

## EMOTIONAL LANGUAGE PERCEPTION AND EXPRESSION IN A FOREIGN LANGUAGE AND ITS IMPORTANCE IN LANGUAGE EDUCATION

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## CHET TILINI O'RGANISHDA IDROK ETISH VA EMOTSIYANING O'RNI HAMDA TA'LIMDAGI AHAMIYATI

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## РОЛЬ ВОСПРИЯТИЯ И ЭМОЦИЙ В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА И ЕГО ЗНАЧЕНИЕ В ОБРАЗОВАНИИ

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**Abstract:** Emotions play a crucial role in our lives, and language is a means to enable the perception and expression of emotions. This article investigates the relevant literature and considers ways to increase the involvement of emotions in the language classroom. In light of the evidence obtained in the literature, it is time to consider the role of neurolinguistic and psycholinguistic data in the design and implementation of teaching programs, which focus on the linguistic features of the target language, thus leaving almost no place for emotional language in the classroom.

**Key words:** emotions, neurolinguistics, psycholinguistics, foreign language teaching.

**Annotatsiya:** Tuyg'ular bizning hayotimizda hal qiluvchi rol o'ynaydi va til hissiyotlarni idrok etish va ifodalash uchun vositadir. Ushbu maqola tegishli adabiyotlarni o'rganadi va lingafon sinfida histuyg'ularning ishtirokini oshirish yo'llarini ko'rib chiqadi. Adabiyotda olingan dalillarni hisobga olgan holda, o'qitish dasturlarini ishlab chiqish va amalga oshirishda neyrolingvistik va psixolingvistik ma'lumotlarning rolini ko'rib chiqish vaqti keldi, bunda maqsadli tilning lingvistik xususiyatlariga e'tibor qaratiladi, bu esa hissiy tilga deyarli o'rin qoldirmaydi.

**Kalit so'zlar:** hissiyotlar, neyrolingvistika, psixolingvistika, chet tilini o'qitish.

**Аннотация:** Эмоции играют важную роль в нашей жизни, а язык является средством восприятия и выражения эмоций. В этой статье исследуется соответствующая литература и рассматриваются способы повышения вовлеченности эмоций в языковой класс. В свете полученных в литературе доказательств пришло время рассмотреть роль нейролингвистических и психолингвистических данных в разработке и реализации учебных программ, которые фокусируются на языковых особенностях целевого языка, таким образом, почти не оставляя места для эмоционального языка в классе.

**Ключевые слова:** эмоции, нейролингвистика, психолингвистика, преподавание иностранных языков.

**INTRODUCTION.** Emotions play an essential role in our lives. Experimental studies have revealed that emotions are decisive in logical thinking and decision-making processes (Clare & Huntsinger, 2007). Especially in recent years, how this relationship occurs in terms of perception and expression of language has been among the topics that have attracted the attention of scientists. However, studies have generally been addressed in the context of pathology (Sadiyeva, 2006), and healthy individuals have been excluded from these studies. Considering the increasing number of individuals learning a foreign language after their mother tongue in our globalizing world, revealing the relationship between emotions and language is essential.

It is thought that the relationship between two languages and emotions also has important implications in language teaching. Considering the importance of emotions in our lives, it is striking that emotional content is not emphasized much in language classes. Questions that need to be answered by language educators include how emotional the language learned after the mother tongue acquisition process is for individuals and how successful individuals in the learning phase can be in expressing the emotions they experience in a foreign language.

When we look at the studies in the fields of neurolinguistics and psycholinguistics, it is seen that the language learned formally after the acquisition of the mother tongue is processed differently than in native speakers (McDonald, 2000; Hahne, 2001; Wartenburger et al., 2003; Felser & Roberts, 2007; Jiang, 2007; Weber & Lavric, 2008; Saur et al., 2009; Guo et al., 2009; Mergen, 2010). How are the perception and production of emotional language in individuals who learn their second language after their mother tongue and through formal education affected by the abovementioned differences? This issue should be among the issues that must be addressed in language education. Dewaele (2005) argued that the relationship between language teaching and emotions could be revealed with data obtained from sociolinguistics, cognitive linguistics, and social and cognitive psychology and reported that interdisciplinary studies would make significant contributions to language teaching. Emotions have an important place in human life. It is known that they have a decisive role, especially in decision-

making processes (Clare & Huntsinger, 2007). Despite this, emotional language content in language classes does not go beyond making requests, complaining, and apologizing, and the emotional dimension of language is ignored (Dewaele, 2005). Emotions are addressed in the field of language teaching in the context of the attitudes of individuals learning a foreign language towards learning a foreign language, their character traits, or the methods used to motivate students in the educational environment (Krashen, 1981). Although they are essential in determining language teaching strategies, these factors alone may not be sufficient.

