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Abstract: *This article examines the impact of depression on education, and more specifically, on learning a foreign language, which is a common problem among young people around the world today. There are several factors that prevent depression from learning a foreign language. Among them, this article analyzes only the cognitive and physiological effects of depression and its consequent impact on the learning performance of young people.*

Аннотация: *В данной статье рассматривается влияние депрессии на образование, а точнее, на изучение иностранного языка, что сегодня является распространенной проблемой среди молодежи во всем мире. Есть несколько факторов, которые мешают депрессии при изучении иностранного языка. Среди них в этой статье анализируются только когнитивные и физиологические эффекты депрессии и ее последующее влияние на успеваемость молодых людей.*

Annotatsiya: *Bu maqola hozirgi kund butun dunyo miqyosida ko'p uchrayotgan va yoshlar aziyat chekayotgan depressiya kasalligining ta'lim olishga, aniqroq qilib aytganda, biror chet tilini o'rganishga ta'sirini o'rganadi. Depressiyaning chet tilini o'rganishga to'sqinlik qilayotgan omillari bir nechta. Bu maqola ular orasidan faqat depressiyaning kognitiv va fiziologik ta'sirini va uning natijasida yoshlarning o'rganish faoliyatiga ta'sirini tahlil qiladi.*

Key words: *Depressive states, pragmatic approach, cognitive-behavioral therapy, decision making, executive functioning, academic performance, scholastic difficulties.*

Introduction: To start with, we can assume that depression is a multifaceted construct with different components (low mood, sadness, tiredness, loss energy and concentration). In addition to this, behind the word depression

there is a complex meaning studied and defined from the end of the nineteenth century when German psychiatrist Emil Krapelin began referring to various forms of melancholia as 'depressive states' due to the low mood that defines it. Krapelin also approached to mental illness differently- separating depression into two categories: manic depression and dementia praecox. He distinguished between depressions that had an internal or external cause. If the depression was brought on by an external tragedy, like the death of a loved one, it was categorized as manic depression and was anticipated to be episodic and transient. Depression without a recognized, outside cause, on the other hand, was said to have 'grown' out of the person's brain and was therefore regarded as a detachment from reality, much like modern-day schizophrenia. This article aimed to examine the relation among depression and academic performance of students. That is why we need to understand why it is so common among our generation.

Literature review: As scientists and medical professionals work to comprehend this intricate mental illness that impacts millions of people globally, the field of depression studies has seen significant change. This study of the literature looks at important publications that present a range of viewpoints on depression, including personal accounts, clinical methods, and scientific studies. This review highlights current understandings of depression's causes, effects on individual lives, and diverse treatment techniques through an analysis of Kay Redfield Jamison's *An Unquiet Mind*, David D. Burns' *Feeling Good: The New Mood Therapy*, and Andrew Solomon's *The Noonday Demon*.

Through a combination of cultural study, personal experiences, and scientific investigation, Solomon's *The Noonday Demon* offers a thorough examination of depression. Solomon's work is especially recognised for its multidisciplinary approach, which addresses depression as a social and philosophical issue in addition to a medical one. His approach explores both environmental and genetic components, highlighting the complex network of elements that lead to the emergence of depression. Solomon's focus on the stigma associated with mental illness is one important component of his writing. He talks about how societal perceptions might prevent people from getting treatment,

which worsens the effects of the illness. Solomon also offers a critical examination of pharmaceutical interventions and their drawbacks, highlighting the necessity of individualised, comprehensive treatment plans.

A pragmatic approach to treating depression is provided by Burns' *Feeling Good*, which highlights cognitive-behavioral therapy (CBT) as a successful non-pharmacological treatment. According to Burns, cognitive behavioural therapy (CBT) assists patients in recognising and altering negative thought patterns that fuel depression symptoms. His research has helped to establish cognitive behavioural therapy (CBT) as a cornerstone of treatment, particularly for mild to moderate depression. Burns emphasises the cognitive aspects of depression by focussing on cognitive distortions including overgeneralisation and all-or-nothing thinking. He contends that people can significantly lessen their depression symptoms by reorganising their thoughts. The book is a mainstay in self-help literature and a useful tool in therapeutic settings because of its approachable language and useful exercises.

