"HEALING AMNESIA" IN PERSONS WHO ARE FORCIBLY DISPLACED BY WAR: DAR MULTILINGUA AS A TOOL FOR OPTIMIZATION THE MEMORIZATION PROCESS IN THE FRAME OF INTEGRATION AND SOCIAL INCLUSION

Annotation. The process of learning foreign languages may represent numerous challenges for people in an ordinary life. Since the very childhood individuals are being limited and blocked by their local communities, family members, who claim that he/she does not possess necessary predispositions, abilities, knowledge, time or necessity to learn new language. He/she is not able to do it. It builds numerous barriers between a learner and a new language. Additional barriers are usually built by not motivated or non-professional language teachers. These blocks/limitations reflect also on the subsequent attitude of the persons to learning foreign languages. However, the refugees and other persons, who were forcibly displaced from their home land as a result of war/armed conflict/political or economical instability/persecution etc., face diametrically different challenges. Among them we name PTSD, anxiety, feeling of stranger, as well as refugee syndrome and “healing amnesia”. To go through last ones we shall change the attitude towards learning and raise awareness to differences existing between forcibly displaced persons and ordinary migrants in the frame of integration and social inclusion. Refugees, particularly, are in need of an absolutely different strategy of learning foreign languages in the frame of integration program. Thus, in their case, the process of learning shall become a remedy for negative experiences and memory erasing that they experience as a result of drastic events of the past. DAR Multilingua-Multipersonalitia allows healing through learning foreign languages, and, therefore, gaining new skills, integrating, experiencing social inclusion and healing basic human’s personality through unique attitude to learning foreign languages process.

Research results. The process of learning foreign languages appears to be usually difficult, challenging and time-consuming for all those people, who have decide to be immersed partially or completely, temporarily or permanently into another culture and linguistic zone. A long way to obtaining appropriate linguistic skills requires a high level of grit, responsibility and perseverance. Most foreign language teachers around the World claim additionally, that the modern generation in particular, therefore, young people born after 1995 can be treated as a “lazy generation, sometimes even unable to study hard and learn something properly”. The same position is also being postulated towards the issue of memorization. If we are analyzing specifically the process of learning foreign languages, it is exactly the problem with memorizing something (new words, grammar construction), which is being emphasized as a main reason of lack of success in this or
that student. Traditionally, while analyzing so-called “problematic learning” and/or “problematic memory” scientists, alongside with a wide range of social worldwide community representatives, try to raise global awareness to a severe influence of social media, television and other sources of “poor information”, which distract the attention of potential students, make the “memory storage” of a particular person “full” and unable to accept any kind of outer information and, what is more, exhaust the individual both mentally and physically, what also aggravates the process of learning. On one hand, we cannot totally eliminate the potential negative influence of all factors mentioned above. However, those individuals who try to present social media and the Internet in general as a “center for World’s evil force”, usually do underestimate an additional positive impact of World’s net on every student around the globe. Thus, multiple free of charge learning resources, YouTube videos and numerous self-study guidebook have definitely improved the general learning tendency in current youngsters. There are numerous people from disadvantaged families, families with a low income or difficult social situation, who sometime could not afford payable course and now, thanks to free Internet sources, the younger generation of those families was finally able to make a breakthrough towards multigenerational social and educational shekels that divided them from ordinary people in a given society.

What is more, the issue of learning foreign languages is traditionally marginalized because of potential beneficiaries of the learning programs. Thus, most of representatives of a global community think usually, that main target group of all study programs are migrants (who desire to change the state of their permanent stay afterwards) or professionals, who have both time and financial capacity to afford linguistic self-development in the aim of achieving even more professional successes and salaries. At the same time, as our own observations in the frame of the current research emphasize, almost nobody declares tourists, foreign language passionate and other people of a very similar range, to be “serious linguistic programs beneficiaries”, because, for 97% of our survey’s respondents on the aforementioned matter, “the goal to learn foreign language” plays the most important role. And, therefore, “the goal” shall be “always serious” and cannot be accumulated inside the definition of “interest” or “hobby”. The following marginalized attitude leads sometimes to development of even more old-fashioned tendency to distinguish various representatives of a given society by dividing them into ones, that “are supposed to know multiple languages, because of their occupation, professional sphere they are involved into, multinational family backgrounds etc.” or those, “for whom the language learning is an unnecessary way of spending free time and/or those people belong to a such kind of a social group, which neither travels, nor do “a serious job”. According to the fact that most representatives of a global society do still possess a limited way of thinking on learning foreign languages and on the learning process in general, most people, who try no matter what to break the shekels of prejudices and multigenerational “ordinary way of living” face multiple challenges on their way to obtaining desirable linguistic skills. This is an exact moment, when they hear that “they do not have both predispositions and/or special abilities to learn languages”, they are “easily distracted and face difficulties while focusing”, or, finally, the general social surroundings do not accept this way of spending time and/or self-development.

