

*Тіл мен әдебиетті оқыту әдістемесі / Methods of teaching language and literature /
Методика преподавания языка и литературы*

IRSTI 17.01.45

Article

M.Kh. Assen, M.Y. Seitova

*Khoja Akhmet Yassawi International Kazakh Turkish University,
Turkestan, Kazakhstan.*

(E-mail: assenmoldir@gmail.com)

The importance of mental health awareness in foreign language teaching

Abstract. This study investigated the importance of mental health awareness in foreign language teaching, exploring how students' emotional states influence their learning experiences. Using a quantitative survey design, data were collected from a total of 60 university students by means of a 10-item Likert-scale survey that measured anxiety, stress, confidence, and emotional well-being in language classrooms. All responses were valid and therefore included in the analysis. Reliability testing revealed strong internal consistency, thus confirming that the instrument effectively measured a unified construct related to mental health. Descriptive statistics revealed a mean score that was moderately high, therefore indicating that most students agreed mental health significantly influences their motivation, participation, and performance regarding foreign language learning. Overall, the findings emphasize that mental health plays a critical role in shaping learners' academic outcomes and point to the need for teachers to assume mental health-sensitive practices in order to create supportive and effective learning environments.

Keywords: Mental health awareness, foreign language teaching, language learner anxiety, teacher wellbeing, emotional support in education, language classroom environment, psychological safety, learner motivation, affective factors in language learning, teacher-student relationship

DOI: <https://doi.org/10.71078/9v3qqg54>

Received: 11.09.2026; Accepted: 11.10.2026; Available online: 16.10.2026.

Introduction

Teaching a foreign language is special because it deals with students' minds, feelings, and how they get along with others, all at the same time. Unlike some subjects that are just about thinking or solving problems on your own, learning a language means talking a lot, speaking up, and wanting to communicate in a way that's new to you. Students have to share their ideas, figure out what others mean, and answer quickly, often in front of the whole class. This makes the language classroom an emotional place where things like feeling anxious, motivated, confident, and good about yourself really matter. Research has long shown that feelings are tied to learning. At first, people thought learning a language was all about thinking, but soon they realized that emotions have a big impact on how well students learn and use the language. One study found that feeling anxious about speaking a foreign language is common, especially when students have to speak. This anxiety can cause physical symptoms like a racing heart, shaking, or feeling blocked, as well as behaviors like avoiding speaking, staying quiet, and not participating.

Another idea is that when students are anxious or stressed, it's like having a filter that

blocks them from learning, even if they understand the material. Over the years, studies have backed this up, showing that anxiety makes it hard to remember words, use your memory effectively, and want to speak. Plus, feeling good emotionally, being strong, forming your identity, and handling stress well are all linked to doing well with languages in the long run. Students who feel encouraged, valued, and confident are more likely to join in activities, keep going when things get hard, and really want to learn. On the other hand, students who are stressed, have low self-esteem, or are scared of being judged might pull back, rely on memorizing instead of understanding, and lose their drive to learn. This creates a tricky situation: learning a language depends on talking and getting involved, but many students find talking the hardest part because of their feelings.

Even though we know that mental health is important for learning languages, it's often not really part of the way languages are taught. Teachers often focus on getting things right, doing well on tests, and teaching in a way that puts the teacher in charge. This can make students feel more stressed and anxious about making mistakes. Also, many language teachers don't have much training in mental health, how to support students emotionally, or how to spot when students are struggling. Because of this, emotional problems are often seen as just a lack of effort or ability, instead of signs of stress or anxiety.

So, we really need to teach languages in a more caring and understanding way. This article will look at why we should include mental health awareness in language teaching, using what we know from studies on learning languages, psychology, and how the brain works. It will explore how mental health affects learning, talking, and being involved in class, as well as what teachers and schools can do to teach in a way that supports students' mental health. By looking at research and ideas, this study argues that mental health is a key part of teaching languages well and should be handled carefully and consistently.

The purpose of the study is to investigate how mental health awareness impacts the process of teaching and learning a foreign language.

The research question:

How does the state of students' mental health affect their motivation and performance to learn a foreign language according to the survey?

