

LINGUISTIC ANALYSIS OF THE STORY ABOUT LIFE EVENTS AS A TECHNOLOGY FOR RESEARCHING THE EMOTIONAL EXPERIENCE OF HIGHER EDUCATION STUDENTS

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ABSTRACT

The emotional experience of a person is an integral part of human life, which determines the characteristics of behavior, decision-making and the nature of interpersonal interaction. In psychology, it is interpreted as a multifaceted phenomenon that combines cognitive, physiological and behavioral aspects, as well as a complex of emotional knowledge, accumulated throughout life, used by a person in interaction with the environment. It has been determined that stories about life events are a reflection of the internal emotional state of a person, and their analysis allows us to identify key cognitive and emotional characteristics of the speaker. A comparative analysis of linguistic markers (the number of words, pronouns, adjectives, verbs, emotionally colored words, etc.) in texts describing positive and negative life events was carried out. The results of the study revealed linguistic differences in stories about negative and positive experiences, which indicate increased cognitive activity and emotional involvement in speaking about negative events. The emphasis is on the practical significance of the obtained data for the training of future psychologists, in particular in the acquisition of speech analysis skills, working with the emotional experience of clients and developing professional empathy. The results obtained will contribute to the improvement of the educational process and the preparation of applicants for professional activity in the field of psychology.

KEYWORDS

Linguistic analysis, emotional experience, stories about life events, technology, personality, emotional well-being, self-regulation, interpersonal interaction, adaptation, higher education applicants, language markers.

3.1 THEORETICAL FOUNDATIONS OF STUDYING THE EMOTIONAL EXPERIENCE OF THE INDIVIDUAL

The emotional experience of the individual is an important component of his/her existence, which significantly affects behavior, decision-making and interpersonal interaction. In psychology, emotional experience is considered as a complex phenomenon that includes cognitive, physiological and behavioral components; a set of emotional knowledge that a person receives throughout life and uses when interacting with the world around him/her [1]. Emotional knowledge is a complex integrative category that reflects cognitive awareness, interpretation and systematization of information about emotional states, processes and mechanisms that provide understanding of one's own emotions, the emotions of other people, as well as their impact on behavior, interaction and decision-making. They include the ability to identify, analyze,

explain and regulate emotional manifestations in relation to socio-cultural, psychological and biological aspects. The most favorable spheres of the social environment for the formation or expansion of a person's emotional experience are the educational environment, interpersonal relationships and family. Emotional experience reflects the depth and intensity of emotions that a person experiences in response to external or internal stimuli.

Emotional self-awareness is closely related to emotional experience, since it involves the ability to deeply understand one's emotions, to realize their connection with one's own life experience, and to be able to manage them. This process includes the development of skills for identifying and recognizing one's own emotions, describing them, analyzing the causes and consequences of emotional reactions, and consciously managing them. Through the connection with previous emotional experience, self-awareness allows a person to better understand how their emotions are formed and affect behavior. According to S. Derevianko, emotional self-awareness is an important component of effective functioning in professional and personal spheres of life [2]. It promotes a deeper understanding of one's own emotional state, helps to find optimal ways to respond to difficult situations, and increases the ability to self-regulate. The development of emotional self-awareness is universally useful and can be adapted to the needs of people of different ages and professions, as it provides improved management of emotions and their integration into the overall emotional experience.

Emotional experience of the individual is the basis for the development of emotional intelligence. The functional significance of emotional intelligence lies in the development of emotional awareness, the ability to adequately respond emotionally, expanding the repertoire of adaptive behavior of a person, awareness of one's emotions, increasing emotional competence, etc. According to the research of D. Goleman, a high level of emotional intelligence allows a person to better recognize and control their emotions, while emotional experience remains a more automatic and less controlled phenomenon [3].

Emotional intelligence, in contrast to emotional experience, is a person's ability to understand, regulate and effectively use emotions – both his/her own and those of other people [4]. It is not only about what a person experiences (emotional experience), but also about how they interact with these emotions. M. Zhuravlova considers emotional intelligence as a special way of organizing individual emotional experience, which is characterized by the ability to realize, understand and manage one's own emotions, as well as to influence the emotional reactions of other people [4]. The scientist identifies two key components of emotional intelligence: emotional competence and emotional experience. Emotional competence covers all aspects related to managing emotions, includes the ability to identify and regulate one's own emotions, show empathy, and develop social skills. Emotional experience, in turn, reflects the unique structure of the emotional sphere of each person, which is formed under the influence of their life experience, cultural characteristics, social environment and other factors. Thus, emotional intelligence is a multifaceted system that combines universal elements of competence and the unique emotional experience of each individual.