We do admit that ordinary people living in our modern society, every time they want to upgrade their linguistic skills, face prejudices and biases typical to any given community. This tendency cannot be connected with only one exact community, but rather to most societies on our continent and around the World in general as well. We definitely recognize countries, where people speak couple of foreign languages (up to 80% of society), but we also not that the dominant number of countries have a drastically low percentage of people speaking another language than their local one, particularly, because of reasons we have mentioned above. What is more, “linguistic stigmatization” that we have previously described” cannot leave the process of interaction with foreigners, including migrants, refugees and other forcibly displaced persons without consequences. Thus, newcomers arrive to an accepting country and find themselves in a
situation of being helpless, as either local community does not speak English very well, or does not speak it at all. When we are analyzing particularly situation of persons, who have been forcibly displaced abroad by war, we can emphasize that their circumstances of arrival are totally different from ones, where ordinary migrants find themselves. Therefore, they find themselves helpless in front of necessity to start their life from the very beginning, learn new language immediately and integrate into the society, which was enigmatic to him/her before. What makes situation even worse, is that sometimes arrive people speaking foreign languages (even couple of them), but they still cannot feel confident, because a given country requires their exact language and there is no other spoken freely around. Even for the period of a very beginning.

Besides, forcibly displaced persons declare numerous additional limitations that appear as a result of their “special circumstances of arrival”, even though they can be not affected by negative prejudices and biases of their own society. These limitations can delay process of integration and social inclusion and sometimes can make even the best language integration courses useless and, therefore, to prolong the period of “feeling a stranger”. To present “real-life” situations and to explain the aforementioned tendencies applying practical cases, we have led a research by engaging people of different age, gender and background to describe the process of learning local language once they have arrived into a territory of an accepting country. Below, we are going to present an important abstract of the questionnaires.

Study groups: For our current research discussion we have chosen three demonstrative cases, based on stories shared by persons that were forcibly displaced from their home land by war, who had a necessity to flee from their homeland abroad and did have a necessity to obtain new linguistic skills to enable their personal social inclusion, integration and professional self-development. Therefore, among 42 respondents of our anonymous survey, which was led in the frame of a volunteer activity delivered by the authors of this article, who are simultaneously work as a volunteer in the international non-formal group DAR for peace and equality based in Milan, Italy, dedicated to support forcibly displaced persons from all over the world, who are representatives of all possible societies, national, cultural and religious backgrounds, as well as both advantaged and less advantaged communities (speaking about the before-war period). All respondents of our survey are exceptionally people, who fled from war, due to the fact that on the basis of our current research we would like to disclose objective and grave consequences of the war stresses influence on the individual’s memorization process.

