

S.A. ՄԱՐԳԱՐՅԱՆ

**ԱՆԳԼԵՐԵՆԻ ՀԱՆՊԱՏՐԱՍՏԻՑ ԲԱՆԱՎՈՐ ԽՈՍՔԻ ՇԱՐԱՀՅՈՒՍԱԿԱՆ
ԿԱՌՈՒՅՑՆԵՐԻ ԱՌԱՆՁՆԱՀԱՏԿՈՒԹՅՈՒՆՆԵՐԸ**

Քննվում են անգլերենի հանպատրաստից բանավոր խոսքի շարահյուսական կառույցների առանձնահատկությունները, դրանց դրսևորման ձևերն ու առաջացման պատճառները:

Առանցքային բաներ. հանպատրաստից հաղորդակցում, շարահյուսական առանձնահատկություններ, պլանավորված և հանպատրաստից խոսք, հատույթներ, հատույթալին կառույց, անգլերենի հանպատրաստից բանավոր խոսք:

T.A. МАРГАРЯН

**ОСОБЕННОСТИ СИНТАКСИЧЕСКИХ КОНСТРУКЦИЙ
СПОНТАННОЙ РАЗГОВОРНОЙ РЕЧИ В АНГЛИЙСКОМ ЯЗЫКЕ**

Описываются особенности синтаксических конструкций спонтанной разговорной речи в английском языке, формы их проявления и причины возникновения.

Ключевые слова: спонтанное общение, синтаксические особенности, планированная и спонтанная речь, фрагменты, сегментированная структура, спонтанная разговорная английская речь.

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V.G. AMIRYAN, A.S. SARUKHANYAN, A.A. AMIRYAN

**SUPPORTING THE STUDENTS' EMOTIONAL EDUCATION THROUGH
FLEXIBLE THINKING
(Gyumri)**

We are more than sure that we can integrate emotional development alongside English language teaching and not only. Our task is to help students use advanced thinking skills in the face of more complex challenges, to show resilience in the face of constant change. The ability to empathise with others makes students more tolerant. Emotional development results in higher performance, it minimises anxiety and raises concentration level.

Keywords: emotional development, to identify, to ponder over, to label, consciousness, advanced thinking.

We are obliged to prepare our students to succeed in this fast-changing world.

This way or the other they will collaborate with people from around the globe.

Day by day technology increasingly takes over routine work. More and more complex changes are coming, so, our children, teenagers, students should be

trained to use advanced thinking skills, they should be apt to show resilience in the face of constant change.

Here, in this article, we are trying to determine the skills and competencies which are increasingly important for our students in the 21st century.

We want to understand these skills or competencies better, i.e. how they can be developed within English language programmes.

By emotional development we mean being aware of a wide range of emotions and developing an ability to apply this emotion knowledge in challenging situations as a coping strategy. The school years, we think, are crucial in supporting this emotional development as by regulating emotions, children, students can become more successful learners and contribute to society.

Our work, to a certain extent, should help the students identify their emotions. How are we going to do it? First, we presume, we should talk about emotions and share them with others.

To encourage this, we, the teachers, lecturers and parents need to act as role models, which means being emotionally intelligent ourselves.

We should provide the students with the space to reflect upon emotions. They should ponder over other people's conditions, how others and they are feeling.

We are the ones who will get them to think about, and, more importantly, to label these emotions.

We are sure that if they are conscious of their emotions, they will be able to tame them, work on them, control them.

According to scientists, all emotional beings experience between 60-80 emotions a day. It takes a long period of time to develop emotionally, it happens over time. It requires time and patience.

Our students should know that the grown-ups support them throughout their learning journey.

These emotional competences should not be taught as a separate subject, we are more than sure that we can integrate emotional development alongside English language teaching and not only.

These ideas are still under our careful consideration.

We should think over and over the issue of preparing our students to succeed in a fast-changing world. It's not that easy for them to collaborate with people from around the world. It's also not that easy to create something innovative as technology is increasingly taking over routine work.

Our task is to help students use advanced thinking skills in the face of more complex challenges, to show resilience in the face of constant change.

Choosing not very long, instructive texts with further retelling can be a great way to help them develop emotional competencies. We can use the characters to point out to children why they are feeling certain emotions.

We often come across with characters who have to manage the unpredictable and challenging situations.

The text heroes express emotional resilience. These literary characters serve as role models for the students.

Our main task is to develop resilience as a key skill that we want our students to have while learning languages.

In order to develop empathy and tolerance, we suggest role-playing so that our young generation could freely express a wide range of emotions.

Students thus find themselves in other people's shoes and therefore they develop tolerance and empathy.

Sometimes they can insinuate emotions, recognize them and label them. We think the ability to empathize with others makes students (children, pupils) more tolerant. This, in turn, reduces conflict and problems at any educational establishment.

Emotional development results in higher performance, it minimizes anxiety and raises concentration level.

Providing we develop these skills in children at an early age, they will be prepared for future challenges. Time and again children (teenagers and students) feel misunderstood and underappreciated.