Speech is one of the main means of expressing emotional experience. It not only transmits information, but also reflects the inner world of the individual, including his/her emotional state. The connection between emotions and speech is two-way: on the one hand, emotions affect the choice of words, intonation and

syntactic construction of sentences; on the other hand, the use of certain language structures can affect the emotional state of the speaker. For example, S. Nolen-Hoeksema and A. Aldao studied how language reflects emotions in different cultural contexts and found that the choice of emotionally colored words can be an indicator of psychological state [5]. In particular, they found that in cultures with a high level of social support, people tend to use positively colored vocabulary even in negative contexts, which may indicate adaptive mechanisms for regulating emotions. At the same time, in cultures where it is customary to openly express negative emotions, the use of words with significant negative emotional valence is more common. This may indicate a higher level of emotional tension or insufficient emotional regulation skills. Thus, the choice of emotionally colored words not only conveys the speaker's emotional state, but can also serve as a diagnostic tool for identifying potential problems, such as depression and anxiety. Their research emphasizes the importance of taking cultural characteristics into account when analyzing speech, since it is the cultural context that significantly influences the linguistic representation of emotions and the ways, in which they are expressed.

Linguistic markers of emotional state, such as interjections and word combinations, are an important means of analyzing the linguistic organization of an utterance, aimed at identifying the feelings and personal characteristics of the speaker. These linguistic elements provide the implementation of an expressive or emotive function, reflecting the emotional context of communication, the speaker's subjective attitude to what is said and his/her desire to emotionally influence the addressee. Interjections that integrate evaluative, modal or emotionally saturated components contribute to a deeper understanding of the speaker's emotional state, allowing to identify both his/her current experiences and stable psychological characteristics. Linguistic markers of emotional state play an important role in psychological research. K. Niederhoffer and J. Pennybaker developed a text analysis technique that allows identifying emotional and psychological features of speech through the frequency of use of certain words, in particular verbs, adjectives and pronouns [6]. For example, an increased frequency of first-person pronouns ("I", "me", "mine") may indicate a high level of reflection and/or anxiety, while frequent use of negatively colored words ("fear", "pain", "anxiety") indicates a negative emotional state.

The study of emotional experience through speech analysis is of great importance both for psychological diagnostics and for the development of correctional programs. The study of linguistic markers can help identify signs of emotional stress or psychological trauma, as well as adapt educational approaches to the needs of higher education students. In the modern context, the importance of such studies is enhanced by the increase in emotional load on education applicants, especially in conditions of global crisis situations, military and social conflicts. The emotional experience of an individual affects the formation of identity, self-regulation, interpersonal interaction and adaptation to life challenges.

Thus, the emotional experience of a person is a multidimensional phenomenon that is deeply integrated into the cognitive, behavioral and physiological aspects of human life. Its study through linguistic analysis opens up wide opportunities for understanding how a person interprets, systematizes and expresses his/her feelings in interaction with the social environment. The connection between emotions and speech is confirmed by numerous studies that emphasize the role of linguistic markers in the diagnosis of a psychological state. The use of emotionally colored words, pronouns, interjections and other language elements

allows us to identify both current emotional experiences and stable psychological characteristics of the speaker. The significance of such studies is increasing in the context of modern crisis challenges, when the emotional load on education seekers reaches critical levels. Linguistic analysis of stories about life events allows us to identify signs of stress, psychological trauma or adaptive resources, which is important in the context of psychological diagnostics and assistance.

3.2 LINGUISTIC AND PSYCHOLOGICAL MEANS OF STUDYING THE EMOTIONAL EXPERIENCE OF A PERSON

A story about life events is one of the most natural ways, by which a person structures and interprets his/her emotional experience. Through language, a person not only conveys facts or information, but also reflects his/her experiences, attitude to events, inner world and unique view of reality. Linguistic analysis of such stories allows us to delve into the emotional dimension of speech, reveal hidden meanings and understand how emotions shape behavior, attitude towards oneself and others.

In psychology, language is an important technology that reflects both conscious and unconscious aspects of a person's emotional state. Features of word choice, emotional coloring of statements, text structure and other linguistic markers are valuable indicators that allow us to identify emotional state, features of cognitive information processing and even the specifics of psychological difficulties.

Linguistic analysis of stories about life events as a method of studying emotions is gaining particular relevance in modern psychology, as it provides access to deep layers of emotional experience, allows us to identify the connection between linguistic manifestations and emotional well-being, and also contributes to the development of practical approaches in psychological work. In this context, it is important to consider approaches to the analysis of such stories, linguistic features of speech, ethical aspects of working with texts and the practical significance of the results obtained.

