

**DECODING RESILIENCE: A LINGUISTIC
EXPLORATION OF MOTIVATIONAL CONSTRUCTS
IN SURVEY RESPONSES**

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I. Introduction. The study of motivation-related language is crucial due to its role as a tool for expression and influence, shaping communicants' motivations, choices, and outcomes. This paper explores the connection between language, motivation, and resilience, focusing on defining the notion of resilience based on a survey consisting of resilience-related questions and involving university student respondents. The proposal investigates how linguistic cues in survey responses contribute to defining resilience, identifies key motivation-related language patterns, and explores variations in linguistic cues across different academic subgroups, with **the goal** of enhancing our understanding of language's role in defining resilience for practical implications in research and pedagogical interventions.

II. Literature Review. The linguistic exploration of resilience is particularly relevant in the context of crisis situations. Exploring the link between motivation and language learning proficiency, E. Ushioda (2008, p. 19-34) argues that success in learning a second or foreign language is closely connected to motivation. J. Mayfield (2009, p. 9-11) emphasises the relationship between motivating language and retention, attendance, innovation, and performance satisfaction. P. M. Buzzanell (2010, p. 11-14) emphasises resilience as a dynamic process shaped through discourse, interaction, and material considerations. From a linguistic perspective, Buzzanell underscores the collective and discursive nature of

resilience. Altogether, academic sources published over decades account for a nuanced understanding of resilience, incorporating linguistic, social, environmental, and technological dimensions. By examining the interplay of factors influencing resilience, we can decipher the multifaceted nature of this complex phenomenon.

III. Case Study of Resilience Perception. This case study examines resilience perceptions among 168 students at the National University of Kyiv-Mohyla Academy. The surveyed participants include 40 first-year master's students (24%) and 128 freshmen (76%) pursuing baccalaureate degrees. Distribution across disciplines is as follows: 25% humanities, 19% social studies, 8% computer sciences, 13% economics, and 4% healthcare.

Distinct methodologies were used for master's and bachelor's program students. Master's students watched a stress and resilience-focused motivational video, offering specific content and stimuli. Particularly, psychologist Kelly McGonigal, featured in the video, encourages viewing stress positively and introduces stress reduction mechanisms like connecting with others and building resilience. Bachelor's program students answered survey questions based on intuition and personal experiences without exposure to the video. This divergence in approaches ensures a comprehensive examination of the impact of external motivational stimuli on responses, allowing for a nuanced understanding of the influence of varied motivational contexts on perceptions of stress and resilience among students at different academic levels.

Survey Questions include *1. Confidence in Overcoming Challenges* on a scale from "Very confident" to "Not confident at all"; *2. Factors in Building Resilience* include such options as a positive attitude, a support system, a sense of purpose, and the ability to adapt to change; *3. Past Demonstrations of*

Resilience: options include overcoming personal challenges, professional challenges, physical challenges, or an opportunity to provide other examples; **4. Motivations for Resilience:** the factors motivating students to become more resilient and overcome challenges in their lives are offered as an open question.

Linguistic Cues of Resilience. The survey response analysis revealed the perceptions of resilience by the respondents summarised below.

1. Confidence in Overcoming Challenges: The majority of students (89.2%) express confidence in overcoming challenges in personal and professional aspects, with the most prevalent sentiment being "somewhat confident" (69%). Only 8.9% express low confidence, including 1.8% who indicate being not confident at all.

2. Factors in Building Resilience: The survey indicates that 37.5% of students recognize adaptability as the most critical factor in resilience, followed by a sense of purpose (31.5%). Additionally, 10.7% of students mentioned a positive attitude, while 20.2% highlighted the presence of a support system.

3. Ways of Demonstrating Resilience: The majority of students (69%) demonstrate resilience primarily through overcoming personal challenges, while a smaller percentage emphasises professional (20.2%) or physical challenges (4.2%), reflecting a predominant focus on personal growth and development. Responses in the "Other" category were statistically insignificant.

4. Content Analysis of Responses to the Open Question on the factors motivating students to become more resilient and overcome challenges in their lives reveals that master program students' motivation for resilience revolves around personal goals, a supportive environment, a positive vision of the future, personal growth, wisdom, self-realisation, coping mechanisms,

inspiration from exceptional individuals, belief in success, and a positive attitude. Baccalaureate program students' motivation for resilience includes desires for personal growth, a sense of purpose, family support, discipline, belief in positive outcomes, external inspiration, national identity, learning from failure, curiosity, and a fear of regret. These factors underscore the varied and complex nature of motivation for resilience. Some unique and less common responses either express a lack of specific motivation, emphasise the intrinsic motivation derived from life itself, or highlight a combination of factors contributing to motivation.

IV. Conclusion. The described research synthesises key findings on motivation-related language and resilience, offering insights into the interplay between language and the capacity to overcome challenges. Particularly, the analysis of students' motivation for resilience reveals its diverse and multifaceted nature, encompassing personal, social, and cultural dimensions and individualised approaches to facing life's challenges. Our findings contribute to a deeper understanding of the dynamic relationship between motivation-related language and the conceptualisation of resilience in crisis-related contexts. The practical applications imply incorporating motivation-related language in teaching and offering strategies for cultivating resilience in the students' academic journey. This study also contributes to the evolving psycholinguistic research, enriching the understanding of linguistic markers of resilience and its implications for personal and academic development.

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MODERN MODEL OF BLENDED LEARNING

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Blended Learning is an educational concept in which a student receives knowledge both independently online and in person with a teacher. This approach makes it possible to control the time, place, pace and path of learning the material. Blended education allows to combine traditional methods and current technologies. The model does not imply a radical abandonment of classical education, since full-time education provides important speaking and sociocultural skills. The student attends "live" classes in the classroom, but the so-called Computer-Mediated Activities are also widely used, that is, the mediator of educational activity is a computer, online mode, mobile devices and special educational programs/ platforms/ resources. Blended Learning is based on three principles: distance learning, classroom learning and learning via the Internet (online learning). Initially, the term "blended learning" did not have a clear definition. In the literature, several terms with similar meanings were simultaneously used: "blended learning" (blended learning), "hybrid learning" (hybrid learning), as well as "instruction through technology"