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THE ROLE OF EMOTIONAL INTELLIGENCE IN DEVELOPING THE PERSON'S CREATIVITY

Introduction

The 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. The process of formation of foreign-language communicative competence presupposes, the development of the communicative significance of simulated situations is the main task nowadays.

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 researches were organized in practically the same direction, in the direction of streamlining and optimizing the methodology of teaching a foreign language at the expense of strengthening the person's activity 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 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 professional activity. 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 being abroad, we have attempted to develop English learning tools based on the concept of *perceptive-emotional component of communicative techniques as ways of making materials more context appropriate*. We are talking about the emotions and perceptions of the main psychic phenomena that exercise have to influence necessarily on the nature of educational activities of people. In this case we tell about emotional intelligence of the person.

The actuality of our research is determined by the need to clarify and expand the notions of two important psychological phenomena – *perception and emotion* as means of teaching adolescents to speak a foreign language. Some psychologists (Honcharuk & Onufriieva, 2018; Mykhalchuk, 2017) underline 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 to the context of learning a foreign language by adolescents. The content of learning (assimilation of all types of speech activity, the formation of speech skills) involves the active use of emotional and perceptual processing of educational material. At the same time, for instructors of a middle level of teaching is a characteristic of the inadequacy of perception and assimilation of studied 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 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 into many of the alternative and game techniques, pedestal and intensive ones. Heuristic learning is always open, which gives each teacher a space for creativity, develops and strengthens perception by pupils the educational material, the perception of school and a lesson as a whole. The educational material is considered and presented as a heuristic one. Only under this condition when the assimilation of the material takes place simultaneously at the level of data of two spheres – emotional and perceptual – we can talk about actualizing the emotional intelligence of the person. 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.

The purpose of the research is to provide theoretical substantiation and practical development of the perceptually-emotive component of communicative techniques as the ways of making materials more context appropriate. The last one in a great degree influences on the development of emotional intelligence of the person.

The tasks of our research are:

1. To justify the meaning of the term “emotional intelligence”.
2. To propose the structure of “emotional intelligence”.
3. To describe the process of developing the emotional intelligence of teenagers permeates all levels of the teacher’s activity.
4. To show eight ways of perceiving and understanding surrounding world.
5. According to these eight ways of perceiving and understanding surrounding world to propose exercises for teenagers, which, to our mind, in a great degree influence the development of pupils’ emotional intelligence.

Methods of the research.

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

Results and their discussion.

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 partners of communication. At the same time, according to M. Smulson (Смульсон, 2000), 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 of which does not call into questions of psychologists and teachers. Researchers offer different variants of the structure of the emotional intelligence and conduct discussions about the components of this concept. Among the components of emotional intelligence, the author M. Smulson (Смульсон, 2016) singled out such abilities, as: 1) perception of emotions (identification of emotions by persons, in design, in music, in stories); 2) emotional assistance (transference 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).

So, we proposed the following components of emotional intelligence:

- 1) self-consciousness (emotional self-awareness, self-esteem, self-confidence);
- 2) social awareness (empathy, organizational awareness, self-orientation);
- 3) self-government (self-control, adaptability, initiative, orientation towards achievement);

4) social skills (leadership, influence, communication, actualization of personal changes, the behavior in conflict situations, the activity within micro-groups, link building).

