

**Rivne State University of the Humanities
Philological Faculty
Department of Theory and Practice of Foreign Languages and Teaching
Methodology**

Diploma research of the educational qualification level «Bachelor Degree»

«Enhancing social-emotional learning and academic resilience of EFL students in high school»

**Presented by: the 4th year student
of the Philological Faculty
Anna BONDARENKO (TRYGUBA)
Анна Андріївна БОНДАРЕНКО (ТРИГУБА)**

**A Supervisor: Phd in Pedagogical Sciences,
Professor of the Department of Theory and
Practice of Foreign Languages and
Teaching Methodology
Alla FRIDRIKH**

**A Reviewer: Phd in Pedagogical Sciences, an
Associate Professor, the Head of the Department
of Foreign Languages of the International
Economic University and the University of the
Humanities named after Academician Stepan
Demyanchuk Diana KOCHMAR**

SUMMARY

Anna BONDARENKO (TRYGUBA) (2025). Enhancing social-emotional learning and academic resilience of EFL students in high school. Diploma research of the educational qualification level «Bachelor Degree». Rivne State University of the Humanities. *The manuscript.*

The object of the research is the process of teaching students in high school to speak a foreign language. The subject of the research: the use of social-emotional communication techniques for the creation and, if it is necessary, the restoration of the emotional state of waiting for a joy, a sense of empathy, which ensures the efficiency of the process of mastering a foreign language.

The purpose of the research was to provide theoretical substantiation and practical development of social-emotional component of communicative techniques as means of teaching students in high school to speak a foreign language.

Achieving the goal required solving of specific tasks: 1) to work out scientific sources, based on the researches of means of teaching pupils to speak foreign languages; 2) to analyze the existing practice of teaching non-native language in secondary school; 3) to identify conditions for the activation of perception as a factor for the successful study of students in high school a foreign language; 4) to be engaged in the analysis of social-emotional component of communicative techniques in teaching of pupils of secondary school.

The scientific novelty of our research is: at the first time there were selected the types of the activity that would allow not only the best use of the expressive abilities of the perception of the surrounding world, inherent in the child, but at the same time engaging and developing less pronounced ones. Also, at the first time there were proposed the author's exercises for the development of language abilities of pupils, exercises for pupils with mathematical abilities. Also, there were proposed the ways when using the learning style, when using the holistic approach of teaching. There were given the visual and simple way of perception, the advice how to use music in

the classroom, how to participate in group discussions, also the ways for analytical or synthetic reasoning.

Key words: communicative techniques, social-emotional component, the restoration of the emotional state, language abilities, mathematical abilities, analytical reasoning, synthetic reasoning.

Анна Андріївна БОНДАРЕНКО (ТРИГУБА) (2025). Покращення соціально-емоційного навчання та академічної успішності учнів середньої школи, які вивчають англійську мову як іноземну. Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. Рукопис.

Об'єктом дослідження є процес навчання старшокласників говорінню іноземною мовою. Предмет дослідження: використання технік соціально-емоційного спілкування для створення і, якщо необхідно, – відновлення емоційного стану очікування радості, відчуття емпатії, що забезпечує ефективність процесу оволодіння іноземною мовою.

Метою дослідження було забезпечення теоретичного обґрунтування та практичного розвитку соціально-емоційної складової комунікативних технік як засобу навчання старшокласників говорінню іноземною мовою.

Досягнення поставленої мети вимагає розв'язання конкретних завдань: 1) розробка наукових джерел, заснованих на дослідженнях засобів навчання учнів володіти іноземними мовами; 2) проаналізувати існуючу практику навчання іноземної мови в середній школі; 3) визначити умови активізації сприймання як фактора успішного вивчення старшокласниками іноземної мови; 4) провести аналіз емоційної складової комунікативних технік у навчанні учнів старших класів середньої школи.

Наукова новизна дослідження полягає в тому, що вперше були відібрані типи діяльності, які дозволяли б не тільки найкраще використовувати експресивні здібності сприйняття навколишнього світу, притаманні дитині, але, в той же час, актуалізацію менш виражених здібностей. Також вперше

були запропоновані авторські вправи для розвитку мовленнєвих здібностей учнів, вправи для учнів з математичними здібностями. Також були запропоновані способи використання стилю навчання за умов цілісного підходу до навчання. Були схарактеризовані візуальний і простий спосіб сприйняття, надано поради щодо використання музики в класі, щодо того, як брати участь у групових дискусіях, а також окреслено шляхи здійснення аналітичних або синтетичних міркувань.

Ключові слова: комунікативні техніки, соціально-емоційна складова освітньої діяльності, відновлення емоційного стану, мовленнєві здібності, математичні здібності, аналітичне мислення, синтетичне мислення.

CONTENTS

Summary	2
Introduction	6
Chapter I. Theoretical basis of the study of social-emotional components of communicative techniques for students in high school	11
1.1. The mechanisms of the perception a foreign language by the person	11
1.2. Individual features of perception of a foreign language in the process of studying English	17
1.3. Emotional intelligence as a social-emotional component of communicative techniques as the means of teaching students in high school to speak English	23
1.4. Principles of the development of the components of the emotional intelligence of the person of students in high school	27
Conclusions to the first Chapter	31
Chapter II. The analysis of social-emotional practice of teaching teenagers a foreign language	35
2.1. The description of the complex of exercises used according to social-emotional and perceptive components of studying a foreign language communication by students in high school	35
2.2. Detection of modalities of perception of information and pupils' incorporation into teaching students in high school speaking a foreign language	58
Conclusions to the second Chapter	75
Conclusions	79
The list of literature	85

Introduction

Relevance of the problem of enhancing social-emotional learning and academic resilience of EFL students in high school. Recent global geopolitical and economic changes put forward new training requirements. Thus, the growing need for specialists capable of freely communicating in foreign languages led to the orientation of teaching a foreign language to the development of a foreign language communicative competence. Formation of foreign-language communicative competence presupposes, first and foremost, the communicative significance of simulated situations.

In the last decade a lot of interesting researches were done, the purpose of which was to improve the quality of teaching a foreign language at school. However, these searches were conducted in practically the same direction, in the direction of streamlining and optimizing the methodology of teaching a foreign language at the expense of strengthening work on the development of pupils' memory, learning the lexical units necessary for the translation of texts.

Once again, to address the problem of teaching a foreign language, we were encouraged by the changes that take a great place at the present time at Ukrainian school. Today it is quite obvious that the purpose of teaching a foreign language in the middle classes is of lack, which involves developing the ability to read and to translate special literature. The development of intercultural communication, the expansion of international cooperation in various fields of the activity, set the task of having by pupils at the English lessons the means of intercultural communication of a specialist of any profile. Without having the opportunity to make adjustments to the terms of studying, for example, increasing the number of classrooms, individualized differentiated learning, internships for pupils abroad, we have attempted to develop English learning tools based on the concept of *psycholinguistic components of communicative techniques*. We are talking about the emotions and

perceptions of the main psychic phenomena that exercise the necessary influence on the nature of educational activities.

The actuality of our research is determined by the need to clarify and expand the notions of two important psycholinguistic phenomena – *perception and emotion* as means of teaching adolescents to speak a foreign language. Recognized by psychologists and teachers (Горлова, 2001; Лобанова & Червинська, 2005; Рева, 2011) the dependence of the success of the study of non-native language according to the characteristics of the emotional and perceptual activity of pupils remains, in our opinion, a problem which needs further development and refinement.

The outlined problem is particularly relevant in the context of learning a foreign language of adolescents. The content of learning (assimilation of all types of speech activity, the formation of speech and speech skills) involves the active use of emotional and perceptual processing of educational material. At the same time, for instructors of the middle level teaching is characteristic of the inadequacy of perception and assimilation of the investigated material, which is a consequence of pupil's nervous and mental exhaustion, which is associated with overload during the transition from the very beginning – from elementary school. On the other hand, adolescents do not have sufficiently complete and accurate representations about the potential possibilities of their own perceptual and emotional activity in the learning process. Speaking about the necessity of developing a set of abilities, qualities and characteristics, united by the concept of “emotional intelligence”, it should be noted that the emotional skills and habits laid down in childhood, can become a determining factor for students for all subsequent life. Moreover, the ability to manage the emotional sphere and more positively affects the mental and physical health of each child, while the lack of these abilities can lead to a fixed complex of qualities characterized by difficulties in understanding and identifying the person by his/her own emotions.

Emotions and perceptions in organizing a lesson of foreign languages were entrusted to many of the alternative and game techniques, pedestal, intensive, and others. Holistic learning is always open, which gives each teacher a space for

creativity, develops and strengthens perception of the teacher of educational material, the perception of school and a lesson as a whole. The educational material is considered and presented as a holistic one. Only under this condition the assimilation of the material takes place simultaneously at the level of data of two spheres – social-emotional and perceptual. At the same time, the actual educational material is supplemented with positive background information in order to combine associative relationships with the emotional positive emotional experiences of adolescents.

We note that in the modern scientific and literary space there are many studies which deals with the influence of feelings and emotions in the process of learning to speak a foreign language, but we will base our own research on the scientific researches (Хом'як, 2004; Davies, 2010; Gibbs, 2005; Hutchins, 2005; Oakley & Coulson, 1999); in the researches about learning foreign languages through the activation of speech capabilities of a person based on musical and other kinds of perception (Pragglejaz Group, 2007); researches about emotional factor: the concept, role and form of integration in the holistic learning of a foreign language (Salem, 2023; Sublat Oman Forum, 2022); researches, done taking into account the peculiarities of perception in the process of learning foreign languages (Turner & Fauconnier, 1995; Živković, 2014); researches according to the emotional factor in the studying foreign languages (Lakoff & Johnson, 2003; Notar, 2014; Young, 2001); researches about some ways to create the emotional intelligence of junior schoolchildren (Kövecses, 2004; Lakoff & Johnson, 1999). In these researches there is the most complete set of questions according to the above-mentioned topic.

The object of the research: the process of teaching students in high school to speak a foreign language.

The subject of the research: the use of social-emotional communication techniques for the creation and, if it is necessary, the restoration of the emotional state of waiting for a joy, a sense of empathy, which ensures the efficiency of the process of mastering a foreign language.

The purpose of the research is to provide theoretical substantiation and practical development of social-emotional component of communicative techniques as means of teaching students in high school to speak a foreign language.

Achieving the goal requires solving of **specific tasks**:

1) to work out scientific sources, based on the researches of means of teaching pupils to speak foreign languages;

2) to analyze the existing practice of teaching non-native language in secondary school;

3) to identify conditions for the activation of perception as a factor for the successful study of students in high school a foreign language;

4) to be engaged in the analysis of social-emotional components of communicative techniques in teaching students in high school in secondary school.

The following methods of scientific research are used to solve **the tasks**: theoretical analysis of scientific and literary sources, synthesis, generalization, specification, testing, observation.

The scientific novelty of our research is: at the first time there were selected the types of the activity that would allow not only the best use of the expressive abilities of the perception of the surrounding world, enhancing social-emotional learning and academic resilience of EFL students in high school, but at the same time engaging and developing less pronounced ones. Also, at the first time there were proposed the author's exercises for the development of language abilities of pupils, exercises for pupils with mathematical abilities. Also, there were proposed the ways when using the learning style, when using the holistic approach of teaching. There were given the visual and simple way of perception, the advice how to use music in the classroom, how to participate in group discussions, also the ways for analytical or synthetic reasoning.

The practical significance of the research is to systematize and specify methodological recommendations for the effective use of the psycholinguistic (perceptual and social-emotional) components of communicative techniques that

can be used at foreign language lessons at school in the process of teaching students in high school to speak English.

Approbation and implementation of the research results into the practice of general secondary school was carried out through discussion at the pedagogical councils in Secondary School №15, town Rivne, at meetings of the Department of Theory and Practice of Foreign Languages and Teaching Methodology of Rivne State University of the Humanities, reported at the conferences on modern problems of teaching methods of foreign languages (Rivne, 2025). One article was published:

1. BONDARENKO (TRYGUBA) Anna (2025). STUDYING FOREIGN LANGUAGES AT SECONDARY SCHOOL. Матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених *«Актуальні проблеми сучасної іноземної філології» (20 травня 2025 року)*. Рівне: РДГУ. С. 408–412.

The structure of the research for Bachelor Degree includes the introduction, 2 chapters, conclusions, summary, a list of sources.

Chapter I. Theoretical basis of the study of social-emotional components of communicative techniques for students in high school

1.1. The mechanisms of the perception a foreign language by the person

The reform of the general education and secondary school implies the achievement of a new qualitative level of school's activity, which meets the conditions and needs of the society. When preparing young people for inclusion into a complex network of numerous social, political, ethnic, cultural, psychological, everyday, personal and other connections in the society. Also, the school must take into account the individual's and form a creative, active person capable of self-expression, self-improvement, self-esteem, tolerance, understanding of the value of another person, ability to communicate not only with a help of a native language, but at least one of the most common languages of the world.

Of particular importance in these circumstances are the study of communication mechanisms, the discovery of productive conditions of the development of communicative activity at school practice of learning a foreign language. The teacher faces the challenges of widespread use of active forms and teaching methods, which include, in particular, the use of technical means of training, giving more orientation to the occupation.

The history of the methodology of teaching a foreign language knows a lot of attempts to find the most rigorous teaching methods. In Ukraine, there are several different directions of intensive education, united under a general name intensive training English Language Methodology. These include a sub-tendency, the emotional-semantic method (Fauconnier & Turner, 2002), the relaxation pediatrician, the rhythm Pedagogy (Geeraerts, 2016), a method of activating the possibilities of the person (Dant, 2005), the method of deepening (Davies, 2010) and others. In 2006 scientists (Brugman & Lakoff, 2006) developed their own method

of intensive study of a foreign language, which is realized through the activization of speech capabilities of a man on the basis of musical perception.

The most important means of learning, according to many scientists is the perceptual-emotional component of communicative techniques, which has a great influence on the activation of speech capabilities of a man. One of the main conditions for successful learning of a foreign language is the formation of a constant, constructive and intentional perception of a foreign language, which guarantees a living creative process of knowledge.

The Latin word “recertio” denotes perception, a direct, coherent reflection of objective reality by the senses. This is a complex process of receiving and transforming information that provides reflection of objective reality, and the synthesis of feelings that are formed this process in general.

Is it permissible to consider the category of perception in connection with a foreign language? Of course, since perception is a starting point and a necessary component of the process of cognition and is more or less connected with thinking, memory, attention, it is directed by motivation and has an emotional color. Perception is always substantive. It always carries an object that is perceived in a real space. In our case, we call such an object a foreign language.

By law, presented by scientists (Fauconnier & Turner, 1998), at first, the general idea of the subject changes with a more definite and detailed perception.

There are two types of perception:

- perception that occurs involuntarily and without desire;
- complicated process of perception, which is directed by desire or volitional efforts.

In accordance with the school curriculum, pupils have one way or another one to adopt (interact) with a foreign language, but the teacher should try to influence teenagers’ perception of a foreign language in such a way that it becomes a complex process, directed by their will, and teaching a foreign language becomes a long, purposeful and systematic perception.

A significant role is played by the preparation for perception, the knowledge of what exactly will be necessary to perceive under which conditions of perception will take place. Significant influence on the perception is given by our attitude to what we perceive, an interest in the object of perception, the feelings that it causes us, the desire or reluctance to perceive this object, the necessity or duty of the perception of an object or phenomenon. We consider it as our main goal to teach pupils to comprehend a foreign language holistically and correctly understand it.

In the pedagogical process the law of unity of sensual, logical and practical must act. And the effectiveness of the educational process depends on:

- intensity and quality of sensory perception;
- logical comprehension of the perceived information;
- practical application of meaningful.

Thus, the task of teachers in the classroom includes:

- 1) to intensify and make high-quality perception of a foreign language;
- 2) teach methods of logical comprehension of the perceived information;
- 3) teach to apply already what has been perceived in practice.