Thus, hereby we are going to present the following personal stories of our respondents: Girl, 19 y.o. student: ‘‘Well, I can admit that I was told not to have enough predispositions and possessing typically “technician mind”, and even I personally for a long period of time though that probably I was not talented enough to be a professional foreign language speaker, but that fact that I am able to learn it until a proper level was indisputable for me. My teachers at school were low motivated to share a high-quality knowledge with us, my awareness on available on-line sources was limited, therefore, the process of learning foreign language was aggravated multiple times by outer factors. Once the war in my home country started and I had to flee to Poland, I recognized that however I was completely separated from my family, friends and home town, I felt relieved and freed from social outer burdens that limited me from learning foreign language and try my potential in full! I finally had a chance to learn it, I even met the most motivating teacher, who has also become my best friend afterwards! And….suddenly, I understood that my whole existence, my “new life” became a some kind of a roller coaster, where I could wake up motivated for 150% to achieve all goals that exist in my life and then, in an hour and a half I was so exhausted, disoriented and “smashed” that I barely could talk to others, including my teacher, who, I imagine, did not have an easy time with me, because besides sharing her great knowledge, she always needed to support me with her endless inner energy and positivity. But, in reality, 80% of my time I felt devastated. I cannot say that I got stuck in my homesickness or anxiety because of war in my country. Well, I was, but not in an exaggerated way. I mean, I thought about it, but
there were no constant worries in my inner personality. Oppositely, I always believe that my country will win and our warriors will protect our territorial freedom and independence. Therefore, worries - no, pride - yes! Moreover, it was my very first time abroad! I was so motivated to change my life no matter what! I finally had sources and opportunities! But, my physical strength and focus were literally dying every time I was deciding to start study. I spent last two years in a kind of a social shadow. I wanted to live my life in full, I had to, I wanted to cherish every single moment of my life, as I was one of people, who was able to flee from massacre, which was going on in my country because the Russian aggression on our territory. I had a motivation and desire to live that life! But, my life resource and inner forces were totally limited for two years, until my foreign language teacher has introduced me with a completely new attitude to learning. Since then, I finally can stay focused and energetic. And finally can sleep well, as since the February 2022, when my country was attacked by Russian army, I have never slept well enough, despite sleeping more than 10 hours.”

**Woman, 40 y.o. university professor:** “When the war broke out, I fled to the EU and immediately started to attend integration linguistic courses. As for my life, I am an incredibly active individual, I have written more than 100 scientific articles, every month I have been taking part in conferences, congresses; I participated in numerous scientific scholarships and grants, including international ones! I have been written both fictional and scientific books, travelled a lot, had multiple hobbies! Besides, my children live abroad for a lot of years already, I speak two foreign languages! I was sure that there will be no problems either with integration itself, or with learning a new language. And... suddenly, once I arrived to the country where my children live, and started to attend integration courses, something strange started to happen. I was totally motivated and energetic to learn something new! But, .... my memory did not function well anymore. I remember that before war in my home country, it was enough for me to read a text (even in a foreign language I spoke) to recite it by heart! And now, I could spend literally WHOLE DAY learning new words or phrases in a new language, and I ended up knowing nothing at all! Or I could find myself unable to recall phrases I learn the day before yesterday. The situation repeated day after day, my anxiety and disappointment were endless! It was the first time I thought that I will not be able to do anything anymore. But, the situation became even worse. Few months later I understood that I started to forget names and faces of my friends or.... I was not able to recall the most significant events from my life! I was in a drastic need of help and support, but as a refugee, as a person with such a vulnerable background. It is not typical for me, to ask for help, but this time I was obliged to do it. I had to survive in these grave obstacles. For Heaven’s sake, when I came to volunteers of DAR for peace and equality, I met people, who really wanted and were able to help me! I was introduced with their unique learning method, which allowed me not just to positively change my learning experience abroad, but to believe in myself again, after such a long period of disappointment! And my memory got clarified! Probably, I will not be able to explain it, but there were miracles, happened to me through the learning process!”.

**Man 34 y.o. (unable to serve in the army, therefore also a refugee in one of the EU states):** “Once the war in my country started, I desired to stand for independence of my state, for its rights and liberties. I wanted to protect the land of my ancestors for our children and grandchildren. But, my wife was pregnant with our 8th child and I was not just legally able to be liberated from the army, I was rather morally obliged to be close with to my family to support it. My wife has never been working, therefore, I always was an only breadwinner of the family. They would not survive in dignity without me. Thus, we have decided to fled to the EU country. I knew that we do not possess neither great financial resources, nor time to sit still and wait for benefits. I started taking integration courses immediately after our arrival to be able to find a job position as soon as possible. I have always been a “moderate clever” student, let us say. I was clever enough to learn all matters, but I have never had brilliant notes though. But, now I did have a motivation, inner strengths coming from somewhere inside me and invisible sources, unable to be comprehended. Thus, I started attending courses, learning new language and
everything was pretty nice, until the moment (two months later), when I recognized that my vision and hearing have deteriorated! One day I found myself unable to hear phrases that my friend told directly to my ear! And I could not read the phrases written on the biggest billboards! Firstly, I thought it was a matter of stress, because of waiting for the 8th child (my wife has experience a complicated pregnancy), then I thought that I had bad sleep for a longer period of time. However, when all factors mentioned above were normalized, the situation has only deteriorated even more instead of being better. I went to medical doctors then, but nobody found anything special about my condition. Doctors told me that there are no physical complications and my health is perfectly great. It was the first moment of time, when I felt helpless watching directly into eyes of the circumstances of my life. Thanks God, one day I was introduced to the volunteers of DAR for peace and equality, who thought from the very beginning, that we should seek for the problem’s foundation directly in the mental some kind of disorder that I have faced on the background of numerous stresses. As I was really almost disappointed in every step of my life, I decided to give to their new learning method a try! And…it worked! In 3 months I upgraded my language skills, while my hearing and vision problems have almost disappeared, as thanks to a magic! In addition, my sleeping process was normalized and the level of stress is decreased!”.

