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**EXPLORING LINGUISTIC CONSTRUCTS OF RESILIENCE:
A MOTIVATIONAL LANGUAGE ANALYSIS IN EDUCATIONAL CONTEXTS**

*"Success is not final, failure is not fatal: It is the courage
to continue that counts." – Winston S. Churchill*

This paper examines the relationship between language, motivation, and resilience, with a specific focus on the linguistic expressions related to the concept of resilience in the educational context. Recognising motivation-related language as a potent instrument shaping students' motivations and outcomes, the study employs a survey-based approach to deduce the linguistic constructs that define resilience. Through the statistical and content analysis of survey responses from diverse academic subgroups, the research identifies key motivation-related language patterns and explores variations in linguistic cues. The objective is to enhance our comprehension of how language contributes to the conceptualisation of resilience, thereby providing practical insights for both linguistic research and pedagogical interventions.

The groundwork is laid by exploring literature focused on the connection between language and motivation, the impact of motivational language on learning outcomes, the role of language in developing resilience, defining resilience in personal development and learning contexts, and examining its significance in academic settings. The case study, centred on a survey focused on defining the concept of resilience, serves as a tool for the linguistic interpretation of survey results. The study identifies language units related to factors influencing resilience, both internal (such as mindset and self-talk) and external (including community support systems and the environment).

The paper synthesises key linguistic findings derived from motivation-related language to enhance teaching practices, emphasising the practical implications for educators and learners. This exploration contributes to the evolving landscape of psycholinguistic research, enriching our understanding of the concept of resilience and its implications.

Key words: concept, discourse, empirical study, motivational language constructs, resilience, survey.

I. Introduction. Within scholarly investigations, the exploration of the notion of resilience, particularly within linguistic contexts and crisis situations, has emerged as a central focus. The attention directed towards the relationship between

language and resilience reveals the role of linguistic expressions in individuals' ability to navigate and overcome adversity.

Contributions from recent scholarly works [Soenke et al.; Wang & Liu; Gonzalez-Mendez

et al.; Rocha et al.; and others] collectively enhance our understanding of the concept of resilience, encompassing linguistic, psychological, environmental, and social dimensions. These studies emphasise the crucial role of motivation-related language in both understanding and developing resilience, offering insights into the complex nature of this phenomenon.

Our study attempts to indicate the ways in which linguistic features embedded in survey responses contribute to the conceptualisation of resilience. It aims to identify common patterns in motivation-related language and scrutinise potential differences in language expression across academic subgroups to advance our comprehension of the role that language plays in defining resilience, thereby offering pragmatic insights for both research endeavours and pedagogical interventions.

The **research question** is how language, specifically motivation-related language, contributes to the conceptualisation of resilience in an educational context, and what linguistic constructs define resilience among diverse academic subgroups.

The **research goal** is to investigate the relationship between language, motivation, and resilience in an educational context, identifying key motivation-related language patterns and exploring variations in linguistic cues across different academic subgroups.

Research tasks involve exploring motivating language and its impact on various aspects, including the steps listed below:

1. Conduct a comprehensive literature review to establish the connection between language and motivation, exploring the role of motivational language in developing resilience.

2. Design and administer a survey focused on defining resilience, targeting diverse academic subgroups.

3. Analyse survey responses to identify key motivation-related language patterns, considering both internal (mindset, self-talk) and external (support systems, environment) factors influencing resilience.

4. Synthesise and interpret key findings to enhance the understanding of the concept of resilience and offer practical insights into its implications within the educational context.

These tasks aim to provide a comprehensive understanding of the influence of motivating language across different dimensions.

The case study presented in the paper explores students' perceptions of the notion of resilience and their ability to overcome challenges in personal and professional domains, based on a survey conducted at the National University of Kyiv-Mohyla Academy among participants of diverse academic backgrounds and designed so as to understand how motivational situations influence resilience perceptions. Specifically, the survey examines participants' confidence in overcoming challenges, factors they consider vital for building resilience, past demonstrations of resilience, and motivations for resilience. Linguistic cues of resilience are analysed through participants' responses to the open question.

