

19. Younossi, Z. M., Corey, K. E., & Lim, J. K. (2021). AGA Clinical Practice Update on lifestyle modification using diet and exercise to achieve weight loss in management of nonalcoholic fatty liver disease. *Gastroenterology*, 160(3), 912-918.

## **PSYCHOLOGICAL FEATURES OF TEACHING FOREIGN LANGUAGES ONLINE DURING THE WAR**

*Yelizaveta Voronova, Associate Professor  
Kharkiv National Automobile and Highway University*

The war in Ukraine has disrupted traditional educational structures, necessitating an urgent transition to online learning. Foreign language education, which relies heavily on interaction, immersion, and continuous practice, has been particularly affected. Certainly, the ongoing war in Ukraine has significantly altered the educational landscape, forcing a shift to online learning under crisis conditions. Foreign language instruction, which inherently relies on interaction, engagement, and consistent practice, has been particularly affected by these extraordinary circumstances.

The article aims to examine the psychological peculiarities of online language teaching in wartime conditions, addressing both theoretical and practical implications, it provides a scientific analysis of the concept, signs, features, and content of psychological peculiarities associated with teaching foreign languages online during the war in Ukraine, focusing on the cognitive, emotional, and motivational challenges that both students and educators face in such a context.

Psychological peculiarities in this setting refer to the distinct mental, emotional, and social factors that impact the learning process in a war-torn country. These factors arise from both external conditions, such as displacement, security threats, and infrastructure disruptions, and internal psychological responses, including stress, anxiety, and decreased motivation. Theoretical frameworks such as Cognitive Load Theory (Sweller, 1988), Trauma-Informed Pedagogy (Carello & Butler, 2015), and Self-Determination Theory (Deci & Ryan, 1985) provide a foundation for understanding the mechanisms underlying these psychological challenges of the primary indicators of psychological peculiarities in online language education during wartime is cognitive strain. High levels of stress and uncertainty negatively affect

working memory, attention span, and information retention. Students often struggle with concentration due to external disturbances, such as air raid alarms or relocation, leading to difficulties in processing and storing linguistic information. According to Sweller (1988), excessive cognitive load impairs learning efficiency, and in wartime conditions, the emotional burden adds an additional layer of complexity to the cognitive process [1].

Emotional instability is another defining characteristic of this context. The heightened anxiety caused by safety concerns, displacement, and family separation directly impacts students' ability to engage with language learning materials. Emotional exhaustion, exacerbated by prolonged exposure to distressing news and uncertainty about the future, results in decreased participation and withdrawal from learning activities. Trauma-Informed Pedagogy (Carello & Butler, 2015) suggests that creating a psychologically safe learning environment is crucial in such circumstances. Educators must incorporate trauma-sensitive strategies, such as flexible deadlines, emotional check-ins, and personalized support, to mitigate these emotional challenges.

Motivation, a critical factor in language acquisition, is also significantly affected. The war has led to a reduction in intrinsic motivation as students struggle to see the long-term benefits of foreign language proficiency amidst immediate survival concerns. Deci and Ryan's (1985) Self-Determination Theory highlights the importance of autonomy, competence, and relatedness in fostering motivation. In an online setting, where physical classroom interactions are absent, sustaining engagement requires the use of gamified learning experiences, interactive content, and peer support networks.

The war has had a dual impact on students' motivation to learn foreign languages. On one hand, the stressful and uncertain conditions have reduced intrinsic motivation. Many students find it difficult to concentrate on long-term educational goals when faced with the immediate challenges of displacement, economic hardship, and emotional trauma. The traditional academic motivations—such as grades, classroom performance, or even future careers—often seem abstract or unattainable under such circumstances [2].

On the other hand, the war has catalyzed a surge in extrinsic motivation to learn foreign languages, particularly English. For many students, language proficiency represents a means of accessing global educational opportunities, integrating into foreign societies, or seeking employment abroad. Language learning becomes not merely an academic goal but a survival strategy and a bridge to a more secure and hopeful future.

This complex motivational landscape is supported by a number of empirical studies. According to the Ukrainian Institute for Educational Development (2023), 74% of students surveyed perceived English as crucial for potential relocation or study abroad. The International Research and Exchanges Board (IREX) reported in 2022 that while 40% of students experienced demotivation due to the war, more than 50% demonstrated increased motivation linked to emigration and international communication. Similarly, a 2023 British Council survey of displaced Ukrainian students found that 82% prioritized language acquisition as a key step in rebuilding their academic and personal lives.

These findings highlight the importance of adapting foreign language instruction to address both the psychological burdens and evolving motivational drivers of students during wartime. Educators must consider these factors when designing curricula, selecting teaching methods, and providing psychological support within the framework of language education.

Another feature of online foreign language teaching during wartime is the increased dependence on digital tools. While technology provides access to education despite physical displacement, it also presents challenges related to digital literacy, internet connectivity, and screen fatigue. The necessity for asynchronous learning modes becomes evident, allowing students to access materials at their own pace, accommodating disruptions in their daily routines caused by war-related emergencies.