The cognitive-emotional approach (A. Beck, R. Lazarus, J. Gross, P. Ekman, S. Nollen-Hoeksema, L. Barrett, D. Herman and others) is one of the most comprehensive approaches, used to analyze stories about life events, as it allows us to study the relationship between cognitive processes and emotional reactions that are reflected in human speech. This approach is based on the understanding that a person does not simply tell about what happened, but interprets events through the prism of his/her emotional experience, values, beliefs and previous life experience. In speech, this interaction is manifested through the choice of words, the structure of sentences and the ways, in which people describe their experiences. Therefore, stories become an important source of information about the inner world of a person, their emotions, perception and the way they process information.

The key idea of the cognitive-emotional approach is that emotions are formed as a result of the cognitive assessment of events that a person experiences. For example, the same event can cause different emotions in different people depending on how they interpret it. This means that the speech that a person uses to describe their experiences can provide valuable information about their emotional state and cognitive processes. In stories about life events, emotions are most often manifested through the use of emotionally colored words, such as "joy", "fear", "sadness", etc. For example, if a person describes a certain

event with the words "it was amazing", "I felt happy", this indicates their positive emotional state. In the case of a negative experience, words such as "terrible", "unbearable" may appear. The tone of the statement can be positive, negative or neutral. By analyzing the tone, researchers can understand how a person perceives the event and what emotions are associated with it. For example, a positive tone indicates a resourceful experience, while a negative tone may indicate a traumatic impact of the event.

Life event stories can contain cognitive distortions that reflect a person's emotional state and thinking style. For example, generalization ("always", "never"), catastrophization ("it's all gone", "this is the worst that could happen"), or personalization ("it all happened because of me") are markers of maladaptive cognitive schemas that can influence emotional experience. Identifying such distortions helps to understand how a person cognitively processes their emotional experience.

In life stories, people not only describe the events themselves, but also give them a certain meaning. An analysis of the cognitive aspects of the text allows us to reveal how a person makes sense of what happened to them and what conclusions they draw. For example, words that reflect cause-and-effect relationships ("that is why", "because of") can show how a person understands the causes and consequences of their actions or circumstances. The cognitive-emotional approach pays attention to whether a person sees positive aspects even in difficult situations, or, conversely, focuses exclusively on the negative. The reflective component of stories also plays an important role in the cognitive-emotional approach. When analyzing the text, researchers pay attention to how deeply a person comprehends their emotions and events. For example, the use of statements, such as "I realized that this changed me" or "I learned to appreciate..." indicates the ability to reflect and emotional growth.

The cognitive-emotional approach is important for psychological research, especially in the context of studying emotional experience. It allows you to reveal a person's deep inner experiences through the language, with which they describe the events of their life. It helps to identify adaptive or maladaptive cognitive-emotional models that affect their perception of the world. It allows you to see the dynamics of emotional development through the analysis of changes in the way events are narrated. Identifying cognitive distortions helps formulate strategies for their correction, which can contribute to improving emotional well-being.

Thus, the use of this approach contributes to the development of skills in analyzing speech, identifying emotionally significant aspects of stories and understanding the influence of cognitive schemes on a person's emotional state. In practical psychology, this approach can be used to work with clients experiencing emotional difficulties, since stories about life events are an important technology for identifying sources of stress or traumatic experiences.

A story about life events is not only a way of describing facts, but also a technology for reflecting personal experience, emotional states and individual interpretation of the situation. In the linguistic analysis of such texts, special attention is paid to three key aspects: the selectivity of events, their emotional coloring and the structure of the text, which allow us to identify not only the external characteristics of statements, but also the deep emotional and cognitive processes of the speaker.

A person always chooses for a story only those events that are of particular significance to him/her. This process of selectivity is subjective and largely depends on what emotions, experiences, or values are

associated with certain life events. For example, some people may prefer stories about successes and achievements, which reflects their emphasis on positive aspects of the experience, while others may focus on difficulties, conflicts, or losses that determine their emotional state or even their thinking style. The choice of events may indicate a person's emotional priorities. If a person more often chooses traumatic or negative events to tell a story, this may indicate a high level of anxiety, pessimism, or incomplete emotional processing. The temporal perspective of the choice is also important. A person may focus on past events if they continue to affect their present state, or on future events if they are in a phase of active planning or anticipation.

The emotional coloring of the text reflects how the speaker evaluates the events he/she is talking about and what feelings these events evoke. It is conveyed through the choice of words, the use of emotionally charged expressions, and the intonation of the text. Positive emotional coloring is often manifested in the use of words, such as "joy", "success", and "excitement". It may indicate the resourcefulness of events, their ability to support the speaker's psychological well-being. Negative emotional coloring, which includes words, such as "fear", "sadness", and "loss", may indicate unresolved emotional problems or the significance of these events in the context of life experience. The intensity of emotional coloring is also an important indicator. The use of hyperbole ("it was incredibly difficult") or expressions that emphasize the uniqueness of the event ("this has never happened before") indicates the depth of the emotional impact. The emotional coloring of the text often reveals a person's attitude towards themselves, others, and the world in general. For example, repeated use of negatively colored words may indicate a tendency to pessimistic thinking.