Challenges that migrants and forcibly displaced persons face as a result of displacement. Thus, as our research can objectively disclose, people, who have been forced to fled from their home land because of war, usually suffer from:

- hearing and vision deterioration,
- anxiety,
- PTSD,
- sleep disorders,
- feeling of “separation” (being “constant stranger”) in a new society;
- difficulties in memorization process;
- extreme exhaustion after couple of active hours etc.

All factors/manifestations are typical for a refugee syndrome, therefore, for a special mental and physical condition, which traditionally accompany every person, who has been forcibly displaced by war/armed conflicts/political instabilities/persecutions and so on, from his/her home lands and has to suddenly start his/her lives from the very beginning. Thus, the deterioration of memorization, vision and hearing and, even, other health and mental disorders, can be related to the post-traumatic stress disorders, or can be developed independently without the last one [6]. What is important, regardless the fact that the refugee syndrome accompanies every forcibly displaced persons, there are still people who suffer it severely, and ones, who barely knows that it actually develops in themselves because of mild manifestations. Anyway, more than 70% of forcibly displaced persons, according to our research data, including refugees and even internally displaced persons suffer this syndrome severely. What is more, difficulties with memorization are traditionally called “dissociation” [6], for the matter of our research, we shall clarify that we are talking about an ability of our brain to forget critically drastic experiences which can be absolutely harmful for our psychological and mental well-being. Therefore, sometimes to protect an individual, his/her mind decides to “erase painful memories” to not make them negatively affect this person. Thus, the memories about bombing of the home city, deaths of family members as a a result of enemy missiles, tragic displacement, leaving all likelihood behind are being erased to protect this person from the negative influence of all aforementioned memories. Those ones, who have a stronger mental capacity though, will not admit existence of “healing amnesia” (for the matter of our current research, the special feature of human mind to forget painful experiences to protect a person from their negative influence, we will call “healing amnesia”), and will perfectly remember everything. Alongside with all negative memories, the healing amnesia usually erases also positive ones. Therefore, person may forget names of his/her
friends, relatives, important dates of his/her life etc. What is more, according to our observations during last two years after the war aggression of Russia started on the territory of Ukraine, forcibly displaced Ukrainians on the territory of the EU admit that the healing amnesia blocks “recording of new memories”. In our opinion, it may be connected with subconscious desire to protect our mind from any memories, which can potentially become painful one in the future. Especially, once the brain recognized a potential event/circumstance as something, typical for previous life. Once persons stands on the threshold to experience something very similar to events from his/her previous life, his/her brain automatically block his/her ability to memorize anything, “just in case” it will become a bad memory. Because every bad memory will potentially be devastating for this person, as due to the fact that the brain blocks memories only of those individuals, who can potentially suffer from negative consequences of their memories. At the same time, the whole memorization process is being deteriorated and, surely, the language learning and the whole integration course in general may appear as useless. Therefore, speaking about refugees and forcibly displaced persons, we may emphasize that it is not for brilliant integration courses, but for individual specific features of the refugee’s personality itself, which blocks him/herself from advancing in learning.

The same backgrounds can be declared as reasons of deterioration of vision and hearing, as the mind of vulnerable individuals try to protect them from “seeing and hearing brutal reality”. Person may lose all possessions, his/her relatives may die on the frontline and/or in the city, which was bombed by missiles. He/she had to flee abroad or to another region of his/her country seeking for a refuge. Probably he/she had to sacrifice all his/her professional desires, dreams and advancement because of the war/armed conflict etc? He/she lost everything because of somebody, who literally decided to start a war. This feeling of injustice and drastic decrease of a general level of well-being reflects on the health condition by deteriorating vision, hearing and other health indicators, just to “block personality” inside the box of his/her own body; to protect him/her from thinking about brutal consequences from the past.

