

ТІЛДІҢ ЖӘНЕ ӘДЕБИЕТТІҢ ОҚЫТУ ӘДІСТЕМЕСІ

МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ

МРПТИ – 14.25.09

DOI: 10.59102/kufil/2023/iss1pp45-52

N.F. Nemchenko¹, Y.Y. Gluchshenko²

¹candidate of science (philology), docent, Sh. Ualikhanov Kokshetau university, Kokshetau, 020000, The Republic of Kazakhstan. <https://orcid.org/0000-0003-2614-7759>. E-mail: nnemchenko@inbox.ru

²master program student, Sh. Ualikhanov Kokshetau university, Kokshetau, 020000, The Republic of Kazakhstan. <https://orcid.org/0009-0007-0109-5688>. E-mail: yekaterina.gluchshenko@mail.ru

THE USE OF MODERN TECHNOLOGIES IN THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN ENGLISH LESSONS

This article deals with general aspects of emotional intelligence and modern technologies in teaching English. The methodological model is represented by several assignments that can be used for developing emotional intelligence in English lessons. The article presents the survey results, concerning the problem of emotional intelligence development in secondary school, among Kokshetau teachers and the experimental research of the methodological model approbation among high school students in Kokshetau.

Keywords: pedagogical technology, emotional intelligence, emotional intelligence components, empathy, motivation, self-awareness, self-regulation, social skills.

GENERAL PROVISIONS

1. Emotional intelligence is a number of an individual's skills and abilities to recognize one's own emotions and differentiate them, understand the intentions, motivation and desires of other people, and the ability to manage emotions to solve practical problems.

2. Emotional intelligence includes five components: empathy, motivation, self-awareness, self-regulation, and social skills.

3. A complex of chosen methodological technologies can be used to develop all five components.

4. The material of the research was selected from texts of fiction and publicistic texts on psychological and sociological issues.

INTRODUCTION

The diversity of modern technologies in education in general, and in teaching foreign languages in particular, leads methodologists to use a very wide range of educational technologies in the development of foreign language competence. The formation of language and speech skills reveals the versatility of modern technologies in teaching a foreign language from the perspective of a communicative-competent approach.

There is a certain interrelation between, for example, the number of language skills of a foreign language (phonetic, lexical, grammatical) and the number of technologies. The same

situation concerns the use of the same technologies in teaching foreign language reading, speaking, listening and writing.

The results of Daniel Goleman's research activities (an American scientist in the field of emotional intelligence development) show that the intelligence quotient, commonly known as IQ, is not a guarantee of success. Emotional intelligence acquires a special relevance [1].

According to the research of Aigul Baityrsunova, who is the chief scientific consultant of the Center for Scientific and Practical Psychology «Sana», Kazakhstani schoolchildren and high-school students need to acquire emotional skills. The questionnaire showed that excessive academic workload of children and adolescents leads to such negative impacts as increased anxiety and decreased motivation to study. Low motivation and students' anxiety are the reasons for parents and teachers' concerns [2]. In this regard, the study of technologies for emotional intelligence development and their application in teaching English has particular importance.

MATERIAL AND METHODS

The research materials consist of fiction by B. Doherty, A. Thomas; psychological literature written by Dr J. Dispenza, P. Ekman; the video channel «Ted Talks» on the social network YouTube. The content of the research material reflects many problems related to the emotive function of language, the linguistic expression of human emotions and feelings, along with some theoretical provisions of psycholinguistic and socio-cultural issues.

The methods used in the research are as follows:

- analysis of special methodological literature;
- synthesis of methodological technologies for a complex of special linguistic assignments;
- a survey of English teachers and students in Kokshetau, Kazakhstan.

The survey was conducted among the English teachers at Kokshetau schools and colleges to identify whether teachers use special technologies and select special materials for the development of emotional intelligence in their classes. The result was positive enough. Almost half of the respondents (47.6%) try to develop their students' emotional intelligence in English lessons, but 52.4% of the teachers answered that they were not sure they used any technologies for the purpose. The survey among students based on «Hall's Emotional Intelligence Test» showed that they had a rather low level of emotional intelligence.

MAIN PART

A lot of modern technologies are related to the content of foreign language teaching, the level of language training and the scope of foreign language usage. In this regard, each researcher selects a certain number of modern technologies to solve his specific research tasks.

Professor Shchukin A.N. claims that pedagogical technologies are directed at developing the structure and effectiveness of the educational process [3].

A review of theoretical sources considering innovative technologies in education contributed to identifying the following main areas:

The implementation of digital technologies expands access to education, forming an open learning system.

