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DEVELOPING EMOTIONAL INTELLIGENCE IN PRIMARY-SCHOOL LEARNERS IN THE ENGLISH LESSONS

Learning a foreign language as a means of communication presupposes adhering to verbal and non-verbal behaviour patterns. It's not enough to speak a foreign language to understand other people. A lot of information may be ignored: facial expressions, postures, gestures, emotions, movements. All our existence is imbued with feelings and emotions. However, we understand them in different ways. The ability to understand one's feelings, to manage, to sense them, to recognize other people's feelings and to build relationships is called 'emotional intelligence'.

The term emotional intelligence was popularised in the mid 90s by journalist Daniel Goleman's book, *Emotional Intelligence: Why It Can Matter More Than IQ*. The author claims that emotional intelligence is more important than IQ, which is a source of debate among psychologists, but it does look as if emotional intelligence could be a factor in academic achievement [1].

According to D. Goleman, there are 4 main components of emotional intelligence: *self-awareness* (the ability to understand own emotions); *self-control* (the ability to control own emotions); *social understanding* (the ability to relate to the emotions of other people with empathy); *relationship management* (the ability to cope well with other people's emotions) [1]. Emotional intelligence is a combination of emotions and intelligence that helps us to seek and find interesting ideas; to cooperate with creativity and logical thinking; to see the possibilities that are not obvious to others in different life situations; to live with interest and energy to reach new heights; to build harmonious relationships with people; to understand representatives of different cultures; to achieve great results with little effort; to effectively manage conflicts. [2]

A number of scholars who study emotional intelligence claim that it differs from other intellectual abilities because it is not innate, but mastered ability [2]. Although most major emotions and their expressions are innate, learning plays a major role in changing and improving them. That is why the development of emotional intelligence is one of the leading areas of modern school.

According to the analysis of scientific literature and observation of students' behaviour, emotionality is a characteristic feature of young learners. In the context of a traditional school, English is one of the subjects in which it is possible to simulate different communicative situations that allow students to imagine themselves outside the walls of an educational institution and to practise certain behaviours in different speech situations. Emotional intelligence is an important component of successful communication and can only develop in the communication process modelled in English lessons. Scholars believe that the involvement of the emotional sphere in the

process of learning English promotes its more successful acquisition.[3] The emotional center of the brain is directly connected to the long-term memory system, that is why it is easier for children to remember the information with the high emotional load, which can be a characteristic of the English lesson. Because emotional intelligence is about understanding and assessing behaviour patterns, it is relevant to the development of an individual. It applies to the students through promoting academic success while reducing anxiety and negative feelings during the learning process. At the same time, patterns for future life are established while skills are developed. [4]

English lessons differ from other subjects with a special emotional atmosphere. Consequently, lessons organized in a special way can turn into a full-fledged training of emotional intelligence. Preparing for an English lesson, the teacher should think about the possible use of the methods and techniques that will cause emotional uplift in children at all stages of the lesson.

For the development of emotional intelligence of primary-school learners, it is necessary to create an appropriate educational environment with a positive emotional climate, competent psychological and pedagogical support, to ensure the emotional content of the material. Below are three sample activities for morning meetings.

Sample activity 1. “What I am”: The teacher invites children to describe their emotional state through epithets and comparisons (without using terms). Learners may respond with: ‘I am cheerful and playful as a summer rain’; ‘I am satisfied as a cat in the sun’; ‘I’m sad as autumn rain’.

Sample activity 2. “My mood”: A child evaluates their mood and expresses it with facial expressions and gestures (sad, cheerful, serious), other children will guess the mood of a friend.

“Sample activity 3. Rainbow”: Children attach magnets to the colour of a rainbow that fits their mood.

The emotional content of the educational material is realized through the use of interesting facts, vivid examples, information that meets the needs and interests of students in the educational process. The features of emotionality of educational material are: novelty; importance to students; curiosity; connection with real life, as in the following example of an interview game.

Sample activity 4. Interview game: The students are divided into 2 groups: journalists and heroes who will be interviewed (*connection with real life*). A group of journalists decide what questions to ask the hero. The group of heroes comes up with the facts from the life of the hero that were not told in the text (*novelty*). The children continue to work in pairs as “Hero-Journalist” and interview each other (*curiosity*). Students from different pairs come out to play the dialogue before the whole class (*importance to students*).

In the English lessons, the teacher should draw learners' attention to what emotions they and other people experience in different life situations. Learners should be provided with tasks that would allow them to work in groups and in pairs, for instance, the activity “Play the emotion”.

Sample activity 5. "Play the emotion": The teacher (or the student) voices an emotion and the children in pairs convey it with facial expressions and gestures: a

person who is constantly afraid of something; the person who received the award; a very tired man, etc.

In addition, children should be taught to see different ways of solving the same situation. In English lessons, learners should develop empathy by modelling their reaction to other people's hints and words, demonstrating their ability to listen, showing interest, speaking positively about what is important for an interviewee, being able to ask questions, putting themselves in the place of another individual. Below are three sample activities for developing empathy.

Sample activity 6. "Judges and Lawyers": "Judges" are students who have to blame the hero, find his negative traits, "lawyers" - justify, find the positive in actions.

Sample activity 7. "**Three why**": Students analyze the feelings and emotions of the characters three times by answering the question "Why?"

Sample activity 8. "How do you feel?": The exercise is performed in a circle. Each child looks closely at their neighbour on the left, tries to discover how he/she feels, and then talks about it. The child whose condition is being described, listens to, and agrees (or not) to the story, as well as complements it. This exercise contributes to the development of empathy in a systematic manner.

Therefore, the development of emotional intelligence is related to the communicative approach in language learning. Learning English as a means of communication becomes more interesting, meaningful and easier when it is combined with the development of emotional intelligence.

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