Perception is inextricably linked with all peculiarities of the individual and depends on the past experience, knowledge, mental states and individual characteristics of a man (needs, inclinations, interests, motives, emotional states, etc.). Under the influence of these factors, an apperception is characteristic for each person, which causes significant differences in the perception of the same objects by different people or by the same person at different times. These factors need to be especially taken into account when working with creative pupils, when the individuality of each teenager manifests himself/herself particularly brilliantly. We should not forget that this category of schoolchildren is people, raised emotional, free and creative, with a more fragile nervous system and a special perception of the world. Probably, therefore, teachers need to be particularly careful in choosing the methods of pedagogical influence on the perception of a foreign language as on individuals, as well as on the team. With a small amount of training time, the ability to select and organize the necessary information is important; it was able to interpret

scientific knowledge, adapt it to the needs of practice, to popularize, that is, to convert specific scientific information about language into a form that is accessible to children. The most effective form is emotional, figurative perception of the material, it contributes to the preservation of steady attention and interest, to deepen the motives of the educational process.

With which mechanisms is it possible to achieve constructive perception of a foreign language?

In order to achieve the tasks, the teacher has to develop positive emotions in the process of learning through such techniques as changing the methods of work, emotionality, to use activity of a teacher, to be interested in examples, witty remarks, etc. These receptions give not only temporary success, they solve the main task – to produce a steady, constant interest in the subject. Teachers should also choose from the pedagogical means the most economical and effective ones. In a dynamic, multifaceted pedagogical system, there are thousands of possible options for constructing and organizing educational activities, achieving the goals set. And only one of them will be the best in the existing specific conditions. The main task is to find it and solve the problem by comparing possible options and assessing the available alternatives; intensify pupils, develop their abilities, independence.

To do this, teachers need:

- have the art of communication, choose the right tone and style of communication;
- manage pupils' attention;
- determine the psychological states of pupils at the moment and take into account when choosing teaching methods;
- use techniques of theatrical pedagogy (for example, means of acting, methods of influencing the attention of the audience, expressive teacher's presentation of certain feelings, etc.).

The activities of the teacher should be carried out on the following principles:

- consciousness and activity (we must not forget that the main thing is not an object, but the person we create and the pupil who is not “an addition” to the subject, but the subject of his/her active development);

- vocabulary of teaching a foreign language (a large number of children think of forms, colors, sounds, feelings – hence the need for a visual education that is based on specific images);

- systematicity and consistency;

- strength (as in contemporary learning, thinking dominates over memory, then it is necessary to save pupils’ strength, not to spend them on memorizing unimportant knowledge, preventing overloading memory to the detriment of thinking, not proceeding to study a new one, having not formed previous interest and a positive attitude towards it yet);

- accessibility (to avoid monotony, to teach figuratively, using bright facts and examples);

- communication theory combined with practice.

A prerequisite for any perceptual process is that universal mechanisms of perception which provides stabilization, categorization, selection, restriction of information.

Perceptual image acts as a regulator of actions. At the same time, activity is a basic condition for the development of perception. What and how a person perceives depends on what and how it does. In practice, perception becomes an active, purposeful process of knowing reality.

Western educators follow the course of moderation, practicality, and reachness. An American philosopher, psychologist and teacher John Dewey, one of the leading representatives of pragmatism, put forward a new version of pragmatism – instrumentalism (Malkoc, 1994). Cognition is an instrument of human adjustment to the environment. The measure of the truth of the theory is its practical effectiveness in each situation. Practical expediency (by J. Dewey) is a criterion of morality.

Learning that builds on the interests of pupils and is associated with their life needs which bring better results. According to Dewey’s views, a person begins to

think when he/she encounters difficulties, the overcoming of which is important to him/her. Properly constructed training should be problematic. The teacher should closely monitors the development of the interests of pupils, “throw” them into a position to understand and solve the problem. Pupils, in their turn, must be sure that, when they solve these problems, they acquire new and useful knowledge for themselves.

Indeed, for many pupils, a foreign language seems an insurmountable barrier that they cannot overcome during their years of study. And this does not contribute to the successful perception of the subject. This is usually due to the fact that they do not have a clear understanding of the structure and mechanisms of the language, in our case, English. It is important to analyze the schemes of the actions of languages of polar types in simple examples.

Here are some examples of creative tasks.

For developing artistic skills: to depict the length of the grammatical time, or to draw consistent events of the day; “musicians” effectively memorize vocabulary and grammar on songs; pupils who are fond of literature can translate poetry or small stories, compare different translations of the same text; future directors easily respond to the suggestion to recite, read and articulate semantic accents in the texts, play scenes, monologues and dialogues, talk about the theater.

Typical tasks are: If you were a music instrument (a play, a picture etc.), which instrument would you be? Cause a direct live interest and impose imagination, emotions and thinking.

Asking pupils after several years of study, which classes were captured in their memory as the most vivid, interesting and productive, what knowledge went into long-term memory, they recall exactly those classes that caused them the most emotional and intellectual impressions. Thus, summing up all of the above information, we must note that perception as a category of sensory knowledge is closely related to other concepts. Considering a foreign language as an integral system, we must note that only after passing the stages of sensual and intellectual

cognition, perceived information can be used by pupils in their future professional activities.

1.2. Individual features of perception of a foreign language in the process of studying English

In his/her professional activity, every teacher, albeit once, poses the question to himself/herself: “In order to remember a new word, a linguistic sample, a grammatical structure, etc., one pupil has only one time to hear, at that time how does the lack of series of lessons were dealt with their processing?”

Starting a search to answer to this question should be followed by watching the children at a break. In each class, you can notice certain pupils with behavior that is characteristic of them: one is always reading something, others draw on a board or anywhere, while others run in class, or, conversely, just sit in thought without paying attention to anyone, thinking about one's own, etc. All this picture is a manifestation of the psychic characteristics of these children, since each of them has a birth, the most expressed in it, the way (or ability) to perceive and understand the world around them.

According to professor of Harvard University Howard Gardner, there are eight ways of perceiving and understanding the world:

1. Linguistic perceiving and understanding – with the help of words.
2. Mathematical ones – using numbers, formulas, logics.
3. Spatial-visual perceiving and understanding – through vision and space.
4. Kinesthetichnno-tactile ones – through movements and actions.
5. Musical perceiving and understanding – through hearing.
6. Extrovert ones – directed to others or through the surrounding.
7. Intravert perceiving and understanding – directed through itself.
8. Naturalistic ones – through nature (Graham, 1979).

Of course, these methods cannot fail to be reflected in the work of a teacher who has to study his/her pupils well, their psychic peculiarities, because his/her task is to develop each person of the above-mentioned abilities as best as possible and thus contributes to the full development of the personality of pupils.

The teacher should therefore analyze himself/herself, because each of us has stronger or less pronounced one or another ability to perceive the world, and this, in turn, recognizes our methods and techniques of the activity. Teachers need to rely on a description that reveals the essence of each child, his/her preferences and needs, and also defines methods of work in the classroom in order to help the child to learn the teaching material more easily and to facilitate their work.

By studying and analyzing the individual peculiarities of pupils, it is necessary to select the types of work that would allow not only the best use of the expressive abilities of the perception of the surrounding world, inherent in the child, but at the same time engaging and developing less pronounced ones.

Thus, ***for the development of language abilities***, pupils of all classes work with different types of dictionaries (bilingual, interpretative, phraseological, etc.), study the meaning of words, their origin, studying idioms. In the beginning they read prose and poetry to each other and to class; read the same sentences (phrase, paragraph with different emotional tones (funny, sad, happy, angry, etc.)); use audio texts not only for listening, but also for writing them on paper, writing essays, articles, letters.

For pupils with mathematical abilities, it is necessary to use those types of activity that contributes to the development of logic: the organization of sentences, paragraphs in the correct order (here it is necessary to pay attention to the order of words in English sentences: to speak and demonstrate what happens if change sometimes the word); the attribution of words or sounds to certain categories, classification. It is also worthwhile to use exercises that require critical thinking (for example, choose from a number of words the one that does not fit, and explain why). Reading stories, stopping from time to time and try to foresee the next event, give headlines to stories, articles, write instructions, and so on.

Given the visual and simple way of perception, it is necessary to encourage the children to draw illustrations to the reader or listener and, conversely, to use drawings to stimulate reading, speaking, writing. Creating diagrams, charts, filling tables with information (for example, questionnaires), writing vertically or diagonally, using different speakers to select one or another language phenomenon helps to diversify the activity.

Writing letters / words with light touches on the palm / back of a classmate or in the air, the game “Carousel” (repeated pronunciation, moving around with a change of partner), the manufacture of letters from plasticine, the use of magnetic letters for word-making on the board, the game “Moving dictation”, pantomime and any other work involving motions help develop kinesthetic abilities of perception.

Using music in the classroom not only increases the interest of children in learning and diversifies the lesson, but also helps to capture musical abilities, which facilitates the perception and learning material. Pupils enjoy using different familiar tunes for learning new lexical units, jazz bindings, flipping or stamping on accented warehouses or words, different rhymes, choral reading for processing intonation, reading of poetry for musical accompaniment, listening to short musicals passages that express the mood or subject of texts before their listening, which uniquely adjusts the children to this type of work and facilitates the perception of audio text and develops socio-cultural competence.

Participation in group discussions, discussion of one-on-one issues with a desk companion, dramatization of dialogues, team games, work on a joint project, interviews – all these are types of work for the development of extravagant perceptual abilities.

And for the development of introvert it is expedient to use brainstorming, imaginary travel, to encourage writing their own stories, poems, preparing their own projects, making their own posters, leaflets, brochures.

And, finally, in order to fully utilize the naturalistic abilities of the child, it is more necessary to use work on a model or analogy.

The innumerable variety of teaching methods only confirms the principle: none of them is suitable for all pupils. Whatever the merits of this or that method, the universal “key”, through which you can achieve outstanding results for all pupils in the class, does not exist. However, most teachers use the very same methods in working with children, without being able to detect and take into account their individual characteristics. Therefore, the success of children largely depends on how their characteristics correspond to the applicable teaching methods.

Pupils without motivation to study simply do not exist. Many pupils do not have time to study because they did not fit into the framework of a unified approach, because their individual characteristics do not correspond to the applicable teaching methods. This may be due to the peculiarities of perception of information and differences in the style of cognition.

Individual peculiarities of perception depend on functioning of the cerebral hemispheres. It is known that each hemisphere is not only responsible for the activities of the opposite side of the body, but also has its special functions, for example, responsible for ***analytical or synthetic reasoning***. As a rule, one of the hemispheres of a human brain is dominant, leading, that is, determining one way or another one of knowledge and creativity. The left hemisphere is responsible for the analytical mind, mathematical abilities, abilities to work with scientific and technical literature; for people with the dominant left hemisphere dominated verbal abilities and verbal-logical thinking. The right hemisphere is responsible for the synthetic reason, artistic ability, the ability to perceive artistic texts. People with the dominant right hemisphere have good orientation in space and coordination of movements.

Recently, the theory of the specialization of the cerebral hemispheres is increasingly used in Psychology and Pedagogy. On the basis of the research results of the brain, a holistic approach to teaching was created, based on a holistic, single brain work. The essence of the approach is to select the types of educational activities that contribute to the active, balanced work of both hemispheres and to overcome some of the characteristic learning difficulties.

In the first years of the child's life dominated by the right hemisphere, the relative prevalence of the left hemisphere becomes expressed to 8-10 years. The model of education, adopted at our schools, kindergartens, and even in families, is aimed for developing exclusively the left hemisphere. Thus, the learning style is dominant in our society and indirectly piercing all spheres of relations, leads to the formation of the left-half type of thinking.

The "left-wingers" are experiencing difficulties where it is necessary to move from the field of theory to practice where real conditions must be taken into account, and not manipulate schemes where it is not necessary to explain, but to act. Among the pupils with a low level of success are often "right-wing", which do not fit into the traditional model of education.

When using the learning style, focused on the assimilation of the finished truths, there is a psychological barrier in the need for creative self-expression. At the same time, group aggression may appear in relation to those members of the team, who openly reveal creative abilities, differ in peculiarity and non-standard thinking.

In the vast majority of cases, only hearing and sight are used in the lessons, and the rest of the senses remain unnoticed. Tasks and exercises for the development of the right-wing type should include non-verbal (non-verbal) components (music, singing, poetry, staging) can be used. The development of figurative thinking is more conducive to educational games. A significant part of the information is perceived at an emotional level.

When using the holistic approach of teaching, it is important to combine, vary in the course of classes various activities focused on both types of cognition.

Using different methods of diagnosis, you can make an idea of the dominant type of cognitive activity of the pupil and thereby expand the opportunities for a more successful implementation of the holistic approach.

There are absolutely precise ways of determining the type of cognitive activity. Each person peculiarly combines different types of cognitive activity, each child has his/her own, individual type of knowledge, which must correspond to the style of learning. Therefore, the main attention when working on the basis of a holistic

approach should be paid not to determine the type of cognitive activity of each pupil, but to use such a style of learning, in which pupils will be involved into various types of cognitive activity.

Before answering the teacher's questions, the pupil must extract the information required for the answer. It can be in the form of visual, auditory and kinesthetic (based on muscle senses) images. These processes occur at the level of the subconscious. Then extracted information should also be presented visually, audibly, and kinesthetically. This is a conscious action.

Often, the path of perception between the teacher and the pupil does not coincide. For example, if a teacher prefers a lecture form, and a pupil is poor auditory memory, the effectiveness of such activity will be small. If neither the teacher nor the pupil has sufficient flexibility to adapt to each other, this may ultimately have a serious impact on the effectiveness of learning, in the classroom environment.

Thus, it is important for the teacher to know the peculiarities of perception – both their own and their pupils. Based on this knowledge, it is possible to help children to learn the teaching material, employing, as far as it is possible, all input channels.

1.3. Emotional intelligence as a social-emotional component of communicative techniques as the means of teaching students in high school to speak English

In recent years, the term “emotional intelligence” is used more and more frequently in Ukrainian and foreign methodological literature, which serves to represent the totality of abilities, knowledge and skills related to the regulation of the emotional sphere of the person and it is necessary for successful socialization and communication. Despite the fact that there is still no single position on the definition of emotional intelligence, scientists agree that this concept can combine the ability to distinguish and understand emotions, manage their own emotional states and emotions of communication partners. At the same time, according to

V.Reva (PeBa, 2011), the concept of “emotional intelligence” allowed researchers to look at the content of the emotional sphere in a new way and see that “people differ not only because of what they have emotional phenomena and how they proceed, but also after how they can deal with them”.

Emotional intelligence is the integrative concept and includes a multitude of varied abilities, knowledge and skills, the importance and necessity of the development which does not call into questions of psychologists and teachers. Researchers offer different variants of the structure of emotional intelligence and conduct discussions about the components of this concept. Among the components of emotional intelligence, the authors (Pragglejaz Group, 2007) singled out such abilities as: 1) perception of emotions (identification of emotions by persons, in design, in music, in stories); 2) emotional assistance (translation of feelings, decision making on basis of emotions); 3) emotional understanding (definition of the subject of emotions, mixing the emotions, emotional transfer, emotional perspectives); 4) emotional control (managing your own emotions, managing emotions of others).

Scientists (Rohrer, 2007) call the following components of emotional intelligence:

- 1) self-consciousness (emotional self-awareness, exact self-esteem, self-confidence);
- 2) social awareness (empathy, organizational awareness, service orientation);
- 3) self-government (self-control, adaptability, initiative, orientation towards achievement);
- 4) social skills (leadership, influence, communication, catalyze change, resolve conflicts, work within a group, link building).

Despite some differences in the approaches of identifying the components of emotional intelligence, most scholars agree that two main aspects need to be taken into account: the ability to manage his/her own emotions and create a supportive emotional atmosphere in relationships with other people. For school educators, the value of the emergence of this concept lies in the fact that it allows to implement an

integrated approach to the development of critical emotional and social skills and abilities.

As for the teaching the foreign languages, the notion of “emotional intelligence” also has a certain interest, since its components (empathy, motivation for achievement, self-regulation, reflection, etc.) are necessary both for the full development of the emotional sphere of the child’s person and for the successful start in the formation of a foreign language communicative competence of adolescents. The idea of emotional development of school-age children at lessons of a foreign language is reflected in methodological literature.