**Ways of optimization of social inclusion and integration by eliminating acute influence of the healing amnesia.**

Due to the fact that in case of particular cases of refugees and other forcibly displaced persons we do not talk about real predispositions, tendency and attitude to learning, motivation etc (as we could talk in case of migrants and other ordinary newcomers), we shall declare that if we have to “unblock the mind” of the person to enable him/her memorizing necessary things and enjoying his/her health and mental well-being as before, we shall apply diametrically different strategies comparing to ones, that are applied currently in the sphere of integration and social inclusion of forcibly displaced persons. Therefore, as it is clearly visible from the reports of our respondents, we have successfully applied the DAR Multilingua-Multipersonalia language method, which will enable healing through learning foreign language and, therefore, will be a practical remedy for situations mentioned above.

**Method. DAR Multilingua is a unique method of learning foreign languages developed on the basis of DARA School - school of luminaries of foreign languages (Odessa, Ukraine), in cooperation with DAR for Peace and Equality, a non-formal international group (Milan, Italy) dedicated to optimization and support of successful integration and social inclusion of migrants, refugees and forcibly displaced persons.** The authors of the method are Daryna Kupriianova (lawyer, linguistic tutor, facilitator of integration and social inclusion with 8 years of experience in the sphere of Erasmus plus and volunteer with 8 years of experience in the sphere of social inclusion, integration of refugees, forcibly displaced persons, migrants) and Larysa Kupriianova (University teacher, PhD in Medicine, mentor, lector, volunteer with 8 years of experience in the sphere of social inclusion, integration of refugees, forcibly displaced persons, migrants). The method is based on the postulates of combining spiritual practices and mentoring, psychological support dedicated to “purification of previous negative patterns” and complete immersing into the process of language learning.
Application of DAR Multilingua method in refugees and other forcibly displaced persons allows, though profound mental healing, professional meditation practice with a guidance of experienced mentor and additional language practice, allows a person suffering from negative flashbacks, memories and experiences and, therefore, healing amnesia, to develop a positively new alter ego, which will allow his/her subsequent development on the basis of a new healed and mentally healthy personality. At the same time, all negative limitations and blocks that were developed in an individual as a result of traumatic displacements are being moved aside for an appropriate period of time and later, once the person is ready, he/she starts healing his/her basic personality through practices and experiences he/she currently possesses. DAR Multilingua is a practical way of healing refugee syndrome and “healing amnesia” through learning foreign languages. As a result, the individual gets an opportunity both to advance his/her professional language skills and heal his/her basic personality from influence of negative scenarios of the past.

Conclusions.
1. Process of learning foreign languages in traditional conditions is usually bordered by social prejudices, biases, expectations and fears.
2. Migrants and persons, who are forcibly displaced from their home country because of war/armed conflicts/persecutions/political and/or economical instabilities etc face diametrically different challenges during learning foreign languages.
3. In case of forcibly displaced persons, even the most modern and brilliant method of learning foreign language traditionally applied for migrants can be unsuccessful due to numerous special features, that are being developed among their protective mental reactions as a reflection of negative experiences they fled from.
4. Forcibly displaced persons experience dissociation as a “healing amnesia” - the positive response of the human’s brain into negative experiences that can psychologically destroy this individual. Thus, people with refuge backgrounds can face challenges in learning, memorization process aggravated by multiple other health deteriorations.
5. To enable progressive learning process, restore memorization ability, ensure successful integration and social inclusion, we shall primarily “unblock mental capacities” that were blocked as a result of traumatic experiences.
6. DAR Multilingua is a unique method, which has a definite potential to become a remedy in case of learning local languages, integration and social inclusion in case of forcibly displaced persons, who suffer from drastic experiences and memories from the past.

References:
2. DAR MULTILINGUA as a prerequisite of social and cultural inclusion, integration and self-realization of migrants, refugees and forcibly displaced persons//SCIENTIA//The V International Scientific and Theoretical Conference “Current issues of science, prospects and challenges”//November 17th, 2023//Sydney, Australia