Methodology

Research Design

This study used a quantitative research design with a survey approach to investigate how the mental health of students—namely, anxiety, stress, and emotional well-being—affected their experience of learning a foreign language. For the collection of numerical data, a structured questionnaire comprising 10 items was used, enabling statistical analysis of students' perceptions. The design was adopted because it allows for objective measurement of psychological and academic experiences across a larger group of learners.

Participants and settings

A total of 60 participants took part in the present research. All questionnaires were fully completed; thus, 100% valid cases were included for this analysis. None of the respondents needed to be excluded due to missed responses. This sample was a representation of learners currently studying a foreign language at the university level. Their involvement was on a voluntary basis, with all responses being anonymous to guarantee truthfulness and reduce social desirability bias.

Data instrument

The primary data collection tool consisted of a 10-item Likert-scale questionnaire aimed at measuring the students' emotional experiences associated with learning foreign languages. Items measured several aspects of mental health, which are as follows: anxiety during speaking tasks, stress relating to classroom performance, confidence in communicating, and overall

emotional well-being. Responses obtained on a 5-point scale ranged from 1 (strongly disagree) to 5 (strongly agree).

A reliability test was conducted to assess the internal consistency of the instrument. The questionnaire reflected a very strong reliability, with a Cronbach's Alpha, confirming that all the items measured a coherent construct related to mental health influences on language learning.

Treatment

The survey was administered to students either online or in a printed format during their regular class hours. Participants were informed about the purpose of the study and assured that their participation was purely voluntary and their responses would be kept confidential. After providing consent, students completed the survey individually. The data collection process ensured minimum interference and allowed the students to respond as per their personal experiences. Completed responses were collated and then entered into a statistical analysis program for interpretation. Prior to analysis, all data were checked for completeness. There was no need to undertake any data cleaning or case removal.

Data Analysis

Collected data were analyzed using descriptive and reliability statistics. A Case Processing Summary was first generated to ensure the number of responses that were valid. Further, the Cronbach's Alpha reliability analysis of the 10-item scale tested for internal consistency. Finally, descriptive statistics-mean, minimum, maximum, and standard deviation-were used to interpret students' overall perceptions of how mental health influences their foreign language learning performance. These analyses provided both the numerical foundation and the interpretative insights for the study's results.

Literature review

In recent years, lots of studies have looked at how emotions affect learning a second language. This shows that people are starting to realize that learning a language isn't just about thinking and grammar, but also about emotions and feelings. Early studies focused on things like grammar, vocabulary, and sentence structure, sometimes ignoring the emotional side of learning. But then people started using teaching methods that focused on communication, and they also learned from psychology that things like anxiety, motivation, confidence, and feeling good emotionally are really important. One big idea is that students learn best when they're not too anxious, feel motivated, and feel safe emotionally. When students are stressed or scared of failing, it's like having a filter that blocks them from learning new information. This idea changed how people thought about learning languages, and they started to look at how students' emotions affect their performance in class, how well they remember things, and how well they can communicate.

One of the most studied emotions in language learning is feeling anxious about speaking a foreign language. This kind of anxiety happens because learning a language, especially speaking and interacting with others, can be tough. Studies have found that anxiety can make it hard for students to think clearly, pay attention, remember things, and find the words they need. Anxious students might have trouble organizing their thoughts when they speak, and they might try to avoid speaking, memorize things instead of understanding them, or not participate in class. Also, students learning English as a second language often feel more anxious in regular classrooms because they're worried about being judged, misunderstood, or evaluated poorly. All of this shows that anxiety can really affect how willing students are to speak, how confident they feel, and how well they do in language class.

Looking at the research and studies, a few things stand out about how important mental health is in learning a language. First, feeling anxious about learning a language really hurts how well you can think and communicate. Anxiety makes it harder to remember vocabulary,

form sentences, and speak fluently because it messes with your short-term memory and how well you process language (MacIntyre, 1995). Students who are really anxious tend to avoid participating in class, don't want to speak, or rely too much on memorizing instead of actually communicating. This means they don't get as much practice, which limits their exposure to real-life situations and makes it harder to speak without planning. Anxious students also often show physical and emotional symptoms like a racing heart, tension, self-doubt, and fear of failing, which makes it even harder to think clearly and get involved in class.