The structure of the text reflects not only the cognitive organization of speech, but also the emotional state of the speaker. Within the framework of linguistic analysis, attention is paid to several parameters [7, 8]:

1. Sequence of events. A structured, logical narrative indicates the ability to integrate events into life experience. For example, a description of an event with a clear beginning, development, and ending indicates cognitive and emotional order. Inconsistency or discontinuity in the presentation (jumping between topics, lack of a clear chronology, etc.) may indicate emotional tension, difficulty in experiencing the event, or even its retraumatization.

2. Sentence length. Short sentences are often used in moments of emotional tension or when recounting traumatic events ("I didn't know what to do. Everything happened very quickly."). Long, complex sentences indicate reflexivity, the ability to meditation and analytically rethinking of events.

3. Logical connections between parts of the text. The use of words like "because", "therefore", "however" indicates cognitive processing of memories of the event, understanding its cause-and-effect relationships. The absence of logical connections may indicate chaotic perception or difficulties in formulating thoughts.

4. Text style. The tension or formality of the text may indicate the internal discomfort, caused by the story. The use of details ("he wore a red jacket", "it was cold and damp") may indicate immersion in memories.

Thus, the linguistic features of stories allow us to assess how a person experiences his/her life experience, what events are significant for him/her, and how they affect his emotional state. Such an analysis can be used in the diagnosis of psychological well-being, identifying resources or areas for work in psychotherapy, as well as in research, aimed at understanding a person's emotional experience in different life contexts.

3.3 LINGUISTIC ANALYSIS OF LIFE EVENT STORIES OF HIGHER EDUCATION APPLICANTS

Life event stories are a unique source of information about emotional experiences and cognitive-emotional processes of the individual. Their analysis allows us to understand more deeply how higher education applicants make sense of important life events, reflecting their feelings, thoughts and meditations in speech. In this context, the results of the study become an important technology for identifying linguistic markers that characterize both positive and negative events. Further analysis of the obtained data allows us to assess how emotional experience affects the speech patterns of education students and what linguistic features are characteristic of different types of events.

The aim of the study is to conduct a comparative analysis of linguistic markers of emotional experience in stories about positive and negative life events of higher education students.

The analysis of life event stories is an extremely valuable method for studying the emotional experience of an individual, but its application requires compliance with certain ethical norms, since these narratives often include sensitive information related to experiences, emotions, traumatic events, and can be emotionally difficult for the respondent. In the study, we adhered to the following ethical principles:

1. The principle of confidentiality.

Confidentiality is the main principle of any research that includes personal information. People who tell about their life events must be sure that their words will not be used against them or transferred to third parties without their consent. All narratives were depersonalized, that is, the texts did not contain identifying data that could reveal the identity of the respondent (names, addresses, or any specific details that allow identifying a person). Conventional designations were used for further analysis. The respondents were provided with information about how and where their stories would be used, which built trust in the researchers.

2. Informed consent.

Before the study began, informed consent was obtained from the respondent, which assumes that the person clearly understands the purpose of the study, its procedures, possible risks and benefits. The respondents were informed that their stories would be analyzed, what aspects would be investigated (e.g., emotional coloring, text structure, etc.), and how the results would be presented in the future. The respondents had the opportunity to refuse to participate at any time without any negative consequences. Participation in the study was voluntary.

3. Avoidance of retraumatization.

A particularly important aspect in working with life stories is minimizing the risks of retraumatization. During the study, events that were traumatic for the respondent (e.g., loss of loved ones, difficult life circumstances) may be discussed, and revisiting such memories can cause significant emotional discomfort. The researchers created a psychologically safe atmosphere, in which the subjects felt supported and understood. The questions, asked by the researchers, were formulated in a way that minimized emotional burden. Instead of directly asking about the traumatic event, soft wording was used, which gave the respondent the opportunity to decide how deeply he/she was ready to immerse him/herself in his/her experience and talk about it.

4. Ethical interpretation.

The analysis of the texts took into account the context of the story, the uniqueness of the experience and possible limitations in the speaker's expression of thoughts. The researchers tried to avoid subjective bias and not distort the meaning of the respondent's statements. Each interpretation was supported by factual data from the text.