A lesson of a foreign language offers great opportunities for the development of perception and emotions of adolescents. In the context of a traditional school, a foreign language is one of a few subjects within which it is possible to simulate different communication situations that allow pupils to imagine themselves outside the school learning process and to work out certain behaviors in different communication situations. Perception and emotionality are important components of successful communication and can only be developed in the communication process that is modeled at foreign language lessons. In addition, many specialists in the field of linguodidactics believe that learning a foreign language, especially by adolescence, greatly affects the formation of the person of a child and, in particular, his/her emotional sphere. In turn, the inclusion of the child’s emotional-perceptual sphere in the process of studying a foreign language facilitates his/her successful assimilation. The emotional sphere, along with intellectual, plays the important role in the formation of language skills in native and foreign languages at school age.

There are a lot of approaches about the development of emotional intelligence of junior pupils, we can say that the choice of approaches depends on what it is the primary for the teacher and the pupil: if the main goal is the formation and the development of the emotional intelligence of a child, then the development of emotional abilities, knowledge and skills are directly necessary. If the primary goal is different (in our case it is the formation and the development of a foreign language

communicative competence), then work is done indirectly, that is, it combines language learning and the development of the emotional intelligence of children.

The process of developing the emotional intelligence of junior pupils permeates all levels of the teacher's activity: planning of the lessons, the design of the classroom, the selection of educational material and exercises, the behavior of a teacher, the nature of the relationships in the classroom, both between the teacher and the pupils, and between the children themselves. However, one should pay attention to the fact that the use of such a fashionable concept of "emotional intelligence" now has not brought anything fundamentally new, revolutionary in the field of teaching foreign language children of junior school age. And this is not surprising, since many of those qualities and abilities that are considered as components of emotional intelligence have long been the subject of studies of specialists in linguistics. There are developments in developing the skills of empathy, reflection, and motivation in foreign language lessons. At the same time, the combination of the most important abilities and skills associated with self-regulation and management of the emotional state in the communication process, in the concept of "emotional intelligence", allows us to imagine the problem of the development of the emotional sphere of the child in the complex, when all of the above capabilities in equal are important both for the successful mastery of the foreign language and its further use, and for the full development of the emotional world of the pupil of the junior class.

According to scientists (Lakoff & Turner, 1989), since the main goal of teaching foreign languages is the education of a person who is capable and willing to enter intercultural communication, it is desirable to create a model of such communication in the classroom. Do not forget that the teacher acts as a representative of another culture, his/her speech should be as close as possible to the natural, emotional speech in a foreign language, clearly individual. The conversation with the students should go "eyes to eyes", while the teacher must be on an equal footing with the students. In middle classes, going to the student, the teacher should

lean towards the child, look into his eyes, so that he will feel the teacher's interest, which will give him/her confidence.

With regard to the design of the study room, which is supposed to conduct training, it is recommended to create a cozy and comfortable room, avoiding bright colors, using decorative plants and landscapes, and instead of grammatical tables and rules – quotes and pictures in English, which will help the child to adjust positively not only to a lesson of a foreign language, but also for the whole day.

Many teachers agree that during their studies children should not sit at the desks, and in the circle – on chairs or on a carpet. Form of the circle, according to scientists (Maalej, 2004), “creates a sense of integrity, facilitates mutual understanding and interaction of children”. At the lesson, it is desirable to use a large number of various and interesting toys, images of animals and fairy-tale characters.

In accordance with the principles of integral teaching of a foreign language, the selection of educational material should take place on the basis of the presence of positive background information in order to form associative relationships with the pupils' inner emotional experiences. A special role in this is given to music, which, according to Media GM Forum (2022), “due to the ability of musical-acoustic stimuli to cause certain emotional states”. Music is a kind of catalyst that accelerates the holistic development of the child, his/her mental processes and personal qualities. In practice, the “emotional” effect of music is used to create motivation, eliminate emotional stress and stiffness, stimulate cognitive and associative processes, and ultimately the pupil's linguistic activity in the process of learning a foreign language.

So, we'll propose **social-emotional components of communicative techniques** as the means of teaching students in high school to speak English (Fig. 1).

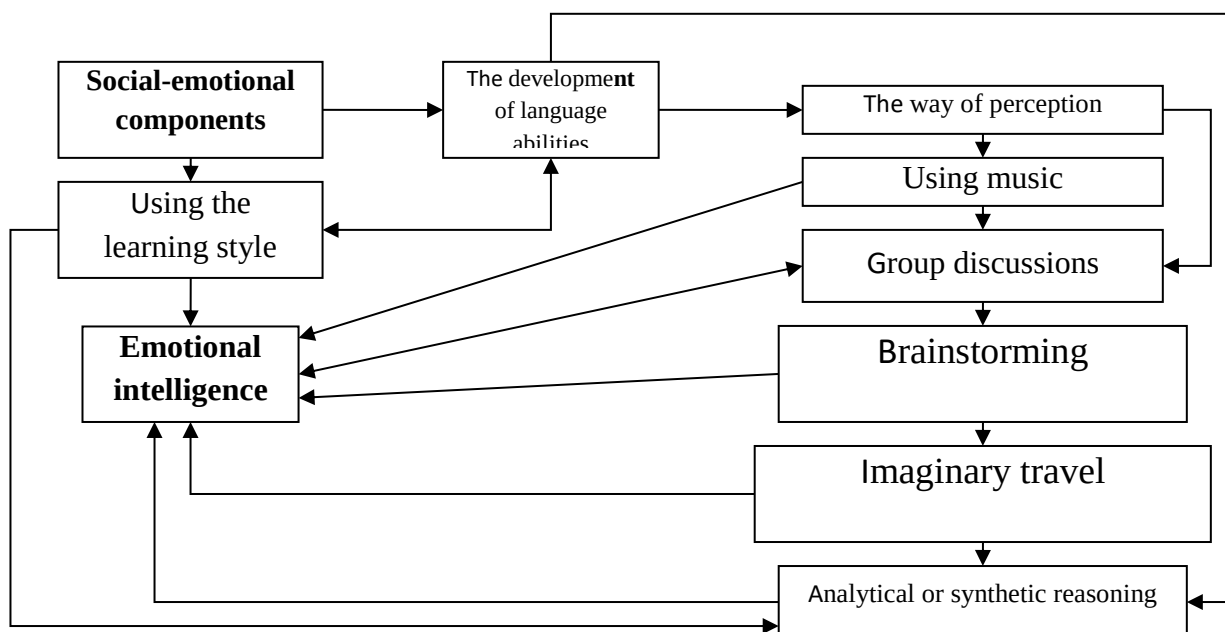


Fig. 1. Social-emotional components of communicative techniques as the means of teaching students in high school to speak English

1.4. Principles of the development of the components of the emotional intelligence of the person of students in high school

Below we list the general principles of the development of the components of emotional intelligence of children of middle school age. These principles can be guided by the teaching of various subjects in high school, but most successfully they can be implemented at the lessons devoted to the development of speech skills in both the native language and the foreign language.

Self-esteem in the process of training is necessary to focus on the abilities of children and their potential, without emphasizing their inability to do any actions. The teacher needs to evaluate not only the concrete result, but also the efforts spent by the child to achieve it. It is important to show the class the results of the successful work of each pupil and pay special attention to the strengths of children, to praise them more often. It is necessary to create an atmosphere in the classroom, where diversity and diversity are valued and respected each other. The pupil's desire to

perform the tasks of the teacher will increase if he/she sees that the best results are achieved by the children who make the most effort to accomplish one or another task.

Consciousness. In the learning process it is necessary to make a certain component of self-control, when pupils are allowed to evaluate their own actions and actions themselves. When learning a language, children need to be given the opportunity to develop and use their own, individual styles and learning strategies. Offering various exercises and tasks, the teacher must take into account the benefits of children, giving them such tasks, in the exercise of which they created the opportunity to use different aspects of multiple intelligence of each pupil. For the development of realistic thinking, it is necessary to focus on the child's self-reflection, his/her assessment of his/her positive and negative actions and emotions. The creation of stories is one of the best ways to develop a realistic thinking of children. By learning to conduct an internal dialogue with oneself, pupils will be able to concentrate their attention better on the performance of their tasks and work more efficiently. A constant appeal to self-reflection of a child can contribute to the development of communication techniques with their "Me" and become an integral part of the mental and behavioral activities of pupils.

Managing emotions. Teachers need to demonstrate different models of positive behavior, both themselves, and through the simulation of various communication situations. It is necessary to give children the opportunity to speak openly about their feelings and emotional states. In a foreign language lesson, the teacher must carefully listen to each student and teach other children to listen to each other. It is important for the pupil to talk about their emotions, especially in those cases where teachers need to be involved in solving a particular conflict. One of the most important qualities that characterizes the level of human emotional intelligence is the presence of a sense of humor. Despite the fact that all children naturally have different ability to laugh, each child is able to understand from birth a funny and loves to laugh. By developing a child's sense of humor, the teacher contributes to

the development of children's ability to communicate with one another and enables them to cope with a variety of tasks.

Achievement motivation. It is impossible to create motivation for learning a foreign language and present communication without creating an atmosphere of enthusiasm, optimism and faith in children in their abilities and opportunities. It is necessary to raise children's sense of optimism, which is a consequence of realistic thinking. For this teacher it is important to represent a living example of an optimistic mindset for pupils and colleagues. It is extremely important and necessary to put the children in front of them or help them to set themselves realistic and achievable goals and objectives, provide problem-solving tasks, and also explicitly simulate the process necessary to achieve the goals, providing the necessary support to predict a successful outcome. It is necessary to pay attention to the persistence and effort spent by the children on the task, rather than the end result itself. It is necessary to instill in a child that success is being built on failures. It is important to teach children to appreciate not only their own but also corporate achievements.

Empathy. At classes, the teacher must present positive role models, draw pupils' attention to the views and positions that occur in fairy tales, role plays and real life, and sometimes different from the views of the children themselves. In the process of learning, students must learn to pay attention to the emotions they feel themselves and other people at different moments of life and in response to different life situations. It is necessary to teach the child to understand what other people are feeling and how they express it. The child must learn to get to the place of another person and accordingly answer verbal and nonverbal ways as an inspiration and empathy. One of the most important elements of empathy is the ability to understand and use non-verbal means of expressing emotions. Pupils need to be taught to understand different aspects of non-verbal behavior (gestures, body language, facial expressions, etc.). An important role is played by the voice of voice, the speed of speech and intonation. Undoubtedly, these abilities significantly contribute to the formation of foreign language communicative competence, as the child is able to

“decode” and use non-verbal means of expression characteristic of representatives of the studied culture.

Social skills. The teacher needs, first of all, to pay attention and to support friendly children’s groups that were formed in the classroom. Secondly, it is important to provide such tasks that would allow pupils to learn to work in groups and pairs. Moreover, at the initial stage it is necessary to begin with short and clearly controlled tasks, and then gradually move on to those tasks where children have more autonomy and responsibility. Finally, it is necessary to give tasks that explicitly enhance the interaction of pupils, their active listening to each other and the constant change of roles. Children of the younger age learn to solve problems, guided by the accumulated personal experience, therefore it is necessary to encourage students to independently solve problems and face them tasks, not trying to provide them with prepared decisions and answers.

At the same time, the teacher, being an example for pupils, can suggest ways to solve some complex tasks that are unclear to the student. It is necessary to form a child’s ability to see different solutions of the same task. In developing the skills of communication in a foreign language, it is important to pay special attention to the development of skills such as sharing personal information with other people, to model their reaction to hints and words of other people, to offer their help and to support a person, to react positively or negatively, to demonstrate his/her ability to listen, demonstrate their understanding and sympathy, participation, admiration and approval, consent, etc. To form these abilities, it is necessary to teach children to clearly articulate statements that describe their emotions and feelings, express wishes, talk about what is important and interesting, to show curiosity, to understand what the interlocutor wants, to enjoy communication, to say positively that it seems to be a significant interlocutor, to listen carefully and actively, to be able to ask questions and to get into the details, get up at another, smile and nod during the conversation, express approval and admiration both verbally and nonverbal “oh”, find various ways to solve a problem, etc.

The formation of the interpersonal relationships of the child greatly affects the presence of friends. In the course of classes, it is necessary to demonstrate to the child the importance of the role of friends and the skills of developing friendly relationships with peers, offering pairs and group forms of work in the class. It is important to form a child's ability and desire to work in a group and to feel, its indispensable member, while taking into account the importance of each individual participant and the whole team as a whole. The development of active listening skills in children helps not only to simplify communication, but also to learn a foreign language. It is necessary from the very early age to develop in the pupils such techniques for resolving conflicts as the ability to negotiate and mediate in the resolution of disputes, as classmates, and heroes of fairy tales and role-playing games.

It should be noted that not one of the above principles and techniques can be used and often practiced in the teaching of a foreign language autonomously. However, the maximum possible effectiveness of the learning process can be achieved with a holistic approach, with awareness of the mechanisms of their functioning during the assimilation and accounting of their emotional orientation.

Conclusions to the first Chapter

By studying and analyzing the individual peculiarities of pupils, it is necessary to select the types of work that would allow not only the best use of the expressive abilities of the perception of the surrounding world, inherent in the child, but at the same time engaging and developing less pronounced ones.

Thus, ***for the development of language abilities***, pupils of all classes work with different types of dictionaries (bilingual, interpretative, phraseological, etc.), study the meaning of words, their origin, studying idioms. In the beginning they read prose and poetry to each other and to class; read the same sentences (phrase, paragraph

with different emotional tones (funny, sad, happy, angry, etc.); use audio texts not only for listening, but also for writing them on paper, writing essays, articles, letters.

For pupils with mathematical abilities, it is necessary to use those types of activity that contributes to the development of logic: the organization of sentences, paragraphs in the correct order (here it is necessary to pay attention to the order of words in English sentences: to speak and demonstrate what happens if change sometimes the word); the attribution of words or sounds to certain categories, classification. It is also worthwhile to use exercises that require critical thinking (for example, choose from a number of words the one that does not fit, and explain why). Reading stories, stopping from time to time and try to foresee the next event, give headlines to stories, articles, write instructions, and so on.

Given the visual and simple way of perception, it is necessary to encourage the children to draw illustrations to the reader or listener and, conversely, to use drawings to stimulate reading, speaking, writing. Creating diagrams, charts, filling tables with information (for example, questionnaires), writing vertically or diagonally, using different speakers to select one or another language phenomenon helps to diversify the activity.

Writing letters / words with light touches on the palm / back of a classmate or in the air, the game “Carousel” (repeated pronunciation, moving around with a change of partner), the manufacture of letters from plasticine, the use of magnetic letters for word-making on the board, the game “Moving dictation”, pantomime and any other work involving motions help develop kinesthetic abilities of perception.

Using music in the classroom not only increases the interest of children in learning and diversifies the lesson, but also helps to capture musical abilities, which facilitates the perception and learning material. Pupils enjoy using different familiar tunes for learning new lexical units, jazz bindings, flipping or stamping on accented warehouses or words, different rhymes, choral reading for processing intonation, reading of poetry for musical accompaniment, listening to short musicals passages that express the mood or subject of texts before their listening, which uniquely

adjusts the children to this type of work and facilitates the perception of audio text and develops socio-cultural competence.

Participation in group discussions, discussion of one-on-one issues with a desk companion, dramatization of dialogues, team games, work on a joint project, interviews – all these are types of work for the development of extravagant perceptual abilities.

And for the development of introvert it is expedient to use brainstorming, imaginary travel, to encourage writing their own stories, poems, preparing their own projects, making their own posters, leaflets, brochures.

And, finally, in order to fully utilize the naturalistic abilities of the child, it is more necessary to use work on a model or analogy.

The innumerable variety of teaching methods only confirms the principle: none of them is suitable for all pupils. Whatever the merits of this or that method, the universal “key”, through which you can achieve outstanding results for all pupils in the class, does not exist. However, most teachers use the very same methods in working with children, without being able to detect and take into account their individual characteristics. Therefore, the success of children largely depends on how their characteristics correspond to the applicable teaching methods.

Pupils without motivation to study simply do not exist. Many pupils do not have time to study because they did not fit into the framework of a unified approach, because their individual characteristics do not correspond to the applicable teaching methods. This may be due to the peculiarities of perception of information and differences in the style of cognition.

