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The emotional intelligence development of future English language teachers

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Abstract

This article presents a methodology for intelligence development based on the premise of emotive units at the lexical-phraseological level and the emotive content of professional-oriented texts. The methodology of emotional intelligence development for future English language teachers is based on the provisions of the emotional-conceptual approach which includes three stages of teaching: nomination, description and expression of emotions by means of a foreign language. Each stage involves four levels of teaching: presentation, practice, production and assessment. The content of emotional intelligence in ELT includes: subject, procedure and outcome components. Our significant achievements are qualitative and quantitative indicators of the general communicative and professional-communicative aspects of students' emotional intelligence development. The purpose of the article is to create a scientifically-based methodology for the emotional intelligence development of future foreign language teachers in the process of professionally-oriented education. *The objectives of the article are to:* substantiate the structural-content and functional characteristics of emotional intelligence; create a methodology for emotional intelligence development in foreign language teachers and define qualitative and quantitative indicators of emotional intelligence development.

Keywords: Emotional intelligence, Emotive strategy, Language, Methods of teaching, Qualitative and quantitative indicators, Teachers.

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1. Introduction

The system of higher foreign language education in the specialty 5B011900 (Foreign language: two foreign languages) requires the preparation of a graduate with a high level (C1, C2) of intercultural communicative competence, developed thinking skills and emotional intelligence providing full-fledged interpersonal foreign language communication.

The State Educational Standard of Higher Education specifies the following learning outcomes for the educational curriculum:

- High motivation of graduates to carry out professional activities.
- Knowledge of professional ethics and speech culture.
- Willingness to interact with participants in the educational process.
- The ability to work in a team, tolerantly perceive social, cultural and personal differences.
- The ability to communicate in oral and written forms.

The listed requirements show the findings about the personal involvement of the future English teachers in professional activities and the enhancement of their emotional sphere.

In professional-methodological terms, the emotional sphere of a foreign language teacher is expressed in knowledge, skills and abilities of an emotive-communicative nature which constitute the content of *emotional intelligence*.

In professional pedagogical activity, emotional intelligence allows English language teachers to carry out effective foreign language emotional communication with representatives of another lingua-cultural society. On the other hand, the interest of students in the study of foreign cultures creates a positive emotional background in foreign language classes to improve students' sustainable emotional attitude to certain facts and phenomena of native and foreign language, to form a system of knowledge, skills and abilities that provide students with the effectiveness of intercultural interaction and the pragmatics of emotive communication.

In foreign language teaching, systematic studies of teaching foreign languages have begun to be carried out recently.

The literature review shows that there is a complex of scientific ideas about the content of the emotional-value component of language education.

The design of an emotional-conceptual approach in foreign language teaching is essential for this article, within the framework of which the theory of emotional intelligence is proposed, the general patterns of teaching the emotive aspect are revealed.

Thus, the methodology of foreign language teaching has a certain scientific basis for further improving emotional intelligence among undergraduate students in the process of professionally-oriented foreign language teaching.

At the same time, it should be noted that the interrelated development of emotional intelligence in general communicative and professional-communicative aspects has not been sufficiently studied. There is no methodological system or textbook that implements the task of forming foreign language emotional intelligence in the context of the professional foreign language communicative activity of a foreign language teacher.

Thus, there are a number of contradictions between:

- Objective significance of the emotional sphere of the individual for the implementation of foreign language communication in the professional activity of the teacher.
- The need to form the emotional intelligence of future foreign language teachers at the stage of training at the university.

These contradictions determine the relevance and topic of the article: "*The emotional intelligence development of future foreign language teachers*".

2. Materials and Methods

The concept of "emotional intelligence (EI)" was first introduced into science by American psychologists [1]. According to Salovey and Mayer [1], emotional intelligence is "the ability to track one's own and other people's feelings and emotions, to distinguish them and to use this information to direct thoughts and actions".

According to Goleman [2]; Goleman [3], emotional intelligence is "the ability of an individual to evaluate emotions and to use the information received to fulfill goals".

Emotional intelligence represents the ability to validly reason with emotions and to use emotions to enhance thought.

We define EI as "the capacity to reason about emotions and the use of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions to promote emotional and intellectual growth" [4].

According to Cherry [5], there are five components of EI:

1. Self-awareness refers to the capacity to recognize and understand emotions and to have a sense of how one's actions, moods and the emotions of others effect. It involves keeping track of emotions and noticing different emotional reactions as well as being able to identify the emotions correctly. Self-awareness includes recognizing that how we feel and what we do are related and having awareness of one's own personal strengths and limitations. Self-awareness is associated with being open to different experiences and new ideas and learning from social interactions.
2. Self-regulation. This aspect of EI involves the appropriate expression of emotion. Self-regulation includes being flexible, coping with change and managing conflict. It also refers to diffusing difficult or tense situations being aware of how one's actions affect others and taking ownership of these actions.
3. Social skills. This component of EI refers to interacting well with other people. It involves applying an understanding of the emotions of ourselves and others to communicate and interact with others on a daily basis. Different social skills

include active listening, verbal communication skills, non-verbal communication skills, leadership and developing rapport.

