

РОЗДІЛ 3
ТЕОРЕТИЧНИЙ І ПРАКТИЧНИЙ ПОТЕНЦІАЛ ЛІНГВІСТИКИ
У ПІДНЕСЕННІ НАЦІОНАЛЬНОГО ДУХУ ТА КОНСОЛІДАЦІЇ
СВІТОВОГО СПІВТОВАРИСТВА

SOME ASPECTS OF ENGLISH LANGUAGE LEARNING
THROUGH MINDFULNESS PRACTICE

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The term mindfulness was popularized by Jon Kabat-Zinn, an American physician and professor at the University of Massachusetts. In the 1970s, the scientist developed a mindfulness-based stress reduction (MBSR) programme and began using it with patients suffering from chronic pain and stress. The program became very successful and attracted attention after the publication of his book “Full catastrophe living: using the wisdom of our body and mind to face stress, pain, and illness” [8]. Since then, this method has been applied in many fields, such as medicine, work with addicts, help for somatic patients, parenting, education of children and adults, and even business.

The main purpose of the study is to examine the accumulated experience of applying mindfulness practices in various areas of human activity, including education, in order to determine the main advantages and limitations of applying mindfulness techniques in organizing the educational process, considering its goals and principles, the features of conducting classes, analysis and evaluation of the acquired skills. In addition, it is important to analyze approaches to foreign language teaching using mindfulness practices, as well as to clarify the potential role of mindfulness in the process of teaching English in the context of an interdisciplinary approach.

Consider the main definitions of the concept of mindfulness. Thus, J. Kabat-Zinn offers the following definition: mindfulness is the management of attention in a certain way: purposefully, in the present moment, without evaluation [9]; Scott R. Bishop considers mindfulness as a process of attentional regulation that contributes to the quality of concentration of attention in the current moment, as well as the quality of orientation to one's own experience with curiosity, openness and acceptance [4]; K. Brown and P. Ryan emphasize that mindfulness is defined as a state of attentiveness and awareness of what is happening now [5, p. 822]. Therefore, most researchers consider mindfulness as a special procedural quality of attention, which is characterized by focus on the present moment, openness to new experiences and acceptance (valuelessness) of current experience, and also emphasize the possibility of regulation and management of these qualities of attention.

Today, mindfulness is increasingly being used in the educational environment, particularly in the process of learning English. Studies by psychologists around the world show that people who practice mindfulness regularly have a sense of well-being, are more productive in their studies and work, and are less likely to suffer from

depression. Mindfulness is about slowing down, stopping, and deeply experiencing the present moment. In Ukraine, in the last decade, information about the mental state of young students has been of particular concern - pandemic, isolation, and loneliness; war, loss of loved ones, uncertainty of the future; digital space is becoming their second home. Studies confirm the low level of meaning in life of this age group and the high level of confusion and anxiety. Following scientists, mindfulness practice is interpreted as a moment of momentary awareness that requires the brain to focus on the “here and now and be tuned in to what is happening around us as well as within us” [10]. The ability to focus on one's own experience has given rise to a number of techniques that help train the brain to combat potential distractions.

The purpose of mindfulness is to help reduce anxiety, stress, depression, or chronic pain by encouraging the participant to become aware of the very nature of their thoughts, which automatically makes them so insignificant and irrelevant that they lose control. In English classes, they help the teacher create a safe space where students know that they can experiment and analyze their responses to learning a foreign language, that they are participants in a learning journey that prepares them for effective and positive lifelong learning.

Scientists note that mindfulness practice increases brain plasticity; in particular, positive effects can be observed in areas of the brain associated with the functioning of memory, attention, verbal reasoning, etc. [7], as well as the regulation of emotions and behavior [6]. It should be emphasized that in the educational process, mindfulness improves task performance, interpersonal interaction, thanks to active listening and speaking (formation of communication skills). Mindfulness practices aimed at awareness and concentration (guided meditation, silence, music, art, poetry, collective reflection, etc.) can be used in English classes. T. Hart offers a number of methods, arguing that they can improve the quality of learning in the classroom. In home economics, the implementation of mindfulness practices has been studied by L. Bondarenko, Yu. Tverdokhvalofa [1], K. Varyvoda [2], O. Khrystuk [3] and others. Thus, L. Bondarenko, Yu. Tverdokhvalofa emphasize that “mindfulness is an important factor in stress resistance and socio-psychological adaptation. Mindfulness skills can play an important role in ensuring a healthy response to stress, contributing to the development of socio-emotional competencies; they increase readiness to overcome difficulties and a productive response to stress through adaptive assessment and effective use of coping resources and healthy reflection after overcoming them... mindfulness skills can serve as a useful tool for strengthening the ability of young people to adapt to a new academic environment and fulfill development tasks during this period” [1, p. 33]. Regarding the assessment of mindfulness practices in foreign language teaching, a convincing conclusion is made about the need for further empirical research to determine the conditions for the effectiveness of such programs, taking into account the specifics of the educational context. Therefore, important methodological questions arise: what are the goals and objectives of foreign language teaching, how will classes be organized and conducted, the duration of training and the effectiveness of the methods used, evaluation of the results obtained, etc.

The practice of mindfulness undoubtedly has great educational potential. Programs and trainings implemented in educational institutions are aimed at participants in the educational process. The main aim of mindfulness programmes is to develop the idea of being “here and now”, that is, an attitude of openness and acceptance of all internal experiences, and therefore, to teach to separate the “I” from one's own

stressful thoughts, emotions and feelings. An important task is also to improve concentration, which in the case of students leads to better academic performance and educational achievement, and also contributes to the development of self-esteem and competence. People who practise mindfulness regularly are freed from automatic and inflexible reactions may have caused them to feel incompetent and low in self-esteem in the past. The practice of mindfulness teaches the basic principles of mental hygiene, such as: self-observation, understanding cause-and-effect relationships, the relationship between thinking, emotions and behavior. The aim of using mindfulness practices is also to develop the ability to “listen” to yourself, to feel one’s body, needs, thoughts and emotions, while at the same time experiencing stimuli from the environment without evaluating them critically.

Therefore, it seems appropriate to pay attention to the practice of mindfulness in schools, in extracurricular education and in the broader sense of lifelong learning, considering mindfulness as one of the ways to support self-development. Research indicates the enormous potential of mindfulness practices for increasing self-awareness and openness to one's own experience, as well as for finding a path to personal transformation.

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