Individual peculiarities of perception depend on functioning of the cerebral hemispheres. It is known that each hemisphere is not only responsible for the activities of the opposite side of the body, but also has its special functions, for example, responsible for **analytical or synthetic reasoning**. As a rule, one of the hemispheres of a human brain is dominant, leading, that is, determining one way or another one of knowledge and creativity. The left hemisphere is responsible for the analytical mind, mathematical abilities, abilities to work with scientific and technical

literature; for people with the dominant left hemisphere dominated verbal abilities and verbal-logical thinking. The right hemisphere is responsible for the synthetic reason, artistic ability, the ability to perceive artistic texts. People with the dominant right hemisphere have good orientation in space and coordination of movements.

When using the learning style, focused on the assimilation of the finished truths, there is a psychological barrier in the need for creative self-expression. At the same time, group aggression may appear in relation to those members of the team, who openly reveal creative abilities, differ in peculiarity and non-standard thinking.

In the vast majority of cases, only hearing and sight are used in the lessons, and the rest of the senses remain unnoticed. Tasks and exercises for the development of the right-wing type should include non-verbal (non-verbal) components (music, singing, poetry, staging) can be used. The development of figurative thinking is more conducive to educational games. A significant part of the information is perceived at an emotional level.

When using the holistic approach of teaching, it is important to combine, vary in the course of classes various activities focused on both types of cognition. Using different methods of diagnosis, you can make an idea of the dominant type of cognitive activity of the pupil and thereby expand the opportunities for a more successful implementation of the holistic approach.

Chapter II. The analysis of social-emotional practice of teaching teenagers a foreign language

2.1. The description of the complex of exercises used according to social-emotional and perceptive components of studying a foreign language communication by students in high school

Teaching is an art, not a craft – this is the essence of the teaching profession. Try out dozens of methods and choose your own, browse dozens of textbooks and not abide by any of them steadily – this is the only possible way of living teaching.

It is this approach that many researchers-researchers recommend to use in work to avoid stamps, stereotypes, repetitions and uniformity in the book. The great achievement of the modern educational system is the right of a foreign language teacher to free choice of teaching aids. It is impossible to achieve the main goal in learning foreign languages – to master intercultural intercultural communication through the formation and development of intercultural communicative competence, using one textbook. You need to give up individual and frontal work in the classroom in favor of interaction in pairs, teams of teams. To bring the learning situation in a lesson to real communication is the task of every teacher of a foreign language.

It's not an easy matter, since it's not a secret that starting from 7-8 forms, the attitude of many pupils to studying a foreign language deteriorates. Many teachers constantly ask themselves the question: "Is the reduction of motivation with all its consequences by an objective process? Is it possible to resist this process?"

Our own experience shows that, although this is a rather complicated process, since motivation is the aspect of the subjective world of a student, it is manifested by his/her own motives and biases. Therefore, motivation can be solved only by interested learning, where the teacher and the pupil are partners in communication. The interested study takes place where the age and psychological characteristics of students are taken into account, since for each age group is characterized by its kind

of leading activity. According to the data of modern age psychology, for students of 5-6 forms, the leading is game activity, of 7-9 forms – the most important is cognitive and holistic orientation activity, in the upper classes, in addition, the communicative activity acquires a great importance.

All activities are closely related to the notion of “late interest” – it is a reliable and a real factor in the motivation of teaching. So, we developed a scale of signs of the cognitive interests of each student, formed as a result of an individual approach to him:

- pupil’s activity at a particular lesson;
- accuracy and completeness of answers;
- number of additions to the answers of classmates on their own initiative;
- additional questions for the teacher at the lesson;
- number of appeals for advice to a teacher,
- participation in Olympiads;
- general pupil’s erudition.

This scale helps to investigate the variations in the motivation of each pupil in the positive or negative side. Proceeding from this, it is necessary to find appropriate texts, exercises and tasks in order to interest pupils and maintain motivation at a sufficiently high level.

In doing in such a case, one must always adhere to three principles that we recommend to young teachers:

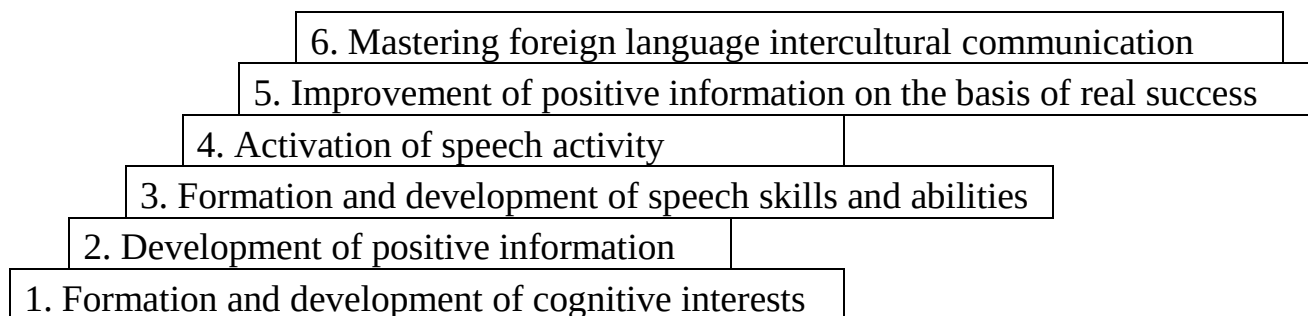
1. The formulation of the tasks of the lesson should impress pupils, open up a clear speech perspective in front of them. The teacher must make a lesson live specificity that is attractive to pupils.

2. For the purpose of qualitative assimilation of material it is necessary not to “serve” learning, but to “live” it, so that it has a vital content for the students, that is, it was personally significant. The teacher should have a good idea of what his/her pupils live, what their hobbies, tastes, values are.

3. The atmosphere of trust and cooperation must prevail in the classroom. Passing the threshold of a class, the teacher turns into a communication partner, “the

first among equal” and at the same time the organizer, which transforms the living impressions of reality into the subject of communication in the class.

Intercultural communication at the lessons is mastered through the interaction of all types of speech activity (listening, speaking, reading, writing). The path to it can be displayed as steps:



As can be seen from the scheme, the activation of speech activity is based on positive pupils’ motivation, and is one of the ways to increase it. Motivation is a “trigger” for mastering a foreign language.

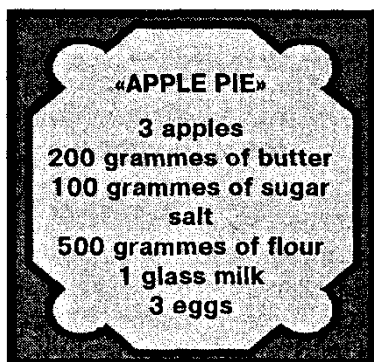
From the first minute of the lesson, students should be interested in, asking them the tasks they would like to accomplish. The language charge at the beginning of the lesson is in fact its communicative prologue. It depends on the presence or absence of the linguistic atmosphere in the classroom. Speech charge is always based on previously learned material.

FRAGMENT 1

The teacher comes to the class and brings a solid piece of cake with him/her. The unusual situation immediately attracts the attention of pupils.

Teacher: Yesterday I baked a pie for my guests but the pie wasn’t very tasty. Today it is very hard and nobody wants to drink tea with it. I can’t understand anything. Help me to solve this problem, please.

This is a recipe. (*Write a recipe on a piece of paper in capital letters*)



Teacher: I also put apples, butter, sugar, flour, milk, eggs (*shows a picture depicting everything that was put into a pie*) but you see the result.

Look at two recipes and try to explain why ray pie is so hard.

Pupils discuss the problem, look for the cause of the unsuccessful pie and give their recommendations:

- . You couldn't make a tasty pie because you had little butter.
- . You used two apples instead of three.
- . Your pie is hard because you put little flour.
- . You couldn't bake a tasty pie because you put little milk in it.

Teacher: So, what is my main mistake?

Pupil: If you want to have a tasty pie you have to follow the recipe.

FRAGMENT 2

Teacher: Good morning, children! How are you? You are well, I am glad to hear that. But I can't say the same about myself. I have a terrible headache and a sore throat. Can you give me some advice what to do? Use the verb «should» as much as you can.

Students recommend:

Pupil 1: You should go to the doctor.

Pupil 2: You should take medicine. You have surely a flue.

Pupil 3: You should go to bed and drink a cup of hot tea with lemon and honey.

Pupil 4: You should take your temperature and call the doctor.

Pupil 5: You should gargle your throat.

FRAGMENT 3

The theme of speech charging can be rules of conduct at the table «Table Manners».

Teacher: Children! During the break I was at the school canteen and saw that many pupils didn't know table manners. They were shouting and talking with their mouths full. Do you know the table manners? Let's formulate them, using these and other word-combinations:

to sit up straight, to eat with fingers, to put elbows on the table, to speak with a full mouth, to lick fingers, to say «Thank you», to eat with a knife and a fork etc.

Students formulate rules of conduct at the table, which one of them writes on the board.

TABLE MANNERS

1. You must sit up straight at the table.
2. You mustn't eat with your fingers.
3. It is not polite to put your elbows on the table.
4. You must eat with a knife and a fork.
5. You must put your dirty knife, spoon and fork on your plate after finishing to eat.
6. You mustn't talk with your mouth full.
7. You mustn't lick your fingers.
8. You should say «Thank you» after the meal.

The solution of the communicative task of "Table Manners" is based on a familiar vocabulary, the meaning of the expression "to lick fingers" students learn quickly, using their experience. After that you can invite students to discuss the behavior of children at the table, shown in the picture.

Situation: Grandmother Loo is taking her grandchildren out to eat. But they don't have good manners. Look at the picture and say what she is telling to each child.

Study this example:

Grandmother Loo is telling Bill not to put his elbows on the table.

REMEMBER!

Reported Speech – NOT PLUS INFINITIVE

The emotional nature of the organization of a foreign language lesson was the basis of many in most of its alternative methods, including advanced research, Total Physical Response, Making Protects, Game Techniques, etc. Holistic learning is always open. Specific is the lack of specific detailed step-by-step developments that could be applied by each teacher to the training group, and this leaves the teacher space for creativity. Such combination and variation develop and stimulate the coherent perception of the teacher of the educational material, the personality of the pupil and the lesson as a whole, which ensures the practical implementation of the principles of holistic learning. Educational material is considered and presented as a holistic, only in this case, assimilation takes place simultaneously at the level of all three spheres: emotional, cognitive and psychomotor. At the same time, the actual educational material is accompanied by a positive background information in order to form associative connections with internal emotional (positive) experiences.

Modern tendencies of holistic education include the identification, description and practically oriented systematization of individual methods and forms of work at the lessons. Such a classification was suggested by the scientist Ye.Kozlov (Козлов, 2018), which laid the foundation for the integration of the left and right cerebral hemispheres in the process of teaching foreign languages. It offers the following forms of integration:

- a combination of speech and visual material;
- a combination of speech and musical-rhythmic elements;
- a combination of speech and movement;
- a combination of speech, music and movements;
- combination of speech, music and pictures;
- a combination of speech, music, positive emotions, as well as auditory, visual and motor associations in imaginary travel (fantasies);
- the combination of speech and elements of natural communication situations (eye contact, actions of the emotional part – facial expressions, gestures, intonation, and other characteristics of speech) in dialogues, role-playing games, requests, information exchange, discussions and discussions.

It should be noted that these techniques can be used and often practiced in the teaching of foreign languages autonomously. However, their integration into the teaching of foreign languages beyond the holistic approach, without awareness of the mechanism of their functioning during the assimilation and accounting of their emotional orientation, does not ensure the achievement of the maximum possible effectiveness of the educational process.

Among the most effective are the game forms of tasks (story-role games, dramatizing games, games for developing communication skills), fairy tales, poems, sketches, the use of pictures and photographs, simulation and analysis of the situations, the use of music, drawing, mini-contests, game-racing, the use of specialized computer programs, etc. Let's look at some of the most effective forms of work that can be easily implemented at elementary school English classes. Currently, foreign teaching methodology appears in which the development of the emotional intelligence of children is integrated into the process of learning a foreign language.

Role Games. The game, especially the role-play game, is the main activity in preschool and junior school years, through which the child gets the opportunity to learn the world around the world and develop new forms of communication, and also gets the opportunity for further personal growth. The game – an indirect way of connecting the child with the outside world – is a kind of school of emotions, the most important tool that allows you to shape the emotional world of children. Game forms are widely used in foreign language lessons because they are extremely effective at school age. According to Z. Kövecses (2004), the role-playing game “not only promotes the strengthening of various cognitive skills and abilities ... but also provides a basis for emotional and social development”. Application of game tasks in foreign language classes allows combining successful study of language with the formation and development of emotional intelligence of a pupil. The game greatly enhances the child's motivation to learn a foreign language. Being a teacher analogous to the exercise in which children acquire language skills and abilities, for children themselves, this is an interesting and fascinating interaction with a teacher

and peers, in which the use of a foreign language is dictated by the internal needs of the game.

Here is one example of such a game – **Fortune Teller** (forerunner of fate). Kids follow the instructions to make an octagon from a square sheet of paper. Children colorize 4 internal surfaces in different colors, then write numbers 1 to 8 outside and below them – various positive messages in English, for example, “You’re great!”, “You’re wonderful!”, etc. Students play in pairs in turn, for example:

- What’s your favourite number?
- Four!
- One ... two ... three ... four. What’s your favourite colour?
- Red!
- R-e-d (*the student spells the letters, then reads a message written in red with a digit «4»*): You’re great!

Providing language and linguistic support for working out the question “What’s your favorite ...?” And the names of the numbers and colors, this exercise contributes to changing roles, actively listening to other students and the desire to interact. Being positive towards classmates who are partners in exercising, children begin to see themselves in a positive light, thereby reinforcing self-esteem and self-esteem. Exercises can help children to understand their emotions at a time when others say they have nice words, and to analyze ways to manage relationships with their communication partners.

Role-playing games are an effective means of creating motivation for foreign language dialogue. Communication situations, modeled in the role-playing game, help to bring language activity closer to real communication and allow the use of language as a means of communication, while emphasizing both verbal and non-verbal means of communication. Thus, the role-playing game “promotes the implementation of the general methodological principle of the communicative orientation of learning a foreign language”, while developing such essential components of emotional intelligence as motivation for the achievement, use and understanding of nonverbal means of communication.

Much attention is paid to song, poetry and folklore material. The study of songs, poems, short stories, proverbs has many advantages. This creates an enabling psychological climate, reduces strain, activated speech activity, increases emotional tone, maintained interest in learning the language.

Foreign language tales are an easily accessible resource that provides an excellent opportunity to integrate the development of the main aspects of emotional intelligence into the process of learning a foreign language in a natural, effective and satisfying way. There are many tales that allow children to develop their language skills and language skills, and at the same time explore their emotions that arise in the process of reading fairy tales. Among the most important functions of the fairy tale is the function of creating life scenarios and types of behavior. Due to the simplicity and accessibility of the material, the proximity to the inner world of the child, peculiar forms of material organization, the fairy tale, as the most important means of teaching a foreign language, contributes to the development of the pupil's emotional intelligence.

Creation of poems about emotions in pairs or groups. Poetry in English lessons is an effective learning tool that enlivens the lesson, making it an exciting and enjoyable activity. From the point of view of the methodology, poems can be used practically at any level of education for different age groups, both in the training of children and adults. Many prominent linguists (Аникина, 2018; Столяренко, 2004 and others) believe that poetry and songs can be successfully used to develop almost all language skills.

The use of poetry helps to acquaint students with new vocabulary, small forms of children's folklore of the country, the language of which is being studied; develops the communicative orientation of learning. Such work is noted for a wide range of species: study by heart, supplement, translation of the proposed verses and even the writing of his own poetry. Here is an example of using poetry in a lesson:

The class is divided into groups, and each group is issued, or the pupils themselves are allowed to choose the starting line of the verse written on the card, for example, "I feel happy / sad / angry / frightened when ...". Each pupil receives a

strip of paper on which he must write his sentence sentence sentence. When the students are ready with their sentences, they read them each other in groups and put them together in the order in order to get a well-meaning poem. At this stage, children are allowed to edit, modify or add something to their sentences. Then the students together come up with the last line of the verse, which begins with the word “But ...” and write the final version of their verse. Here’s an example of one of the possible options: I feel angry when ...

I get a bad mark My mother shouts at me I am ill

But really, I’m kind!

By allowing children to express their emotions openly, this exercise involves them to work together through collaboration. It can be performed at the initial stage of studying a foreign language, since individually from children one only needs to write one-two short sentences.