4. Empathy. Empathy refers to being able to understand how other people are feeling. This component of EI enables an individual to respond appropriately to other people's emotions. It enables people to sense power dynamics that play a part in all social relationships but especially in workplace relations. Empathy involves understanding power dynamics and how they affect feelings and behavior as well as accurately perceiving situations where power dynamics come into force.
5. Motivation. Motivation refers to intrinsic motivation. Intrinsic motivation means that an individual is driven to meet personal needs and goals rather than being motivated by external rewards such as money, fame and recognition. People who are intrinsically motivated also experience a state of 'flow' by being immersed in an activity. They are more likely to be action-oriented and set goals. They are also more likely to be committed and take initiative.

The five components of emotional intelligence are: *self-awareness, self-regulation, social skills, empathy and motivation*.

Faltas [6] argues that there are three major models of emotional intelligence:

1. Goleman's EI performance model.
2. Bar-On's EI competency model.
3. Mayer, Salovey and Caruso's EI ability model.

These three models have been developed through research, analysis and scientific studies. Now, let's examine each of them in more detail.

Mayer and Salovey [7] suggest that there is a *four-branch model of emotional intelligence* (EI) abilities.

The *four-branch model* identifies EI as being comprised of a number of mental abilities that allow for the appraisal, expression and regulation of emotion as well as the integration of these emotion processes with cognitive processes used to promote growth and achievement [1, 8].

This model is comprised of four hierarchically linked ability areas or branches: perceiving emotions, facilitating thought using emotions, understanding emotions and managing emotions (see Figure 1).

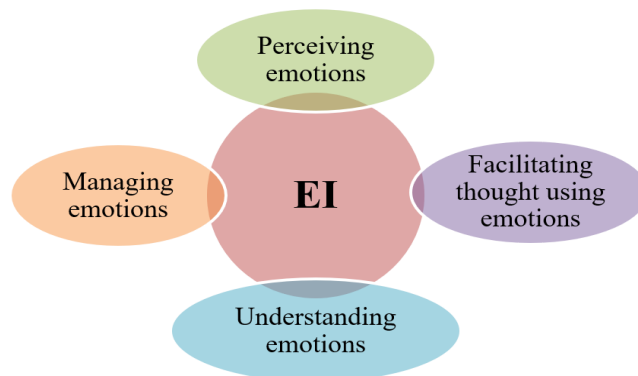


Figure 1.
The Mayer and Salovey [9] four-branch model of emotional intelligence (EI) abilities.

These branches align with the way in which the ability fits within the individual's overall personality [10].

In other words, branches 1 and 2 represent the separate parts of information processing that are thought to be bound in the emotion system whereas emotion management (branch 4) is integrated into his or her plans and goals [4].

Each branch consists of skills that progress from more basic to more sophisticated.

Let's examine each branch:

Perceiving emotions (branch 1) refers to the ability to identify emotions accurately through the attendance, detection and deciphering of emotional signals in faces, pictures or voices [11]. This ability involves identifying emotions in one's own physical and psychological states as well as an awareness of and sensitivity to the emotions of others [11].

Facilitating thought using emotions (branch 2) involves the integration of emotions to facilitate thought. This occurs through the analysis of attendance or reflection on emotional information which assists higher-order cognitive activities such as reasoning, problem-solving, decision-making and consideration of the perspectives of others [9, 11]. Individuals with a strong ability to use emotions would be able to select and prioritize cognitive activities that are most conducive to their current mood state as well as change their mood to fit the given situation in a way that would foster better contextual adaptation.

Understanding emotions (branch 3) comprises the ability to comprehend the connections between different emotions and how emotions change over time and situations [12]. This would involve knowledge of emotion language and its utilization to identify slight variations in emotion and describe different combinations of feelings. Individuals stronger in

this domain understand the complex and transitional relationships between emotions and can recognize emotional cues learned from previous experiences, thus allowing them to predict expressions in others in the future [11]. For example, an understanding that a colleague is getting frustrated through subtle changes in tone or expression can improve individuals' communication in relationships and their personal and professional performances.

Finally, *managing emotions (branch 4)* refers to the ability to regulate one's own and others' emotions successfully. Such ability would entail the capacity to maintain, shift and cater emotional responses either positive or negative to a given situation [12]. This could be reflected in the maintenance of a positive mood in a challenging situation or curbing elation at a time when an important decision must be made. Recovering quickly from being angry or generating motivation or encouragement for a friend prior to an important activity are illustrations of high-level emotion management [11].

According to *Goleman's EI Performance Model* [6], EI is a cluster of skills and competences that focused on four capabilities: self-awareness, relationship management and social awareness. Goleman argues that these four capabilities form the basis of 12 'subscales' of EI. He suggests that these subscales are:

- Emotional self-awareness.
- Emotional self-control.
- Adaptability.
- Achievement orientation.
- Positive outlook.
- Influence.
- Coaching and mentoring.
- Empathy.
- Conflict management.
- Teamwork.
- Organizational awareness.
- Inspirational leadership.

Bar-On [13]; Bar-On [14] put forward the suggestion that EI is a system of interconnected behavior that arises from emotional and social competencies. He argues that these competencies have an influence on performance and behavior. Bar-On's model of EI consists of five scales: self-perception, self-expression, interpersonal, decision-making and stress management. Bar-On [13]; Bar-On [14] also proposed 15 subscales of the EI concept:

- Self-regard.
- Self-actualization.
- Emotional self-awareness.
- Emotional expression.
- Assertiveness.
- Independence.
- Empathy.
- Social responsibility.
- Interpersonal relationships.
- Problem-solving.
- Reality testing.
- Impulse control.
- Flexibility
- Stress tolerance and optimism.