On and off we: lecturers, teachers, don't seem to notice the extra effect students bring to their classes. If situations are out of our control, we'd better change the way we relate to and connect with people around us, cultivate our emotional intelligence.

John Mayer, a psychologist at the University of New Hampshire and one of the leading researchers on emotional intelligence, describes it as "the capacity to reason about emotions and emotional information, and of emotions to enhance thought". [1]

He thinks that higher emotional intelligence is related to increased mental and physical health, greater resilience, and stronger personal relationships. So, we see, that success isn't all about IQ tests or other quantitative metrics.

If we want our disciples to achieve anything meaningful, they must be able to work with other people. From that perspective, emotional intelligence is an essential skill.

Before one can identify other people's emotions, he must learn to understand his own ones.

Daniel Goleman, the author of "Emotional Intelligence": Why It Can Matter More Than IQ, argued in his book that we might better understand the mind as two minds: "one that thinks and one that feels". [2]

He gives advice on how to develop the mind that feels: he likes to write about his daily emotions in his journal and then reflect on what triggers those emotions. He proposes asking oneself the following questions:

- Do you feel sad when people ignore you?
- What are your feelings in different situations?
- Do you get angry when you receive criticism?

As soon as we have a better idea about how you respond to different situations, it's time to understand those responses. We can ask ourselves questions like:

- How does it change the way you see your value?
- How does your anger change the way you view your attitude towards your fellow students?
- How do you respond to people when you are angry?

We presume that it's important for us to teach our students not to judge themselves for feelings that they feel. The exercise is simply to help the students understand themselves.

It goes without saying that managing emotions is big part of succeeding in any sphere of life.

Successful people don't "go with the flow". A leader sets the mood. But before we can do that, we must have control over our internal mood. We can ask the following questions:

- Can you cheer yourself up?
- Can you snap up of a sad mood?
- Can you slow yourself down when you are too excited?

If there is an answer "no", students (and not only) learn the area they need to work on. Scientists advise us not to be too hard on ourselves.

We can only control our emotions to a certain extent. We are all sure to experience disappointment, sadness, guilt, anger and fear. But what is fully within our control is how we feel about our emotions: how well we understand them, and what we do with understanding.

Healthy relations can't survive without this. What is more important: we cannot develop the self-awareness we need to get the most out of life.

Psychologists suggest parents teaching their children deal with and properly manage their emotions. They think it won't be hard for them to do and that it will benefit their children for the rest of their lives.

They give the following advice:

1) make sure children, teenagers, students are comfortable coming to their parents to talk about their concerns. They need to feel safe and secure with their closest people. They need to know parents will not criticize, judge them.

2) parents need to set boundaries with their children without dismissing them; make sure they know when it comes to their emotions they should think before acting as there are consequences for everything people do.

3) parents are to set good example emotionally; if they are handling their emotions properly, they will be able to work towards the same.

4) spend time outdoors together as being in nature and spending time with beloved people is very important.

5) talk about handling emotions as bottling emotions is not a good thing do.

6) parents ought to allow their children to express themselves through art (music, paintings).

7) permit them to talk about their uncomfortable emotions; accentuate the importance of talking positively about themselves, motivate themselves. Parents must also make their feeling known to their children.

8) give way to the expression of their individuality (be it hairdo, clothing or some other things), teach them to recognize their emotions, be they positive or negative, ask them to show their emotions.

We should also add that dealing with new and complex emotions can be mitigated by meditation and mindfulness. When people undergo tantrum, it is most likely as they are struggling to deal with new and complex emotions that they are feeling.

Some schools and universities are beginning to deal with this issue with a new approach by teaching mindfulness and meditation in classrooms, auditoriums, to improve students' mental health.

Many European schools, especially schools across England, teach their students how to meditate, techniques for muscle relaxation and breathing exercises for mindfulness. Specialists teach students awareness and how to increase it in their everyday lives.

From year to year there arise numbers of children, teenagers, young people that are showing signs of early depression and anxiety, mental disorders. Some European schools, universities have added mindfulness as subjects.

In 2016 a school in Baltimore decided to replace detention with an area where children could go to practice some breathing and stretching exercises instead.

We think this is a certain way to keep the students calmer in order to increase their focus within the classroom. Mankind wisdom has always been teaching us to mind our thoughts as they have close connection with our feelings, they, in their turn, have impact on our words. Words, in their turn, influence people's actions; some actions tend to be repeated, they are habitual. So, as we see,

habits constitute our character, which, in its turn, forms our destiny. Thus, if we want to change our destiny, we must start with our thoughts.

We also want to warn our students against overthinking as it can lead to serious emotional distress and increase the risk of mental issues. Students (and not only) get exhausted thinking about something for a long period of time.

“There are people who have levels of overthinking that are just pathological,” says clinical psychologist Catherine Pittman, an associate professor in the psychology department at Saint Mary’s College in Notre Dame, Indiana.