Songs in a foreign language are one of the favorite forms of occupation by children. In addition to the implementation process, which includes collective creativity and cooperation during singing for music, the content of songs itself can contribute to the development of children emotional harmony with classmates, a sense of unity and ability to have the activity in a group.

As practice shows, the acquisition of aspects and types of communicative foreign language activities in adolescents is more successful if, as a musical clarity, the modern popular song material is used.

It is obvious that selecting a song material in accordance with the benefits of high school students, the teacher enhances pupils’ motivation and interest in learning the English language themselves. However, not every song material that is of interest to children can be used in foreign language lessons at school. Therefore, when selecting musical clarity for educational purposes, the teacher-speaker must adhere to certain criteria:

- positive emotional impact of music on students, which affects both the motivational and emotional sphere;
- authenticity – as a means of penetration into a new national culture;

- the presence of a problem relevant to teens at the present time;
- methodological value – correspondence with subjects of lessons;
- general-language criterion – a clear rhythmic pattern, tempo, type of accompaniment.

So, we'll propose the fragment from the lesson "Relationship with Parents *LinkinPark* "Numb"".

Relationship with Parents *LinkinPark* "Numb"

- *Some information about the band. Read and comment on the following.*

The band "Linkin Park" was formed in 1996 by Mike Shinoda, Rob Bourdon, Brad Delson, Dave Farrel and Joseph Hahn. Its first name was XerO. Later the new vocalist Chester Bennington joined the band and changed its name into "Hybrid Theory" firstly and then into "Linkin Park". "Linkin Park" is a colloquial variant of "Lincoln Park". The unique style of music made the band extremely popular all over the world. Their music is a mixture of hard rock, hip-hop and electronic samples, simultaneously hard and soft – this ambiguity brought the band success. It got several music awards and their first album became the best sold one in the USA in 2001. "Numb" is the single from the band's latest album *Meteora* and can be interpreted as the expression of the relationship between the son and his mother.

- *Read the words and their definitions and use them in situations of your own.*

surface the top layer of water or land

undertow the water current moving beneath and in a different direction from that of the surface water

disappointed unhappy because something was not as good as you expected

to be aware to realize or know that something exists

- *Match the words in list A with the words in list B so that to get a word-combination.*

A	B
hold	control
lose	a step
under	loudly

laugh tightly
take the pressure

• *Read the following sentences, paying special attention to the underlined grammar structures. Guess what object is meant*

1. It is more like a small record player. It is less like a video player. (a walkman)

2. Imagine any object and describe it to your classmates using the following structures. Let your classmates guess the object.

• *Form the opposites to the words, using negative suffixes as in the example.*

Example: careful > careless

meaningful >

doubtful >

..... > *fearless*

tactful >

..... > *restless*

• *Listen to the song “Numb” by Linkin Park and answer the question:*

Is the main character of the song satisfied with his position or does he want to change anything?

• *Listen to the song again and insert the omitted prepositions into the tapescript of the song.*

Numb

I'm tired being what you want me to be

Feeling so *faithless*

Lost the surface

I don't know what you're expecting me

Put the pressure

Of walking your shoes

(caught in the undertow just caught in the undertow)

Every step that I take

Is another mistake

.... you
 I've
 Become so *numb*
 I can't feel you there
 Become so tired
 So much more aware
 I'm becoming this
 All I want to do
 Is be more like me
 And be less like you
 Can't you see that you're *smothering* me
 Holding too tightly
 Afraid to lose control
 'cause everything that you thought I would be
 Has *fallen apart* right front you
 (caught in the undertow just caught in the undertow)
 Every step that I take
 Is another mistake
 you
 (caught in the undertow just caught in the undertow)
 And every second I *waste*
 Is more than I can take
 But I know
 I may *end up* failing too
 But I know
 You were just like me
 With someone disappointed you!

Substitute the words in italics with their synonyms or give their short definitions.

. Complete the sentences with the words from the song.

1. A friend whom you can't trust is

2. The smoke was so thick in the room that I started
3. I'm afraid we can't learn about Jack's problem from him. He is always about his troubles.
4. Liz has her own opinion to any question; she never adores and copies anybody! She says that she doesn't want to
5. I wish I didn't go to the cinema! I just my time watching this boring stupid film!
6. All her arguments with her mother in tears and disappointment.
7. Brian's relations with his father after he got married to McLain's daughter.

. *Read the text of the song and mark the key words in it. Then using these key words, speak about the problem of the main character of the song.*

. *Imagine and describe the point of view on the problem of the person (or his mother) to whom the main character of the song appeals. Use words in the box*

faithless	to walk in one's shoes	to waste
to be tired of	to end up	to fail
to expect from	to hold tightly	disappointed
to fall apart	to be aware of	to lose control

. *Have you ever experienced the same problems in your relationships with your parents? Describe your relationships using the new words.*

. *Read the text of the song rhythmically. Listen to the song one more time. Sing together with the band in low tone. Then sing together with the band in a full voice.*

Jazz Chants (a combination of language and musical-rhythmic elements). Jazz Chants are rhythmic tunes or recitatives used to teach vocabulary and grammatical structures. The similarity with rap music is very impressive to the students, they gladly reproduce the texts (including dialogical ones) and readily move to music (the movements are arbitrary). This may be a rehearsal of words aloud or with songs:

Hands on your hips,

Hands on your knees,

Put them behind you,

If you please.

Touch your shoulders,

Touch your nose,

Touch your ears,

Touch your toes.

Action songs (a combination of language, music and movements).

Students sing a song known to them under the cassette and demonstrate motions predictable in the content of the text.

1 and 2 and 3 and 4, we are dancing on the floor,

We are dancing on the floor,

Clap, clap, clap, clap.

Refrain: We can jump the rope,

We can skate and ski,

We are strong and happy As only the children can be.

We are playing with the hands, Look at our smiling face,

Look at our smiling face,

Clap, clap, clap, clap.

Children of junior and high school are happy to move to music and easily memorize lyrics.

Proverbs and sayings are a good material used in teaching. It is difficult to find a course of English that would do without their help. It is known that even in the X-th century. Proverbs were used in England as one of the means of teaching Latin.

Proverbs and sayings, as a whole, cover a significant part of human experience. Due to the generalized nature of proverbs and sayings, they can be used in all classes, teaching the art and speech, the ability to illustrate their ideas and summarize it in a concise form.

It is worth applying this type of work as an epilogue of the lesson, as a kind of conclusion to the topic. Due to the succession, emotionality, specific rhyme and rhythmic structure, the use of folklore in combination with illustrations, is of interest

to students, is easily remembered and contributes to a more solid assimilation of lexical material. For example:

- **All is well that ends well.** Все добре, що на добре виходить.
- **As you make your bed, so you must lie on it.** Хто як постелить, так і виспить. *Пор.:* Що посієш, те і пожнеш.
- **Out of sight, out of mind.** Далі очі – далі серце. *Пор.:* Як з очей, так і з думки.
- **To kill two birds with one stone.** Вбити двох зайців одним пострілом.

EXERCISES

I. Read and translate using a dictionary:

3. «Oh, dear, I've caused you so much trouble», said Georgie. «I feel bad». «All is well that ends well», said Antonia.
4. No one must know – certainly not her father, who had warned her so seriously! She had made her bed, and would have¹ to lie on it.
5. Take a short holiday. You know the old proverb «Out of sight, out of mind». If people aren't there, the talk dies.
6. He was a man who never missed a chance of killing two birds with one stone.

II. Say which of the proverbs following the story makes the best ending to it:

A Clever Answer

A boy once went into a shop to buy some oranges. He said to the shopman, «Please give me oranges for five pence».

When the shopman gave him the oranges, the boy counted them and then said, «My mother bought some oranges here last week, and she also paid you five pence, but she got more than I have. Why did you give me so few?»

«Don't ask questions», said the shopman in an angry voice. «I am a busy man and I have little time to waste»².

«I am sorry, sir, but...»

¹ **and would have** – повинна буде

² **I have little time to waste** – у мене замало часу

«It's quite all right, my boy», said the shopman. «Don't you understand? The fewer oranges you get, the less¹ you will have to carry».

«Very well», said the boy, and he put four pennies on the counter. Then he turned to go.

«Come back!» cried the shopman. «This is not enough money».

«That's quite all right», said the boy. «Don't you understand? The fewer pennies you get, the less you will have to count».

1. All is well that ends well.
2. As you make your bed, so you must lie on it.
3. To kill two birds with one stone.

III. Render into English the following Ukrainian proverbs:

1. Як з очей, так і з думки.
2. Вбити двох зайців одним пострілом.
3. Що посієш, те і пожнеш.
- Все добре, що на добре виходить.
- Хто як постелить, так і виспитьсья.

IV. a) Read the dialogue and find the English proverb in it.

b) Using one of the proverbs of Step 1, make up a dialogue of your own or repeat this one:

Father: I say, John, what have you learnt at college?

Son: Oh, many things. I've studied logic, too.

Father: Logic? What is that?

Son: Well, I can give you a demonstration.

Father: That will be very good of you

Son: How many chickens are there on that dish, Father?

Father: Two.

Son: Well, I can prove there are three. This is one isn't it?

Father: Yes.

¹ **The fewer oranges you get, the less...** – Чим менше апельсинів ти отримаєш, тим менше...

Son: And this is two. Well, one and two make three, don't they? That's what logic is.

Father: Oh, you really have learnt things at college. Well, Mother, you have one of the chickens, I'll take the second, and John can have the third. How is that, John? As you make your bed, so you must lie on it.

V. Use the proverbs in situations of your own. The expressions in brackets will help you:

1. As you make your bed, so you must lie on it (to prepare lessons badly; to copy homework from somebody; to get a bad mark; a sad face).
2. Out of sight, out of mind (to make friends with somebody; to see each other very often; to part with; to promise to write letters).
3. All's well that ends well (to live in a new district; to lose one's way; to take a bus; in the end; to be glad).

Model:

Nick spent his summer at his grandmother's in the country. He made friends with Pete there. They swam in the river, went to the forest and did a lot of things together. It was difficult for Nick to part with his new friend. When he was going home, he promised Pete to write him letters every week. In two months Nick's mother asked him about his new friend. But Nick said that he stopped writing letters to Pete. «Out of sight, out of mind, you know, Mother». Nick's mother was very angry with her son. She said, «You are a bad friend».

VI. Read the text and answer the question using one of the proverbs of Step 1:

Jane Eyre, a little girl of ten, had no mother or father. She lived in the family of her uncle, Mr. Reed. When her uncle died, Jane stayed in the family. Mrs. Reed was not kind to Jane, and her children beat the little girl. One day Mrs. Reed decided to send Jane to a school for poor girls. Why did Mrs. Reed want to send Jane to a school for poor girls?

VII. Look at the pictures and tell the story using this proverb:

Out of sight, out of mind.

Model:

It is eight o'clock in the morning. Before she leaves for her work a mother tells her son Vanya to be a good boy while she is away. Vanya promises to do as she tells him. When his mother goes away, the boy returns to the living-room. The room is light and very clean, everything is in order¹. There is a vase of beautiful flowers on the table. The boy sits down in the arm-chair and begins to look at the pictures in the book. But very soon he forgets his promise to be a good boy and starts playing football. Well, out of sight, out of mind. Mother's favourite vase is broken, there are toys all over the room. Mother returns home in the afternoon and sees that everything is upside down². She is angry.

«When I'm out of sight, I'm out of mind, is that it?» she says. The boy looks ashamed. He begins to tidy the room and sweeps the floor. His mother says to him, «As you make your bed, so you must lie on it. Now you will put everything in order instead of playing³ with your friends in the yard».



¹ **in order** — все як слід

² **upside down** — безладно

³ **instead of playing** — замість того, щоб гратися

Group discussions in which the whole class takes part is an effective form of work that allows combining effective learning of a foreign language with the development of various components of emotional intelligence.

One example of such exercises is **Circle Time**. This exercise allows you to develop lexical skills and language skills of schoolchildren and at the same time increase their self-esteem and the ability to openly express their emotions. In

carrying out such a task, active listening skills, as well as communication skills and abilities develop. The rules of the task are as follows: the child can speak only when it comes to its turn; behave correctly and kindly when a classmate says; find your own words, avoiding repetitions by other children; in the absence of the desire to use the phrase “I pass”. Children are on the floor, forming a circle. The teacher offers an unfinished sentence and shows how it can be completed. Children in turn repeat the unfinished design and add their limb. Children are allowed to skip the turn or use their native language to compensate for the lack of linguistic resources. If the child is expressed in his native language, the teacher translates what is said in English and fixes all that is said on the board for the gradual creation of an active vocabulary on the subject. During this exercise, you can use such designs as: “I feel sad when ...; I’m good at ...; A friend is ...”. If children are ashamed to openly express their emotions with classmates, you can offer a variation of this game, Secrets. On strips of paper children can record their secret thoughts and put them in a special box. In turn, students get a note from the box and read anonymous “secrets” aloud. If the author of the note wants to speak, then he raises his hand and expresses his position.

Apart from the development of written language skills, with the help of this task it is possible to develop the skills of listening and language skills. Gradually, getting accustomed to the periodic execution of this task, children are increasingly beginning to use a foreign language, using the words and grammatical constructs accumulated in the active vocabulary. The form of the circle allows children to feel harmony and unity with classmates, safety and belonging to the team. The teacher’s translation of his own comments and statements of students and fixing them on the board allows us to create a base for really active and emotionally close children of vocabulary.

As one of the tools considered comics. In the reference literature, the comic is characterized as a sequence of related text-based contours. The comics are also defined as an entertaining genre, which is built on the basis of a corresponding chain of drawings. In its form and character, the influence on the perception of the comic

is similar to the illustration. But most often it is a synthesis of textual and artistic graphics, and this factor, in our opinion, gives grounds to talk about comics as a separate special genre, built on the combination of art and literature.

The activity of children of the junior school age has an emotional color, which is reflected in the nature of their language. This is precisely what the content of the comic book essentially differs from the content of the plain text, even if the original is represented in the form of a dialogue. Under the emotionality of the content of the comic book, we understand the presence of many paralinguistic and extra-linguistic effects involved in forming the skills and abilities to understand the message. We believe that, in order to provide communication, the linguistic content, drawn up in this way, will have an undeniable advantage. Use of gestures “save communication”; the situation itself, as appropriate, provides the key to understanding the statement. We share the opinion of some scholars (Шишкова, 2004) that exclamation points, three dots, a combination of exclamation points and a question, exclamations that do not belong to the system of language, as well as gestures and facial expressions can and should not be considered separately from other means in the communicative process.

Especially when it comes to comics, where heroes and their stories are served in a grotesque style. Such an approach, in our opinion, can have a tangible effect on the perception and involuntary attention of pupils. The comics often use different kinds of exclamations and background sounds to provide communication or actions of heroes of expressiveness, emotionality and illustration. Therefore, similar paralinguistic effects, like others, must be realized in a comic at the level of interaction between foreign factors and verbal behavior of heroes. Thus, the dialogic broadcast of the comic, full of extra means, is the optimal form of presentation of the speech material intended for elementary school students.

In a view of foregoing, it is expedient to use comics as an effective means in studying foreign languages, having thoroughly studied its linguistic and linguistic content, artistic and aesthetic design, subjects, methodological typology.

Increase the effectiveness of using the comic book, taking into account children's interests, ease of use, the possibility of combining it with other means, including the textbook, etc.

Collage is a combination of language and pictures. Pupils receive a large number of photographs of any modern celebrity in the language of studying. Having taken the necessary photographs from their point of view (periods of childhood, youth, career start, etc.), they make a "photobiography" and come up (sign) comments on each photo from the point of view of the "star" itself. Humor and irony are encouraged. A similar form of work causes each student to have a living emotional response and a desire to take a direct part.

Also Ye.Samoilenko (Самойленко, 2004) believes that besides the collage, you can use humorous cartoons, such as pictures of Helrutha Bidstrup, or illustrations. A minimum of 3-4 pictures that are related to one story to which you can make an oral story or dialog. Similar techniques are used in many modern textbooks.

Pantomime is a combination of language and movement.

a) pantomimeful performance of actions offered by the teacher:

Get up! Hands forward! Hands off! Hands down! Sit down !;

b) one student shows the actions, while others are guessing what he is doing:

What am I doing? – You are swimming.