According to Bar-On, these competencies drive human behavior and relationships.

3. Results

Various learning techniques are actively implemented in the educational process of foreign language teaching including: 1) communicative language learning; 2) modular learning; 3) problem-based learning; 4) project-based learning; 5) game-based learning, etc.

It should be noted that the methodology proposed for the development of emotional intelligence does not exclude the use of the above techniques in a unified educational process. It is designed to ensure the effectiveness of the educational process in enhancing students' emotional intelligence.

The algorithm for the offered methodology is based on emotional strategies in English language teaching.

Chernyshov [15] defines the emotive strategy of ELT as "a methodologically-constructed sequence of EL teacher's actions with language and speech material of emotional content at the lessons and its implementation ensures students' achievement of the planned level of emotive intelligence development". The authors consider the key emotive strategies to: 1) recognition and nomination of one's own and others' emotions by means of the target language; 2) description of one's

own and others' emotions by means of a foreign language; 3) expression of one's own emotions by means of a foreign language. These strategies reveal the logic of students' emotional intelligence development.

The emotional intelligence model [16] including the emotional strategies determines the sequence of the EL teacher's actions, the learning stages and their content.

The suggested methodology for emotional intelligence development includes three stages of teaching: *nomination, description and expression of emotions by means of a foreign language*.

Each stage involves four levels of teaching: presentation, practice, production and assessment.

The first level of teaching (presentation) is focused on the presentation of the lexical-phraseological units of the emotional concept. It involves both linguistic and non-linguistic semantics and the activation of emotive lexical-phraseological units in the speech of students.

Non-linguistic semantics and activation methods include: *photos, collages, emoticons, drawings, cartoons, newspaper illustrations, mimicry, pantomime, gestures, etc.*

The linguistic semantics and activation methods include: *translation, commenting, interpretation, synonyms, antonyms, word formation, context, paraphrase, association, contextual guess, comparison, addition of the content of the unit with the missing element, etc.*

The second level of teaching (practice) aims to consolidate the lexical-phraseological units of the emotional concept in the memory of students. It also ensures students' awareness of the lexical-phraseological units of the emotional concept in emotional communication.

The considered teaching stage is mainly implemented through such methods as: *sampling, substitution, grouping by one or another attribute, changing the polarity or intensity of emotion transmission, comparison, analysis, isolation of the cultural component, question-and-answer conversation etc.*

The third level of teaching (production) is aimed at using the lexical-phraseological units of the emotional concept in various situations of emotive communication including for the purpose of providing an emotional speech impact on the interlocutor.

Since verbalization of emotions in autonomous emotive communication is often accompanied by extra linguistic means of their explication, non-linguistic methods used at this level of teaching acquire special significance. They support shaping the stable cognitive connections between emotive situations and lexical-phraseological units of emotional concept in the minds of students, create conditions for the development of an emotive coordinate system that achieves success and a positive emotional background of communication.

Non-linguistic teaching methods at this stage include: *pantomime, facial expressions, gestures, pictures, the use of paintings, music, sculpture, etc.*

The main language teaching methods at this level of teaching are: *retelling, creative translation, evaluation, judgment, inference, description, dialogue, role-playing, discussion, debate, a coherent monologue, supplementing texts with information of emotive content, etc.*

A special group of methods at this level are: *suggestion, persuasion, argumentation and evidence which are the basis of emotional speech influence in pedagogical discourse.*

The fourth level of teaching (assessment) is designed to implement diagnostic-correction and reflexive functions of teaching emotive communication. This level is focused on assessing the achievements of students in mastering emotional intelligence through the assimilation of lexical-phraseological units of the emotional concept and carrying out subsequent corrections of methodological actions on the part of the teacher.

This level involves the implementation of such teaching methods as: *conversation, survey, discussion, etc.*

It should be noted that the methods used from level to level are in some cases the same but their combinations can vary significantly. This circumstance is due to the peculiarities of working with various types of emotive vocabulary and phraseology.

Let's present a system of teaching methods within the framework of methodology for emotional intelligence development in [Table 1](#).

Table 1.

The system of teaching methods for the emotive aspect of the professional-communicative activity of future EL teachers.

Levels	Stage I nomination of emotions	Stage II description of emotions	Stage III expression of emotions
Level 1 Presentation of lexical and phraseological units	Translation, synonyms, antonyms, word formation, interpretation, smile faces, drawings, collages and photos.	Translation, commenting, interpretation, synonyms, antonyms, word formation, context, paraphrase, association, contextual guess, comparison and addition of the content of the unit with the missing element.	Context, contextual guess, translation, interpretation, gestures, and pantomime.