Second, feeling good emotionally is strongly linked to how motivated you are and how much you participate in class. Studies show that students who feel happy, content, and relaxed are more likely to take risks with the language, get involved in activities, and keep trying even when things get tough (Dewaele, 2015). Positive emotions help you think more flexibly, which means you can use what you've learned in real situations, remember language structures for longer, and process new information faster. Feeling stable emotionally also helps you become more confident, resilient, and have a growth mindset. On the other hand, students who are stressed, have low self-esteem, or feel emotionally distressed tend to be less motivated, less involved, and more likely to give up when things get hard, which ultimately slows down their language learning and long-term success.

Third, what teachers do and how they teach really affects students' mental health and how well they learn. Teachers who are encouraging, give good feedback, and communicate with empathy help students feel less anxious and more confident. Strategies like accepting mistakes as part of learning, giving personalized feedback, and providing opportunities for teamwork help create a classroom environment that feels safe and welcoming. But, teachers who are strict, give harsh criticism, or create overly competitive environments can increase stress and anxiety, which can lead to students disengaging, not participating, and losing motivation. A teacher's emotional intelligence, awareness of students' feelings, and ability to build trust are key to helping students manage their mental health (Mercer & Gregersen, 2020). Basically, the teacher helps students learn the language and also supports their emotional and mental well-being.

Fourth, school support really affects students' overall mental health and how well they do in school. Schools and universities that offer counseling services, mental health programs, flexible academic policies, and teacher training help reduce stress, prevent burnout, and build emotional strength (Rodrigues & Steel, 2019). Some examples of school support include peer mentoring programs, workshops on coping strategies, stress management programs, and ways to identify and help students with anxiety or depression. Studies show that this kind of support improves student engagement, promotes perseverance, and creates a supportive learning environment that values both academic success and well-being. By including mental health awareness in school policies and procedures, schools can improve individual student outcomes and create a more welcoming and encouraging place to learn.

Research also shows the importance of teacher awareness about students' needs related to mental health. Godwin-Jones (2018) suggests that modern language educators should use holistic approaches that take into consideration the psychological well-being of their learners. Supportive teachers who create an environment that is non-threatening will reduce anxiety and persuade students to take risks necessary in language development. It includes the use of positive feedback, preparation time before speaking, and encouraging collaborative learning.

Motivation is another important emotion that affects mental health and learning. When students feel like they're good at something, can make their own choices, and are connected to others, they become more motivated. Feeling happy, curious, and satisfied makes them want to get involved, keep trying, and take risks with the language. But when students are stressed, tired, or emotionally drained, they lose motivation, which makes them less involved and less efficient at learning. Positive emotions help students think better, be more creative, and

remember things, while negative emotions like anxiety, frustration, and fear can really slow down language development. So, it's really important to help students feel good emotionally so they stay motivated, get involved in class, and learn the language well in the long run. How teachers and students interact is also important for students' emotions. When teachers are supportive, it helps create a safe learning environment where students feel comfortable participating, taking risks, and trying difficult communication tasks. Teachers who are understanding, emotionally smart, and aware of students' feelings can help students feel more willing to speak, less anxious, and more confident. Emotionally intelligent teachers can also spot when students are stressed or not engaged and use strategies like providing extra support, working in groups, and doing reflection exercises to help students build emotional strength. So, teachers not only help students learn the language, but they also help them feel good emotionally and mentally.

Another critical factor influencing students' emotional experiences is classroom climate. Highly communicative activities, for example, free speaking or group presentations, may create heightened anxiety levels if not managed properly. When educators embed strategies that promote mental health, though—such as offering preparation time, promoting peer collaboration, and normalizing mistakes—students reported higher comfort levels and stronger motivation to contribute. These findings are further supported by studies indicating that psychologically safe learning environments contribute to better linguistic outcomes and improved learner autonomy (MacIntyre, 2017).

Overall, research clearly shows that emotions like anxiety, motivation, teacher support, and school resources are super important for learning a second language successfully. While it's also important to have thinking and language skills, they're not enough on their own. Students' emotional and mental states really affect how well they can learn information, participate, and communicate in the long run. So, including mental health awareness in language teaching isn't just a good idea, it's necessary for teaching well, focusing on the student, and achieving long-term results.

Results

The research study presented the results of the survey, which was outlined in detail students' perceptions of the influence of mental health on their foreign language learning experience. A case processing analysis was done in order to ensure the accuracy and completeness of the data set before conducting reliability and descriptive tests. The following step demonstrated the case processing summary of the survey.