What am I doing? You are sleeping.

Imaginary traveling is a combination of language, music, positive emotions, as well as auditory, visual and kinesthetic representations). After the announcement of the purpose of the trip, music relieves stress and forms pupils the associative connections between the theme and a pleasant lack of tension. After a relaxation session, pupils are encouraged to start the journey. The text reproduced by the teacher describes the impression of auditory, visual, kinesthetic, tactile and even taste, which are applied by appropriate analyzers, which ultimately promotes the active assimilation of verbal information. An illustration can serve as a fragment of K. McKenzie-Copp's tour of London. The tour ends in Green Park: "... You cross

the road to Green Park. How lovely and green the grass is. On the corner they're selling the evening papers already, even though it's just past midday / but you don't want a paper now. The sun is shining on your skin. You can hear birds singing even louder than the traffic. You take off your shoes and feel the cool grass between your toes. That's better. Look, there are yellow daffodils, and a big tree. In the distance you can hear a band playing ...".

The basis can be taken, for example, the textbook "Narra English", the authors Monk and Klymentyev. At the end of the book is a selection of photographs and a map of London. Each pupil receives a task to act as a guide:

Dear ladies and gentlemen! We start our excursion from Hyde Park. This is the most famous park in the world. People can come here and tell everybody their point of view. If any of you has a wish to make a speech – you can use this opportunity just now.

E. Zakirova (Закирова, 2018) draws our attention to the fact that the teacher in most cases with sincere and undisguised pleasure lives in such forms of work on a par with pupils.

Using video. Having written unfamiliar words and phrases after watching the animation (about 5-7 minutes) and processing them with the pupils, we repeat the episode for final assimilation. Then, depending on the situation, we offer a role play or dialogue.

The Lion King:

Baboon – бабуїн; lion-cub – левеня; I quiver with fear – я тремчу від страху; life is not fair – життя несправедливе; temper – спокій; impeccable timing – дуже вчасно; Must've slipped of my mind – вискочило в мене з голови; Don't turn your back on me, Scar! – не повертайся до мене спиною, Шраме!; brute strength – груба сила; Is it a challenge? – Це виклик?

Now children we shall try to retell what we have watched.

Pupil N. is Zazu, pupil B. is Scar, pupil T. is Mufassa, pupil K. is a mouse. Let's reproduce what you have watched.

You can also take short video clips, such as “Hello, London”, “Madam Tussaud”, etc. The effect of using these methods and techniques is simply impressive.

There are many other exercises that develop various aspects of emotional intelligence of children at foreign classes.

Thus, the emotionality of the lesson is provided by the content of the educational material, the forms of work on the educational material, as well as the associative links of the educational material with the experienced emotional states in the lesson, the acquisition of which is the background information. Emotionally rich learning of a foreign language in a holistic teaching is of an active character, provided by the interaction of linguistic and non-speech actions, as well as movements, visual, auditory and kinesthetic representations.

Given the role of the emotional factor in the communication process, the effectiveness and open nature of holistic learning, we consider it advisable to orient the practice of teaching a foreign language in school and college on the ideas and principles of holistic learning, and especially on its emotionality.

2.2. Detection of modalities of perception of information and pupils' incorporation into teaching students in high school speaking a foreign language

When organizing the process of learning English, the teacher not only needs to know the psycho-physiological characteristics of pupils, but also to take into account their individual features. Individuality of each person consists of a set of many characteristics. According to the logic of reasoning, we need to identify the following features that are essential in the teaching of a foreign language and are available to the teacher to diagnose: the domination of the right or left cerebral hemispheres and the leading channels of perception of information (visual, auditory, haptic (tactile), kinesthetic, olfactory, taste, visceral modality).

In this paragraph, we will try to show the factors that will help the teacher to identify the typological features of students and consider the technology of

polymodal education, which allows you to solve the problem of creating the same opportunities for perception of information for left and right hemisphere of pupils.

Accounting of these features allows creating favorable conditions for teaching pupils a foreign language communication at the lesson. The teacher can identify these features, based on questionnaires, conversations with students, their parents, friends, other teachers, school psychologist.

Analysis of literature and our own observations allowed to highlight the following external signs of individual features of perception, which were of interest to us and which directly depended on the functioning of the cerebral hemispheres.

It is known that each hemisphere is not only responsible for the activity of the opposite side of the body, but also has its special functions, for example, is responsible for the analytical or synthetic mind. As a rule, one of the cerebral hemispheres of a human brain is dominant, leading, that is, determining for one way or another of knowledge and creativity.

Recently, the theory of the specialization of the hemispheres of the brain is increasingly used in pedagogy, psychology and methodology. On the basis of the research's results of the brain, a holistic approach to teaching was created, based on a holistic, single brain work. The essence of the approach is to select the types of educational activities that contribute to the active, balanced work of both hemispheres and to overcome some of the characteristic learning difficulties.

When applying a holistic approach to teaching foreign languages, it is important to combine, vary in the course of classes various activities focused on different types of knowledge (see below). Using different methods of diagnosis, you can make an idea of the dominant types of cognitive activity of the student and thus expand the opportunities for a more successful implementation of the holistic approach.

Accordingly, students in high school can be attributed to the reflexive, synthetic, sensory, inductive, context-dependent type (according to the classification of V. Reva (Рева, 2004) (often these types intersect), and in the broad sense – to the

right-wing (most often audial type, prone to synthesis, induction) – and left-twisted (visual type, focused on deduction and analysis).

Polimodal training is a system of techniques based on the knowledge and skillful use of the features of perception and information processing by various sensory channels and different brain hemispheres” – in such a way defines this concept of KSA Shofey Forum (2022). It opens up access to unconscious resources, expands pedagogical opportunities in education.

It is necessary to refer to such a concept as “the modality of perception”. It indicates the way or channel of perception of information. Scientists (Lakoff & Johnson, 2003) defines it as “a formal sign of perception”. The general meaning of this concept is related to the perception of fragments of real reality, with sensory-perceptual experience, which has a significant form, finds expression in the language and reflects the qualitative characteristics of cognitive images of different levels and complexity.

Along with the traditional modalities of perception (visual, auditory, olfactory, taste, touching) distinguish kinesthetic and visceral. Now let’s give a brief description of the given modalities of perception and the variants of their consideration when teaching pupils to speak a foreign language.

Visual perception provides richness and variety of differentiated information, which promotes the most authentic and perfect perception of objects around the world. It dominates in the knowledge of the world and the practical life of a man. The connection of the development of visual perception with writing. The best visual is remembering what it sees. The advantage of visual pictures of the outer and inner world contributes to a degree of visualization of the educational material.

Therefore, in the course of the hearing, the student must have the opportunity to have vivid images in front of him. As an audio text checker, you can give a task to draw a picture of a heard or stroke, if you offer a plural choice, then make colored notes, etc. In addition, a student with a leading visual modality perceptions well perceives words that describe color, size, and form. Achieving success in learning a

foreign language is possible if visual perceptions and visual memory are based on linguistic and auditory concepts.

With the domination of the auditory modality of perception, the student draws attention to the information presented as a sound stimulus to sounds: noise, language, music. Well, remember what he hears. He listens carefully to the teacher. For such a student it is better to hear than to see. He has a special sensitivity to the sounds of speech. Sometimes whispers, he speaks with himself.

Since pupils with this modality of perception can easily simulate the tone, pace, height and voice of voice, then texts can be offered emotional, telling which one can determine the mood, the emotions of the speakers. The domination of auditory perception and good auditory memory make it easier to perceive and understand the text heard. For him oral speech is more important than writing, so check the degree of perception of lexical material is recommended in oral form. Any foreign sounds may distract the student from work, so you must take care in advance about the absence of interfering factors. Also, the audiologist should not be remarked when in the process of listening he produces sounds, move his lips - it's easier to cope with the task.

With the dominance of kinesthetic perception, the pupil draws attention to his motor activity. The outer and inner world, the verbalization of the sensory-perceptual experience, he comprehends through the skin-muscle sensation, the movement of his own body and its parts. At lessons, I often jump out of my place, always twist in my hands, like to gesture.

Kinesthetics, like the audiyale, can be diverted to anything that the teacher also has to take into account when learning the perception of speech by ear. Due to the fact that it is difficult for such pupils to concentrate their attention in general, they need to offer small amounts of text and allow them to play with subjects while working on lessons. The test of understanding the material must be conducted in an active form, which is fair and in relation to all pupils, based on the physiological characteristics of pupils of this age.

For kinesthetics in the learning process, physical exercises, movement, practical actions, such as fingering games and breaks, as well as role-playing games and theatrical productions are possible. However, for more successful mastering of a foreign language, it is necessary to develop language kinestheziyu (movement of the apparatus of articulation in reading, listening), visual and auditory perception.

The following modalities of perception are still poorly understood and represent some difficulty in their consideration in the process of teaching students, namely speech, as it sometimes seems impossible to come up with exercises that rely on these types of perceptions or necessary for their development.

So, for example, the characteristics of pupil's behavior in the domination of haptic perception is characterized by features associated with an active touch. When dominating haptic perception, pupils first of all pay attention to the information obtained by touch. They love to touch when they want to understand what is in front of them. When talking with a classmate touching his hands, buttons, details of clothes. Always consider whether it is convenient to sit on the chair. The training material must be structured so that the new one can be touched by the hands in order to clearly understand the peculiarities of the touch when articulating the new sounds of the studied language.

In this case, the teacher can be offered to give pupils some kind of toy to be spoken about, or a doll if the information is biographical in nature. Active perception is co-operation with all modalities: especially with the tasteful modality of perception. When dominated by the last pupil, he/she pays attention to the taste of food. For him/her, taste sensations and perceptions are the most important in sensory-perceptual experience. Teachers should come up with such exercises, where taste sensations can take place. A tasty perception can be the subject of analysis in the process of teaching of English in general.

The pupil pays special attention to the smells, distinguishes them well and remembers them for a long time, if he is dominated by the nuances of the modality of perception. He/she is more susceptible to words and phrases that reflect olfactory perceptions and refer to smell, odors. Such a pupil will definitely notice the smells

in the classroom: some will stimulate mental activity, create a comfortable environment during training, others – to annoy and interfere with the learning process. Teachers need to perform exercises where smells and smells can take place: real and imaginary smells of class, street, forest, guessing of smells of fruits, flowers, perfumes.

The peculiarity of a pupil with dominant visceral modality of perception is connected with the concentration on their inner feelings. He/she will necessarily notice changes in the activities of internal organs – for him/her, they are more important than objects of the surrounding reality. For him/her, in all situations it is important to feel inner comfort. A pupil often speaks about his/her inner state, tells not about facts or events, but about how they excited him/her. He/she likes to talk about his/her personal attitude to events: that he/she was joyful or sad, etc.

In a learning situation, you need to create an atmosphere of emotionality, touching, picking up such words, formulas that “reach the heart” can be felt. In this case, the teacher can invite students to express their attitude to the text they listen to, ask what they liked, and what feelings they are making of this or that text.

Thus, it is necessary to create a comfortable situation in the teaching of speaking for pupils with different types of perception of information. A teacher can also use questionnaires, observations, etc. to determine the type of cognitive activity of a pupil. Examples of questionnaires are given in the appendix to determine the leading way of perceiving information (see Tables 2.1, 2.2).

Table 2.1

A Questionnaire “Definition of the leading channel of perception” (for pupils)

Answer the questions and circle your answer into a circle.

Answers: 0 - never, 1 - sometimes, 2 - very often, 3 - always

1.	I have better memories when I record the information	0	1	2	3
2.	I do a lot of records	0	1	2	3

3.	I visually remember pictures, words, numbers	0	1	2	3
4.	I prefer to receive information from video or TV sources	0	1	2	3
5.	While reading, I emphasize for memorization	0	1	2	3
6.	I use colored pens to highlight the material I need to memorize	0	1	2	3
7.	I need clarification of the exercises that I perform	0	1	2	3
8.	The outside noise annoys me during classes	0	1	2	3
9.	I have to look at people to understand what they are talking about	0	1	2	3
10.	I have the activity better in a room with posters, illustrations on the walls	0	1	2	3
11.	I remember better if I discuss the information aloud	0	1	2	3
12.	I better learn the material while listening to lectures, study cassettes than reading	0	1	2	3
13.	I need oral instructions for exercises	0	1	2	3
14.	The perception of oral material helps me think	0	1	2	3
15.	I like to study and think listening to music	0	1	2	3
16.	I easily understand what it is said, even if I do not see a person who is speaking	0	1	2	3
17.	I certainly do not remember the people themselves, but I remember what they were talking about	0	1	2	3
18.	I have a good memory when at once I heard an anecdote or a joke	0	1	2	3
19.	I easily recognize people by voices	0	1	2	3
20.	Turning on TV, I listen more than watching	0	1	2	3
21.	I proceed to exercise without paying attention to the explanation of it	0	1	2	3
22.	I need frequent breaks during classes	0	1	2	3

23.	I move my lips when I read silently	0	1	2	3
24.	I do not like to sit at the desk and, if it's possible, avoid it	0	1	2	3
25.	I'm nervous, staying long without moving	0	1	2	3
26.	I think it's better if I'm in motion	0	1	2	3
27.	Moving objects contribute to my memorization	0	1	2	3
28.	I like to build, simulate	0	1	2	3
29.	I like to exercise physical activity	0	1	2	3
30.	I am pleased with the collectible leaflets, coins, stamps	0	1	2	3

Table 2.2

Processing results

Leading modality	A question	The amount of points (in%)
Vision	1-10	45,65%
Hearing	11-20	32,60%
Kinesthetics	21-30	21,75%

Vision – the sum of points according to 1-10 positions

Hearing – the sum of points according to 10-20 positions

Kinesthetics – the sum of points according to 20-30 positions

If the difference between the two modalities is not more than two points, circle both results. Circle all three indicators if the difference between them is no more than two points.

Each person peculiarly combines different modalities of perception of information. The most characteristic feature of the combination of modalities is the superiority (domination) of some and the encouragement of others. Each pupil has his/her own, individual type of knowledge, which should correspond to the style of study. Therefore, when building a learning process based on a holistic approach, attention should be paid to determining the way information is perceived by each

pupil and the use of such a learning style in which various types of cognitive activity will be involved in the pupils' activity. So, we believe that the correct identification of the leading modalities of perception and their consideration in teaching also contributes to the preservation of pupils' health.

It happens that the modality of perception of the teacher and a pupil does not coincide. We think, that there is a real need, especially at the initial stage of learning, to combine the perception of the teacher with the perception of the pupil. For example, if a teacher prefers an audio form of presentation, and pupils are badly perceived by hearing, the effectiveness of such work will be not important. If neither a teacher nor a pupil has sufficient flexibility to adapt to each other, this can ultimately affect the effectiveness of learning, in the classroom environment (see A Questionnaire "Definition of polymodality of perception" (for pupils), Tables 2.3, 2.4, Pictures 2.1).

A Questionnaire "Definition of polymodality of perception" (for pupils)

Answer the questions "yes" or "no", if you answer "yes", circle the issue with a circle.

1. Do you like to walk, run on a horse, play sled?
2. When you buy new sandals for you, and you sow them, do you feel that they are new (what do they hurt or torturers)?
3. If something worries you, can you listen carefully to the educator (mother)?
4. Is it important for you to taste food or for you the main thing is just to eat?
5. When you adore flowers, do you pay attention to their smell?
6. Do you remember badly what you heard?
7. Do you understand the meaning of the book better if you read it yourself, or if your mother is reading?
8. Do you like more mobile games or desktop (lotto, for example)?
9. Can you, without looking, find the right toy by touching it with your hands?