**MATERIALS AND METHODS.** Among the studies in the literature that aim to reveal the relationship between two languages and emotions, studies based on self-reports of bilingual individuals have an essential place. These studies include open-ended questions that will reveal how emotional the languages that bilingual individuals know mean to them or which language they prefer to express their emotions, and the participants' self-reports are taken as a basis. For example, Pavlenko (2006) evaluated the data collected from 1039 participants in a survey given on the web between 2001-2003. The open-ended questions asked in the study that aimed to reveal the emotionality of the language or languages that bilingual and multilingual individuals learned late showed that the participants found the language they learned first more natural, contained more emotionality for them, and preferred it predominantly for expressing emotions. Pavlenko (2004) reported that bilingual and multilingual parents predominantly preferred their mother tongue when speaking to their children. Dewaele (2001) used a similar method. This study revealed that bilingual and multilingual individuals prefer their mother tongue when expressing intense emotions such as anger, when talking to their children, and in their inner speech, and that it affects individuals. Other studies using the same method of expressing intense emotions and their effectiveness reinforce these findings (Dewaele, 2004a; 2004b).

The findings showed that gender, extroverted character structure, and language proficiency were directly proportional to the number of emotion words used. In the part of the same study where individuals who spoke a second language proficiently and individuals who were learning that language in a

classroom environment were compared, it was revealed that there were qualitative differences in the use of emotion words in the two groups of participants. The findings obtained from these studies constitute an essential resource in determining the course content and methods used in situations where a second language is learned in a classroom environment.

**DISCUSSION.** Language learning is a multidimensional process. Learning a language after acquiring the mother tongue and outside of the natural environment poses significant challenges for individuals. Language education aims to correctly perceive and use language structures, vocabulary, and language sounds. However, language, which is an important tool for expressing emotions, is not examined in this dimension in foreign language classes. In recent years, important studies have been conducted to address this deficiency in the literature, highlighting the urgent need for improvement in language education.

Data from experimental studies showing that a language learned later is not as emotional as the native language (Dewaele, 2004a; 2004b; 2008; Pavlenko, 2004; 2006: 19) raise questions about how “emotional” the language used in the classroom is for students, how successful students are in expressing their emotions in the target language, and how much teachers can motivate students by using the target language. Considering how effective emotions are in a language learned after the native language will be influential in determining the methods used and will also allow objective evaluations to be made regarding students’ language learning success.

The perception of the emotional content of language plays a vital role in language production. In other words, there is a close relationship between the perception and production of emotional language (Dewaele, 2004a; 2004b; 2008). However, the perception and expression of emotions vary among individuals. This is an essential detail in the language classroom. Individuals with an extroverted personality can express themselves better in emotional situations and more efficiently in a foreign language than individuals with an introverted personality structure. It is known that students’ characteristics significantly affect language production (Dewaele & Furnham, 2000). Dewaele (2005), who reported that the strategies determined in language teaching generally treat students as a

group and, therefore, individual characteristics are ignored, drew attention to the fact that this approach prevents the emphasis on emotional content in foreign language teaching. Educators should consider these characteristics in the classroom environment, especially in stressful environments such as oral exams.

Pavlenko’s (2004, 2008a, 2008b) idea of “Secondary Emotional Socialization” offers a new perspective on the connection between language and emotion. This section discusses an emotionality that manifests when the language learned after the mother tongue is regularly employed or in the context of social contacts, such as forming ties between persons. People who speak two languages sometimes choose to utilize the language they learned after their mother tongue due to its emotional impact. According to this viewpoint, emotionality may be incorporated into classroom language instruction.

**CONCLUSION.** Emotions are vital to human existence. They determine our perceptions, behaviors, and preferences in the face of situations we encounter. Language is believed to have a crucial role in the perception and expression of emotions. Many research have been conducted to determine which language bilingual persons prefer to use to describe their feelings. However, it is remarkable that such an essential phenomena is overlooked in foreign language instruction. Studies on bilingualism have highlighted the significance of this shortcoming in language instruction. The findings of research undertaken in this subject can be summarized as follows:

- The perception and creation of emotional content in language are intertwined. The emotional content of the linguistic input offered in the classroom will significantly help pupils apply it.

- Memory and learning research have yielded important insights for ensuring the usage of emotional terms in foreign language lessons. By incorporating language-compatible memory principles into classroom instruction, language educators will guarantee that students recall and employ emotional expressions in a foreign language more readily.

- Research on emotional language and language development demonstrates that words do not logically overlap due to cross-cultural variances. Creating awareness among pupils about this is

critical for a thorough knowledge and application of emotional content in a second language.

- Contrary to the literature's belief that the mother tongue is the primary medium for the perception and expression of emotions, this research reveals that the second language can also effectively convey emotions. The frequency of usage and socialization play a significant role in this, supporting the assimilation of emotional language in foreign language lessons.

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