Levels	Stage I nomination of emotions	Stage II description of emotions	Stage III expression of emotions
Level 2 Practice consolidation of the lexical-phraseological units of the emotional concept in the memory of students	Sampling, substitution, grouping by one or another attribute and changing the polarity or intensity of emotion transmission.	Sampling, substitution, grouping by one or another attribute, changing the polarity or intensity of emotion transmission, comparison, analysis, isolation of the cultural component and question-and-answer conversation.	Sampling, replacement, grouping by one or another attribute, comparison, analysis and isolation of the cultural component.
Level 3 Production using lexical- phraseological units of the emotional concept in various situations of emotive communication	Evaluation, judgment, inference, retelling, creative translation, addition of texts with information about emotive content, techniques for constructing a coherent monologue and dialogues.	Retelling, creative translation, evaluation, judgment, inference, description, dialogue, role-playing, discussion, debate, a coherent monologue, supplementing texts with information of emotive content.	Evaluation, judgment, inference, retelling, creative translation, addition of texts with information about emotive content, techniques for constructing a coherent monologue, dialogue, role- playing, discussion and debate.
Level 4 Assessment implementing the diagnostic-correction and reflexive functions of teaching emotional communication.	Survey, conversation, etc.	Discussion, dispute, etc.	Discussion, dispute, etc.

We consider three types of activities within the framework of the methodology of emotional intelligence development: linguistic, speech and communication.

Stage I. Nomination of emotions. We suggest using a series of activities at this stage:

- Choose the most suitable definition for the following words.
- Make up nouns from the following adjectives.
- Make up synonyms for the nominants of the emotion of love from the following list.
- Make up antonyms for the following nominants of the emotion of love.
- Match the words denoting emotions with the pictures of people.
- Look at the pictures of love. Match the pictures and the types of love.
- Reveal the emotions of the student's e-mail, based on the following graphic system.
- Make a collage of the emotion of love from your family album and describe the emotions in every photo.

Training in the use of nominants can also be based both on the text material initially presented and when working with individual sentences (phrases) of emotive content.

At this level, students can be offered the following activities:

- Fill in the gaps in the text with the suitable nominants of love.
- Read the headings of the articles and determine the emotive background of the contents of the texts by the nominants of emotions in the headings. Read the articles and check your ideas.
- Arrange the following nominants in order from the least to the most intensive degree of love.
- Arrange the following nominants of love into two groups: those with positive and negative meanings. Explain your choice.
- Choose from the wordlist of emotional concepts of love that specify your feeling of love for your wife (husband), mother, father, brother, sister, your child, friend, pet and lover.
- Read the wordlist of the nominants for love. Arrange them into the following groups: family, travelling and work. Prove your choice.

Communicative activities involve feelings in monologues and dialogues. The formulations of the activities in this case can be presented as follows:

- Speak about different types of love and your attitude towards them.
- Watch the abstracts from the films and define the love relationships between the characters.

- *Represent different shades of love. Choose the best mime in the group.*
- *Read the text about the typical manifestation of love between a man and a woman in an English speaking society. Give your opinion about it keeping in mind your experience and the native traditions.*
- *Discuss in groups (in pairs) the problem of true love.*

A special group of activities consists of communicative tasks aimed at providing emotional speech effects in pedagogical discourse.

- *Using the word list of the nominants of love and role play dialogues between a teacher and students who have done the task successfully, badly, show little (no) interest in the lesson, use their mobile phones in the lesson etc.*
- *Using the word list of the nominants of love role play the beginning of a lesson at school (greetings, aims).*
- *Using the word list of the nominants of love makes up the final part of an English lesson at a secondary school to preserve the positive emotional mood. Discuss the ideas in groups. Choose the best variant.*
- *Using the word list of the nominants of love make up a story of love between a boy and a pet for primary students in order to develop empathic abilities while working on the topic world of animals.*

Stage II. Description of emotions. At this stage, students should master the descriptors of emotions that allow them to not only name their own and other people feelings but also to present them in the entire palette of colors. At this stage, the main lexical units are phraseological units and proverbs.

The semantics and activation of phraseological units and proverbs that make up the basis of the professional-communicative activities of future EL teachers should be carried out predominantly through context. At this level, the students can be offered the following activities:

- *Translate the word-combinations from the text. Pay attention to the meaning of the whole word-combination and to its components.*
- *Listen to the dialogue between a teacher and a student. Try to guess the meaning of the following idioms from the dialogue.*
- *Read the dialogue and try to explain the meaning of the marked word-combinations.*
- *Match the pictures and the word-combinations. Do the pictures correspond to the word-combinations? Why (not)?*
- *Substitute the marked words and sentences for the following phraseological units with the same meaning.*
- *Choose the best definition for the idioms.*
- *Show the meaning of the following phraseological units using gestures.*
- *Special activities to understand proverbs.*
- *Write the last word of the proverb. Explain its meaning.*
- *Fill in the words in the second part of the proverb finding a rhyme to the marked words from the first part of the proverb. Explain the meaning.*
- *Find the Kazakh equivalent to the proverbs.*
- *Fill in the table with the proverbs according to their meaning.*
- *Match the following proverbs with the pictures.*

The following activities for evaluating phraseological units and proverbs in the memory of students and mastering their function in emotive communication can include:

- *Find in the text words and word combinations describing positive and negative emotions. Arrange them into two columns.*
- *Replace the marked neutral words in the text with the following descriptors. Comment on the second variant of the text.*
- *Divide the following descriptors of emotions into two columns: neutral and colloquial. Consult the dictionary when necessary.*
- *Fill in the gaps with the following descriptors of emotions.*
- *Listen to the pairs of sentences that differ in the use of descriptors of emotions. Write them down. Analyze the differences.*
- *Find the descriptors of emotions in the dialogues between the teacher and the students. What emotions do they describe?*