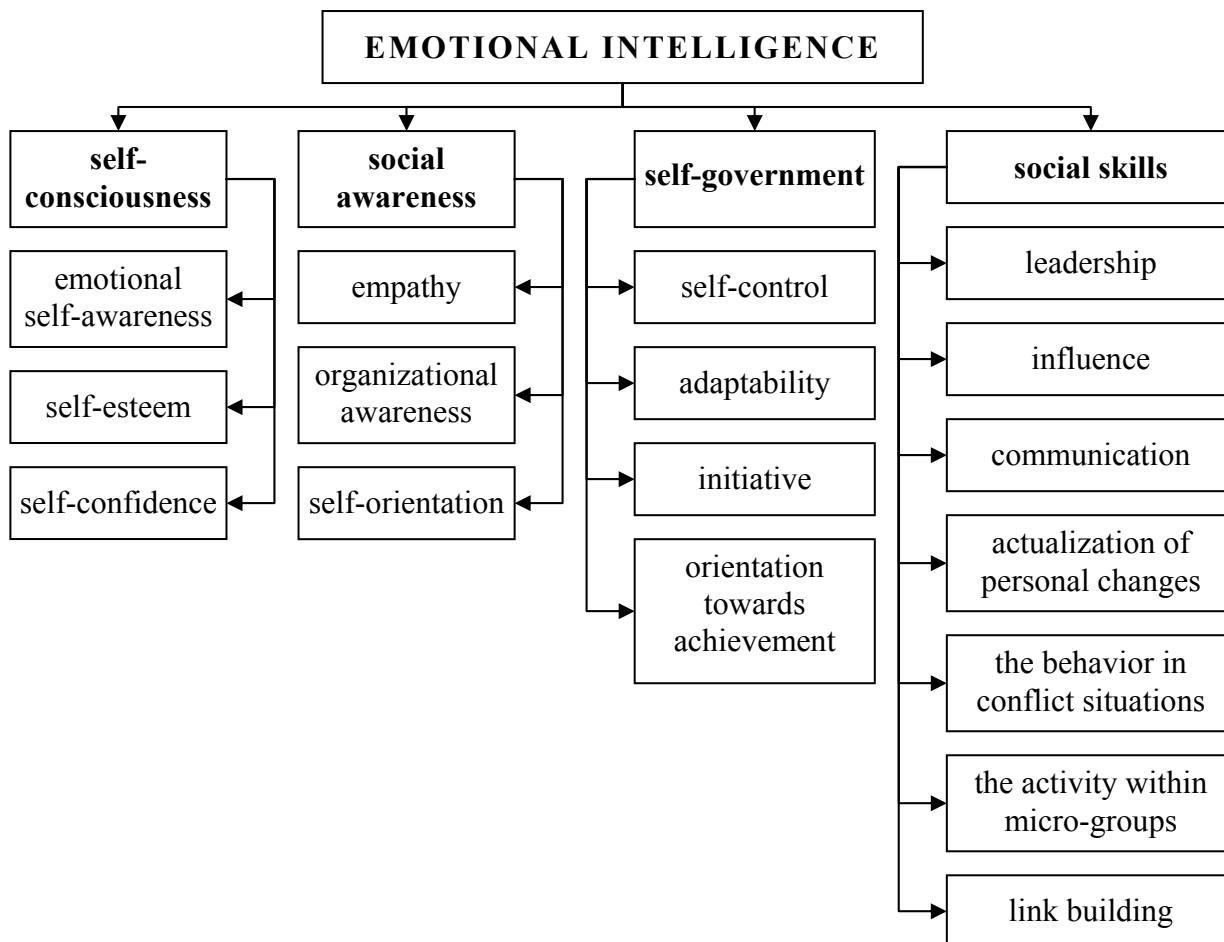


Fig. 1. **Components of emotional intelligence of the person**

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 process of 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 beginning in the process of formation of a foreign language communicative competence of adolescents.

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 process of communication that is modeled at lessons of a foreign language. 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, also 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 the activity 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 teenagers 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 children a foreign language. 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 some important factors in the developing of skills, of empathy, reflection, and motivation at 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 process of communication, according to the concept of “emotional intelligence”, allows us to imagine the problem of the development of the emotional sphere of a child in the complex, when all of the above capabilities 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 pupils.

