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APPLICATION OF PSYCHOLOGICAL TECHNIQUES TO IMPROVE THE EFFECTIVENESS OF LEARNING ENGLISH

Abstract. The article proves the effectiveness of psychological techniques in the process of learning English. It analyses the integration of positive psychology, Gestalt techniques and the development of emotional intelligence as key factors in increasing motivation, reducing anxiety and forming emotional stability in students. The theoretical foundations of the application of psychological techniques in language education are considered and their role in the formation of a supportive educational environment is substantiated.

The results of modern research confirming the positive impact of positive psychology techniques on the activation of internal resources, stress reduction and improvement of academic performance are presented. In her own teaching practice, the author introduced the 'Gratitude Journal' technique, role-playing games with an empathic component, and 'here and now' awareness exercises, which significantly reduced the level of language anxiety.

There was an improvement in the emotional climate in the group and an increase in students' confidence in language interaction. The use of emotional vocabulary during oral presentations also proved to be beneficial. It has been shown that the Gestalt approach contributes to a holistic perception of the learning process, reduces frustration and develops reflective skills.

The importance of developing emotional intelligence through emotional vocabulary, emotion diaries, and role-playing games is described, which ensures better self-regulation and interpersonal interaction.

Several practical recommendations for the implementation of psychological techniques in teaching English are formulated. The conclusion is made about the need for further empirical research to improve the psychological and pedagogical model of modern language education.

Keywords: positive psychology, emotional intelligence, Gestalt techniques, language anxiety, motivation, self-regulation, interpersonal communication.

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ЗАСТОСУВАННЯ ПСИХОЛОГІЧНИХ ТЕХНІК ДЛЯ ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ

Анотація. У статті доведено ефективність застосування психологічних технік у процесі вивчення англійської мови. Проаналізовано інтеграцію позитивної психології, гештальт-технік та розвитку емоційного інтелекту як ключових чинників підвищення мотивації, зниження тривожності та формування емоційної стійкості студентів. Розглянуто теоретичні засади застосування психологічних методик у мовній освіті та обґрунтовано їхню роль у формуванні підтримуючого освітнього середовища. Наведено результати сучасних досліджень, які підтверджують позитивний вплив технік позитивної психології на активізацію внутрішніх ресурсів, зниження стресу та покращення академічних результатів. У власній педагогічній практиці автором було впроваджено техніку «Щоденника вдячності», рольові ігри з емпатійною складовою та вправи з усвідомлення «тут і зараз», що дало змогу значно знизити рівень мовної тривожності. Спостерігалось покращення емоційного клімату в групі та зростання впевненості студентів у мовній взаємодії. Також позитивно зарекомендувало себе використання емоційного словника під час усних виступів.

Показано, що гештальт-підхід сприяє цілісному сприйняттю навчального процесу, зменшенню фрустрації й формуванню рефлексивних умінь. Описано важливість розвитку емоційного інтелекту через емоційну лексику, щоденники емоцій, рольові ігри, що забезпечує кращу саморегуляцію та міжособистісну взаємодію. Сформульовано кілька практичних рекомендацій щодо впровадження психологічних технік у викладання англійської мови. Зроблено висновок про необхідність подальших емпіричних досліджень для удосконалення психолого-педагогічної моделі сучасної мовної освіти.

Ключові слова: позитивна психологія, емоційний інтелект, гештальт-техніки, мовна тривожність, мотивація, саморегуляція, міжособистісна комунікація.

Formulation of the problem. An important aspect of modern language teaching is the integration of psychological techniques that contribute to the effectiveness of the foreign language learning process. Traditional approaches, which focus primarily on the cognitive aspects of language acquisition, are increasingly being supplemented by methods focused on the emotional and personal development of students. In particular, positive psychology, Gestalt techniques and the development of emotional intelligence (EI) are becoming increasingly important in the context of language education. Positive psychology, which focuses on the development of a person's internal resources, helps to stimulate interest in learning, reduce anxiety and increase motivation. Research shows that positive emotions such as joy and interest contribute to better assimilation



of language material, improve students' academic performance, and promote long-term memory [4].

The Gestalt approach, focusing on a holistic perception of learning situations, helps to reduce frustration arising from difficulties in speaking, writing or understanding text. Techniques in this area allow students to integrate their own emotional experiences into the learning process, which forms a deeper connection with the material and develops reflective skills [5].