The exigencies of war have catalyzed a paradigmatic shift in the delivery of foreign language instruction, with digital platforms emerging as the principal medium of engagement between learners and educators. In the Ukrainian context, where infrastructural disruptions and displacement are widespread, students' dependence on

digital tools has intensified, transforming these technologies from supplementary resources into essential educational lifelines.

This heightened reliance on digital devices and platforms—ranging from video conferencing software to mobile applications and cloud-based language learning systems—has significant implications for pedagogical efficacy and learner psychology. On one hand, such tools have facilitated instructional continuity, enabled asynchronous and synchronous learning, and provided access to authentic language input even in unstable environments. On the other hand, this dependency has surfaced critical challenges, including unequal access to reliable internet connections, limited availability of functional devices, and the cognitive burden associated with prolonged screen exposure.

Moreover, the transition to digital-only environments has altered the nature of language acquisition itself. The absence of embodied, in-person communication constrains the development of pragmatic competence, non-verbal communication, and real-time interactional skills. The pedagogical consequences are further compounded by learners' emotional states: anxiety, trauma, and uncertainty may reduce the capacity to concentrate, retain new vocabulary, or engage in active language production. These psychological factors, intertwined with technological constraints, underscore the complexity of teaching and learning foreign languages under such conditions.

Consequently, educators must adopt a critical digital pedagogy that goes beyond mere tool adoption. Instructional design should integrate resilience-building strategies, digital literacy support, and flexible approaches that accommodate students' diverse war-related experiences and technological realities.

So, the content of psychological peculiarities in online language education encompasses cognitive, emotional, and social dimensions. To address cognitive challenges, educators must implement strategies such as breaking lessons into smaller segments, using multimedia resources to enhance comprehension, and incorporating memory-enhancing techniques like spaced repetition. Emotional well-being must be prioritized through the incorporation of stress-management techniques, such as mindfulness exercises and support groups. The social aspect of language learning

should be reinforced through virtual peer interaction, collaborative projects, and exposure to real-world linguistic contexts, ensuring that students maintain a sense of community despite physical isolation. Psychological peculiarities in the context of wartime online foreign language teaching refer to the distinct cognitive, emotional, and social factors that influence learning processes under conditions of instability and stress. These factors stem from both external wartime circumstances (e.g., displacement, security concerns) and internal psychological responses (e.g., anxiety, decreased motivation) [3]

Foreign language acquisition is inherently social, grounded in interaction, collaboration, and immersion within meaningful communicative contexts. However, wartime conditions and the enforced migration to online learning environments have disrupted traditional forms of interpersonal engagement, raising urgent questions about the preservation of social presence and communicative authenticity in remote settings.

The virtual classroom, while enabling continued instruction, often lacks the immediacy and dynamism of face-to-face interaction. Learners may experience a diminished sense of connection to their peers and instructors, leading to reduced motivation and increased isolation. This is particularly detrimental in language learning, where interactional competence develops through real-time negotiation of meaning, corrective feedback, and shared cultural experiences.

Nevertheless, online platforms also present unique opportunities to reconfigure social interaction in constructive ways. During wartime, the virtual learning environment can serve as a rare site of emotional stability and community formation. Collaborative learning activities, such as breakout room discussions, peer review, or digital storytelling, can foster a sense of belonging and mutual support, which are critical to both language development and psychological well-being [4].

Importantly, the success of such social engagement hinges on the intentional cultivation of a supportive learning atmosphere. Educators must be attuned to the emotional and social needs of their students, many of whom may be coping with trauma, displacement, or loss. Incorporating trauma-informed pedagogical principles, promoting empathy-driven communication, and creating space for student voices are

essential for fostering a socially responsive and ethically grounded language learning environment.

In sum, while the wartime context imposes substantial constraints on social interaction, it also foregrounds the vital role of language education as a medium for connection, expression, and resilience. Understanding and addressing the social dimensions of online language learning is thus indispensable to ensuring both academic success and psychosocial support for learners in crisis.

The psychological peculiarities of teaching foreign languages online during the war in Ukraine reflect a complex interplay of cognitive overload, emotional distress, and motivational decline. Recognizing and addressing these challenges is essential for maintaining effective educational practices in crisis conditions. Future research should focus on assessing the long-term impact of war on language acquisition and exploring innovative pedagogical approaches that enhance psychological resilience in online learning environments. The application of trauma-informed educational strategies, cognitive load management, and motivational reinforcement can contribute to the sustainability of foreign language education in conflict-affected regions.

#### References

- 1.UNICEF Ukraine. Education Under Attack: The Psychological Toll of War on Students and Teachers. 2023
- 2.Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior.
- 3.Sweller, J. (1988). "Cognitive Load Theory and instructional design." Educational Psychology, 8(4), 251-285.1988
- 4.Yarova, T. Psychological and pedagogical features of distance learning of foreign languages in wartime. Pedagogical Sciences, 101(3), 85–912023.

### **THE HEART OF EDUCATION: THE ENDURING ROLE AND EVOLVING CHALLENGES OF MODERN TEACHERS**

*Berezhna Ye. student,*

*Kharkiv National Automobile and Highway University*

*Language Adviser: T.Gerasymchuk, PhD, Associate Professor*

The profession of a teacher cannot be chosen by chance. A person thinks for a long time about what profession they should choose, and the decision to become a