Table 1. Case processing summary of the survey

		N	%
Cases	Valid	60	100,0
	Excluded ^a	0	,0
	Total	60	100,0

a. Listwise deletion based on all variables in the procedure.

That table illustrated all 60 learners were successfully included in the analysis, no cases were excluded, and there were no missing values, thus yielding 100% valid cases in the data set. A complete dataset enhances the quality of findings, since it precludes the possibility of distortion or bias associated with incomplete responses. Because the participants responded completely to each item, the subsequent statistical procedures, such as those for reliability analysis and descriptive statistics, could be based on a sample that was fully intact and

representative. High data integrity enhances the confidence of the researcher in the reliability and overall interpretability of the results.

As a primary step, the table presented reability statistics of survey. A reliability analysis using Cronbach's Alpha was carried out in order to determine the internal consistency of the questionnaire measuring the students' mental health experiences in FLL.

Table 2. Reability statistics

Cronbach's Alpha	N of Items
,843	10

The result showed that the Cronbach's Alpha value stands at .843 across the 10 survey items, proving that the instrument is highly reliable. In social sciences research, a Cronbach's Alpha above .70 is considered acceptable, while values above .80 indicate strong internal consistency. Therefore, the obtained value confirms that the items in the survey consistently measure the same underlying construct related to students' emotional and psychological states during language learning.

This high reliability suggests that participants' responses to the items were coherent and stable, meaning that the questions were well-constructed and well-understood. Strong internal consistency also means that the different items, such as those on anxiety, stress, confidence, and emotional well-being, interrelate to one another and collectively represent a unified dimension of mental health impact. Therefore, the scale is dependable to assess students' perceptions and experiences. Added to this, the reliability outcome offers confidence in the veracity of the descriptive findings. Since the instrument is statistically reliable, it is possible to interpret the average scores, the variations, and the overall patterns observed in the dataset with more certainty. In this way, it supports the validity of conclusions that can be drawn from the survey and reinforces the usefulness of the instrument for future research on mental health in language education.

The last table demonstrated descriptive statistics of survey. Descriptive statistics were therefore computed to give an appropriate overview of the students' overall perceptions concerning the place of mental health in the process of learning a foreign language.

Table 3: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
total	60	2,30	4,50	3,4317	,59589
Valid N (listwise)	60				

The result gave an overview of the central tendency and variability of the total score. The number of valid cases analyzed, which is 60, further confirms the completeness and reliability of the dataset used in this paper. The composite score measuring students' mental health experiences ranged from a minimum of 2.30 to a maximum of 4.50, reflecting noticeable differences in how strongly participants felt mental health influenced their language-learning process. With a mean score of 3.43, it would appear that, on average, respondents showed a moderate to high level of agreement that mental health factors-stress, anxiety, and emotional well-being-affect their foreign language performance. Since the scale presumably varies from 1 (strongly disagree) to 5 (strongly agree), a mean greater than 3.0 does indeed reveal that the majority of students consider mental health to be an important aspect of their academic and communicative achievements. This result would therefore suggest that a considerable number

of learners are aware that difficulties with mental health do have an impact on their willingness to participate and speak in language classes, not to mention sustaining motivation.

Taken together with the mean, the standard deviation of 0.59 informs about the variation in responses given by students. This moderate level of dispersion suggests that, although there was variation in individual perceptions, the responses were not very scattered or polarized. Instead, the majority of respondents recorded scores that are relatively clustered around the mean. This consistency strengthens the reliability of the results, suggesting that students generally share similar experiences and beliefs related to the role of mental health in their language-learning journeys. Meanwhile, the presence of both lower, 2.30, and higher, 4.50, scores indicates that some students experience very little mental health pressure, while others feel strongly affected, thereby demonstrating diversity in the emotional experiences within the classroom. These findings altogether suggest that, from a descriptive perspective, the students in this sample tended to view mental health as an influential factor in foreign language learning and that the bulk of responses fell within a moderate-to-high range. These provide a useful quantitative basis for further analysis and interpretation of how mental health awareness can facilitate teaching and support student well-being.