II. Literature Review. The exploration of resilience, particularly in linguistic contexts, has garnered significant attention, especially within the framework of crisis situations. As scholars study the interplay between language and resilience, a growing body of literature has emerged to unravel the dynamics of how linguistic expressions contribute to individuals' capacity to overcome adversity. The following literature review offers an analysis of available research, disclosing connections between language use and the conceptualisation of resilience in contexts affected by crises.

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Synthesising current knowledge, Soenke and collaborators expand the definition of resilience to encompass positive indicators of recovery, incorporating positive affect as a mechanism and distinguishing approach motivation from overcoming aversive motivation [Soenke et al.].

Exploring the connection between motivation and language learning proficiency, Ushioda underscores motivation as an important force shaping choices and perseverance [Ushioda : 19–34]. The author recognises the intuitively grounded premise, supported by extensive research and empirical verification by language acquisition scholars over decades. By citing examples from diverse fields, the author argues that achieving proficiency in a second or foreign language is tied to motivation.

In "Motivating Language: A Guide for Leader Communications", Mayfield emphasises the

link between motivating language and improved performance, retention, attendance, innovation, and satisfaction [Mayfield : 9–11].

In “Resilience: talking, resisting, and imagining new normalities into being,” Buzzanell underscores resilience as a dynamic process moulded by discourse, interaction, and material factors [Buzzanell : 1–14]. The author underscores resilience as a dynamic phenomenon influenced by discourse, interaction, and material factors. The author emphasises communicative processes like establishing normalcy, affirming identity anchors, and establishing communication networks, highlighting the communal and discursive aspects of resilience. The author states that resilience is not an unchanging characteristic but a phenomenon cultivated through ongoing communication.

Exploring the interplay of motivation-related language and resilience is crucial in framing the concept of resilience, especially within the realms of language learning and well-being. Fei Wang & Yanghong Liu study the connection between well-being and motivation, with a specific focus on investigating the mediating influence of resilience. Through a comprehensive literature review, the authors provide insights and recommendations for researchers, philosophers, and experts, suggesting that motivation-related language can enhance resilience [Wang & Liu].

Cameron and associates study attachment and its positive implications for children experiencing stress, emphasising the positive developmental outcomes now recognised as resilience [Cameron et al.].

In their work “Resilience,” Leipold and Greve underscore the significance of personal characteristics and coping processes in nurturing resilience, suggesting that motivation-related language has the potential to impact these elements, playing a role in the cultivation and sustenance of resilience [Leipold & Greve].

Almendorf and others suggest fundamental principles to improve the methodology of research on human psychosocial resilience, aiming to build a trustworthy relationship with individuals and communities [Almendorf et al.].

Gonzalez-Mendez and the team research an attentional bias towards words associated with resilience and suggest that it is associated with personality traits and post-traumatic experiences

[Gonzalez-Mendez et al.]. The authors conclude attentional bias, identified as potentially adaptive for resilient individuals, aids in the mental activation of related concepts and behaviours.

Skinner and colleagues enhance educational practice and the exploration of motivational resilience [Skinner et al.]. The authors integrate social-contextual factors into a comprehensive framework for examining the development of motivational resilience in the educational context.

In their exploration of challenges in assessing resilience from a comparative perspective, Rocha and coauthors employ a comparative analysis to offer insights into self-organisation and the cultivation of diversity as elements influencing resilience in specific contexts [Rocha et al.]. The study underscores the adaptation to social and environmental changes.

In our preceding research, we discuss the efficacy of employing the language of resilience in education to enhance learner motivation, fostering perseverance, cultivating a growth mindset, celebrating small accomplishments, and providing support, along with the use of linguistic devices to craft persuasive messages and inspire learners to overcome adversity and develop resilience [Fedoriv et al. 2023a : 272–281].

Another paper explores incorporating interactive techniques like online discussions, group projects, and gamification in online learning environments as crucial factors for fostering learners' intrinsic motivation and engagement, and ultimately ensuring academic success while reducing the likelihood of dropout [Fedoriv et al. 2023b : 207–216].