The use of emotion descriptors involves the verbal representation of emotions in a wide range of diverse descriptions and can be based on the following types of tasks:

- *Retell the first part of the text replacing the descriptors of emotions with neutral words. Retell the second part of the text adding some descriptors of the emotion of love from the wordlist. Discuss the difficulties in describing emotive meanings in both parts.*
- *Create two advertisements with and without descriptors of emotions. Place them on the internet.*

- *Describe your feelings while watching a film.*
- *Watch the videos without the sound. Try to describe the feelings of the characters. Check your ideas by watching the videos with sound.*
- *Record the emotional episode of the film. Discuss the best variant. Compare your ideas with the original version.*

The following activities are provided to help in emotional intelligence development:

- *Read the dialogue between a teacher and a student. Complete the dialogue with a suitable proverb from the list. Role plays the dialogue.*
- *Watch the episode of the lesson. Describe the emotions of the student. Comment on the emotional behavior of the teacher. Give your ideas about the teacher's behavior in this situation.*
- *Match the most suitable quotes from famous people to the following situations in the lesson.*
- *Describe your love for art, technical devices, films etc. in order to raise real interest in your students.*
- *Describe your feelings towards a famous person who could be an ideal model for your students.*

Stage III. Expression of emotions. The main emphasis in the teaching of the lexical-phraseological units of the emotional concept at this stage should be on motives. This stage involves the comprehensive use of emotion units by students in foreign language speech in order to achieve various functions of emotions. In addition, students should learn to see implicitly expressed emotional meanings in the text.

Acquaintance with the motives implies presenting them in an emotive text.

- *Read the poem. Pay attention to the marked words and word combinations that help the author show his feelings. Find their native equivalents.*
- *Listen to the dialogue. Guess the meaning of the following words from the context.*
- *Watch the video. Find the words and word combinations from the list that are used by the characters to show their feelings of love.*
- *Read the first episode of the novel. Pay attention to the marked words and word combinations that are used to describe the feelings of the characters. Explain their meaning using the descriptors of emotions.*
- *The teaching of emotions is exclusively contextual in nature and is aimed at determining their function in an emotive text.*
- *Add emotive to the text to create an emotive background.*
- *Replace the marked neutral words and word combinations in the article by the words from the world list of the emotion of love. Analyze the article from the point of view of its effect on the reader.*
- *Listen to the discussion. Write down words and word combinations that let the participants show their emotional attitude towards the subject of discussion.*
- *Read the article. Underline words and word combinations that are used to evoke emotional reaction in the reader. Say if they are neutral or emotionally coloured.*
- *Read the dialogue between a teacher and a student. What expressive words does the teacher use to assess the student's learning activity? Assess the teacher's speech.*
- *Watch the episode from the film. Write down the words and word-combinations that the character uses to express about his love for the girl.*

The use of emotional words is tied to a variety of emotional situations. Therefore, at this stage of work on emotive vocabulary, the activities are situationally-determined.

- *Imagine you have quarreled with your girlfriend or boyfriend. Make up a speech to excuse your mistakes and say something about your love.*
- *Make a declaration of love for a girl or a boy using only non-verbal sources of communication (mime, gestures and postures).*
- *Express your love for your mother, sister, husband etc.*
- *Express your admiration for a man who presented a huge bouquet of flowers to you.*
- *Express gratitude for your participation in the scientific conference.*
- *Write an article and express your feelings about its subject.*

In teaching future EL teachers about emotional speech impact at this stage, students can be suggested with the following tasks:

- *Express your attitude towards the student who has completed a difficult task successfully.*
- *Encourage the student who has not completed the task.*
- *Express your feelings about the subject of discussion in the lesson.*

Examples of activities suggested at each stage within the framework of the methodology for students' emotional intelligence development are presented in [Table 2](#).

Table 2.

Examples of activities ensuring the methodology of students' emotional intelligence development.