The soft skills technologies in English lessons are used in connection with rapidly growing trends in the formation of a complex set of career-oriented skills and functions.

Interactive technologies include the exchange of knowledge, ideas, opinions and ways of activity. The educational environment is characterized by the participants' interaction.

Collaborative learning technologies are the result of interaction with students when students are responsible for their own learning and active participation in teamwork.

Distance education technology, which sometimes is called open learning, is mainly intended for students via the Internet.

Mixed or blended learning technologies combine traditional forms of classroom learning with elements of E-learning.

CLIL technologies and integrative technologies mean that any subject can be taught in English, provided that it is a second language for students.

STEAM technology is a model that combines natural sciences and engineering subjects into a single system.

Socio-cultural technologies make it possible for teachers to organize the process of cooperation with students to study the problems and achievements in the field of sociology. They study cultural and intercultural relations in solving various problems while showing certain communicative skills and abilities.

Among a wide range of technologies, some of them can be used as means of developing emotional intelligence through a complex of special assignments appropriate for specific purposes in teaching English.

Thus, it is necessary to emphasize once again that it is very important to study and analyze the concept of emotional intelligence development to offer a complex of technologies that can be used while developing emotional intelligence.

Emotional intelligence is a set of an individual's skills and abilities to recognize one's own emotions and differentiate them, understand the intentions, motivation and desires of other people as well as the ability to manage emotions to solve practical problems [4].

People with high emotional intelligence (EI) can distinguish their own emotions and recognize the emotions of other people, use various forms of emotional information to guide thinking and behaviour, differentiate feelings and name them accordingly, as well as adjust emotions to the environment.

Peter Salovey and John D. Mayer coined the term «emotional intelligence» in 1990. In the course of their research, J. D. Mayer and P. Salovey made various additions to the idea of «emotional intelligence», changed it and improved it [4].

A follower of the emotional intelligence study is David Goleman. The peculiarity of the researcher's theoretical interests is that he considers emotional intelligence as an integral part of the leading intelligence structure. D. Goleman understands emotional intelligence as the ability to manage feelings in such a way as to express them at the right moment and with benefit, giving people the opportunity to work together calmly to achieve common goals and develop social skills.

The D. Goleman model of emotional intelligence includes five main components:

- Empathy
- Motivation
- Self-regulation
- Self-awareness
- Social skills [5].

Empathy is the ability to understand and feel the emotions that another person experiences, based on his frame of reference.

Motivation as a component of EI is considered «intrinsic motivation». Intrinsic motivation means that an individual is trying to achieve his goals and meet his needs, rather than being guided by external rewards such as recognition, fame and money.

Self-awareness makes an individual recognize and understand emotions and have an idea of how these emotions affect active life.

Self-regulation includes the ability to be flexible and disciplined, cope with difficulties and manage conflicts.

Social skills imply the peculiarities of an individual's interaction with other people.

The purpose of this article is to consider the possibility to use several effective technologies in developing students' emotional intelligence in English lessons while forming language and speech skills.

The manual is structured according to the Dublin descriptors model in teaching and learning. This model consists of five steps in which the student forms certain knowledge and skills through

five main blocks of assignments starting with the presentation of information. After the first step comes the primary consolidation of language skills. The next stage is the development of skills for transferring the acquired knowledge to another speech context. This is followed by one of the main blocks for communicative competencies development. The fifth block includes some assignments aimed at the possibility of developing language and speech skills and their further use throughout life, and this block is usually associated with creative thinking development, critical thinking and evaluation skills.

In the informative block of assignments, the following tasks are given: *Read the following chapters; Study and learn the new vocabulary; Write down the following words in the spelling based on their transcriptions; Match the new vocabulary with the definitions; Speak up the following tongue twisters as quickly as possible. Try to pronounce the sounds properly, etc.*

In the second block of assignments the new vocabulary is activated: *Make up a crossword with the new vocabulary; Paraphrase the italicized part of each sentence choosing the appropriate emotionally-coloured phrase/word from the list; Complete the following sentences choosing the appropriate emotionally-coloured phrase/word from the list; Play the Jeopardy Game. Use the following link.*

The third step is connected with developing the student's ability to use the active vocabulary in other situations different from the text or video in the informative block: *Make up sentences with the new vocabulary; Make up three groups of students and paraphrase the sentences; Play a board game.*

The communicative block of assignments consists of the following exercises: *Discuss the following questions in groups. Try to use emotionally-coloured words and phrases in as many sentences as possible to express your thoughts; Make up a mind map in small groups on the main events in the following chapters (or the main episodes described in the video); Retell the text according to your plan with the keywords and word combinations given below.*

However, the fourth assignment in the communicative blocks is different depending on the module studied. The modules are based on the five types of emotional intelligence components: empathy, motivation, self-awareness, self-regulation and social skills.