The research explores the intricate relationship between motivation-related language and resilience, offering practical insights for teaching and strategies to cultivate resilience in students amid crisis contexts [Fedoriv et al. 2023c].

A substantiation of a survey-based methodology provides empirical foundations for defining notions [Fedoriv & Zhukorska].

In general, recently released publications collaboratively contribute to a comprehension of resilience, considering linguistic, psychological, environmental, social, and other dimensions. These studies emphasise the significance of motivation-related language in comprehending and fostering

resilience. Through investigating the interplay of factors influencing resilience, researchers offer insights into the multifaceted nature of this complex phenomenon.

III. Case Study of Resilience Perception

Survey Description. This survey aims to explore students' perceptions of resilience and their ability to overcome challenges in both personal and professional spheres. Their responses contribute to our understanding of resilience.

The case study analyses resilience perceptions among students at the National University of Kyiv-Mohyla Academy, involving a total of 168 participants. Specifically, the academic background of the surveyed participants includes 40 respondents (24%) enrolled in master's programs and 128 respondents (76%) pursuing baccalaureate degrees. The distribution across academic disciplines is as follows: 25% in Humanities, 19% in Social Studies, 8% in Information Technologies, 13% in Economics, and 4% in Healthcare.

It should be noted that master's program students were offered a motivational video [McGonigal] on stress and resilience. Particularly, psychologist Kelly McGonigal, featured in the video, advocates for perceiving stress as a positive factor and introduces mechanisms for stress reduction, such as seeking support from others and developing resilience. In contrast, bachelor's program students responded to the survey questions relying solely on their intuition and personal experiences, without exposure to the aforementioned video.

In addition, master's program students gave short answers to the open question, while baccalaureate students were instructed to provide their responses in paragraphs.

These differences in study methods stipulated our understanding of how motivational situations influence students' perception of stress and resilience at different academic levels.

ETHICS STATEMENT

The studies involving student participants were conducted with regard to academic ethics. The participants provided their informed consent to participate in the survey. The research secured informed consent from participants, which highlighted the importance of their feedback to improve understanding of individual experiences and attitudes towards the interpretation of resilience.

Survey Questions

1. Confidence in Overcoming Challenges: Participants are asked to rate their confidence in overcoming challenges in both personal and professional life using a scale from 1 "*Not confident at all*" to 5 "*Very confident*."

2. Factors in Building Resilience: Participants identify what they believe is the most important factor in building resilience, choosing from options that include a positive attitude, a support system, a sense of purpose, and the ability to adapt to change.

3. Past Demonstrations of Resilience: Participants indicate the ways in which they have demonstrated resilience in the past. Options include overcoming personal challenges, professional challenges, physical challenges, or an opportunity to provide other examples.

4. Motivations for Resilience (open question): Students are invited to share the factors motivating them to become more resilient and overcome challenges in their lives.

Survey Response Analysis: Linguistic Cues of Resilience. The analysis includes responses from a diverse group of 168 students, consisting of master's program and baccalaureate students across various academic fields described above. Below are the question categories along with the corresponding statistical breakdowns and content analysis.

Confidence in Overcoming Challenges: The majority of students (89.2%) express varying degrees of confidence in their ability to overcome challenges in both personal and professional aspects of their lives. The most prevalent sentiment is "*somewhat confident*" (69%), indicating a generally positive outlook among the participants. A total of 8.9% of students expressed low confidence, with 1.8% indicating that they were not confident at all.

Factors in Building Resilience: The survey responses suggest that a substantial number of students recognise adaptability (37.5%) as the most critical factor in building resilience, closely followed by having a sense of purpose (31.5%). This indicates a nuanced understanding of the multifaceted nature of resilience among the participants. A total of 10.7% of students reported having a positive attitude, while 20.2% indicated the presence of a support system in their responses.

