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DEVELOPING EMOTIONAL INTELLIGENCE IN PRIMARY SCHOOL LEARNERS IN THE CONTEXT OF TEACHING ENGLISH

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The research focuses on the problem of incorporating emotional intelligence in the educational process in primary school. The research provides theoretical substantiation and practical elaboration of the methodology of the formation of emotional intelligence in the English lessons in primary school. The formation of emotional intelligence in the process of teaching reading presupposes involving young learners in appropriate activities that will promote the development of the cognitive, controlling, motivational, empathetic and social functions of emotional competence. To develop these functions, a modern English teacher of primary school should create favourable conditions for learners' self-actualisation, cooperation with peers, manifestation of their leadership qualities, learner autonomy, awareness and understanding of their own and other people's feelings and emotions. The aim of the study is to develop a system of exercises for the formation of emotional intelligence in primary school learners in the process of teaching them to read in English. The research was conducted with the help of the theoretical methods (analysis of psychological, pedagogical, and methodological literature, LifeComp and the Concept of the New Ukrainian School) and empirical methods (methodological experiment to test the methodology suggested, methods of mathematical statistics to process experimental data). As a result, the current state of scientific ideas concerning the problem of the formation of emotional intelligence has been analyzed. The psychological characteristics of primary school learners have been studied, and the need to take them into account in the process of forming emotional intelligence in the English lessons has been justified. The notions of emotional competence and social-emotional skills have been specified; a

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system of exercises focused on the formation of emotional intelligence in primary school learners in the process of teaching them to read in English has been developed and illustrated with a set of exercises for a thematic cycle of English lessons. The experimental teaching proves the validity of the suggested methodology, which enables us to conclude that due to the balanced approach to the formation of emotional intelligence and reading skills in primary school learners, the average increase in the experimental and control groups constituted 86,2% and 32,3% correspondently.

Key words: emotional intelligence, emotional competence, social-emotional skills, teaching reading, primary school learners, English lessons

РОЗВИТОК ЕМОЦІЙНОГО ІНТЕЛЕКТУ В УЧНІВ ПОЧАТКОВОЇ ШКОЛИ В КОНТЕКСТІ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ

I. В. Самойлюкевич, В. В. Свобода

Дослідження зосереджено на проблемі включення емоційного інтелекту в навчальний процес у початковій школі. Дослідження забезпечує теоретичне обґрунтування та практичне опрацювання методики формування емоційного інтелекту на уроках англійської мови в початковій школі. Формування емоційного інтелекту в процесі навчання читання передбачає залучення учнів молодшого віку до відповідної діяльності, яка сприятиме розвитку пізнавальної, контролюючої, мотиваційної, емпатійної та соціальної функцій емоційної компетентності. Для розвитку цих функцій сучасний вчитель англійської мови початкової школи має створити сприятливі умови для самореалізації учнів, співпраці з однолітками, прояву їх лідерських якостей, навчальної автономії, усвідомлення та розуміння власних та чужих почуттів та емоцій. Метою дослідження є розробка системи вправ для формування емоційного інтелекту в учнів початкових класів у процесі навчання читання англійською мовою. Дослідження проводилося за допомогою теоретичних методів (аналіз психолого-педагогічної та методичної літератури, LifeComp і Концепції Нової української школи) та емпіричних методів (методологічний експеримент для перевірки запропонованої методики, методи математичної статистики для обробки експериментальних даних). У результаті проаналізовано сучасний стан наукової думки щодо проблеми формування емоційного інтелекту. Досліджено психологічні особливості учнів початкової школи, обґрунтовано необхідність їх урахування в процесі формування емоційного інтелекту на уроках англійської мови. Уточнено поняття емоційної компетентності та соціально-емоційних навичок; розроблено систему вправ, орієнтованих на формування емоційного інтелекту в учнів початкових класів у процесі навчання читання англійською мовою, та проілюстровано комплексом вправ у тематичного циклі уроків англійської мови. Експериментальне навчання підтверджує обґрунтованість запропонованої методики, що дозволяє зробити висновок, що завдяки збалансованому підходу до формування емоційного інтелекту та умінь читання в учнів початкових класів зростання в експериментальній та контрольній групах у середньому склало 86,2% та 32,3% відповідно.

