

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ  
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ



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Студенттер мен жас ғалымдардың  
**«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2016»** атты  
XI Халықаралық ғылыми конференциясының  
БАЯНДАМАЛАР ЖИНАҒЫ

СБОРНИК МАТЕРИАЛОВ  
XI Международной научной конференции  
студентов и молодых ученых  
**«НАУКА И ОБРАЗОВАНИЕ - 2016»**

PROCEEDINGS  
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## EMOTIONAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING

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Education is one of the largest factors in the development of any country, especially for such a young country as Kazakhstan. Joining the western system of education has brought about many changes in teaching characteristics and style. The modern system encourages expects teachers to be more mobile, which requires competencies such as emotional intelligence and communication. There is an increasing emphasis on the more effective aspects of education, on personal and social development, on understanding what makes children and young people become effective learners and on personalizing their learning experiences.

In a time of budget cuts, intense societal pressures on youth, and national testing standards, the strain on educational funds to fulfill the diverse needs of our children is becoming increasingly apparent. This calls for innovative approaches to addressing the academic, social, psychological, and physical health needs of developing students. Because of its wide ranging impact, emotional intelligence prevention and intervention programming may be the key investment that secures a positive future for our children.[1]

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.[2]

Most people first heard the term “emotional intelligence” around 1995 with the publication of Daniel Goleman’s best-selling book “Emotional Intelligence”. In that work, Goleman laid out a powerful case that such factors as self-awareness, self-discipline, and empathy determine personal and professional success. He drew on the work of numerous leading scientists and authors who were working to define and measure the skills of emotional intelligence.[3]

Currently, there are three models of emotional intelligence:

- Ability model (Mayer, 1990).
- Mixed model (Goleman, 1998).
- Trait model (Bar-On, 1997).

The well-known British expert in the field of education development, Alan Mortiboys (2011), argued that teaching activity consists of two main elements: subject knowledge and teaching methods. He explained that the process of teaching activity has a third critical component without which the process loses its integrity and effectiveness. This component is called "emotional intelligence" (EI). In Mortiboys’ view, emotional intelligence is that very important ingredient which makes the process of teaching highly effective. Numerous studies demonstrate that the application of emotional intelligence in the educational and teaching processes allows the teacher to effectively develop their skills, abilities, competencies, and promote the application of the most appropriate strategy.

The four EI skills included in the Mayer and Salovey model are interrelated, as proficiency in one skill influences mastery in other areas, and cumulative, as mastery on the first three skills culminates in proficiency in the fourth area – management of emotion.[1]

The first skill, perception of emotion, refers to the ability to perceive emotions in oneself and others, as well as in other stimuli, including objects, art, stories, and music. The second skill, use of emotion to facilitate thinking, refers to the ability to use or generate emotions to focus attention, communicate feelings, or engage in other cognitive processes such as reasoning, problem solving, and decision making. The third skill, understanding of emotion, refers to the ability to understand emotional information and the causes of emotions and how emotions combine, progress, and change from one to another. The fourth skill, management of emotion, refers to the ability to be open to feelings and employ effective strategies to promote personal understanding and growth.

Because EQ is about understanding and assessing behavior patterns it is relevant to the development of both the individual and the organization.

At an institutional level, the emphasis is on creating an environment conducive to raising students' EQ. Much of this involves creating a sense of identity, safety and value. In this way, institutions and teachers are responsible for fostering:[3]

- Attachment – A sense of belonging to the school or university.
- Reassurance – That others experience difficulties.
- Bonding – Facilitating the formation of friendships.
- Induction – Informing students of what is available.
- Training – In study skills, time management and stress reduction.
- Holism – Balancing academic learning with physical and social activities.

In the language classroom, all the above apply and are the responsibility of the teacher, but attention to EQ faces the additional considerations of emotional literacy (the ability to express emotions), and the necessity for good group dynamics and student interaction.

EI is developed through activities which promote the sharing of ideas and communication in the classroom. There are many publications that seek to disseminate such ideas, including Julia Bird and Lynne Gerlach's very useful review, "Promoting Emotional Health and Well-being", published by the DfES3.

The most difficult task for the teacher in teaching the language of emotions is persuading learners to state their feelings directly, since we all have a tendency to over-complicate how we feel and / or blame another person. A frightened passenger in a car is more likely to say '*You're driving a bit too fast, aren't you?*' (meaning please slow down) or '*You're driving like a maniac*' (blaming the driver) rather than '*I'm scared*'. The language teacher, however, has the advantage of being able to encourage learners to use the simple language of emotions before they have the range of

Function	Language
Labelling feelings	I feel / I am angry / impatient / bitter / frightened
Taking responsibility for feelings	I feel jealous / hurt / left out
Empathising	I understand / accept / realise
Suggesting	I / you could / might
Stating wants and needs	I / you need / would like / want to
Being positive	I'd feel better if

language to complicate matters. The language itself consists mainly of a few main verbs, a variety of adjectives, and the use of modals, but is best seen in terms of functions:

There is also language to be avoided, mainly to do with the functions of giving commands and strong advice (I / you should), obligation (I / you must) and blaming (you're insensitive, you're making me jealous).