Ways of Demonstrating Resilience: A significant number of students (69%) report

overcoming personal challenges as their primary demonstration of resilience. A smaller percentage highlights professional (20.2%) or physical challenges (4.2%), showcasing a predominant focus on personal growth and development. The remaining students, selecting the "Other" category, specified statistically insignificant responses.

Content analysis of responses to the open question *"What motivates you to become more resilient and overcome challenges in your life?"* mainly preserves the respondents' own spelling and grammar and showcases the following perceptions of the respondents.

A. General Factors of Motivation Shared by Master Programme Students

Personal Goals: Many respondents mentioned that their individual goals motivate them to be resilient: *"My goals and supportive atmosphere thanks to my environment"; "My goals motivate me to become more resilient and overcome challenges in my life"; "I find it most motivating to have the support of family and friends, as well as understanding my long-term goal."*

Supportive Environment: The support of family and friends, as well as a positive atmosphere, was a recurring theme: *"The support of my family and friends motivates me the most to overcome challenges"; "I'm motivated by the support of my family, and boyfriend"; "My family supporting and my own success motivates me to be more resilient"; "I find it most motivating to have the support of family and friends, as well as understanding my long-term goal"; "Also supporting of my family and friends helps me overcome challenges in my life"; "Also my family and friends support me all the time and it also plays an important role"; "My goals and supportive atmosphere thanks to my environment."*

Positive Vision of the Future: The belief in a positive future, often tied to family and personal growth, serves as motivation: *"My main motivation is the positive vision of my future in Ukraine"; "I believe in my success. This fact motivates me to become more resilient"; "I am motivated by financial stability in the future."*

Personal Growth and Fulfilment: The desire for personal development and fulfilment was a common factor: *"The motivation to become more resilient and overcome challenges springs from a deep desire for personal growth and fulfilment";*

"My values, beliefs, and the sense of purpose motivate me the most."

Wisdom and Perspective: Wisdom gained from experiences, especially from family, provided a valuable perspective on challenges: *"Personally, certain wisdom that I learned from my mother's words of encouragement helps me a lot"; "The attitude that nothing is impossible."*

Self-Realisation and Ambitions: The pursuit of self-realisation and ambitious aspirations were cited as motivation: *"My motivation in becoming more resilient and overcome is my family and ambitions to self-realisation"; "The desire to prove myself that I am a powerful person that can manage the life challenges."*

Coping Mechanisms: Developing coping mechanisms, such as creating a shield against stress, was mentioned: *"When passing through the challenges, you create some kind of a shield to prevent stress impact"; "The need to cope with stress motivates me to become more resilient."*

Inspiration from Exceptional Individuals: Drawing inspiration from exceptional individuals who faced challenges positively was a source of motivation: *"I find inspiration in exceptional persons who believed in our country during the most challenging times"; "What motivates me the most is not wanting to be weak and not wanting to view the world negatively. When I need to recover, I find inspiration in exceptional persons who believed in our country during the most challenging times and fought against obstacles."*

Belief in Success: Believing in one's success and having the support of family and friends were highlighted: *"I believe in my success. This fact motivates me to become more resilient"; "Successful people around me"; "The purpose, the possible good final result, the support and motivation of family and friends"; "I believe that some challenges make us stronger, so I consider all of the obstacles as opportunities."*

Positive Attitude and Mindset: Maintaining a positive attitude, seeing challenges as opportunities, and having a can-do mindset were common motivators: *"Principles. Not overcoming challenges is simply not an option, so you might as well dedicate yourself to it fully"; "General positive attitude. I believe that all situations can be handled differently, and it is only up to one's attitude and beliefs."*

