use only a foreign language speech.

As Oscar Wilde once noted: “A person who sees some differences between the soul and the body has neither of them.” This statement completely characterises this work, which showed the practical methods of psychosomatics in learning a foreign language: the simplicity of doing exercises, the absence of the necessity to create special conditions for their implementation, in other words, the possibility to conduct them in the classroom.

Moreover, the unique feature of these exercises is proved by such factors as: each one of them individually aims at solving certain tasks, they can be performed both in a group and

individually, they do not require special physical preparation or preliminary preparations on the part of the participants.

This paper shows the connection between the emotional state of the learner during the learning process and the 'bodily' practices used to overcome difficulties. This psychosomatic practice brings additional kind of "entertainment", which goes beyond the traditional teaching of the discipline and, of course, allows to increase efficiency, to activate mental activity.

The implementation of the psychosomatic approach can be carried out both within the discipline "Practical English Course" and as an additional material for the lesson.

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