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THE IMPACT OF POSITIVE PSYCHOLOGY ON FOREIGN LANGUAGE LEARNING OUTCOMES

The problem of effective foreign language acquisition in modern education is increasingly viewed through the prism of positive psychology, which focuses on developing personal strengths, fostering optimism, emotional well-being, and intrinsic motivation. Unlike traditional approaches, positive psychology not only overcomes learning difficulties, but also creates conditions for internal growth and satisfaction from the learning process. M. Seligman emphasized that the key task of psychology is to help people not only avoid suffering, but also to unlock their potential and live a full, meaningful life [4].

In the context of foreign language learning, the principles of positive psychology mean creating an emotionally safe environment where students feel supported, can express themselves without fear of making mistakes, and perceive learning as a path to self-development. M. Avgustyuk emphasizes that language anxiety is one of the most serious barriers to learning English, as fear of evaluation or mistakes often blocks students' communicative activity [1]. Anxiety reduction is achieved through the use of positive reinforcement, friendly feedback, and emotional support from the teacher. This increases students' confidence and creates the conditions for open interaction in class.

According to the theory of positive emotions by P. MacIntyre and T. Gregersen, positive experiences in the learning process serve to "expand and enrich" consciousness. They enhance creative thinking, attention flexibility, memory, and the ability to acquire complex knowledge [3]. The authors argue that joy, interest, enthusiasm, and belief in one's own abilities are catalysts for successful language acquisition. A positive emotional atmosphere created by the teacher not only reduces stress levels but also increases students' intrinsic motivation.

M. Seligman's PERMA (Positive emotions, Engagement, Relationships, Meaning, Achievement) theory of well-being emphasizes that the combination of positive emotions, engagement, interpersonal relationships, meaning, and achievement is the foundation of psychological prosperity [4]. If we transfer this model to an educational context, it becomes clear that successful foreign language learning depends not only on grammatical or lexical knowledge, but also on the

joy of the process, group support, the personal meaning of learning the language, and awareness of one's own progress.

Research by N. Tymoshchuk confirms that a positive attitude toward learning and the development of self-confidence contribute to the development of self-regulation and intrinsic motivation [2]. Such students are better at overcoming difficulties, demonstrate higher cognitive activity, and achieve long-term results in language learning. Positive psychology, in this context, emerges as a pedagogical philosophy that combines intellectual and emotional development, creating conditions for the holistic formation of personality.

Thus, positive psychology in the process of learning a foreign language is not just an additional factor of success, but a central mechanism for forming internal motivation, self-esteem, and confidence in students. The implementation of the principles of positive psychology demonstrates that learning success depends not only on the level of knowledge and skills, but also on the emotional state, internal motivation, and self-confidence of students. Creating a supportive, friendly, and emotionally safe environment helps reduce language anxiety, stimulate communication, and develop cognitive abilities. Positive psychology allows academic goals to be combined with personal growth, forming in students a stable motivation to learn, a readiness for self-development, and a high level of internal satisfaction with the learning process. In this process, the teacher becomes a facilitator of psychological support and personal growth. Thus, the use of a positive psychological approach is an effective means of improving the effectiveness and quality of foreign language learning, creating an atmosphere of trust and openness, and forming a lasting desire for further self-development and communicative activity.

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