B. General Factors of Motivation Shared by Baccalaureate Programme Students

Personal Growth and Development: Many students are motivated by a desire for personal growth, self-improvement, and the aspiration to become the best version of themselves. Within this perspective, overcoming challenges is viewed not only as a necessity but as a valuable opportunity for learning, acquiring new skills, and ultimately realising personal goals: *"I want to be the best version of myself, and facing challenges is the way I grow and improve"; "A desire to achieve my goals motivates me to become more resilient and overcome challenges in my life"; "The desire for knowledge and personal growth motivates me to be persistent and overcome challenges"; "I motivate myself to be more resilient and overcome challenges because I want to be a good leader and to improve myself"; "I am mainly guided by my own interests and ambitions. However, when it comes to what made me resilient, it is the problems, specifically the ones I overcame. Life experience is what helps me deal with most challenges in life. Also, equally important to me are the people around me, so I constantly work on improving my circle of communication"; "My purpose motivates me to be strong and resilient. It is the reason why I get up at 5 am every single day even on Sundays. It is [the] reason why I work long hours and aspire to greatness."*

Purpose and Goals: A powerful motivator for students involves having a sense of purpose, clear goals, and a vision for the future, with academic success, a thriving career, and financial stability serving as driving forces to overcome challenges: *"Having a successful career is my goal, and that drives me to overcome challenges, like acing my exams"; "My goals motivate me to become more resilient and overcome challenges in my life"; "The best motivation for me is an understanding of my actual goal and thinking about what can I achieve if I overcome such difficulties"; "A desire to improve my life"; "Support from my friends and family, competition also helps. If a person is better than me in something, I will try to reach its maximum and make it my minimum"; "Some of the life goals are pushing me forward. There's no final destination, the process of moving from goal to goal that's what it is"; "Having certain goals that I want to achieve motivates me to overcome*

difficulties in my life"; "When I know my goals and understand how overcoming any challenge will make me closer to achieving these goals and fulfilling my life purpose, it gives me endless inner motivation."

Family and Support System: Family support is a recurring theme, acting as both a motivational force and a robust foundation for confronting challenges. Additionally, participants express that support from friends, relatives, and the belief that others rely on them serve as sources of strength: *"My family's support is my rock; they believe in me, and that belief gives me the strength to face anything"; "Support and love of my family and friends helps me to become more resilient"; "Also a supportive environment is a big motivation for anyone and I am not an exception"; "Also my family and friends support me all the time and it also plays an important role"; "Also, the support from my relatives helps me become more resilient and confident in my actions"; "Undoubtedly, the faith of close people in me helps not to lose heart"; "[W]hen my family and friends believe in me and support me. Also I am inspired to be more resilient when I see my progress and results of my previous work"; "Family support in every area of my life; my personal desires, purpose and point of view for the future; my country and people who are fighting for the future of next generations; my friend who work harder and have become more successful than me in their own fields."*

Discipline and Work Ethic: Discipline is highlighted as a key factor in resilience, with a commitment to achieving tasks and maintaining a strong work ethic: *"I have an aim in my life, and I need to work to reach it. I understand that resilience is a very important skill to go through all the challenges on my way and not lose myself. I have to not allow all the difficulties to break my purposefulness"; "My goal to have a successful career motivates me to become more resilient"; "The main motivation for me is to achieve the set goal because usually, it is something crucial for me and motivates me not to give up while half of the work is already done"; "I motivate myself to be more resilient and overcome challenges because I want to be a good leader and to improve myself"; "Only one thing helps me to be resilient and overcome difficulties, and that is discipline. So earlier it may have required some reason, but*

now it doesn't"; "Discipline is my secret weapon. Even when I don't feel like it, I push through, and it pays off in the end"; "The feeling of responsibility for my own future motivates me to be resilient and overcome all obstacles"; "I realise that my future life depends on my present work"; "I keep to discipline. For example, even if I don't want to do something, I do it anyway"; "When I am faced with a challenge, I always try to tell myself that I will get pain in any case: either from discipline or from disappointment. But the pain of disappointment is much greater than the pain caused by discipline. This is what motivates me to move on"; "There are definitely a lot of things, which help me to stay motivated to overcome difficulties. Frankly, It depends on a topic, which may range from being a professional challenge to [a] personal one. Firstly, talking about personal hurdles, which most often pursue people. [The] things that encourage me to deal with them and stay strong the most are my family and friends, who give the best advice I have ever heard. Secondly, overcoming professional challenges is way easier with faith in yourself and [an] undesirable feeling to disappoint your family. Lastly, physical difficulties are usually beat[en] by building a resilient personality, which is shaped by discipline and passion. In conclusion, to be reasoned most of the time brings motivation from what makes you happy and evokes you."