Level	Stage I nomination of emotions	Stage II description of emotions	Stage III expression of emotions
Presentation	Choose the most suitable definition for the following words. Reveal the emotions of the student's e-mail based on the following graphic system. Make a collage of the emotion of love from your family album and describe the emotions in every photo.	Listen to the dialogue between a teacher and a student. Try to guess the meaning of the following idioms from the dialogue. Write the last word of the proverb. Explain its meaning. Fill in the words in the second part of the proverb finding a rhyme to the marked words from the first part of the proverb. Explain the meaning.	Find the words and word-combinations from the list that are used by the characters to show their feelings of love. What words and word combinations are used to describe the feelings of the characters? Explain their meaning using the descriptors of emotions.
Practice	Fill in the gaps in the text with the suitable nominants of love. Choose from the wordlist of emotional concepts of love that specify your feelings of love for your wife (husband), mother, father, brother, sister, your child, friend, pet or lover. Find in the text words and word combinations describing positive and negative emotions. Replace the marked neutral words in the text with the following descriptors. Find the descriptors of emotions in the dialogues between the teacher and the students. What emotions do they describe? Add emotive words to the text to create an emotional background. Replace the marked neutral words and word-combinations in the article with the words from the world list. What expressive words does the teacher use to assess the student's learning activity? Assess the teacher's speech.	Fill in the gaps in the text with the suitable nominants of love. Choose from the wordlist of emotional concepts of love that specify your feelings of love for your wife (husband), mother, father, brother, sister, child, friend, pet or lover. Find in the text words and word combinations describing positive and negative emotions. Replace the marked neutral words in the text with descriptors. Find the descriptors of emotions in the dialogues between the teacher and the students. What emotions do they describe? Add emotive words to the text to create an emotional background. Replace the marked neutral words and word-combinations with the article by the words from the world list. What expressive words does the teacher use to assess the student's learning activity? Assess the teacher's speech.	Fill in the gaps in the text with the suitable nominants of love. Choose from the wordlist of emotional concepts of love that specify your feelings of love for your wife (husband), mother, father, brother, sister, child, friend, pet or lover. Find in the text words and word combinations describing positive and negative emotions. Replace the marked neutral words in the text with descriptors. Find the descriptors of emotions in the dialogues between the teacher and the students. What emotions do they describe? Add emotive words to the text to create an emotional background. Replace the marked neutral words and word combinations in the article with the words from the world list. What expressive words does the teacher use to assess the student's learning activity? Assess the teacher's speech.
Production	Using the word list of the nominants of love make up and role play dialogues between a teacher and students who have done the task successfully, badly, show little (no) interest in the lesson, use their mobile phones in the lesson. Using the wordlist of the of love role play at the beginning of a lesson	Using the word list of the nominants of love make up and role play dialogues between a teacher and students who have done the task successfully, badly, show little (no) interest in the lesson, use their mobile phone in the lesson. Using the wordlist of the nominants of love role play at the beginning of a lesson at school	Using the word list of the nominants of love make up and role play dialogues between a teacher and students who have done the task successfully, badly, show little (no) interest in the lesson, use their mobile phones in the lesson. Using the wordlist of the nominants of love role play at the beginning

Level	Stage I nomination of emotions	Stage II description of emotions	Stage III expression of emotions
	<p>at school (greetings, aims). Using the word list of the nominants of love makes up the final part of an English lesson at a secondary school to preserve the positive emotional mood. Create two advertisements with and without descriptors of emotions and compare their effects. Watch the videos without sound. Try to describe the feelings of the characters. Check your ideas by watching videos with sound. Read the dialogue between a teacher and a student. Complete the dialogues with a suitable proverb from the list. Watch the episode of the lesson. Describe the emotions of the student. Comment on the emotive behavior of the teacher. Give your ideas of the teacher's behavior in this situation. Describe your feelings to a famous person who could be an ideal model for your students. Imagine you have quarreled with your girlfriend or boyfriend. Make up a speech to excuse mistakes and say something about your love. Express your love for your mother, sister, husband etc. Express your admiration for a man who presented a huge bouquet of flowers to you. Express your attitude towards the student who has completed a difficult task successfully. Encourage a student who has not done the task. Express your feelings about the subject of discussion in the lesson.</p>	<p>(greetings, aims). Using the word list of the nominants of love make up the final part of an English lesson at a secondary school to preserve the positive emotional mood. Create two advertisements with and without descriptors of emotions and compare their effects. Watch the videos without the sound. Try to describe the feelings of the characters. Check your ideas by watching the videos sound. Read the dialogue between a teacher and a student. Complete the dialogue with a suitable proverb from the list. Watch the episode of the lesson. Describe the emotions of the student. Comment on the emotional behavior about the teacher. Give your ideas of the teacher's behavior in this situation. Describe your feelings towards a famous person who could be an ideal model for your students. Imagine you have quarreled with your girlfriend or boyfriend. Make up a speech to excuse for mistakes and to say something about your love. Express your love for your mother, sister, husband etc. Express your admiration for a man who presented a huge bouquet of flowers to you. Express your attitude towards the student who has done a difficult task successfully. Encourage a student who has not completed the task. Express your feelings about the subject of discussion in the lesson.</p>	<p>of a lesson at school (greetings, aims). Using the word list of the nominants of love make up the final part of an English lesson at a secondary school to preserve the positive emotional mood. Create two advertisements with and without descriptors of emotions and compare their effects. Watch the videos without sound. Try to describe the feelings of the characters. Check your ideas by watching videos with sound; Read the dialogue between a teacher and a student. Complete the dialogues with a suitable proverb from the list. Watch the episode of the lesson. Describe the emotions of the student. Comment on the emotive behavior of the teacher. Give your ideas of the teacher's behavior in this situation. Describe your feelings to a famous person who could be an ideal model for your students. Imagine you have quarreled with your girlfriend or boyfriend. Make up a speech to excuse for mistakes and to say about your love. Express your love for your mother, sister, husband etc. Express your admiration for a man who presented a huge bouquet of flowers to you. Express your attitude towards the student who has completed a difficult task successfully. Encourage a student who has not done the task. Express your feelings about the subject of discussion in the lesson.</p>

The content of the activities described above ensures the implementation of the methodology of emotional intelligence development and can be varied depending on the emotional concept being studied but within the above stages and levels of teaching.

4. Discussion

The effectiveness of the proposed methodology was tested during the experiment which was conducted at the 3rd and 4th courses of the specialty 5B011900: foreign language and two foreign languages at Abai Kazakh National Pedagogical University. 53 students participated in the experiment (4 groups).