10. Do you always express your feelings in words?
11. Do you always notice if the food is fresh or salted?
12. You become bad (dizzy head, drooling), if you feel a strong smell of paint, gasoline?
13. Can you determine whether a person is a good person or not?
14. Do you pay attention to the color and shape of objects?
15. Do you like dancing more than singing?
16. Do you feel that the chair, armchair, bed are soft or stiff?
17. When you have a sore throat, head or stomach, can you continue to play?
18. Do you like delicious food more than toys or books?
19. Will you pick up a toothpaste, a shampoo with a pleasant smell?
20. Can you recall a poem that you studied when you were 4-5 years old?
21. Do you agree with the proverb "It's better to see somebody once than hear a hundred times"?
22. Are you tired to sit still in the classroom?
23. Do you love when you make a massage and do it yourself?
24. Do you cry, shout when you are bad (something hurts or you are afraid of something)?
25. Do you like to try what you have never eaten?
26. Can you smell to determine what mom is preparing?
27. You can imitate animals and birds (hug, bark, buzz)?
28. Can you determine the mood of a person by looking at his/her face?
29. Do you make a charge?
30. What are the affection of the person who loved you?
31. If you're hungry, do you often scold?
32. Do you differentiate drinking water to taste?
33. Do you have a lot of favorite smells?
34. Do you better understand the book if you read aloud?
35. Do you remember the face of grandmas (grandfather)?

Table 2.3

Processing results of a questionnaire
Tye table “Hierarchy of perceptual modalities”

A code of a scale	The number of suggestion Agreement with the statement Assessment of the score in points					The amount of points on a scale
1: Kinesthetic	1	8	15	22	29	5,87
2: Gaptic	2	9	16	23	30	11,12
3: Visceral	3	10	17	24	31	10,34
4: Tasting	4	11	18	25	32	16,87
5: Smelling	5	12	19	26	33	7,90
6: Auding	6	13	20	27	34	34,85
7: Optic	7	14	21	28	35	30,81

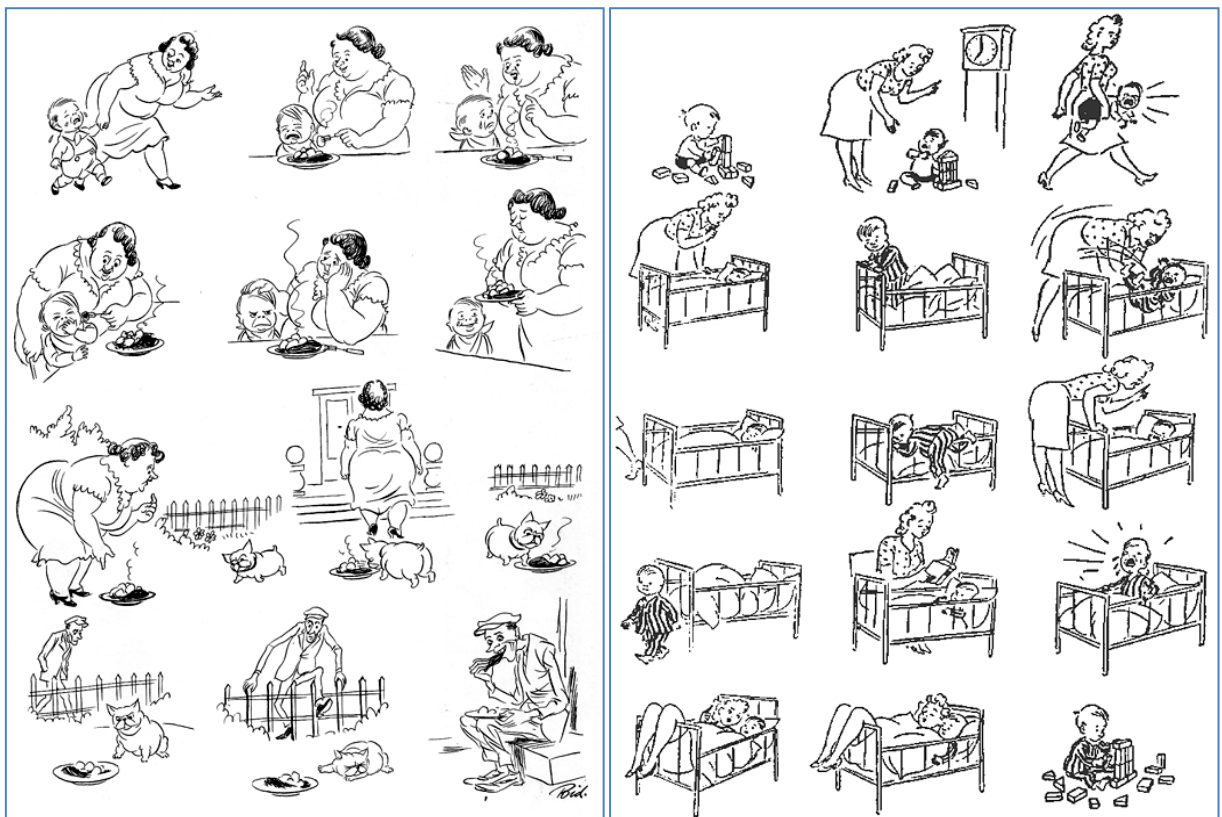
A note: *Place the largest mark below number 1, and the lowest – under number 7. **Next to the number write the scale code corresponding to the points

Table 2.4

A decryption Table

№ of situation	A visual channel	Audio channel	Kinesthetic channel
1	B	C	A
2	A	C	B
3	A	B	C
4	B	A	C
5	C	A	B

6	B	C	A
7	B	A	C
8	A	B	C
9	B	C	A
10	B	A	C
11	C	B	A
12	C	A	B
13	A	C	B
14	B	C	A
15	C	B	A
16	A	B	C
17	C	A	B
18	B	A	C
19	C	B	A
20	A	C	B
21	B	A	C
Total	...	...	...



A questionnaire for teachers “Get to know your preferred touch channel”

Instruction: specify the letter of the selected answer, find the situation number in the decoding table for each channel. The largest number of selected responses will indicate the dominance of the channel.

1. You prepare a program of the activity for the academic year, quarterly, by months and:

- a) when you think, do gestures or walk around the room;
- b) draw diagrams for periods to be seen better, and emphasize or somehow highlight the main movements;
- c) write a plan detailing the contents of the program, saying each item aloud.

2. You have to read a book until tomorrow, but did not do it in advance and:

- a) a large volume of books which confuse you;
- b) think that if you read a book standing or walking, you can read it faster;
- c) regrettably, this work has been carried out to nowadays.

3. In the morning you are in a hurry and:

- a) notice that the day is sunny, the sky is blue;
- b) you hear singing of birds, and you are pleased;
- c) yawns, regretting that they left a bed.

4. You enter the teaching room and notice:

- a) noisy conversation;
- b) a smile of a colleague;
- c) smell of morning coffee.

5. You invite students to class and:

- a) notice that they are chatting and do not hear the call;
- b) hurry to enter the class faster;
- c) you see that they are not divided in pairs and randomly enter the class.

6. You enter the classroom to start a lesson and:

- a) hope that the heating will soon be included;
- b) notice that the board was not wiped;
- c) ask everyone to be silent and sit silently.

7. You have given a test and:

- a) whisper in the class you are alert;
- b) noticed that two bad pupils sat with good ones;
- c) think if you have to sit or to walk in rows.

8. One pupil goes to the table to ask a question and:

- a) his/her anxiety does not surprise you;
- b) ask yourself a question: "What became the motive of his/her action?"
- c) It is strange that he/she decided to come up to ask him/her a question.

9. You record important concepts on the board and:

- a) the hand dries if you write for a long time;
- b) it is important for you see everything written on the board;
- c) like a chalk that does not creak on the board.

10. Your pupils do not understand the explanation and you:

- a) immediately paraphrase what you say;
- b) see a lot of surprised people and notice that there are too many of them;
- c) you are harassed by such situations, they are unpleasant for you.

11. Two pupils disagree with your marks and you:

- a) feel that the whole class is not in it;
- b) think they did not ask permission to talk about their problems;
- c) notice that these pupils are very angry.

12. Pupils who ask you to discuss a problem that is interesting to everyone and you:

- a) think that their request is too bold;
- b) it's up to you;
- c) notice that others want it.

13. Pupils are surprised at your announcement according to the control of done activity, and:

- a) you think that it was written in a diary for a long time;
- b) gestures allow them to know that they are calm down and start working;
- c) remember that they talked about it many times.

14. You are on a walk with a class and:

- a) notice that your new sneakers are very comfortable;
- b) you are pleased to see the joyful faces of pupils;
- c) list the pupils many times, so that nobody can be forgotten.

15. You received an invitation to come to the director's office and:

- a) have decided to be firm if problems arise;
- b) ask yourself what the invitation means;
- c) read the invitation note in order to understand why you were called.

16. The class meeting is about to begin and you:

- a) notice the absence of a colleague;
- b) think how long it will last if a pupil will have 10 minutes;
- c) notice that they chose a chair more comfortable than it was last time.

17. You meet with the pupil's parents and:

- a) notice their slight provincial accent;
- b) spontaneously extend their hand;
- c) think that they look older.

18. The class includes a checking inspector and you:

- a) find that he/she has a pleasant voice;
- b) find his/her face benevolent and pleasant;
- c) feel that you have dried up in the throat.

19. In the dining room you swallowed the last lunch and:

- a) feel that they have eaten good food today;
- b) the noise from the pupil's dining room reaches you being muffled: it's better !;
- c) notice that the color of the plates is different.

20. The medical review slightly disrupts the lesson today and:

- a) you endlessly take cards with lesson's notes to find the thread of your message;

- b) you are so dissatisfied that the pupils are constantly entering and leaving that you are losing;
- c) you are depressing because of this situation, inside anger grows.

21. You are returning home after a working day and:

- a) say congratulations yourself on the successful moments of the working day;
- b) mentally review the most exciting moments of your lesson;
- c) you just enjoy sitting on a chair, after a day stood on your feet.

In the process of conducting questionnaires in order to determine the modality of perception among the students of the fourth year of studying at the faculty of foreign philology as future teachers of foreign languages, it turned out that of 20 (100%) of respondents who participated in it, 11 (55%) have visual channel of perception, 6 (15%) – audial one and 2 (10%) – a kinesthetic channel. Of the 30 (100%) pupils of the 5th grade of the class. Students of the fifth year of studying at the faculty of foreign philology have visual channel of perception (19 students (63,3%)), audial one – 5 students (16, 6%), kinesthetic channel of perception – 2 students (6,6%). As we can see, the main channels of perception of information among pupils and students (future teachers) are practically equal in percentage terms, which is a good precondition for choosing by a teacher and using such methods of work in a class that would correspond to the individual characteristics of students, and, consequently, would have been the most effective for their communication learning. Among pupils of secondary school, two of them have also visceral modality, one person has flavored modality. The dominant haptic channel of perception was not detected, however, according to the modalities of the hierarchy (see Table 2.3 “Hierarchy of perceptual modalities”). This channel of perception occupies 4-7 positions.

Thus, during the construction of the learning process we should provide different tasks, focused on the work of both hemispheres of the brain. Given the fact that pupils perceive information in different ways, depending on the leading channel of perception, the teacher must correctly modelate the learning process of studying. It is important to rely on knowledge, skillfully and flexibly to apply different

learning strategies, helping pupils actively, with positive emotions, to master the teaching material, employing, if it is possible, all channels of information input.

Conclusions to the second Chapter

In the second Chapter we proposed the description of the complex of exercises used according to social-emotional and perceptive components of studying a foreign language communication by students in high school.

Among the most effective are the game forms of tasks (story-role games, dramatizing games, games for developing communication skills), fairy tales, poems, sketches, the use of pictures and photographs, simulation and analysis of the situations, the use of music, drawing, mini-contests, game-racing, the use of specialized computer programs, etc. Let's look at some of the most effective forms of work that can be easily implemented at elementary school English classes. Currently, foreign teaching methodology appears in which the development of the emotional intelligence of children is integrated into the process of learning a foreign language.

Role Games. The game, especially the role-play game, is the main activity in preschool and junior school years, through which the child gets the opportunity to learn the world around the world and develop new forms of communication, and also gets the opportunity for further personal growth. The game – an indirect way of connecting the child with the outside world – is a kind of school of emotions, the most important tool that allows you to shape the emotional world of children. Game forms are widely used in foreign language lessons because they are extremely effective at school age. According to Z. Kövecses (2004), the role-playing game “not only promotes the strengthening of various cognitive skills and abilities ... but also provides a basis for emotional and social development”. Application of game tasks in foreign language classes allows combining successful study of language with the formation and development of emotional intelligence of a pupil. The game greatly enhances the child's motivation to learn a foreign language. Being a teacher

analogous to the exercise in which children acquire language skills and abilities, for children themselves, this is an interesting and fascinating interaction with a teacher and peers, in which the use of a foreign language is dictated by the internal needs of the game.

Providing language and linguistic support for working out the question “What’s your favorite ...?” And the names of the numbers and colors, this exercise contributes to changing roles, actively listening to other students and the desire to interact. Being positive towards classmates who are partners in exercising, children begin to see themselves in a positive light, thereby reinforcing self-esteem and self-esteem. Exercises can help children to understand their emotions at a time when others say they have nice words, and to analyze ways to manage relationships with their communication partners.

Role-playing games are an effective means of creating motivation for foreign language dialogue. Communication situations, modeled in the role-playing game, help to bring language activity closer to real communication and allow the use of language as a means of communication, while emphasizing both verbal and non-verbal means of communication. Thus, the role-playing game “promotes the implementation of the general methodological principle of the communicative orientation of learning a foreign language”, while developing such essential components of emotional intelligence as motivation for the achievement, use and understanding of nonverbal means of communication.

Much attention is paid to song, poetry and folklore material. The study of songs, poems, short stories, proverbs has many advantages. This creates an enabling psychological climate, reduces strain. activated speech activity, increases emotional tone, maintained interest in learning the language.

Foreign language tales are an easily accessible resource that provides an excellent opportunity to integrate the development of the main aspects of emotional intelligence into the process of learning a foreign language in a natural, effective and satisfying way. There are many tales that allow children to develop their language skills and language skills, and at the same time explore their emotions that arise in

the process of reading fairy tales. Among the most important functions of the fairy tale is the function of creating life scenarios and types of behavior. Due to the simplicity and accessibility of the material, the proximity to the inner world of the child, peculiar forms of material organization, the fairy tale, as the most important means of teaching a foreign language, contributes to the development of the pupil's emotional intelligence.

Creation of poems about emotions in pairs or groups. Poetry in English lessons is an effective learning tool that enlivens the lesson, making it an exciting and enjoyable activity. From the point of view of the methodology, poems can be used practically at any level of education for different age groups, both in the training of children and adults. Many prominent linguists believe that poetry and songs can be successfully used to develop almost all language skills.

The use of poetry helps to acquaint students with new vocabulary, small forms of children's folklore of the country, the language of which is being studied; develops the communicative orientation of learning. Such work is noted for a wide range of species: study by heart, supplement, translation of the proposed verses and even the writing of his own poetry. Here is an example of using poetry in a lesson:

By allowing children to express their emotions openly, this exercise involves them to work together through collaboration. It can be performed at the initial stage of studying a foreign language, since individually from children one only needs to write one-two short sentences.

Songs in a foreign language are one of the favorite forms of occupation by children. In addition to the implementation process, which includes collective creativity and cooperation during singing for music, the content of songs itself can contribute to the development of children emotional harmony with classmates, a sense of unity and ability to have the activity in a group.

As practice shows, the acquisition of aspects and types of communicative foreign language activities in adolescents is more successful if, as a musical clarity, the modern popular song material is used.

It is obvious that selecting a song material in accordance with the benefits of high school students, the teacher enhances pupils' motivation and interest in learning the English language themselves. However, not every song material that is of interest to children can be used in foreign language lessons at school. Therefore, when selecting musical clarity for educational purposes, the teacher-speaker must adhere to certain criteria:

- positive emotional impact of music on students, which affects both the motivational and emotional sphere;
- authenticity – as a means of penetration into a new national culture;
- the presence of a problem relevant to teens at the present time;
- methodological value – correspondence with subjects of lessons;
- general-language criterion – a clear rhythmic pattern, tempo, type of accompaniment.

Conclusions

In this bachelor's research, the perceptive-emotional component of communicative techniques as the means of teaching adolescents to speak a foreign language was studied. The theoretical analysis of scientific, scientific-methodical, scientific-practical and psychological-pedagogical literature on the subject under investigation has shown the existence of theoretical, methodological and practical approaches to this problem and certain ways of its solution. There are several basic theoretical approaches to the studied issues, during which the children's perception of information is considered without taking into account the complex of polymodality of perception, as well as perception is not studied in the context of the behavioral features and specifics of the linguistic behavior of the person. At the same time, the focus on the personality-activity approach to learning, on individualized and differentiated educational programs requires the knowledge of teachers of the psychological characteristics of sensory perception of pupils. The problems of studying the emotional-perceptual organization and managing the processes of perception among middle-level pupils continue to be relevant.