Belief in a Positive Outcome: Mentioned as motivators are a positive mindset, belief in one's abilities, and optimism about the future, with a recurring theme emphasising the belief that challenges are temporary and will lead to a better future: *"I face challenges with optimism, knowing that every hurdle brings me closer to a better future"; "Belief in great future motivates me to overcome challenges"; "In each challenge I see the opportunity to learn how to adapt and become stronger for future difficulties"; "Facing the challenges in my life and overcoming them means to develop, transform and just live the life of a human being. It's an opportunity to become better and wiser through learning the lessons the life gives you in the most challenging situations"; "There is no direct answer because life itself motivates me to overcome challenges. Nobody will be happy if I just break and give up and do nothing. I just want to live, so I should overcome the challenges life gives me. My sense of purpose,*

my parents, my goals, even pursuit of happiness can be the parts of my overall motivation."

External Inspiration: Motivation stems from drawing inspiration from successful people, role models, and those who have overcome challenges, coupled with the resilience-inspiring aspects of learning from others' experiences and being part of a supportive community: *"Successful people inspire me. Seeing others overcome challenges reminds me that I can do it too"; "I am motivated by my desire to be useful to society and not to live my life in vain. Also, people from whom I draw inspiration give me the strength to go on."*

National and Cultural Identity: Motivation is expressed through a sense of duty to their country, particularly in the context of Ukraine, where resilience is viewed as a contribution to the collective strength of the nation: *"Being resilient isn't just for me; it's my duty to contribute to the strength of my country, especially in challenging times"; "My urge to become a great artist is the thing that motivates me. I want to strengthen Ukrainian culture and have a deep understanding of the world, and I do know well that there can be no knowledge without being vulnerable, so I take the challenges I meet with gratitude and hope to turn them into something beautiful one day."*

Learning from Failure: Several students view challenges and failures as opportunities for learning and acquiring valuable experiences. The act of overcoming difficulties is seen as a chance for both personal and professional development: *"Every obstacle is an opportunity to learn and grow, making me better prepared for future endeavours. At the end of the day, the pursuit of self-improvement keeps me grounded and determined"; "Failure is just a step towards success. Every challenge teaches me something valuable"; "[G]etting new experience from failure can help me to be more resilient. For example, I do believe that it's important to perceive missteps as an opportunity to get a lot of new experiences"; "Recently I found out about this kind of attitude which [is] called stoicism, this particular mindset is extrem[e]ly helpful in difficult personal and professional occasions. The main idea is to stay positive, gain new experience from failures and to overcome destructive emotions with the help of self-control and strong willpower. And of course I can't skip the fact that focus on results*

and absolute belief in your ability to reach your potential are essentials."

Curiosity and Learning Experience: Motivation stems from a curiosity to learn and grow, coupled with a focus on the learning experience rather than just the outcome, as challenges are seen as opportunities for continuous learning: *"I love learning, and challenges are like puzzles to solve. Each one adds to my experience and knowledge"; "For me, what motivates me to try new things in life and overcome obstacles is my curiosity and desire to learn and grow. I focus on the learning experience rather than the outcome. I remind myself that the process is just as important, if not more important, than the result."*

Fear of Regret: The fear of regret, particularly regretting not taking on challenges, motivates some students to view overcoming challenges as a way to avoid the potential disappointment of not trying: *"It is mainly about supporting people close to me and overcoming my fears"; "Factors like support from friends and family, or even the fear of regret if I retreat, also play a significant role."*