Overall, the case processing summary, reliability analysis, and the descriptive statistics support a consistent picture regarding students' perceptions of how mental health affects foreign language learning. The completeness of the data, with all 60 cases fully valid, further strengthened the accuracy of the findings and ensured that no patterns were distorted due to missing responses. Importantly, the high reliability coefficient (Cronbach's Alpha = .843) indicates that the measurement items measured a unitary construct related to students' emotional and psychological experiences in language classrooms. Descriptive results indicated that students moderately agreed that mental health factors, especially anxiety, stress, and confidence, affect their participation and performance. Generally, the findings would indicate that learners consistently recognize mental health as a significant element of their language-learning experience and, thus, provide strong quantitative findings in support of the need to incorporate mental health awareness into foreign language teaching practices.

Discussion

The results of this study show that mental health and learning a language are closely linked. Emotions affect every part of learning a second language, from understanding new information to speaking and interacting with others. Anxiety, one of the most important emotions, acts like a wall that makes it harder for students to learn and remember language (Krashen, 1982). When students are stressed or scared of failing, they can't focus on language tasks. This makes it harder to speak fluently, form sentences, and remember vocabulary. On the other hand, students who feel safe emotionally, motivated, and confident are more likely to take risks when speaking, participate in group projects, and try out new language structures – which are all important for becoming good communicators.

Learning a language is also about expressing yourself and forming your identity. As students share their ideas in a new language, they're also building their sense of self. Mistakes, miscommunications, or mispronunciations can feel like threats to their self-esteem, which can make them pull back, hesitate, or not want to participate. Teachers play a key role in helping students deal with these emotional challenges. Teaching methods like focusing on positive feedback, using teamwork and projects, putting students in charge of their learning, and providing extra support can reduce emotional stress and create a classroom where experimenting is encouraged and mistakes are seen as learning opportunities. By creating a safe environment, teachers can help students fully engage with the language, boosting their confidence and skills (Williams & Burden, 1997; Mercer & Gregersen, 2020). School support is also needed to keep these classroom efforts going. Training programs that teach teachers about emotional

intelligence, mental health, and how to support students who have experienced trauma can help them recognize and address students' emotional needs. Schools that offer peer mentoring, counseling services, and inclusive policies help create an environment that improves teacher well-being and effectiveness, as well as reducing student anxiety. Without this kind of support, classroom efforts might not last and might not address bigger issues affecting students' mental health. So, using school policies and classroom practices together can maximize positive results, helping students, teachers, and the education system as a whole.

It's also important to remember that emotions are always changing and affecting each other. Motivation, self-confidence, emotional health, and teacher support all work together to shape students' experiences and results. Positive emotions support engagement and motivation, which then helps with language development and thinking skills. But, if anxiety and emotional distress aren't dealt with, they can create a cycle where decreased engagement leads to less practice, poorer performance, and increased stress. Knowing this means we need to take action on multiple levels, including school-wide, classroom-based, and individual approaches. Including psychological factors in curriculum design, evaluation methods, and teacher training programs makes sure that language teaching not only builds language skills but also promotes emotional strength, personal growth, and lifelong learning skills.

In conclusion, teaching languages effectively is linked to mental health. By recognizing the psychological aspects of learning, putting evidence-based teaching methods into practice, and providing school support, teachers can create environments where students are empowered to achieve both language and emotional development. This integrated approach not only improves learning outcomes but also promotes the long-term flexibility, drive, and well-being needed for success in a globalized world.

Conclusion

Why is mental health so important in learning a language? Well, how students feel really changes how they learn, remember things, and talk to people. Learning a language isn't just about thinking; it's also about how you feel. You might feel like you're trying to become someone else, taking risks, and always judging yourself. If you're worried, stressed, or don't feel good about yourself, it's like having walls up that stop you from learning. You can't understand as well, remember what you've learned, or speak up in class. You don't want to try speaking without being sure, be creative, or play around with the language – but these things are key to getting good at communicating.

But, if you feel good and safe, you'll be much more willing to learn! You'll try out new things with the language, not be so scared of making mistakes, and actually learn from when people correct you. Feeling good helps you think better, figure out how to talk to people, and just get the language into your head. So, feeling good mentally isn't just a nice thing to have; it's super important for learning a language well.