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. We have not forget that the teacher acts as a representative of another culture, his/her speech should be as close as it is possible to the natural, emotional speech in a foreign language, the speech must be clearly individual. The conversation with the students should go “eyes to eyes”, while the teacher must be on an equal footing with the students. When we tell about the age of teenagers, the teacher should lean towards the child, look into his/her eyes, so that he/she will feel the teacher’s interest, which will give him/her confidence.

With regard to the design of the room for studying English, which is supposed to conduct training, it is recommended to create a cozy and comfortable room, avoiding bright colors, using decorative plants and flowers, and instead of Grammar tables and rules in the classroom there have to be 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. The form of the circle creates a sense of integrity, facilitates mutual understanding and interaction of children. At the lessons, 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 has to be given to music, which, to our mind, due to the ability of musical-acoustic stimuli to cause certain emotional states. Music is a kind of catalyst that accelerates the heuristic 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.

In teacher's professional activity, everyone asks the question to himself/herself: “In order to remember a new word, a linguistic sample, a grammatical structure, etc., one pupil has only one period of time to hear, at that time how does the lack of series of lessons deal with their processing?”

Starting a search to answer to this question should be followed by watching the children at a break. In each classroom you can notice certain pupils with behavior that is characterized their personal traits: one is always reading something, others draw on a board or anywhere, while others run in a classroom or in a hall, or, conversely, just sit in in a classroom without paying attention to anyone, thinking about their own, etc.

All this is a presentation of psychological characteristics of these children, which each of them have had from their birth, the most expressed ones. In such a way children provide their abilities to perceive and understand the world around them.

According to H.Gardner, there are eight ways of perceiving and understanding surrounding world:

1. Linguistic perceiving and understanding – with the help of words, speech patterns, phrases.
2. Mathematical ones – using numbers, formulas, logics.
3. Spatial-visual perceiving and understanding – through vision and space.
4. Kinesthetichno-tactile ones – through movements and actions.
5. Musical perceiving and understanding – through listening.
6. Extrovert ones – directed to others or through the surrounding world.
7. Intravert perceiving and understanding – directed through himself/herself.
8. Naturalistic ones – through nature (Gardner, 1993).

Of course, these methods can not fail to be reflected in the practical work of a teacher who has to study his/her pupils well, their psychic peculiarities, because his/her task is to develop each person by the above-mentioned abilities as best as it is possible and thus contributes to the development of the person 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 the activity in the classroom in order to help the child to learn the teaching material more easily and to facilitate their process of studying English.

According to these eight ways of perceiving and understanding surrounding world we can propose exercises for teenagers, which, to our mind, in a great degree influence the development of pupils' emotional intelligence.

For example, exercises for ***“Linguistic perceiving and understanding – with the help of words, speech patterns, phrases”***.

Exercise 1. Read, listen and repeat the dialogue.

See: <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/introducing-friend>.

- Hi, Pablo! How are you?
- Hi, Sumi ! I'm fine. Thanks.
- Pablo, this is Greta.

- Hi, Greta! I'm Pablo.
- Hi! How are you?
- I'm fine. Thanks. Where are you from, Greta ?
- I'm from Germany. Where are you from?
- I'm from Argentina. Nice to meet you.
- Nice to meet you.

Exercise 2. Complete the sentences with the affirmative or negative forms of the verb “to be”. Make them true for you.

1. I _____ 17 years old.
2. My sister / brother _____ a student.
3. My parents _____ from Ukraine.
4. My friend and I _____ students.
5. We _____ in the classroom now.
6. My friends _____ from London.
7. Our teacher _____ Polish.

Exercise 3. Write questions. Use the interrogative of the verb “to be”.

1. you / 17 years old?
2. you / from Ukraine?
3. your/ favourite subject English?
4. your/ friends at a lesson now?
5. you/ happy?
6. your friends/ students?
7. your parents/ at home?

The example of “Extrovert exercises – directed to others or through the surrounding world” is:

Exercise 4. Work in pairs. Ask and answer the questions in exercise 3.

The next exercises are “Spatial-visual perceiving and understanding – through vision and space”.