Some personal perspectives of motivation go behind the desire to cultivate resilience. The students emphasise personal growth, the pursuit of long-term goals, and the inspiration drawn from witnessing others overcome challenges. This motivational framework is rooted in the belief that resilience not only enhances individual well-being but also contributes to a sense of community and shared support: *"I want to become stronger and handle difficulties better for a few reasons. First, I see it as a chance to learn and grow personally. Facing challenges helps me gain new skills and insights, making me feel better overall. Second, I have long-term goals, and being resilient helps me stay on track, even when things get tough. Lastly, seeing others overcome challenges inspires me and makes me feel like I'm part of a supportive community. It shows me that having a positive mindset and being resilient can help me overcome life's obstacles. In summary, my motivation to grow, achieve goals, and be inspired by others pushes me to build resilience in my life."*

In essence, the above passages underscore the interconnectedness of personal development, goal attainment, and the communal aspect of facing life's obstacles with resilience.

C. Some unique and less common responses.

In survey responses, master programme students shared diverse perspectives on motivation: *"I have not much motivation for it; usually challenges pass on their own."* Some respondents expressed a minimalistic viewpoint with responses like *"Nothing"* when questioned about motivation. Others highlighted the importance of gaining useful life experience as a motivating factor, stating, *"Gaining useful life experience motivates me to become more resilient."* A philosophical approach was evident in responses such as *"There is no direct answer because life itself motivates me to overcome challenges,"* and *"I just want to live, so I should overcome the challenges life gives me."* The complexity of motivation was further emphasised by a participant who remarked, *"My sense of purpose, my parents, my goals, even pursuit of happiness can be the parts of my overall motivation."*

These 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.

Uncommon motivations for resilience were expressed by baccalaureate students in their survey responses: *"There are at least three factors which help me to be resilient and overcome personal challenges; firstly, my family motivates me because they support my ideas and try to help me with realising them. What is more, my mother is a close friend of mine, and I can reveal any secrets to her."* Another participant shared insights about stoicism, stating, *"Recently, I found out about this kind of attitude called stoicism; this particular mindset is extremely helpful in difficult personal and professional occasions. The main idea is to stay positive, gain new experience from failures, and overcome destructive emotions with the help of self-control and strong willpower."* Reflecting on discipline as a source of resilience, one student noted, *"Only one thing helps me to be resilient and overcome difficulties, and that is discipline; so earlier it may have required some reason, but now it doesn't."* Others emphasised the importance of perseverance, with one participant stating, *"The only way to survive in this world is to fight back the challenges that life throws back at us; even though some can seem unpassable, it's about fighting them and proving the worth of yourself, not winning*

them. "Lastly, a student shared artistic aspirations, expressing, "My urge to become a great artist is the thing that motivates me; I want to strengthen Ukrainian culture and have a deep understanding of the world, and I do know well that there can be no knowledge without being vulnerable, so I take the challenges I meet with gratitude and hope to turn them into something beautiful one day."

IV. Linguistic Interpretation of Survey

Results. 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. In examining the survey results, a broad spectrum of general motivational factors influencing the resilience of first-year master's and baccalaureate students becomes apparent. Notably, a majority of master's students derive inspiration from personal goals, highlighting the significance of individual aspirations in fortifying resilience. The support provided by family, friends, and educators emerges as a primary factor, underscoring the pivotal role of a positive social environment. A positive vision of the future, rooted in personal growth and fulfilment, signifies an optimistic outlook as a driving force. Similarly, self-realisation and professional ambitions contribute to a complex motivational framework, suggesting that a combination of personal insight and forward-looking goals strengthens resilience. Coping mechanisms, including stress management, and inspiration from role models add depth to students' perceptions of resilience.

At the same time, baccalaureate students emphasise personal growth, clear goals, and family support as key motivators. Notions of discipline, belief in a positive outcome, external inspiration, and national identity stand out as distinctive motivational factors.

Overall, content analysis reveals that a significant number of students are primarily motivated by personal growth and development, with career success and advancement also playing a substantial role, as a quarter of participants cite it as motivation for resilience. This underscores a connection between personal development and broader life goals.

These diverse factors underscore the multifaceted nature of motivation, emphasising that resilience is not a singular trait but a dynamic

interplay of personal, social, and cultural influences, with linguistic cues serving as essential markers of this motivational landscape.