5. Respect for personal boundaries.

The researchers took into account that a person may not want to share certain aspects of his/her life and gave the respondents the right not to answer the questions or to stop the story if they felt uncomfortable. The respondents were invited to tell at their own pace, without pressure or imposition of additional questions.

The ethical aspects of life story analysis are extremely important for ensuring safe and correct research on emotional experience. Maintaining confidentiality, avoiding retraumatization, ensuring voluntariness and transparency of participation allow not only to obtain high-quality data, but also to maintain the trust of respondents. Only if ethical principles are observed, story analysis can become a technology that contributes to a deeper understanding of the emotional world of a person.

The study was conducted in the 2023–2024 academic year at the Semyon Kuznets Kharkiv National Economic University. 72 higher education students, 2–4 years of study from various faculties, participated in it. The age of the participants is from 18 to 21 years, which ensured the representativeness of the sample for research on the emotional experience of higher education students.

Linguistic analysis of stories about life events of higher education students is an important technology for studying emotional experience, since language is not only a means of communication, but also a means of reflecting the subjective world of a person. Speech allows us to reveal the specifics of experiences, cognitive processes and individual characteristics of a person. Understanding emotional experience through linguistic markers will help students of psychological education to more deeply understand the nature of emotions, learn to analyze non-verbal and verbal manifestations of an emotional state, and also improve empathy skills.

Each student was asked to tell about two events from their own life: one clearly positive and one clearly negative. The story lasted on average from 2 to 5 minutes. All stories were recorded on an audio device with the consent of the participants. This approach allowed to ensure accuracy in the reproduction of speech and to preserve the authenticity of the emotional context. The recorded stories were carefully transcribed into text format, observing the linguistic features of the statements, including pauses, intonations and other linguistic nuances. This made it possible to analyze the texts with maximum accuracy, preserving their original structure.

To check the normality of the data distribution, the Shapiro-Wilk test was used (**Table 3.1**). The Shapiro-Wilk test is more sensitive and provides more accurate results for small samples (up to 100 observations).

● **Table 3.1** Results of checking the normality of the data distribution

Test	W-statistics	p-value
Shapiro-Wilk	0.95	0.08

The results indicate that $p = 0.08 > 0.05$, i.e. the data correspond to the normal distribution. For the mathematical and statistical analysis of the results, the student's t -test for paired samples was used.

For each story, a quantitative and qualitative analysis was conducted, which included the following stages:

1. Quantitative analysis of the text: determining the total number of words in each story. Counting the number of words denoting emotions (for example, "joy", "fear", "delight", "sadness"). Calculating the average length of sentences to assess the cognitive complexity of the text.

2. Analysis of grammatical characteristics: counting the number of verbs that reflect the dynamics of events and their perception. Determining the number of adjectives that characterize the emotional coloring of the text. Analysis of pronouns (in particular, first-person pronouns), indicating the level of involvement of the speaker in the events.

3. Qualitative analysis: identifying the emotional coloring of the text (positive, negative, neutral).

4. Analysis of the structure of the story: sequence of events, logical connections between sentences and details of the description.

The methods used made it possible to obtain objective quantitative indicators that reflect the linguistic and emotional characteristics of the texts, as well as to identify individual differences in the emotional perception of positive and negative events. This created a basis for further analysis of the influence of emotional experience on linguistic behavior and cognitive-emotional characteristics of higher education students. The results, obtained in the study, are presented in **Table 3.2**.

● **Table 3.2** Linguistic markers of emotional experience of higher education students

Linguistic markers	Positive event M(SD)	Negative event M(SD)	t	p -level
Number of words	206.3 (6.5)	267.5 (8.4)	7.18	≤ 0.001
Number of words that denote emotions	19.4 (3.7)	31.9 (5.2)	2.29	≤ 0.05
Number of words in a sentence	10.2 (2.1)	18.4 (3.7)	1.51	> 0.05
Number of verbs	31.3 (5.2)	50.7 (7.5)	3.55	≤ 0.001
Active verbs	23.5 (4.6)	20.3 (4.1)	0.59	> 0.05
Passive verbs	7.8 (2.3)	30.4 (5.6)	4.15	≤ 0.001
Number of adjectives	8.9 (1.7)	17.6 (3.3)	1.62	> 0.05
Number of pronouns	16.7 (3.4)	28.5 (5.1)	2.16	≤ 0.05

The results of the study indicate that the number of words in stories about negative events is significantly greater than in stories about positive events, which is confirmed by statistical significance ($p \leq 0.001$). This fact may indicate increased cognitive complexity and emotional intensity of processing negative experiences. When describing negative events, a person often tries to understand them more deeply, find logical explanations or even justify their emotional state, which leads to a more detailed and extensive

presentation. Negative events are usually more difficult to integrate into life experience, as they are often associated with emotional stress, uncertainty and the search for cause-and-effect relationships.