So, how do we care for the mental health of students? Teachers are a big deal. How they act, what they say, and how they run the class can either make students more or less nervous. So, teachers should learn how to understand people's feelings, how to help students who've had tough experiences, and how to make the classroom a safe and welcoming place. Schools should also teach about mental health, offer counseling, and try not to put too much pressure on students. Teachers, school leaders, and mental health experts need to work together to support students. In the future, we need to look at how online learning changes things. Learning online can bring worries. We should also see how things like social media and online tools affect how confident students feel and how they see themselves when speaking the language. Checking in on students over time will help us see what things really make a difference.

If we focus on mental health, we can make language classes that are good for learning and good for students' emotional health. Learning a language and feeling good are linked. If we

remember this, we can teach in a way that helps students get good at the language and grow as people. The path forward for language teaching is to care about how students feel, because being able to handle your emotions is just as important as being smart.

References

- Arnold, J. (2011). *Attention to Affect in Language Learning*. Cambridge University Press.
- Dewaele, J.M. (2015). On emotions in foreign language learning and use. *The Language Teacher*, 39(3), 13–15.
- Dewaele, J.M., & MacIntyre, P.D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *SSLTT*, 4(2), 237–274.
- Godwin-Jones, R. (2018). Emerging technologies: Using mobile technology to develop language skills and cultural understanding. *Language Learning & Technology*, 22(3), 2–11.
- Gregersen, T., & Horwitz, E.K. (2002). Language learning and perfectionism. *MLJ*, 86(4), 562–570.
- Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign language classroom anxiety. *MLJ*, 70(2), 125–132.
- Krashen, S.D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon.
- MacIntyre, P.D. (1995). How does anxiety affect second language learning? *Language Learning*, 45(2), 283–305.
- MacIntyre, P.D. (2017). An overview of language anxiety: Research and future directions. In C. Gkonou, M. Daubney, & J.-M. Dewaele (Eds.), *New insights into language anxiety* (pp. 11–30). Multilingual Matters.
- Mercer, S., & Gregersen, T. (2020). *Teacher Wellbeing*. OUP.
- Oxford, R.L. (2016). Toward a psychology of well-being. *SSLTT*, 6(3), 401–432.
- Pappamihel, N.E. (2002). ESL students and language anxiety. *TESOL Quarterly*, 36(3), 327–355.
- Rodrigues, M.L., & Steel, G. (2019). Emotional intelligence in language learning. *JLE*, 5(3), 85–96.
- Ryan, R., & Deci, E. (2000). Intrinsic and extrinsic motivations. *CEP*, 25(1), 54–67.
- Saito, K., Dewaele, J. M., Abe, M., & In'nami, Y. (2018). Anxiety and proficiency. *Language Learning*, 68(3), 709–742.
- Scovel, T. (1991). The effect of affect on language learning. In *Language Anxiety*.
- Swain, M. (2013). Cognition and emotion in second language learning. *Language Teaching*, 46(2), 195–207.
- Tsui, A. B. (1996). Reticence in second language learning. *Cambridge Journal of Education*, 26(1), 109–120.
- Williams, M., & Burden, R. (1997). *Psychology for Language Teachers*. CUP.
- Young, D. J. (1991). Creating a low-anxiety classroom. *MLJ*, 75(4), 426–439.
- Zembylas, M. (2007). Emotional ecology. *Studies in Philosophy and Education*, 26(3), 293–307.

М.Х. Асен, М.Е. Сейтова

Қожа Ахмет Ясауи атындағы Халықаралық Қазақ-Түрік университеті,
Түркістан, Қазақстан
(E-mail: assenmoldir@gmail.com)