V. Conclusion. The provided statistical and content analysis of students' responses highlights linguistic cues of resilience perception within master and baccalaureate programs across various academic fields. The survey not only showcases motivation-related language indicative of participants' confidence in overcoming challenges but also reflects their perspectives on personal and professional resilience. The linguistic interpretation of the survey results contributes to a comprehensive understanding of the motivations underlying students' resilience, revealing a wide range of motivational factors. This analysis illustrates the diverse and multifaceted nature of resilience perception among both first-year master's and baccalaureate students.

While master's students draw inspiration from personal goals, emphasising individual aspirations, family, friends, and educators' support emerges as a prevailing factor, highlighting the influential role of a positive social environment. A positive vision of the future, along with self-realisation and professional ambitions, further enriches the complex motivational framework. In comparison, baccalaureate students emphasise personal growth, clear goals, and family support, with distinctive factors such as discipline, belief in a positive outcome, external inspiration, and national identity playing significant roles. The content analysis highlights the interplay of personal, social, and cultural influences, demonstrating that resilience is a dynamic fusion of varied motivational cues, with linguistic markers serving as essential indicators of this complex motivational landscape.

Through this study, we attempt to contribute to the broader discourse on resilience perception, particularly within a linguistic context and offer insights into the interconnectedness of personal development, goal attainment, and communal support in facing life's challenges.

The findings of this study offer practical implications for educators, indicating the need to create tools that integrate motivation-related language into teaching. For students, the study provides strategies to foster resilience in their academic journey. This research contributes to

the advancing field of psycholinguistic research, resilience and its significance for personal and enhancing our comprehension of linguistic academic development.

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**ДОСЛІДЖЕННЯ ЛІНГВІСТИЧНИХ КОНСТРУКТИВІВ СТІЙКОСТІ:
АНАЛІЗ МОВИ МОТИВАЦІЇ В ОСВІТНІХ КОНТЕКСТАХ**

У цій роботі досліджується взаємозв'язок між мовою, мотивацією та самозарадністю, з акцентом на лінгвістичних характеристиках висловлювань, пов'язаних із концептом стійкості в освітньому контексті. Визначаючи мову як першорядний інструмент формування мотивації у студентів, дослідження використовує опитувальний підхід для вивчення мовленнєвих конструкцій, які визначають стійкість. Шляхом статистичного та контент-аналізу відповідей на опитування від академічних підгруп різного рівня та спеціалізації, дослідження визначає ключові мовленнєві моделі, пов'язані з мотивацією, і досліджує відповідну лінгвістичну варіативність. Мета роботи полягає в покращенні розуміння того, як мова сприяє концептуалізації стійкості, що надає практичні висновки як для лінгвістичних, так і для педагогічних досліджень.

Основою дослідження стало вивчення літератури, присвяченої зв'язку між мовленням та мотивацією, впливом мотиваційних мовленнєвих моделей на результати навчання, роллю мовлення в розвитку стійкості, визначенням поняття стійкості в контексті особистісного розвитку та навчання, а також дослідженню її значущості в академічному середовищі. Предметне дослідження слугує інструментом для лінгвістичної інтерпретації результатів опитування, спрямованого на визначення концепту стійкості. Дослідження виявляє мовленнєві одиниці, пов'язані з факторами, що впливають на стійкість, – як внутрішні (такі як ментальність та саморозмова), так і зовнішні (включаючи елементи підтримки оточення).

Робота синтезує ключові лінгвістичні висновки, отримані з аналізу мовленнєвих конструкцій, пов'язаних з мотивацією, задля покращення практик викладання, наголошуючи на їх практичному застосуванні в роботі з учасниками навчального процесу. Цей комплексний аналіз сприяє розвитку подальших психолінгвістичних досліджень і збагачує наше розуміння концепту стійкості.

Ключові слова: концепт, дискурс, емпіричне дослідження, мотиваційні мовленнєві конструкції, стійкість, опитування.