EQ development requires that teachers also adapt materials to enable learners to find out about each other's interests, habits, pLiterature: and characters, both to stimulate discussion and to strengthen intra-group relationships. Some standard activities already encourage learners to reveal something about themselves (If I found a wallet in the street I'd.....), but many are impersonal, 'closed', in that follow-up questions are not required, or tend to produce unnatural responses. A good example is the kind of questions often used to practice frequency adverbs. Questions such as *'How often do you watch television / play football with your friends / play computer games / go shopping?'* are unlikely to produce responses which are revealing, unpredictable or interesting enough to follow up.

Considerable research indicates that EI skills play a central role in children's academic, personal, and social lives above and beyond the effects of personality and general intelligence. Emotions drive attention,[4] which impacts learning, memory, and behavior. The ability to regulate emotions, for example, can help students to stay focused in class and handle anxiety-arousing situations such as taking tests.[5] Indeed, children with higher EI skills tend to experience higher academic achievement than children with lower EI skills.[6]

Participants (students between 12-13 years old) in the study were asked to complete an EQ questionnaire to represent their opinions before and after including EI in learning processes.

<b>I feel heard:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>I feel valued:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>My opinions count:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>My contributions are appreciated:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>I feel safe sharing my ideas:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>I feel like I belong on the team:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Describe one thing the team does right:</b>										
<b>Describe one thing the team could improve:</b>										

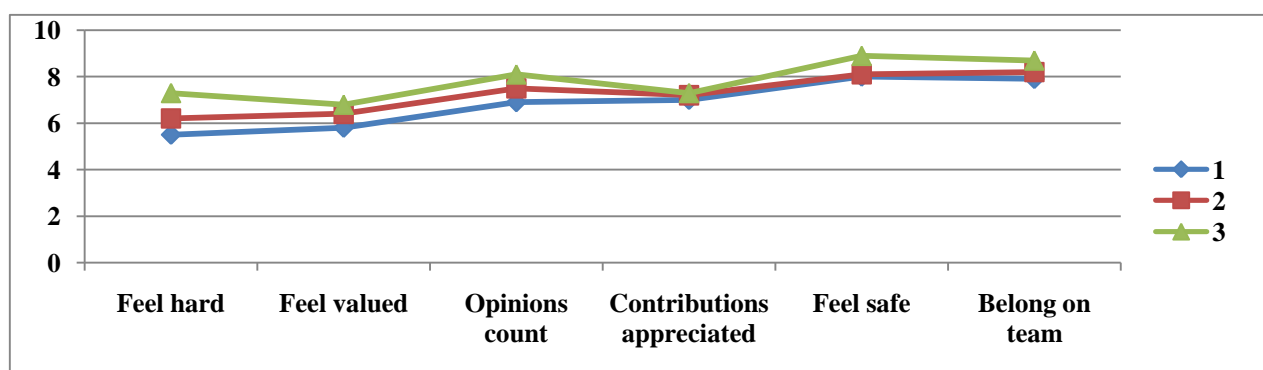


Table 1. This graph shows the progress in learning emotional intelligence of the students during one month of pedagogical practice at school.

It should be noticed that students with the highest grades also have the highest EQ – and likewise for the middle and lowest groups. In other words, this study shows a strong relationship between EQ and academic achievement. "...Social and emotional learning students have significantly better attendance records; their classroom behavior is more constructive and less often disruptive; they like school more; and they have better grade point averages. They are also less likely to be suspended or otherwise disciplined."[7]

In an era when children frequently feel disconnected from friends and family, where rapid social change is the norm, when media and sports stars demonstrate poor behavior, educators recognize the human need for developing social and emotional skills. Research has illustrated how EQ can substantially decrease anti-social behavior and aggression, school suspensions, and discipline problems while increasing personal and social competency, school attendance, satisfaction, and academic achievement. By incorporating EQ into existing educational programs, we can promote our children's achievement in the present and secure their success for the future.

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### **USING NEW INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE IN SENIOR CLASSES**

(Video transmitting mobile application Periscope, testing system Socrative and WhatsApp Messenger)

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Information and Communication technologies have nowadays been scrutinized as the most convenient and improved method of teaching English as a foreign language. The paper examines the experience of the application of ICT in the classroom of English in senior classes using the electronic textbooks and Internet resources, possible problems and their solutions, reveals opportunities to improve the quality of education by wise using of mobile devices on the lessons of English, the raise of motivation in the classrooms with use of ICT. M-learning as one of the best ways of teaching English: using the applications and widely spread chatting systems Periscope, Socrative and WhatsApp Messenger. [1]

*Key words: information and communication technologies, teaching English, senior classes, mobile learning, Periscope, Socrative, WhatsApp Messenger.*

The use of Information and Communication technologies can significantly improve the perception of language by pupils and enhance their motivation to learn English. Technical devices