As R. Lazarus and S. Nollen-Hoeksema note, negative experiences require greater cognitive activity, as a person seeks to find the meaning of events in order to alleviate their emotional experience [5]. This process often includes repetition and detailing of events, which increases the number of words. In addition, in stories about negative events, a tendency to reflect is often observed, that is, to think over the event and its possible consequences again. In psychological studies, this process is described as rumination – a tendency to dwell on negative thoughts [5]. Therefore, speech becomes more verbose and detailed. Negative events, as a rule, are associated with high emotional intensity, which requires additional verbal expression. This is confirmed by the studies of P. Ekman, who notes that negative emotions have greater weight for human survival, since they are associated with stress factors and resource mobilization [7]. In speech, this is manifested through detailed reconstruction of events and emotional reactions to them. The results obtained are consistent with the conclusions of a number of previous studies, which emphasize that a person tends to use a larger number of words when describing negative or stressful events, since such events require more detailed processing [7]. The results of these studies showed that it is precisely detailed descriptions that help an individual more easily integrate traumatic experiences into their life history.

In a study of speech during the description of positive and negative events, it was found that negative memories contain more contextual details and justifications, since their rethinking is important for adaptation [8]. According to the theory of J. Pratt, negative events are better recorded in memory, since they cause stronger emotional reactions. This enhances their detailing in speech, since negative memories automatically cause the need for their careful discussion and reconstruction [8]. L. Barrett, in his theory of constructed emotions, emphasizes that negative emotions are often the result of complex cognitive-emotional processes that are represented in speech through longer, more reflective, and detailed statements [3].

In contrast to narratives about negative events, narratives about positive events are more concise and dynamic. This may be due to the natural acceptance of positive events, because positive experiences are perceived as expected or harmonious and do not require deep analysis; less cognitive processing, because positive events do not require such detailed thinking, since they do not carry a threat or stress; and talk about positive events is often focused on the final success or pleasant emotions, rather than on the process. Therefore, the results obtained indicate that negative events require more cognitive and emotional processing, which is manifested in an increase in the number of words. These data are consistent with previous research in psychology and linguistics, which emphasizes the significant role of speech in the process of reflection, integration and adaptation to complex life experiences.

Narratives about negative events use more words denoting emotions than in narratives about positive events. This difference is statistically significant ($p \leq 0.05$). This result indicates that negative experiences are more emotionally charged and encourage the speaker to use emotionally charged words more actively to express his/her inner state. Experts argue that verbalization of emotions is a key mechanism for regulating emotional states. In the context of negative events, a person more often uses emotionally charged words in order to more accurately convey his/her experiences and reduce psychological discomfort [8]. Studies confirm that stories about negative experiences are characterized by higher emotional intensity,

since the speaker tries to convey the full range of feelings, caused by the event [6]. The use of emotional words serves not only as a way to convey the content of the event, but also their personal significance. Unlike negative events, stories about positive experiences are usually less emotionally charged, since positive experiences require less cognitive processing — they are often perceived as natural or expected. Emotional coloring is more generalized — a person uses a limited number of positive emotional words, such as “joy”, “happiness”, “excitement”. In positive stories, speakers focus more on results and active actions than on emotional details. Thus, the results of the study confirm previous scientific findings that stories about negative experiences are more emotionally saturated. The increased number of words denoting emotions in negative texts indicates an attempt by the speaker to verbalize his/her emotional state, which is an important step for integrating this experience into the life story.

The study has found that the average number of words per sentence in stories about negative events is slightly higher than in stories about positive ones, but this difference is not statistically significant ($p > 0.05$). This suggests that when describing negative experiences, speakers tend to use more complex constructions, trying to convey the context or reasons for the event in detail. However, this pattern is not constant for the entire sample. Interestingly, previous studies, in particular the work by K. Niederhoffer and J. Pennebaker, indicate similar patterns: negative experiences often stimulate the creation of more extensive and detailed texts [6]. However, the individual style of speech, the context of events, or even the level of emotional involvement of the speaker can significantly influence these indicators, which was reflected in the results of our study. Thus, although we observed a trend towards more complex constructions in stories about negative life events, it was not sufficient to confirm a statistically significant difference. This result indicates the need for further study of the problem, taking into account a larger sample and expanding the parameters of text analysis.