The experiment was conducted in two semesters as part of the course “Basic English” and included three stages: 1) *Preparatory* 2) *Main* 3) *Final*.

At the *preparatory stage* of the experiment, students were asked to perform written and oral activities aimed at diagnosing their level of the general communicative and professional-communicative aspects of emotional intelligence development.

We have designed a system of *qualitative and quantitative indicators* of general communicative and professional-communicative aspects of students’ emotional intelligence development. But before its creation, we studied the experience of Schutte, et al. [17].

According to our system, the general communicative and professionally communicative aspects of students’ emotional intelligence are evaluated at three levels: *low* (1-15 points), *medium* (16-30 points) and *high* (31-45 points) as shown in Table 3.

Table 3.

The system of qualitative and quantitative indicators of general communicative and professional-communicative aspects of students’ emotional intelligence development.

Aspects of emotional intelligence	The levels of general communicative and professional-communicative aspects of students’ emotional intelligence development and their rubrics		
	Low (1-15 Points)	Average (16-30 Points)	High (31-45 Points)
General communicative aspect	Superficial knowledge of verbal and non-verbal means of nominating, descriptions and expressions of emotions, lack of knowledge of national and cultural peculiarities in the verbal explication of emotions; lack of formation of the ability to perceive information of emotional content and produce emotional statements in accordance with the conditions of communication; inadequate use of verbal and non-verbal means of nominating, describing and expressing emotions, inability to establish communicative contact with the interlocutor to control one’s emotions and the emotions of the interlocutor during emotive communication in a foreign language, lack of emotional reflection and empathy.	Knowledge of verbal and non-verbal means of nominating, describing and expressing emotions in the absence of knowledge of national and cultural characteristics in the verbal explication of emotions; the ability to perceive information about emotional content and produce emotional statements in accordance with the conditions of communication; adequate use of verbal and non-verbal means of nominating, describing and expressing emotions, the ability to establish communication with the interlocutor, weak control of one’s own emotions and the emotions of the interlocutor during emotive communication in a foreign language and a weak level of emotional reflection and empathy.	Deep knowledge of verbal and non-verbal means of nominating, describing and expressing emotions and knowledge of national and cultural characteristics in the verbal explication of emotions; the ability to perceive information of emotional content and produce emotional statements in accordance with the conditions of communication; adequate use of verbal and non-verbal means of nominating, describing and expressing emotions, the ability to establish communication with the interlocutor, full control of one’s own emotions and the emotions of the interlocutor during emotive communication in a foreign language well-developed emotional reflection and empathy.

Aspects of emotional intelligence	The levels of general communicative and professional-communicative aspects of students' emotional intelligence development and their rubrics		
	Low (1-15 Points)	Average (16-30 Points)	High (31-45 Points)
Professionally-communicative aspect	Lack of skills to present the phenomenon to students of the surrounding reality in a positive emotional field; inability to give a positive attitude when mastering foreign language material; inability to exert emotional speech influence on students in order to achieve the objectives set in the course of professional-communicative activity; inability to set the objectives of the lesson in front of students in an accessible and emotional way; lack of contact with students; lack of full evaluation of students' emotions and own emotions during the implementation of professional-communicative activities; inability to restore the situation of pedagogical communication in order to create a positive background of communication in the classroom; lack of originality, creativity, developed a sense of humor.	Sufficient level of skills to present the phenomenon to students the of the surrounding reality in a positive emotional field; ability to give a positive attitude when mastering foreign language material; weak skill to exert emotional speech influence on students in order to achieve the objectives set in the course of professional-communicative activity; the ability to clearly set the objectives of the lesson in front of students in an accessible and emotional way; difficulty in establishing contact with students; weak evaluation of students' emotions and own emotions during the implementation of professional-communicative activities; ability to restore the situation of pedagogical communication in order to create a positive background of communication in the classroom; creativity in problem-solving, developed a sense of humor.	High level of skills to present the phenomenon to students of the surrounding reality in a positive emotional field; ability to give a positive attitude when mastering foreign language material; high level of emotional speech influence on students in order to achieve the objectives set in the course of professional-communicative activity; the ability to clearly set the objectives of the lesson in front of students in an accessible and emotional way; lightness in establishing contact with students; developed evaluation of students' emotions and own emotions during the implementation of professional-communicative activities; ability to restore the situation of pedagogical communication in order to create a positive background of communication in the classroom; creativity in problem-solving, developed a sense of humor.

The maximum number of points that each participant in the experiment could score was 90 (45 points within the framework of completing the activities in each of the selected blocks).

The results obtained during completing the activities of general communicative and professional-communicative aspects before the experiment by groups are presented in [Tables 4](#) and [5](#).

As can be seen from [Table 4](#), students coped with the activities of the first block quite successfully, scoring about 23,28 points which corresponds to the average level of the general communicative aspect of emotional intelligence development. The students performed much worse on the tasks of the second block ([Table 5](#)), barely scoring about 16,84 points which corresponds to the lower limit of the average level of the general communicative aspect of emotional intelligence development.

Table 4.

The main statistical characteristics of students' levels in the professional-communicative aspect of emotional intelligence development (before experiment).