In her memoir, *An Unquiet Mind*, Jamison describes her experience of having bipolar disorder, which includes times when she experienced extreme depression. Jamison offers two viewpoints: that of a mental health practitioner and that of a patient. Her distinct point of view enables her to examine the effects of psychiatric treatment as well as the difficulties that mood disorders present on a personal and professional level. In order to comprehend the subjective experience of bipolar disorder and depression, Jamison's work is very crucial. She talks about how medication, particularly lithium, helps her manage her symptoms and the challenges of sticking to her treatment plan. By humanising the experience of mental illness and demonstrating the emotional and psychological toll that mood disorders have on sufferers and their families, her story adds to the body of literature.

Methodology: As for the depression's impact on cognitive functions and physiological states, it is a well-researched area in neuroscience and psychology. Decision-making, executive functioning, memory, and attention are just a few of the cognitive processes that are severely impacted by depression. Depression

frequently affects short-term memory, which makes it hard to remember things. This has an impact on language learning since it necessitates remembering grammar rules, vocabulary, and contextual usage. Research has demonstrated that the hippocampus, a region of the brain involved in memory formation and storage, is connected to depression-related cognitive deficiencies in memory. Because depressed symptoms like rumination—the incessant pondering of unpleasant thoughts—can impair concentration, people with depression may find it difficult to focus. This makes doing activities that call for prolonged focus, like reading or picking up a new language, challenging. Executive functioning, which includes planning, problem-solving, and flexible thinking, can also be lowered by depression. This hinders critical components of learning new abilities, such as task switching and learning strategy adaptation.

The effects of depression on learning and brain activity have been examined in recent research on depression and cognitive performance. For example, researchers at Stanford University used brain imaging and cognitive tests to compare the effects of several antidepressant treatments on 1,008 adults with major depressive disorder. They identified a cognitive subtype of depression that affects roughly 27% of patients and is typified by decreased activity in the frontal areas of the brain and impaired executive function. Common SSRIs frequently do not work well for this subtype, indicating the necessity for more specialised treatment methods. It is evident from recent studies that depression has a major impact on learning and cognitive processes. A subtype of depression that affects executive functions like planning, attention, and decision-making has been found by Stanford University studies. Reduced activity in particular brain regions, such as the dorsolateral prefrontal cortex, is associated with these cognitive deficiencies. Standard antidepressants frequently don't work well for this kind of depression, which suggests that additional individualised treatment methods are required.

The difficulties young people encounter when learning foreign languages are significantly correlated with depression, according to current evidence. Around one in seven teenagers (ages 10 to 19) worldwide suffer from mental

illnesses like anxiety and depression, which are among the leading causes of impairment in this age group, according to the World Health Organisation (WHO). Concentration, motivation, and general cognitive function—all crucial for language acquisition—are impacted by these disorders. According to the CDC, kids and teenagers in the US who suffer from anxiety or depression frequently have trouble in school and with attendance. This is in line with research from the UK mental health charity Mind, which found that 96% of young people polled said their mental health problems had affected their academic performance. Furthermore, 78% of respondents said that their mental health disorders were made worse by their educational environment.

Conclusion: The complex relationship between depression and academic achievement was examined in this study, with a focus on how depression impacts young people's capacity for learning and memory. Depression is a complicated illness with wide-ranging consequences, such as cognitive deficits that affect memory, focus, and executive function. It is not just one mood disorder. Historical viewpoints, like those presented by Emil Kraepelin, emphasise the long-held knowledge that depression can have a variety of shapes and effects, depending on whether it is brought on by internal or external factors. We learnt from a variety of methods through the literature review, including Burns' useful cognitive-behavioral techniques in *Feeling Good*, Solomon's cultural and personal investigation in *The Noonday Demon*, and Jamison's dual viewpoint as patient and physician in *An Unquiet Mind*. Given that depression involves social, cognitive, and neurological components that need for specialised care, these works emphasise the value of tailored treatment plans. The relationship between depression and cognitive function has been supported by recent research, which shows that certain forms of depression can have a direct impact on the parts of the brain related to memory and judgement. These cognitive difficulties have significant effects on pupils, particularly when it comes to tasks that require concentration and memory, like learning a foreign language. Additionally, data from global health organisations like the CDC and WHO show that mental health issues have a big impact on young people's academic performance worldwide. In

order to address depression's role in scholastic difficulties, it is crucial to comprehend its varied effects on cognitive processes.

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