Ключові слова: емоційний інтелект, емоційна компетентність, соціально-емоційні уміння, навчання читання, учні початкових класів, уроки англійської мови.

Introduction of the issue. At the present stage of the development of the Ukrainian state there are both positive and negative trends. On the plus side, the society challenges its own achievements. On the minus side, society is witnessing the fact that young professionals after graduation cannot get a job because of the lack of some vital

competencies that would make them competitive at the labour market. The findings of numerous international studies and observations show that a large amount of academic knowledge, which is mainly aimed at learning, does not ensure the successful self-actualisation of the individual. Instead, the basis for personal development

should be constituted by the so-called soft skills, including a system of personal values, the ability to communicate, the ability to control oneself, etc. The current framework of the education reform also requires the formation of key competencies which are necessary and sufficient for life and professional development in society. In the list of key competencies an important place belongs to emotional intelligence which is the key to successful human self-actualisation in the modern world.

Current state of the issue. In the modern world of digital technologies and media, the mission of primary school is to promote the diverse development of the child's personality, the formation of general cultural, moral and ethical values, key competencies and life skills. The implementation of the Concept of the New Ukrainian School envisages the orientation of the educational process to achieve the result which is reflected in the key competencies. Key competencies integrate personal and social components in education as well as reflect a comprehensive mastery of different modes of operation, which creates the necessary prerequisites for the balanced development of intellectual abilities and emotional intelligence.

The process of incorporating emotional intelligence into the educational process in primary school is a relatively new trend in the education system, especially in English lessons. It is studied in the works of such Ukrainian researches as I. Matiykiv (the concept and methods of developing emotional intelligence), A. Cherniavska (correlation of the development of emotional intelligence with a communicative approach in the English language learning), I. Humeniuk (the development of the components of emotional intelligence in the learning process), etc. [2; 5; 9].

According to works of Antonina Cherniavska, the formation of emotional intelligence in primary school learners in the context of teaching English promotes

the development of the cognitive, controlling, motivational, empathetic and social functions of emotional intelligence. The formation of emotional intelligence in the English lessons in primary school presupposes involving young learners in appropriate activities that will promote the development of such functions of emotional intelligence as: the cognitive function, the control function, the motivational function, the empathetic function and the social function. To develop these functions, a modern English teacher of primary school should create favourable conditions for students' self-actualisation, cooperation with peers, manifestation of their leadership qualities, learner autonomy, awareness and understanding of their own feelings and emotions. Although the issue of the formation of emotional intelligence in the English lessons is reflected in the scientific works of a number of scientists, it is not sufficiently comprehensive, and therefore requires more systematic study and specification.

The outline of the unresolved issues brought up in the article. In general terms, different aspects of emotional intelligence are considered in detail. In this article, the previous research is expanded to particular issues of incorporation of elements of emotional intelligence in the context of teaching English in primary school.

Aim of research. The research aims to develop a system of exercises for the formation of emotional intelligence in primary school students in the process of teaching them to read in English. To achieve the aim set the following objectives were specified: 1) to analyze the current state of the development of the scientific thought on the problem of forming emotional intelligence in primary school learners in the English lessons; 2) to study the psychological characteristics of primary school learners and justify the need to take them into account in the process of forming emotional intelligence in the English lessons; 3) to design a set of exercises for the formation of

emotional intelligence in primary school students in the process of teaching them to read in a thematic cycle of English lessons; 4) to experimentally test the effectiveness of the methodology suggested.

Results and discussion. The concept of emotional intelligence arose from the work of American psychologist Howard Gardner on the theory of multiple intelligences. The list of intelligences proposed by H. Gardner includes two personal varieties of intelligences: *intrapersonal* intelligence which is directed at one's own emotions and *interpersonal* intelligence which is directed at other people's emotions. The researcher states that in relation to emotional development, intrapersonal intelligence involves understanding of one's own feelings and emotions in order to control one's actions and reactions. People with highly developed intrapersonal intelligence can understand their feelings and emotional states, assess their strengths and weaknesses and, thus, manage their own behaviour. The emotionality of interpersonal intelligence is traced in understanding the feelings of others, the ability to assess their emotions, motivation, desires and intentions [3].