Name of characteristics	Group 1	Group 2	Group 3	Group 4	General meanings
Mean	20.57	21.46	25.85	25.41	23.28
Minimum value	12	15	18	20	12
Maximum value	28	30	35	40	40
RMS deviation	4.74	4.53	5.44	6.44	5.87

Table 5.

The main statistical characteristics of students' levels in the professional-communicative aspect of emotional intelligence development (before experiment).

Name of characteristics	Group 1	Group 2	Group 3	Group 4	General meanings
Mean	16.42	15.15	16.28	19.83	16.84
Minimum value	10	12	10	15	10
Maximum value	25	20	28	30	30
RMS deviation	4.04	2.21	5.25	4.09	4.46

The main obstacles faced by students when performing activities in the general communication aspect are:

1. Ignorance of the emotional meaning of a word or phrase even with a full understanding of its denotative meaning.
2. Inability to adequately combine verbal and non-verbal emotional means of communication.
3. Lack of knowledge of the course of emotive communication: lack of skills to establish communicative contact with the interlocutor, to exert emotional speech influence using special strategies and tactics.

The main obstacles to achieve the objectives of the professional-communicative aspect for students were:

1. Inability to use emotive units in order to create a mindset for mastering foreign language material and a positive emotional background.
2. Difficulty in establishing communicative contact with students.
3. Inability to control the emotions of students.
4. A complete lack of a sense of humor, creativity and expressiveness both in matters of planning and implementing professional-communicative activities.

The main stage involved teaching students for two semesters as part of the Basic English course while studying the topics selected in the content: *"emotions and feelings"*; *"interpersonal relationships of people in macro- and micro-societies"*; *jobs and professions"*.

Classes within the framework of these topics were structured in such a way as to ensure the implementation of the methodology.

At the final stage of the experiment, an assessment of the level of the general communicative and professional-communicative aspects of the students' emotional intelligence development was carried out.

The data obtained at the final stage are presented in [Tables 6 and 7](#).

Table 6.

The main statistical characteristics of students' levels in the general communicative aspect of emotional intelligence development (after experiment).

Name of characteristics	Group 1	Group 2	Group 3	Group 4	General meanings
Mean	33.78	35.30	38.64	37.66	36.32
Minimum value	24	25	31	32	24
Maximum value	45	45	45	45	45
RMS deviation	6.30	5.96	4.90	3.98	5.80

A comparison of the results of the general communicative block obtained before and after the experiment (see [Tables 4 and 6](#)) demonstrates positive changes in the level of students' proficiency in the general communicative aspect of emotional intelligence development.

The average value for the groups was 36 and 32 points which indicates a high level of the considered aspect of students' emotional intelligence development.

A comparison of the results of the professional-communicative aspect obtained before and after the experiment (see [Tables 5 and 7](#)) demonstrates positive changes in the level of students' proficiency in the professional-communicative aspect of emotional intelligence development.

The average value for the groups was 33 and 20 points which indicates a high level of the considered aspect of students' emotional intelligence development.

Thus, the conducted experiment proved the effectiveness of the proposed methodology for emotional intelligence development in future EL teachers.

Table 7.

The main statistical characteristics of students' levels in the professional-communicative aspect of emotional intelligence development (after experiment).

Name of characteristics	Group 1	Group 2	Group 3	Group 4	General meanings
Mean	32.14	33.76	32.64	34.5	33.20
Minimum value	24	32	25	27	24
Maximum value	40	38	42	42	42
RMS deviation	3.62	2.25	4.72	4.68	4.09

5. Conclusion

In the course of the study, the following conclusions were drawn:

- 1) Emotional intelligence is “the capacity to reason about emotions and use emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions, to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions to promote emotional and intellectual growth”. There are five components of EI: *self-awareness, self-regulation, social skills, empathy and motivation*. Faltas [6] argues for three major models of emotional intelligence:
 - Goleman’s EI performance model.
 - Bar-On’s EI competency model.
 - Mayer, Salovey and Caruso’s EI ability model.
- 2) The structure of the emotional intelligence of an EL teacher includes a set of knowledge, skills and abilities in the emotive-communicative and professional-communicative aspects that allow them to adequately perceive and understand the emotive text as well as carry out professional communication, producing foreign language emotional statements in accordance with the communicative situations, evaluating and predicting their learning outcomes. The content of emotional intelligence in ELT includes:
 - a) *Subject component* (knowledge of emotional concepts, knowledge in the field of emotions, knowledge of linguistic and extra linguistic means of the emotional concepts explication, knowledge of emotive situations in professional discourse, knowledge of emotional speech impact strategies in the field of pedagogical communication, etc.).
 - b) *Procedure component* (skills and abilities of nominating, describing and expressing emotions by means of EL in oral and written forms, the ability to plan, analyze, produce and evaluate information of emotional content as well as the ability to emotional self-regulation, empathy and reflection in the process of professional EL communication, etc.).
 - c) *Outcome component* (integrative abilities: expressiveness and creativity realized in situations of professional emotional communication).
- 3) The methodology of emotional intelligence development in professionally-oriented ELT is based on the provisions of the emotional-conceptual approach and includes three stages of teaching: *nomination, description and expression of emotions by means of a foreign language*. Each stage involves *four levels of teaching: presentation, practice, production and assessment*.
- 4) The conducted experiment allowed us to establish positive dynamics in the general communicative and professional-communicative aspects of students’ emotional intelligence development.

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