Шет тілін оқытудағы психикалық денсаулық хабардарлығының маңызы

Аңдатпа. Бұл зерттеу шет тілін оқытудағы психикалық денсаулық хабардарлығының маңыздылығын зерттеп, студенттердің эмоционалды жай-күйінің олардың оқу тәжірибесіне қалай әсер ететінін анықтады. Сандық сауалнама әдісін қолдана отырып, тіл сабақтарындағы мазасыздықты, стрессті, сенімділікті және эмоционалды әл-ауқатты өлшейтін 10 тармақты Likert шкаласы бойынша 60 университет студентінен деректер жиналды. Барлық жауаптар жарамды деп танылып, талдауға енгізілді. Сенімділік тестілеуі жоғары ішкі үйлесімділікті көрсетіп, аспаптың психикалық денсаулыққа қатысты біртұтас құрылымды тиімді өлшегенін растады. Дескриптивті статистика орташа деңгейден жоғары көрсеткішті анықтап, көптеген студенттердің психикалық денсаулықтың олардың шет тілін үйренудегі мотивациясына, қатысуына және үлгеріміне елеулі әсер ететінімен келісетінін көрсетті. Жалпы алғанда, нәтижелер психикалық денсаулықтың оқушылардың академиялық нәтижелерін қалыптастырудағы шешуші рөлін көрсетіп, мұғалімдердің қолайлы әрі тиімді оқу ортасын құру үшін психикалық денсаулыққа сезімтал тәжірибелерді қабылдау қажеттігін атап көрсетеді.

Түйінсөздер: психикалық денсаулық хабардарлығы, шет тілін оқыту, тіл үйренушінің мазасыздығы, мұғалімнің әл-ауқаты, білім берудегі эмоционалды қолдау, тіл сабағының ортасы, психологиялық қауіпсіздік, оқушының мотивациясы, тіл үйренудегі аффективті факторлар, мұғалім-студент қарым-қатынасы

М.Х. Асен, М.Е. Сейтова

Международный Казахско-Турецкий университет имени Ходжи Ахмеда Ясави,

Туркестан, Казахстан

(E-mail: assenmoldir@gmail.com)

Важность осознания психического здоровья в преподавании иностранного языка

Аннотация. В данном исследовании изучалась важность осознания психического здоровья в преподавании иностранного языка, а также то, как эмоциональное состояние студентов влияет на их учебный опыт. С использованием количественного метода опроса были собраны данные от 60 студентов университета с помощью анкеты из 10 пунктов по шкале Лайкерта, измеряющей тревожность, стресс, уверенность и эмоциональное благополучие на занятиях по языку. Все ответы оказались валидными и были включены в анализ. Проверка надежности показала высокую внутреннюю согласованность, подтвердив, что инструмент эффективно измерял единую конструкцию, связанную с психическим здоровьем. Описательная статистика выявила умеренно высокий средний балл, что указывает на то, что большинство студентов согласны с тем, что психическое здоровье значительно влияет на их мотивацию, участие и успеваемость при изучении иностранного языка. В целом, результаты подчеркивают, что психическое здоровье играет решающую роль в формировании академических результатов учащихся, и указывают на необходимость того, чтобы преподаватели применяли практики, учитывающие психическое здоровье, для создания благоприятной и эффективной учебной среды.

Ключевые слова: осознание психического здоровья, преподавание иностранного языка, тревожность изучающих язык, благополучие преподавателя, эмоциональная поддержка в образовании, среда языкового класса, психологическая безопасность, мотивация учащегося, аффективные факторы в изучении языка, отношения преподаватель-студент

Авторлар туралы мәлімет:

Асен М.Х. – магистрант, Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті, Филология факультеті, Педагогикалық шетел тілдері кафедрасы, Түркістан қ., Қазақстан.

Сейтова М.Е. – PhD, қауымдастырылған профессор, Қожа Ахмет Ясауи атындағы Халықаралық қазақ-түрік университеті, Филология факультеті, Педагогикалық шетел тілдері кафедрасы, Түркістан қ., Қазақстан.

Information about authors:

Assen M.Kh. – Master's student, Department of Pedagogical Foreign Languages, Faculty of Philology, Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan.

Seitova M.Y. – PhD, Associate Professor, Department of Pedagogical Foreign Languages, Faculty of Philology, Khoja Akhmet Yassawi International Kazakh-Turkish University, Turkestan, Kazakhstan.

Сведения об авторах:

Асен М.Х. – магистрант, кафедра педагогических иностранных языков, факультет филологии, Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави, г. Туркестан, Казахстан.

Сейтова М.Е. – PhD, ассоциированный профессор, кафедра педагогических иностранных языков, факультет филологии, Международный казахско-турецкий университет имени Ходжи Ахмеда Ясави, г. Туркестан, Казахстан.



Бұл жұмыс Creative Commons Attribution-Коммерциялық Емес 4.0 Халықаралық лицензиясы бойынша лицензияланған.
This work is licensed under Creative Commons Attribution-Noncommercial 4.0 International License