Developing speech competences connected with an individual's empathy demand such tasks as elaborating and playing out different situations connected with the manifestation of empathy.

The second motivation module is connected with such tasks as preparing public presentations with the special pragmatic purpose to motivate other people to speak on questionable social and personal issues.

Module Three which deals with developing self-awareness includes the following assignments: to prepare part of your answers for the interview, to prepare another part for the interview and to finally sum up all the necessary answers for the interview and present them.

The self-regulation module assumes that students make a cluster with recommendations focused on discipline training and emotional control.

Role-playing games that aim to develop the ability to easily come into contact with the most unpredictable «characters» is implemented in Module Five.

The creative block of assignments comprises such tasks as *Make up introductory slides/main body/conclusion for your presentation; Write a short essay on a topic using emotionally-coloured vocabulary, etc.*

Based on the above-mentioned structure and stages during the formation of the language skills and speech competencies, it is possible to present such a complex of assignments based on a variety of foreign language teaching technologies that would contribute to developing not only language and speech skills but also the students' emotional intelligence. The following types of tasks were used in the experimental methodological research:

- phonetic rebus
- jeopardy
- Venn's diagram
- board games

- a creative group work
- mind maps
- audiovisual tasks
- role-playing games
- public speaking
- project activities

These types of tasks can be used for developing the English language and speech skills:

Rebuses are a great tool to help students to develop language skills. They can also increase students' motivation and help them develop better attention. The main reason for using rebuses in teaching is to develop language skills. Language skills can also be based on puzzles to activate the students' interest and curiosity.

Jeopardy is a quiz that changes the traditional format of questions and answers. Instead of questions, participants are given general hints, and they must identify the person, place, thing or idea that the hint describes, formulating their answer.

The Venn diagram requires a high level of cognitive skills. The Venn diagram, depicted as two interconnected circles, is useful when two words or concepts are compared and contrasted. After introducing the topic, using prior knowledge, setting goals and controlling understanding, the Venn diagram is used as a form of health-saving technology in teaching English.

Board games are played on a table or a flat surface or board and follow a system of rules with related items such as chess pieces, cards and dice.

Creative group work is defined as collaborative work in which two or more students work together to complete a task in a certain period. Creative group work contributes to improving social skills. Students use creative thinking, and each person plays an important role in the successful completion of the task.

Mind maps promote building speech competencies. This is a very useful graphic technique and a universal key to enhancing the brain's potential. They have a positive effect on students' learning abilities and clarify the way students think.

Teaching foreign languages has a communicative character, therefore audiovisual tasks are unique means for developing communicative competencies. Audio and video materials can be effective for sociolinguistic competence as well as human relationships, spatial and temporal conditions of communication.

During role-playing games, students assume the character's roles in a fictional setting. Players take responsibility for acting out these roles within the narrative, either through action or a structured decision-making process.

Teaching public speaking increases internal motivation levels and reduces anxiety levels. It builds confidence in the use of language in oral and written forms in public performances.

The teacher does not just transfer knowledge but helps students to solve their tasks. The rationale for this idea is that the use of research-oriented project activities leads to the development of writing and speaking competencies. Thus, students get a sustainable motivation to learn English.

RESULTS

For the research quota sampling was chosen. The sampling is compiled in such a way that the proportions of the sample elements having the specified characteristics correspond to their distribution in the general population. The sample consisted of thirty Kokshetau high-school students: control and experimental groups. The five-stage model of methodological assignments was approved in the experimental group of high-school students to assess the effectiveness of the assignments in developing their emotional intelligence.

Before the experimental research, the levels of the control group's emotional components and language and speech skills were tested. The next step was the process of introducing emotional intelligence development technologies into the process of teaching English. After 30 classes were conducted, the second test was carried out to compare the progress in developing the emotional

intelligence components and improving the language and speech skills. The results were very positive, as the average level of the student's emotional intelligence increased from 20 (low level) to 34 (high level). The growth was 70%. It also made progress in improving the students' language and speech skills. The average level increased from 70 to 90. The growth was 28%. These data are shown in the diagrams below:

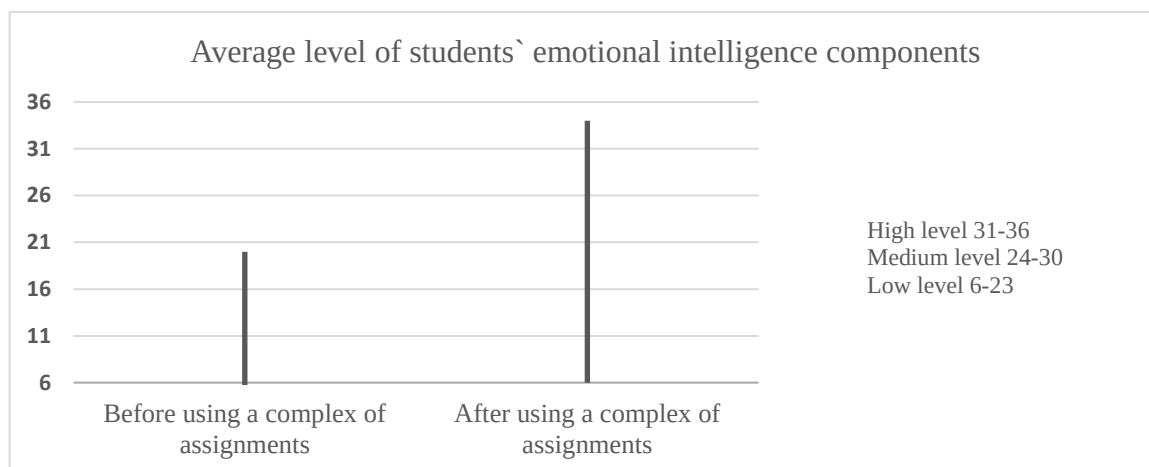


Diagram 1. Experiment results (EI components)

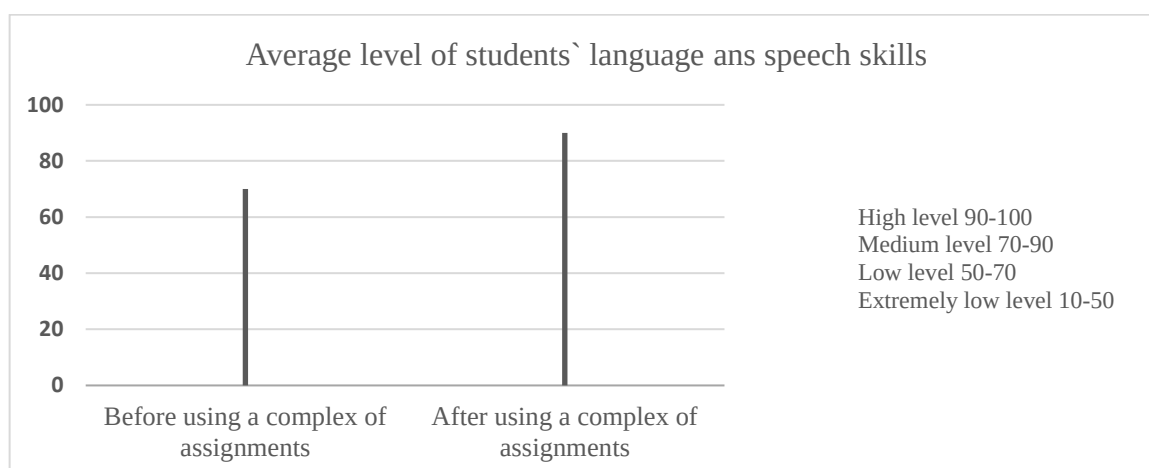


Diagram 2. Experiment results (language and speech skills)

Thus, the conducted pedagogical research showed that the strategy of modern schools should aim at developing students' emotional intelligence. The results of the experiment confirmed the need to include emotional intelligence development in the educational process. The results of the technologies usage show that after implementing a complex of special assignments the level of all the students' emotional components increased and both language skills and speech competencies of the English language improved.

DISCUSSION

The concept of «emotional intelligence» was introduced by J. Mayer and P. Salovey in an article that was published in 1990. These authors first identified it as social intelligence, which includes the ability to follow one's feelings and the feelings of other people, to understand them, using the information received to control thinking and behaviour.

D. Goleman became a follower of the idea of «emotional intelligence». The peculiarity of this researcher was that he considered emotional intelligence as an integral part of leadership intelligence. In his opinion, «emotional intelligence» can be considered the ability to manage

feelings in such a way as to express them at the right moment and with benefit, giving people the opportunity to work together to achieve common goals.

R. Bar-On proposed to consider the concept of «emotional intelligence» as a set of human qualities that contribute to increasing protective functions from the adverse influence of negative factors from the outside world.