Emotional intelligence as a psychological term was first proposed by American psychologists J. Mayer and P. Salovey in 1990 [9: 3]. Thanks to their research work, it became possible to measure emotional intelligence as a set of emotional and intellectual abilities that contribute to the awareness and understanding of their own emotions and the emotions of others. H. Weisbach and W. Dax consider emotional intelligence to be the ability to "intellectually" manage one's emotional life [9]. R. Bar-On considers emotional intelligence as a set of various abilities that provide the ability to act successfully in any situation. The list of key abilities includes self-esteem, self-confidence, empathy, the ability to overcome difficulties, awareness of their

own emotions, resilience, self-control, optimism, etc [1: 363-388].

Based on the works of J. Mayer and P. Salovey, the American researcher Daniel Goleman developed his theory of emotional competence. The essence of emotional competence is defined as a complex personal and social entity which is based on emotional intelligence and emotional culture and has a certain structure [4: 24-25]. According to D. Goleman, emotional intelligence includes the ability to identify their own feelings and the feelings of others, to motivate themselves and to manage their own emotions and emotions in relationships with others. Emotional culture ensures the ability of an individual to adequately express their own emotions, to respond to other people's emotions and to manage their own emotional state [4: 24-25].

D. Goleman distinguishes five components of emotional intelligence: self-awareness, emotional control, motivation, empathy, social and leadership skills [4: 317-318]. On this basis, we consider the structure of emotional competence as a unity of five functions (cognitive, controlling, motivational, empathetic and social) and the ability to implement them. The cognitive function implies the awareness of one's inner states, preferences, abilities and intuition, which involves the development of the ability to recognize one's own feelings and emotions, the ability to realize one's own strengths and weaknesses and the ability to feel one's own dignity. The controlling function is to develop control over one's inner states, impulses and abilities, for the development of which the ability to keep the emotions and impulses under control, the ability to adhere to standards of decency and honesty, responsibility for one's own work, the ability to adapt to change the ability to feel comfortable with new ideas, approaches and new information. The motivational function is aimed at managing or promoting goals and involves the development of the ability to

strive for continuous improvement, the ability to align decisions with group goals, the ability to persevere in accordance with opportunities, the ability to persevere in achieving goals, despite obstacles and failures. The empathetic function is related to the awareness of feelings, needs and problems of others and is aimed at developing the ability to understand other people's feelings and be interested in their concerns, the ability to understand other people's needs for development and the ability to improve their abilities. The social function includes promptness in receiving desired responses from others through the development of the ability to use active tactics of influence, to listen carefully, to

send persuasive messages, to negotiate, to resolve conflicts, to inspire and lead groups, to initiate or lead change, to develop relationships, to cooperate, to achieve common goals, to create group interaction, to achieve collective goals.

The importance of social-emotional skills in the structure of emotional intelligence is emphasized in the theory of social-emotional learning both in "The European Framework for Personal, Social and Learning to Learn Key Competence" ("LifeComp") published by the European Commission in 2020 and the New Ukrainian School Concept [6; 8]. A certain correlation between social-emotional skills in the above-mentioned documents was revealed as a result of their comparative analysis (see Table 1).

Table 1.