People who overthink are always running commentaries in their heads, worrying about their future. “What ifs” dominate their thinking, as if an invisible jury is sitting in judgment on their lives.

She writes: “The process of rewiring your brain to reduce anxiety will be gradual, but your brain will adapt to the experiences you provide and the patterns of thinking you cultivate, and it will build new circuitry.”¹

Susan Nolen – Hoeksema is warning us: “When you overthink on top of sadness or anxiety or anger, you pay attention to the thoughts created by your mood, mulling them over, taking them very seriously, and letting them influence your decisions. The negative beliefs and bad decisions that result can ruin your life, impairing your mental well-being, your physical health, and your ability to function in the everyday world.”²

So, overthinking is destructive and mentally draining. Many people overthink because they are scared of the future, and what could potentially go wrong.

Extreme overthinking can easily sap your sense of control over your life. It robs us of active participation in everything around us. Overthinking can trap the brain in a worry cycle; we need to quickly deal with it and find a solution to it.

Chronic worrying is a mental habit that can be broken. You can train your brain to look at life from a different perspective. To overcome overthinking, Pittman recommends you replace the thought, overthinking habits can be tamed. “If you need to interrupt and replace hundreds of times a day, it will stop fast, probably within a day”, says Dr. Margaret Wehrenberg, a psychologist and author

¹ Брейден Г. “Коды сознания” / Джон Кехо “Подсознание может все”
Catherine M. Pittman (psychologist) “Rewire Your Anxious Brain: How to Use the Neuroscience of Fear to End Anxiety, Panic and Worry.” Paperback – January 2, 2015
Catherine M. Pittman, Ph. D, Elizabeth M. Karle, MLIS, 205 pages (p. 199)

² Nolen – Hoeksema S. Ph.D “Women Who Thinks Too Much”, How to Break Free of Overthinking and Reclaim Your Life. Holt Paperbacks /Henry Holt and Company LLC, Publishers since 1866, 175 Fifth Avenue, New York, 10010 www.henryholt.com (290 pages, Reprint Edition (February, 2004)) copyright 2003 (p. 8)

of “The 10 Best-Ever Anxiety Management Techniques”: “Even if the switch is simply to return attention to the task at hand, it should be a decision to change ruminative thoughts”. [5]

Of course, it’s better to do, undertake something than “live” in your “head”. Instead of thinking “I’m a real failure” we can think: “I’m really blessed, it could have been worse.”

Many scientists advise us not to get lost in thoughts about what we could have, would have and should have done differently as mental stress can seriously impact our quality of life. Our life will be miserable if we follow our overactive mind. Our task is to teach ourselves and the students how to stop spending time in the head; change our destructive thought patterns.

We are sure that within a certain period of time we’ll be able to reduce the stress of overthinking.

We think we can also help others through deep listening, compassionate listening. People want to empty their heart, so, one should be a compassionate listener in this case. Even if people tell you nonsense, something unreasonable, even in this case we should listen to them attentively, with empathy. Thus, you’ll give the person a chance to suffer less. There is no need to interrupt, to argue, otherwise people will lose their chance.

Through a practice like this we can bring transformation and healing.

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Վ.Գ. ԱՄԻՐՅԱՆ, Ա.Ս. ՍԱՐՈՒԻԱՆՅԱՆ, Ա.Ա. ԱՄԻՐՅԱՆ

**ԱԶԱԿՑՈՒԹՅՈՒՆ ՈՒՍԱՆՈՂՆԵՐԻ ՀՈՒՋԱԿԱՆ ԴԱՍՏԻԱՐԱԿՈՒԹՅԱՆԸ՝
ՃԿՈՒՆ ՄՏԱԾՈՂՈՒԹՅԱՆ ԶԱՐԳԱՑՄԱՆ ՄԻՋՈՑՈՎ**

Առաջարկվում է ուսանողների հուզականության զարգացումը ինտեգրել անգլերենի ուսուցման գործընթացին: Դասական խնդիրն է զարգացնել ուսանողների մեջ առաջադեմ մտածողության հմտություններ՝ ճկունություն փոփոխությունների նկատմամբ՝ դիմակայելու կրթության արդի մարտահրավերներին:

Առանցքային բաներ. հուզական ներաշխարհի զարգացում, մարտահրավերների բացահայտում, գիտակցություն, ճկուն մտածողություն:

В.Г. АМИРЯН, А.С. САРУХАНИЯН, А.А. АМИРЯН

**ЭМОЦИОНАЛЬНОЕ ВОСПИТАНИЕ СТУДЕНТОВ ПОСРЕДСТВОМ
РАЗВИТИЯ ГИБКОГО МЫШЛЕНИЯ**

Задача преподавателя - интегрировать эмоциональное развитие наряду с преподаванием английского языка. Для достижения этой задачи необходимо помочь студентам использовать передовые навыки мышления для решения более сложных задач, чтобы продемонстрировать некую устойчивость к постоянным изменениям.

Ключевые слова: эмоциональное развитие внутреннего мира, выявление вызовов, сознание, развитое мышление.