The development of emotional intelligence, in particular through the expansion of emotional vocabulary, keeping emotion diaries, or role-playing games with an empathic component, improves students' ability to self-regulate and empathise. This, in turn, reduces language anxiety and promotes more effective interpersonal communication, which is especially important in a professional context, particularly for future psychologists.

The integration of psychological techniques into the learning process creates a supportive and safe educational environment that promotes not only language development but also the overall psychological well-being of students. At the same time, this approach contributes to the development of so-called 'soft skills' — emotional sensitivity, empathy, self-presentation skills, and effective interaction. Thus, the combination of psychological methods and linguistic approaches opens up new perspectives for effective, harmonious, and holistic English language learning in the context of modern education.

Analysis of the latest research. Positive psychology has proven effective in reducing language anxiety and increasing student motivation. Research by S. Aydın and M. Tekin [1] has shown that positive psychology methods, such as developing positive emotions, reduce anxiety and increase enjoyment of learning.

The development of emotional intelligence (EI) is an important aspect of foreign language learning. Research shows that EI has a positive effect on language anxiety, communicative confidence and student motivation. In particular, the development of emotional vocabulary and self-regulation contributes to better communication and reduced stress during language interaction.

Research by L. Yang and M. Duan [5] showed that high EI is associated with reduced anxiety, improved self-regulation, and increased interpersonal interaction among students. The researchers emphasise that students with developed emotional intelligence are better able to adapt to the challenges associated with language learning, including overcoming fear of speaking and making mistakes.

Lasekan O., Godoy M. & Méndez-Alarcón C. [3] propose a model for incorporating emotional vocabulary into the learning process, emphasising its importance for forming deeper communicative connections and developing empathy in students. This approach also promotes a more conscious use of linguistic means to express emotions in intercultural communication.

Although research on the direct application of Gestalt techniques in English language teaching remains limited, some studies (e.g., Derakhshan A.) point to the



effectiveness of integrating a holistic approach to the perception of learning material. Gestalt methods, in particular the focus on the completeness of learning situations, working with unfinished experiences and reflection, can reduce emotional tension and promote the formation of learning confidence.

The integration of psychological methods into the learning process allows for the creation of a supportive environment that promotes not only language development but also the overall well-being of students. This includes the development of positive emotions, self-regulation, and social interaction, which are important for effective learning.

The purpose of our study is to analyse and evaluate the impact of psychological techniques, in particular positive psychology methods, Gestalt techniques and emotional intelligence development, on improving the effectiveness of the English language learning process. Achieving this goal involves the following tasks:

1. To consider the theoretical foundations of the application of positive psychology, Gestalt techniques and emotional intelligence development in teaching English.

2. To identify the main psychological mechanisms that contribute to improving English language acquisition through the application of these techniques.

3. To develop recommendations for integrating psychological techniques into English language teaching methods to improve its effectiveness.

Presenting the main material. Positive psychology as a branch of modern psychology is actively being introduced into the field of language education. It focuses on developing positive emotions, optimism, confidence and motivation, which are important for successful foreign language acquisition. Positive psychology techniques help to increase motivation and create an atmosphere in which students feel comfortable. This approach is based on the fact that positive emotions stimulate brain activity, facilitating the process of memorising and assimilating new linguistic knowledge [4]. The application of positive psychology techniques in English language teaching involves activating students through practices of gratitude, awareness of their strengths, and achievement orientation. Another important aspect is taking into account the individual psychological characteristics of students, which allows for personalisation of the learning process.

Gestalt techniques, in turn, are aimed at a holistic perception of the learning process and understanding of oneself in it. This approach emphasises the importance of awareness of one's own emotions, internal conflicts and unfinished business, which often become barriers to language learning [2]. Gestalt techniques include working with a focus on the 'here and now,' which allows students to recognise and analyse their own emotional states during learning. This helps to reduce frustration and increase motivation, as well as to form a deeper understanding of the material.

The development of emotional intelligence (EI) is an important area in language education, as emotions have a significant impact on the quality of communication and motivation to learn. EI includes the ability to recognise, understand and manage one's



own emotions, as well as to respond empathetically to the emotions of others [5]. An important component of EI development in the learning process is the introduction of emotional vocabulary, which allows students to better express their feelings and gain a deeper understanding of interpersonal relationships in a language environment [3].

Psychological techniques increase the effectiveness of language learning through a number of key mechanisms. First, they help reduce language anxiety, one of the main factors that hinder effective language acquisition. The use of positive psychology techniques activates positive emotions that help students overcome their fear of mistakes and failure [1]. This facilitates the acquisition of new information, as the brain is less productive when under stress.