Correlation of social-emotional skills in "LifeComp" and the New Ukrainian School Concept

LifeComp	The New Ukrainian School Concept
S2.1 Awareness of the need for a variety of <i>communication strategies, language registers, and tools</i> that are adapted to context and content.	Skills of <i>mediation and intercultural communication</i>
S2.2 Understanding and managing <i>interactions and conversations</i> in different socio-cultural contexts and domain-specific situations	
S3.1 Intention to <i>contribute to the common good</i> and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances	Ability to <i>work in a team</i>
S3.2 Understanding the <i>importance of trust, respect for human dignity and equality</i> , coping with conflicts and negotiating disagreements to <i>build and sustain fair and respectful relationships</i>	
S3.3 <i>Fair sharing of tasks, resources and responsibility within a group</i> taking into account its specific aim; eliciting the expression of different views and adopting a systemic approach	
S1.1 <i>Awareness of another person's emotions, experiences and values</i>	Ability to <i>constructively manage emotions</i>
S1.2 Understanding another person's emotions and experiences, and the <i>ability to proactively take their perspective</i>	
P1.1 <i>Awareness and expression of personal</i>	Ability to <i>use emotional intelligence</i>

<i>emotions, thoughts, values, and behaviour</i>	
P1.2 <i>Understanding and regulating personal emotions, thoughts and behaviour, including stress responses</i>	
P2.3 <i>Managing transitions in personal life, social participation, work and leading pathways, while making conscious choices and setting goals</i>	

One of the main psychological and didactic tasks of the New Ukrainian school is to create the learning environment conducive to the development of social-emotional skills in primary school learners. An important psychological prerequisite for the socialization of primary school learners is made up by their personal characteristics, such as curiosity, vivid emotionality, a wide range of well-developed imagination. Assimilation of social experience and readiness for its development is formed through the inclusion of learners in real relationships with each other in pairs, small groups, as a whole class and beyond the classroom.

It is in the process of forming social motives for learning while creating situations of social development for children that it is advisable to develop emotional intelligence in combination with teaching them to read in English. By working on authentic emotionally-rich texts of various genres and types, primary school learners will have multiple opportunities to imagine themselves in the shoes of the main characters, to reflect on their sayings and doings, to express their attitude to what they have read, to listen to others, to compare their opinions, etc.

Taking into account the structure of emotional competence, the scope of social-emotional skills and the psychological characteristics of primary school children, we have developed a system of exercises focused on the formation of emotional intelligence of primary school learners in the process of teaching them to read in English. The system of exercises is organized

according to four stages of reading skills development.

Stage One – *the stage of motivational and value-based learning* – aims to activate the learner’s life and language experience in accordance with the topic and the emotional background of the text under study. At this stage, there is room for learners’ self-assessment of their level of the formation of their own emotional intelligence, for their values clarification, for creating a motivation for emotional perception and understanding of the text that will be offered for reading. The main focus should be on reproductive-productive and receptive-reproductive exercises that prepare students to read the text. In reproductive and productive exercises, students prepare for the perception of the content of the text, reflecting on or answering questions about their own feelings and the feelings of others. Next, it is necessary to prepare learners for the perception of the language design of the text through the performance of receptive-reproductive exercises, based on speech patterns and emotionally-coloured vocabulary.

Stage Two – *the stage of cognitive learning* – is aimed at helping learners to gain experience in identifying elements of the sensory-personal sphere of the characters of the story in the process of reading the text. This stage involves performing a communicative task for reading in order to find information about emotions and feelings, ways to manage emotions, verbal and non-verbal levels of expression of emotions and emotional traits of an individual. To do this, it is advisable to offer receptive exercises directed at recognizing and differentiating emotionally-rich details of the content read.

Stage Three – *the stage of educational and practical learning* – at this stage the language and speech content of the text with an emotional background is processed in order to ensure a full understanding of the verbal and non-verbal levels of the text. Practice can be organized with the help of reproductive and productive exercises, in which, under the teacher's guidance, learners reproduce certain elements of the text which describe the characters' behaviour, emotional states and feelings and add their own comments.

Stage Four – *the stage of creative and reflective learning* – the purpose of this stage is to creatively apply certain skills within the range of emotional competence in situations similar to those that happened to the characters in the story. Reflection involves summarizing, discussing the possibilities of developing relationships in their own life context, covering emotional and behavioural components. At the communicative level, the exercises of this stage are productive and are stimulated by the teacher's verbal description of the situation, situational drawings, sound sequences or drama.