The results of the study demonstrate important differences in the use of verbs in stories about positive and negative life events, namely: the total number of verbs in stories about negative events is significantly higher ($p \leq 0.001$), which may indicate increased cognitive activity when describing actions that played an important role in the development of negative situations. At the same time, the difference in the number of active verbs between positive and negative stories is not statistically significant ($p > 0.05$). This indicates that the description of active actions is important for both positive and negative experiences. The number of passive verbs in stories about negative events is significantly higher ($p \leq 0.001$), which emphasizes the emphasis on lost control or the influence of external circumstances in a negative context. The increased number of verbs in stories about negative experiences is natural, since such events are usually associated with the need to describe the development of a situation, its causes and consequences. A person seeks to explain in detail what happened, why it happened, and what actions or factors influenced the situation. The lack of a statistically significant difference between the number of active verbs in stories about positive and negative life events may be due to the fact that both types of events include a description of specific actions that are meaningful to the speaker. In stories about positive events, active verbs are often used to emphasize achievements, initiative or energy, associated with the event (“I created”, “did”, “achieved”). In stories about negative events, active verbs can be used to describe struggles, efforts or attempts to avoid unpleasant circumstances (“I tried”, “protected”, “fought”). This result is consistent with the results of

the work by B. Feldman and R. Lane, who note that active actions remain a central element of any emotional experience, regardless of its positive or negative nature [1].

The dominance of passive verbs in stories about negative life events reflects the feeling of powerlessness or dependence on circumstances, characteristic of negative experiences. This may indicate that a person perceives him/herself more as an object of external influences, rather than as an active participant. For example, the stories often contain phrases, such as "I was forced", "I was lost", "I was abandoned", which emphasize the passive role of the speaker in the situation. Research confirms that the experience of stressful or traumatic events is usually accompanied by an emphasis on external factors that limit the person's control over the event [5].

J. Pennebaker and colleagues found that stories about negative experiences include more dynamic elements, such as verbs, due to the need to describe actions in the development of events [6]. At the same time, his works also note that passive constructions dominate in negative texts, emphasizing the vulnerability of a person and the influence of circumstances on him/her. Scientists note that active actions in the description of positive and negative events perform different functions: in positive ones they serve to emphasize achievements, and in negative ones – to express emotional tension or struggle with difficulties. At the same time, passive verbs are key markers of loss of control [7]. In her analysis of stories about traumatic events, T. Nazarenko showed that the number of passive constructions increases as the speaker's level of emotional tension grows [6]. This is consistent with our results regarding a significant number of passive verbs in stories about negative life events. Thus, the obtained results emphasize that negative events cause increased speech activity due to the need to describe the dynamics of events and cause-and-effect relationships, which is confirmed by a significantly larger number of verbs in such stories. At the same time, the dominance of passive verbs in negative texts reflects a sense of loss of control and dependence on circumstances. Active actions remain important in both positive and negative contexts, indicating their versatility in constructing emotional narratives. These results are consistent with previous research and demonstrate the versatility of speech as a tool for conveying emotional experience.

In stories about negative events, more adjectives are used than in stories about positive events, but the difference is not statistically significant ($p > 0.05$). This indicates a tendency towards a more detailed emotional description of negative events, but the data obtained do not allow us to conclude about the stability of this pattern for the entire sample. Adjectives are used in speech to characterize objects, actions or phenomena, in particular with an emphasis on emotional coloring. In stories about negative events, speakers may resort to adjectives more often in order to convey their attitude to the situation, emotional state or emphasize the significance of the event (for example: "terrible day", "unbearable pain", "anxious situation"). Negative events are often perceived as emotionally intense, which requires accurate verbalization of the description. Adjectives help to reflect the emotional spectrum of experiences and create a more vivid picture of the event. Despite the fact that in stories about negative events there is a tendency to use a greater number of adjectives, the lack of a statistically significant difference between their number is probably due to the individual speech styles of the respondents, which affect the volume and structure of the texts; the emotional nature of the events, when not all negative events caused the same intensity of experiences, and therefore did not always require a detailed description using adjectives. J. Pennebaker noted in his works that negative events

cause the need for a detailed description, which often includes adjectives to more accurately reflect the emotional coloring of the experience [6]. However, the results of his study also demonstrated that individual differences in speech style can reduce the stability of this phenomenon. L. Barrett emphasized that the story about negative events more often includes emotionally colored words, in particular adjectives, since a person seeks to verbalize his/her own complex emotions [3]. However, she noted that the level of use of such words depends on the emotional competence of the speaker and his/her ability to accurately identify his/her feelings. Studies of stories about traumatic events have found that adjectives are more often used to describe negative experiences, but this effect becomes significant only for texts with high emotional intensity [11]. This confirms that the use of adjectives is not a stable characteristic for all stories about negative events. Scientists note that adjectives as a part of language are one of the key tools for transmitting emotions. They found that in negative speech, adjectives perform the function of enhancing emotional coloring, while in positive speech they serve mainly to convey a generalized assessment [7]. Therefore, the tendency to use more adjectives in stories about negative life events indicates an increased need for emotional detail in the description. However, the results show that this pattern is not stable, it may be due to individual speech styles and different emotional intensity of events. These findings are consistent with previous studies and emphasize the importance of further studying the influence of emotional context on the use of adjectives in speech.