Exercise 5. Read about Diana’s plans for summer, find the examples of “be going to” and complete the table.

<p>After graduating from the university I am going to be a teacher, that’s why I am going to work at a rest camp for three weeks. Then my friend and I are going to spend two weeks at the seaside. We are not going to stay at a hotel. We are going to stay at a youth hostel.</p> <p>What are we going to do next? Well, my friend is going to visit his relatives in Canada. I’m going to spend some days in Poland.</p>	<p>We use “going to” to talk about plans for the future. We form the structure with: <i>be + going to + base form of the verb.</i></p> <p>Affirmative</p> <p>I _____ a teacher.</p> <p>He/she/it _____ travel to the sea</p> <p>We/you/they _____ work in a rest camp</p> <p>Negative</p> <p>I _____ work in an office</p> <p>We/you/they _____ stay in a hotel</p> <p>He/she/it _____ visit Poland</p> <p>Interrogative</p> <p><i>Are you/they/we going to</i> work in a shop?-Yes, I am. (No, I am not). Yes, we/they are. (No, we/they are not)</p> <p>What _____ do next?</p> <p>_____ you _____ go out with your friends?</p>
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Exercise 6. What are you plans for this weekend? Find out your desk mate's plans for this weekend. Tick or cross the activities in the columns. Ask and answer about the activities. Work in pairs.

activities	you	your partner	your friend
Watch TV			
Surf the Internet			
Go shopping			
Go out with friends			
Go to a disco club			
Go to the cinema			
Go jogging			
Read a good book			
Do homework			
Work in the garden			
Go to a library			

Model: *Are you going to phone your friend? – Yes, I am / No, I am not.*

Is your friend going to stay at home? – Yes, she/he is / No she/he is not.

When using *the heuristic 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 the idea of the dominant type of cognitive activity of the pupil and thereby expand the opportunities for more successful implementation of the heuristic approach.

Conclusions

In our research we proposed the following components of emotional intelligence: 1) self-consciousness (emotional self-awareness, self-esteem, self-confidence); 2) social awareness (empathy, organizational awareness, self-orientation); 3) self-government (self-control, adaptability, initiative, orientation towards achievement); 4) social skills (leadership, influence, communication, actualization of personal changes, the behavior in conflict situations, the activity within micro-groups, link building).

It was shown that there are absolutely precise ways of determining different types 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 their style of learning. Therefore, the main attention when working on the basis of the heuristic 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 consciousness. Then perceived information should also be presented visually, auditory and kinesthetically. This is a conscious action.

Often, the path of perception between a teacher and a pupil does not coincide. For example, if a teacher prefers a form of a lecture, 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.

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МЕТОДИКА ЗАСТОСУВАННЯ ТЕХНОЛОГІЇ РОЗВИТКУ КРИТИЧНОГО МИСЛЕННЯ НА УРОЦІ АНГЛІЙСЬКОЇ МОВИ

Глосарій

Критичне мислення – саморегульоване мислення, за допомогою якого продукуються нові та інноваційні ідеї, а також розв'язуються проблеми. Це критична рефлексія навчального досвіду та процесів і прийняття ефективних рішень.

Асоціативний куц – метод, який застосовують для графічної організації асоціацій, образних уявлень учнів, що виникають у них на основі нової теми та її вивчення. Допомагає якнайдетальніше змалювати інформаційне поле, дотичне до теми.

Дерево передбачень – метод, що дає змогу навчити учнів формулювати припущення щодо розвитку сюжетної лінії в оповіданні або стосовно явища, події, що вивчатиметься, обґрунтувати, пояснити та систематизувати кожне з цих припущень.

Фішбоун – спрощена назва методу японського вченого Ісікави Каору. Ця графічна техніка подання інформації дозволяє образно продемонструвати хід аналізу будь-якого явища через виділення проблеми, з'ясування її причини, підтвердження фактів і формування висновку з питання.