Secondly, psychological techniques stimulate motivation, which is the driving force in the learning process. A sense of success, teacher support, and a positive emotional environment contribute to students' intrinsic motivation [4]. Motivation, in turn, leads to more active participation in the learning process and greater perseverance.

Thirdly, the development of emotional intelligence expands self-regulation capabilities, allows students to better control their emotional reactions, reduces stress and anxiety levels, and increases social adaptability. This is especially important for the formation of oral speech and interpersonal communication skills.

Fourth, Gestalt techniques help to integrate the learning experience into a coherent structure, which promotes deeper understanding and better memorisation of the learning material [2]. They also help to identify and resolve internal psychological conflicts that can interfere with effective learning.

Taking into account the above theoretical foundations and the results of modern research, several practical recommendations can be formulated for the implementation of psychological techniques in English language teaching. First, elements of positive psychology should be integrated into daily classes. These can be exercises to develop gratitude, positive reflection, and identification of students' strengths, which stimulates motivation and creates a positive mood [1].

Secondly, it is useful to use Gestalt techniques, in particular exercises for awareness of the 'here and now', working with unfinished situations and emotions. This will allow students to reduce internal tension and frustration associated with the learning process [2].

Thirdly, it is necessary to pay attention to the development of emotional intelligence through special exercises for recognising and expressing emotions, introducing an emotional vocabulary, and training in empathy and self-regulation [3; 5]. This will help build confidence in communication and reduce speech anxiety.

In addition, the integration of psychological techniques requires the training of teachers, who must have a basic knowledge of psychology and be able to adapt these techniques to the specifics of the group.

The introduction of such practices will create a supportive learning environment that will not only improve students' language skills but also have a positive impact on their psycho-emotional well-being.



In our teaching activities, we actively implement a comprehensive approach to learning, which is based on a combination of classical English teaching methods and modern psychological techniques. Such integration not only improves students' academic performance but also significantly increases their personal involvement, emotional stability and self-confidence.

One of the central elements of our approach was the regular use of the positive psychology technique 'Gratitude Journal'. Every week, students wrote down 3-5 things they were grateful for. This helped to:

- shift attention from negative thoughts to positive ones;
- develop internal motivation to learn;
- reduce anxiety and stress, especially during exams or periods of heavy workload.

This practice also contributed to the creation of a supportive learning environment where students felt heard and psychologically protected. As a result, engagement in the learning process increased and the overall dynamics of the group improved.

In order to overcome language barriers and anxiety, we used the Gestalt approach during oral presentations, in particular the 'here and now' awareness technique. This technique involved:

- shifting students' attention from the result (grades, opinions of others) to their own feelings in the moment;
- focusing on pronunciation, breathing, and emotions;
- teaching self-regulation and stress management.

The result was a reduction in fear of public speaking and, accordingly, an improvement in students' communication skills. Many of them began to express themselves more freely in English, demonstrating a higher level of participation in dialogues and debates.

In the context of emotional intelligence development, role-playing games were introduced to help develop empathy and effective interpersonal communication skills. These techniques were especially valuable for students majoring in psychology, where the ability to build trusting communication is a professional necessity. Through role-playing scenarios, we modelled real-life situations — consultations, conflicts, interviews — which allowed students to develop practical interaction skills and emotional flexibility.

Together, these elements form an effective psychological and pedagogical model of learning that promotes the harmonious development of both the linguistic and personal qualities of students. This approach not only ensures high-quality foreign language acquisition, but also shapes emotionally mature, self-confident professionals.

Thus, the examples given demonstrate that the integration of psychological techniques into the English language learning process is not only theoretically sound but also proven in practice, contributing to the comprehensive development of the student's personality and increasing the effectiveness of language learning.



Conclusions. The use of psychological techniques — positive psychology, the Gestalt approach, and the development of emotional intelligence — significantly increases the effectiveness of English language learning. They contribute to reducing language anxiety, increasing motivation, improving emotional regulation, and developing communication skills. The integration of these techniques into the learning process creates a supportive environment that positively affects both academic performance and the psycho-emotional state of students. With regard to the prospects for further research, it is advisable to conduct empirical studies on the impact of specific psychological techniques in different educational contexts and age groups. It is also important to develop teacher training programmes that take psychological competence into account.

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