Modalities of perception are one of the most important general scientific problems that is currently being studied at the philosophical, psychological and pedagogical levels. In modern science, the study of emotional perception occupies a special place not only in the development of problems of sensory perception, but also, which it is important for school pedagogy, in the development of problems of Pedagogical Psychology.

Psychological-pedagogical task for the formation of a pupil as a subject of educational activity is to teach a person to learn and communicate effectively. And this means that the necessary knowledge of the features of the emotional-perceptual organization, psychological peculiarities of perception among pupils, which need to be diagnosed.

In the pedagogical technologies of the 20th century the management of educational and cognitive activity, the process of perception, learning of pupils – these problems were declared. Pedagogical technologies, in varying degrees and in various aspects, were taking into account the possibilities and characteristics of pupils, use the emotional and perceptual experience of them in educational activities.

The study of the polymorphism of perception in terms of its impact on the success of teaching adolescents to speak a foreign language is relevant to the theory and practice of English Methodology.

Of course, emotional and social intelligence cannot be considered in isolation from knowledge, skills and abilities of pupils required by each person. The integrity of education involves a combination of emotional, perceptual and intellectual spheres of the person. Without this it is impossible to form a person ready for the difficulties of modern life. The integrity of learning is conditioned by the coherent nature of the language as a phenomenon and, as a consequence, the integrity of the process of assimilation:

- foreign language is understood as a holistic phenomenon, which, as the “object” of the research, should not artificially be divided into “cognitive”, “affective” and “psychomotor”, the purpose and content of learning with the priority of cognitive sphere of the person;
- teachers and pupils represent the unity of physical and spiritual, in other words, the unity of bodily experience, sensory perception, feelings, thinking and actions;
- the effectiveness of training is ensured by the participation and integration of all spheres into the process of assimilation.

And yet, considering the emphasis of traditional education on the cognitive abilities of a person, a modern teacher should be aware of using the current trends of strengthening the perceptive of the emotional component in the field of language education. Integration of modern methods of the development of this sphere of children’s personality into the process of teaching a foreign language at secondary

school can contribute to the realization of such tendencies into the context of school education.

By studying and analyzing the individual peculiarities of pupils, it is necessary to select the types of work that would allow not only the best use of the expressive abilities of the perception of the surrounding world, inherent in the child, but at the same time engaging and developing less pronounced ones.

Thus, ***for the development of language abilities***, pupils of all classes work with different types of dictionaries (bilingual, interpretative, phraseological, etc.), study the meaning of words, their origin, studying idioms. In the beginning they read prose and poetry to each other and to class; read the same sentences (phrase, paragraph with different emotional tones (funny, sad, happy, angry, etc.)); use audio texts not only for listening, but also for writing them on paper, writing essays, articles, letters.

For pupils with mathematical abilities, it is necessary to use those types of activity that contributes to the development of logic: the organization of sentences, paragraphs in the correct order (here it is necessary to pay attention to the order of words in English sentences: to speak and demonstrate what happens if change sometimes the word); the attribution of words or sounds to certain categories, classification. It is also worthwhile to use exercises that require critical thinking (for example, choose from a number of words the one that does not fit, and explain why). Reading stories, stopping from time to time and try to foresee the next event, give headlines to stories, articles, write instructions, and so on.

Given the visual and simple way of perception, it is necessary to encourage the children to draw illustrations to the reader or listener and, conversely, to use drawings to stimulate reading, speaking, writing. Creating diagrams, charts, filling tables with information (for example, questionnaires), writing vertically or diagonally, using different speakers to select one or another language phenomenon helps to diversify the work.

Writing letters / words with light touches on the palm / back of a classmate or in the air, the game “Carousel” (repeated pronunciation, moving around with a change of partner), the manufacture of letters from plasticine, the use of magnetic

letters for word-making on the board, the game “Moving dictation”, pantomime and any other work involving motions help develop kinesthetic abilities of perception.

Using music in the classroom not only increases the interest of children in learning and diversifies the lesson, but also helps to capture musical abilities, which facilitates the perception and learning material. Pupils enjoy using different familiar tunes for learning new lexical units, jazz bindings, flipping or stamping on accented warehouses or words, different rhymes, choral reading for processing intonation, reading of poetry for musical accompaniment, listening to short musicals passages that express the mood or subject of texts before their listening, which uniquely adjusts the children to this type of work and facilitates the perception of audio text and develops socio-cultural competence.

Participation in group discussions, discussion of one-on-one issues with a desk companion, dramatization of dialogues, team games, work on a joint project, interviews – all these are types of work for the development of extravagant perceptual abilities.

And for the development of introvert it is expedient to use brainstorming, imaginary travel, to encourage writing their own stories, poems, preparing their own projects, making their own posters, leaflets, brochures.

And, finally, in order to fully utilize the naturalistic abilities of the child, it is more necessary to use work on a model or analogy. The innumerable variety of teaching methods only confirms the principle: none of them is suitable for all pupils. Whatever the merits of this or that method, the universal “key”, through which you can achieve outstanding results for all pupils in the class, does not exist. However, most teachers use the very same methods in working with children, without being able to detect and take into account their individual characteristics. Therefore, the success of children largely depends on how their characteristics correspond to the applicable teaching methods.

Pupils without motivation to study simply do not exist. Many pupils do not have time to study because they did not fit into the framework of a unified approach, because their individual characteristics do not correspond to the applicable teaching

methods. This may be due to the peculiarities of perception of information and differences in the style of cognition.

Individual peculiarities of perception depend on functioning of the cerebral hemispheres. It is known that each hemisphere is not only responsible for the activities of the opposite side of the body, but also has its special functions, for example, responsible for ***analytical or synthetic reasoning***. As a rule, one of the hemispheres of a human brain is dominant, leading, that is, determining one way or another one of knowledge and creativity. The left hemisphere is responsible for the analytical mind, mathematical abilities, abilities to work with scientific and technical literature; for people with the dominant left hemisphere dominated verbal abilities and verbal-logical thinking. The right hemisphere is responsible for the synthetic reason, artistic ability, the ability to perceive artistic texts. People with the dominant right hemisphere have good orientation in space and coordination of movements.

Among the pupils with a low level of success are often “right-wing”, which do not fit into the traditional model of education.

When using the learning style, focused on the assimilation of the finished truths, there is a psychological barrier in the need for creative self-expression. At the same time, group aggression may appear in relation to those members of the team, who openly reveal creative abilities, differ in peculiarity and non-standard thinking.

In the vast majority of cases, only hearing and sight are used in the lessons, and the rest of the senses remain unnoticed. Tasks and exercises for the development of the right-wing type should include non-verbal (non-verbal) components (music, singing, poetry, staging) can be used. The development of figurative thinking is more conducive to educational games. A significant part of the information is perceived at an emotional level.

When using the holistic approach of teaching, it is important to combine, vary in the course of classes various activities focused on both types of cognition.

Using different methods of diagnosis, you can make an idea of the dominant type of cognitive activity of the pupil and thereby expand the opportunities for a more successful implementation of the holistic approach.

So, we propose social-emotional ***components of communicative techniques as the means of teaching teenagers to speak English***: the development of language abilities; the way of perception; using music; group discussions; brainstorming; imaginary travel; analytical or synthetic reasoning; using the learning style; emotional intelligence. The last one is the main social-emotional component of communicative techniques as the means of teaching teenagers to speak English.

The list of literature

1. Антонова Г.В. Використання прислів'їв та приказок під час викладання англійської мови. *Англійська мова та література*. 2006. №15(133), травень. С. 17–23.
2. Антонюк Н.А. Навчання іноземних мов через активізацію мовних можливостей людини на основі музичного сприйняття. *Англійська мова та література*. 2005. № 19–21. С. 5–6.
3. Горлова Н.А. Стан методики раннього навчання іноземних мов на порозі третього тисячоліття. *Іноземна мова в школі*. 2001. № 19. С. 11.
4. Гусак Т. Емоційний фактор при вивченні іноземних мов. *Рідна школа*. 2002. № 6. С. 71–72.
5. Єрмоленко Л.П. Комунікативний підхід до навчання англійської мови в середній школі. *Іноземні мови*. 2002. № 3. С. 10–11.
6. Казачінер О.С. Вивчення прислів'їв та приказок на уроках англійської мови. *Англійська мова та література*. 2004. № 14. С. 2–3.
7. Кононенко О.В. Урахування особливостей сприйняття в процесі навчання іноземної мови. *Англійська мова та література (Осн.)*. 2008. № 4. С. 22.
8. Лобанова В. & Червинська Л. Роль віршів і пісень у вивченні граматики англійської мови. *Рідна школа*. 2005. № 7. С. 45–46.
9. Ольшанський Д.В. Комікс як засіб формування мовленнєвих механізмів у молодших школярів під час вивчення іноземної мови. *Педагогіка і психологія*. 2000. № 3 (28). С. 36–44.
10. Рева В. Навчання лексики учнів молодшого шкільного віку. *English Language and Culture. НІТ*. 2011. № 39. С. 13–16.
11. Столяренко О. Комунікативна активність і практика опанування іноземної мови старшокласниками. *Рідна школа*. 2004. № 4. С. 21–22.

12. Хом'як Є. Надати мовленню барв і емоцій (Сторінками посібника "Англійська фразеологія на уроках іноземної мови"). *Іноземні мови в навчальних закладах*. 2004. № 1. С. 58–65.
13. Шишкова Г. Як збудити цікавість? (Шляхи підвищення мотивації мовленнєвої діяльності учнів на уроках англійської мови у 7 – 8-х класах). *Іноземні мови в навчальних закладах*. 2004. № 1. С. 65–77.
14. Aldahdah, A. (1995). *Muajam Alafaal Alarabia*. Beirut, Lebanon: Lebanon Library.
15. Aldalbahi, M. & Walker, G. (2016). Riyadh transportation history and developing vision. *Procedia-Social and Behavioral Sciences*, 216, 163-171.
16. Amazon UAE Platform, www.amazon.ae (Accessed: 13/4/2022).
17. Assayyarat Website, www.assayyarat.com (Accessed: 5/4/2022).
18. Brugman, C. & Lakoff, G. (2006). Radial network. *Cognitive linguistics: basic readings*. Berlin: Mouton de Gruyter, 109-140.
19. Dant, T. (2005). "The Driver-Car." Reprinted in *Automobilities*, edited by Mike Featherstone, Nigel Thrift, and John Urry, 61–80. London: Sage Publication.
20. Davies, M. (2010) *The Corpus of Historical American English (COHA): 400 million words, 1810–2009*. Available online at <https://corpus.byu.edu/coha/>.
21. Fauconnier, G. & Turner M. (2002). *The Way We Think: Conceptual Blending and the Mind's Hidden Complexities*. New York: Basic Books.
22. Fauconnier, G. & Turner, M. (1998). Blending as a central process of grammar: Expanded version. *Conceptual Structure, Discourse, and Language*, Adele Goldberg, ed, 113-130.
23. Geeraerts, D. (2016). Prospects and problems of prototype theory. *Diacronia*, (4), 1-16.
24. Gibbs, R. W. (2005). Embodiment in metaphorical imagination. *Grounding cognition: The role of perception and action in memory, language, and thinking*, 65, 92.
25. Haraj Car Forum, <https://toyota.montada.haraj.com.sa/> (Accessed: 13/4/2022).

26. Hutchins, E. (1995). *Cognition in the Wild*. MIT Press: Cambridge, Massachusetts.
27. Hutchins, E. (2005). Material anchors for conceptual blends. *Journal of Pragmatics*, 37(10), 1555–1577.
28. Katz, J. (2000). *How Emotions Work*. Chicago: University of Chicago Press.
29. Kia Car Website, <https://www.kia.com/nmc/ar/discover-kia/ask/are-self-driving-cars-the-future.html> (Accessed: 7/10/2023).
30. Kövecses, Z. (2004). *Metaphor and emotion: Language, culture, and body in human feeling*. Cambridge University Press.
31. Kövecses, Z. (2010). *Metaphor: A practical introduction*. New York: Oxford University Press.
32. KSA Shofey Forum, www.ksa.shofey.com (Accessed: 13/4/2022).
33. Lakoff, G. & Johnson, M. (1999). *Philosophy in the Flesh* (Vol. 4). New York: Basic Books.
34. Lakoff, G. & Johnson, M. (2003). *Metaphors we live by*. Chicago: University of Chicago Press.
35. Lakoff, G. & Turner, M. (1989). *More than cool reason: A field guide to poetic metaphor*. Chicago: University of Chicago Press.
36. Langacker, R. W. (2008). *Cognitive grammar*. New York: Oxford University Press.
37. Maalej, Z. (2004). Figurative language in anger expressions in Tunisian Arabic: An extended view of embodiment. *Metaphor and Symbol*, 19(1), 51-75.
38. Media GM Forum, www.media.gm.com (Accessed: 5/4/2022).
39. Mekshat Website, www.mekshat.com (Accessed: 13/4/2022).
40. Meriam-Webster dictionary, <https://www.merriam-webster.com/> (accessed: 4/6/2023).
41. Mize Car Maintenance Services, <https://mize.com.sa/خدماتنا> (accessed: 4/7/2023).
42. Mostaqbal Website, <https://mostaqbal.ae/> (Accessed: 13/4/2022).

43. Notar, B. E. (2014). Let's Go FB. *Vehicles: Cars, canoes, and other metaphors of moral imagination*. New York: Berghahn Books, 133–155.
44. Oakley, T. & Coulson, S. (1999). Blending and Metaphor. *Metaphor in Cognitive Linguistics*. Ed. Gerard Steen and Raymond Gibbs. Philadelphia: John Benjamins.
45. Pragglejaz Group (2007). MIP: A method for identifying metaphorically used words in discourse. *Metaphor and Symbol*, 22(1), 1–39.
46. Randheer, K., Trabulsi, H. U., Al Ajmi, H. A. & Al Jasser, H. K. (2017). Emerging industry: A case of automobile manufacturing in Saudi Arabia. *Journal of Marketing Research and Case Studies*, 2017, 14-17.
47. Rohrer, T. (2007). The body in space: Dimensions of embodiment. *Body, Language and Mind*, 1, 339–378.
48. Salem, A. (2023). Asma'a A'ada'a Aljism Kamila. <https://www.mosoah.com/science/biology/parts-of-the-body/>.
49. Satfrequencies Website, <https://satfrequencies.com/answers/73491> (Accessed: 5/4/2022)
50. Sublat Oman Forum, <http://www.s-oman.net/avb/archive/index.php/t-288525.html> (Accessed: 5/4/2022).
51. The Alma'any Aljami' Arabic-English Dictionary, <http://www.almaany.com/> (accessed: 9/8/2022).
52. Toyota4arab Forum, www.toyota4arab.com (Accessed: 13/4/2022).
53. Turner, M. & Fauconnier, G. (1995). Conceptual integration and formal expression. In *Metaphor and Symbolic Activity* 10 (1995): 183-204.
54. Varela F., Thompson, E. & Rosch, E. (1993) *The Embodied Mind: Cognitive Science and Human Experience*. MIT Press: Cambridge, Massachusetts.
55. Xiaoxi, H. (2022). Lidars for Automotive and Beyond. <https://www.idtechex.com/en/research-article/lidars-for-automotive-and-beyond/28321>.

56. Young, D. (2001). The Life and Death of Cars: Private Vehicles on the Pitjantjatjara Lands, South Australia. In *Car Cultures*, edited by Daniel Miller, 35–57. New York: Berg.
57. Živković, M. (2014). Little Cars that Make Us Cry. V: *David Lipset in Richard Handler (ur.), Vehicles: Cars, Canoes, and other Metaphors of Moral Imagination*. New York & Oxford: Berghahn, 111–132.
58. Graham, C. (1979). *Jazz Chants for Children: teacher's edition*. Oxford: Oxford University Press. 84 p.
59. Malkoc, A.M. (1994). *Old favorites for all ages: songs for learners of American English*. Washington: DC: English Language Programs Division, the USA. 131 p.