The study of emotional intelligence started by outlining the concept and its structural organization. The following step in the research was devoted to the emotional intelligence five-component structure and preparation of a methodological model of assignments. On the whole, the idea discussed in the article can be formulated as follows: does a teacher need a complex of effective technologies to develop all the components of emotional intelligence or each component needs several special assignments? The solution to the issue seems to be found through several assignments that can serve as the basis for working on emotional intelligence as a whole. The peculiarities of each component demand several certain additional tasks.

CONCLUSION

The assignments, together with properly selected material, can be used for the development of emotional intelligence. Moreover, these technologies are aimed at developing both language and speech skills.

It is reasonable to conclude that all five components can be considered both from the point of view of the methodological provision for each and in the complex interaction. Thus, the emotive function of language contributes to the development of the entire complex of emotional intelligence components. Special materials with expressive emotive language means can serve the development of an individual's emotional intelligence. Therefore, implementing a special methodology in teaching English can be aimed at increasing the level of all the components of emotional intelligence.

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Received: 12.03.2023

Ағылшын тілі сабақтарында эмоционалды интеллектті дамытуда замануи технологияларды қолдану

Н.Ф. Немченко¹, Е.Е. Глушенко²

Шоқан Уәлиханов атындағы Көкшетау университеті, Көкшетау қ., 020000, Қазақстан Республикасы

Бұл мақалада "эмоционалды интеллект" ұғымының негізгі аспектілері және ағылшын тілін оқытудың замануи технологиялары қарастырылады. Әдістемелік модель ретінде ағылшын тілі сабақтарында эмоционалды интеллектті дамытуда қолдануға болатын тапсырмалар мен жаттығулар ұсынылған. Мақалада Көкшетау қаласы мұғалімдерінің

орта мектептегі эмоционалдық интеллектті дамыту мәселелері бойынша сауалнамасының нәтижелері және Көкшетау қаласындағы орта мектептің жоғары кезеңіндегі оқушылардың эмоционалдық интеллектісін дамытудың әдістемелік моделін сынақтан өткізу нәтижелері келтірілген.

Кілт сөздер: педагогикалық технология, эмоционалды интеллект, эмоционалды интеллект компоненттері, эмпатия, мотивация, өзін-өзі тану, өзін-өзі реттеу, әлеуметтік дағдылар.

Материал 12.03.2023 баспаға түсті

Использование современных технологий в развитии эмоционального интеллекта на уроках английского языка

Н.Ф. Немченко¹, Е.Е. Глущенко²

Кокшетауский университет имени Шокана Уалиханова, г. Кокшетау, 020000, Республика Казахстан

В данной статье рассматриваются основные аспекты понятия «эмоциональный интеллект» и современные технологии обучения английскому языку. В качестве методологической модели представлены задания и упражнения, которые могут применяться при развитии эмоционального интеллекта на уроках английского языка. В статье представлены результаты опроса учителей города Кокшетау по проблематике развития эмоционального интеллекта в средней школе и результаты апробации методической модели развития эмоционального интеллекта учащихся старшего этапа средней школы в городе Кокшетау.

Ключевые слова: педагогическая технология, эмоциональный интеллект, компоненты эмоционального интеллекта, эмпатия, мотивация, самосознание, само-регуляция, социальные навыки.

Материал поступил в редакцию журнала 12.03.2023

МРНТИ 14.35.07

DOI: 10.59102/kufil/2023/iss1pp52-59

У.Г. Бакенова¹, А.М. Досанова²

¹магистрант, Казахский национальный университет имени аль-Фараби, г. Алматы, 050040, Республика Казахстан, 0009-0005-9663-8053, e-mail: ulzhan.bayekenova@gmail.com

²PhD, и.о. доцента, Казахский национальный университет имени аль-Фараби, г. Алматы, 050040, Республика Казахстан, 0000-0002-8302-3982, e-mail: albi-84@mail.ru

METHODOLOGY OF THE FOREIGN LANGUAGE ELECTIVE COURSES DEVELOPMENT FOR THE PROFILED CLASSES

One of the priority areas of modern Kazakhstani education has become the creation and development of specialized education system in the senior classes of general education schools, gymnasiums, and lyceums. Therefore, there is a need to investigate the issue of developing elective courses in the context of specialized education, including foreign languages. The object of the research is the process of teaching a foreign language in the senior classes of secondary schools, gymnasiums, lyceums. The subject of the research is the content of the elective course "The World Around Us". The analysis of high school specialized education, practical recommendations for the development of elective courses in a foreign language may be of interest to teachers of foreign languages in general education schools, gymnasiums, lyceums, teachers of language courses.