In stories about negative events, more pronouns are used than in stories about positive ones, the difference is statistically significant ($p \leq 0.05$). This may indicate increased reflexivity of the speaker, as well as his/her emotional involvement in the negative experience, in particular due to the frequent use of first-person pronouns ("I"), which emphasize the personal significance of the events described. The frequent use of first-person pronouns in negative stories may be associated with the self-reflection of the speaker, who is trying to make sense of his/her experience. Negative events often cause the need to understand their impact on him/herself, his/her own feelings, actions and consequences. For example: "I could not understand why this happened", "I felt a lot of pain", "It was difficult for me to accept this". In stories about negative events, a person focuses on his/her own experiences, which reflects his/her desire to describe his/her emotional state and justify his/her personal attitude to the events. This is consistent with research showing that negative events are more emotionally intense than positive ones and, consequently, provoke deeper introspection. Positive events, on the other hand, tend to be less reflective and focused on outcomes or other people (rather than the author). In such narratives, the speaker may use more second- or third-person pronouns ("We celebrated", "They supported me"), emphasizing the interaction rather than individual experiences. First-person pronouns are often used in texts related to negative experiences because of the speaker's need to focus on him/herself. They may be markers of heightened self-awareness and emotional involvement in the events being described. L. Barrett emphasizes that first-person pronouns are key in expressing emotional experiences, especially negative ones. She accentuates that an increased number of such pronouns indicates a deep emotional integration of the event into the speaker's personal experience [3]. Researchers of narrative texts note that first-person pronouns are more often used in negative contexts, as such events cause a greater need to express emotions, associated with personal trauma or responsibility [10]. It has also been found that first-person pronouns reflect the level of subjective perception of control over events. In negative texts, they often indicate a feeling of guilt, sadness or frustration, which enhances the emotional weight of the events described.

That is, negative events usually cause stronger emotional reactions, which force the speaker to focus more on him/herself and his/her emotional state. In stories about negative events, there is often an attempt to find the causes of the situation or his/her own mistakes, which can lead to a more active use of first-person pronouns. Unlike positive events, which are often associated with interpersonal interaction (celebration, cooperation), negative events are more associated with personal experiences, which enhances the use of the pronouns "I", "me", "mine". The results obtained indicate that first-person pronouns are an important linguistic marker of emotional involvement in negative experiences. Their increased use indicates deep reflection on the part of the speaker, an attempt to comprehend one's own role in events and express one's emotional state. These findings are consistent with previous studies that demonstrate a connection between pronouns and emotional intensity of experiences. At the same time, the results obtained emphasize the importance of further analysis of this phenomenon for a deeper understanding of the role of speech in reflecting emotional experiences.

3.4 DISCUSSION OF THE RESULTS OF SECTION 3

Thus, the conducted study allowed to identify differences in the linguistic characteristics of stories about positive and negative life events of higher education applicants. The main results indicate that negative events are more often accompanied by a greater number of emotionally colored words, first-person pronouns, verbs (especially passive ones) and longer sentences. These features reflect the increased cognitive activity and emotional involvement of the speaker, which are characteristic of processing negative experience. At the same time, the absence of statistically significant differences in some parameters (for example, active verbs and adjectives) indicates the influence of individual language styles and peculiarities of perception of the situation on the characteristics of the story. The significance of the study results lies in confirming that linguistic analysis is an effective technology for studying emotional experience. The description of negative events by higher education students demonstrates both a desire for reflection and a need to verbalize complex experiences. These aspects can be used for a deeper understanding of individual emotional characteristics and the impact of life events on the psychological state of the individual.

The results obtained are of practical importance for the training of future psychologists in higher education institutions, as they can be used to develop the skills and abilities of speech analysis. Mastering the means of linguistic analysis will help psychological education students learn to recognize emotional markers in the speech of subjects of professional activity to diagnose their psychological state, attitude to the situation, level of reflection, etc. Analysis of stories about a person's life events is an important component of psychological assistance, and the data obtained can become the basis for training students in collecting and interpreting such stories. Understanding how memories of negative life events are reflected in speech will allow future psychologists to work productively with traumatic experiences in a psychologically safe space. The analysis of linguistic markers in the speech of other people can help future psychologists establish connections between speech and emotional experience. Thus, the results of the study can be integrated into the process of training psychological education applicants through specially organized trainings, master classes and practical classes, which will contribute to the formation of the necessary professional competences.

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