The system of the formation of emotional intelligence in the process of teaching primary school learners to read in English may be illustrated with the following set of activities for teaching reading to 3d graders designed on the topic 'School Life'. The specially designed set of activities aims to develop the learner's ability to constructively manage

emotions (New Ukrainian School Competence) namely S1.1 Awareness of another person's emotions, experiences and values. These activities are built around the following specially selected literary text with emotional background.

Text: "Vain Valentine" by David Walliams

"Valentine was handsome, and boy did he know it! He was so vain he couldn't walk past a mirror without checking his reflection in it. One time, some boys at his school came into the toilets and caught Valentine kissing himself in the mirror.

Valentine believed that because he was handsome he should be famous too. He had no talents of any kind but, like a lot of famous people, he wasn't going to let that hold him back. The boy annoyed everyone by acting as if he were famous, strutting around the school wearing sunglasses. He never took them off, even when it was dark, and spent all day bumping into things as he couldn't see where he was going" [10: 1-3].

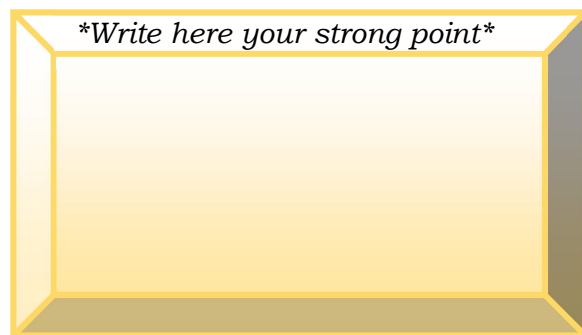
1. Exercises of Stage One:

1.1. Reproductive-productive exercise aimed at activating the learners' life experience.

Instruction: Draw a picture of yourself in the frame, write down your strong point share with your partner.

Procedure: Students are asked to draw their own portrait, write down their strengths and share their thoughts with a neighbour.

Handout 1:



Handout 2:

kind funny
friendly honest
creative positive
hardworking
(your own variant)

Method of control: peer control.

1.2. Receptive-reproductive exercise aimed at activating students' language experience.

Instruction: *Match the words to their antonyms.*

Procedure: Students are asked to connect words with their antonyms.

Handout:

<i>vain</i>	<i>ugly</i>
<i>handsome</i>	<i>clumsy</i>
<i>famous</i>	<i>shy</i>
<i>talented</i>	<i>ordinary</i>

Expected answers:

vain – shy

handsome – ugly

famous – ordinary

talented – clumsy

Method of control: teacher control.

2. Exercises of Stage Two:

2.1. Receptive-reproductive exercise, aimed at reproducing the elements of the text on the teacher's instructions, which contain a description of the behaviour, emotional states and feelings of the characters, with the addition of their own comments.

Instruction: Complete the story with the right words.

Procedure: Students are asked to complete the text of the story with the correct words.

"Valentine was ____, and boy did he know it! He was so ____ he couldn't walk past a mirror without checking his reflection in it. One time, some boys at his school came into the toilets and caught Valentine kissing himself in the mirror.

Valentine believed that because he was ____ he should be famous too. He had ____ talents of any kind but, like a lot of famous

people, he wasn't going to let that hold him back. The boy annoyed everyone by acting as if he were ____, strutting around the school wearing sunglasses. He never took them off, even when it was dark, and spent all day bumping into things as he couldn't see where he was going".

Method of control: teacher control.

3. Exercises of Stage Three:

3.1 Receptive-reproductive exercise, aimed at reproduction of certain elements of the text which describe the characters' behaviour, emotional states and feelings.

Instruction: Make a 'snowball' with the main ideas of the story.

Procedure: Learners are asked to tell what they think is the main idea of the story.

Method of control: teacher control.

4. Exercises of Stage Four:

4.1. Productive exercise aimed at discussing the possibilities of developing relationships in their own life context through the teacher's verbal task.

Instruction: Make your own story. Pick an adjective and character from the lists below to choose your title

Procedure: Students are asked to create their own short story by choosing an adjective and a protagonist from the

options suggested by the teacher. Create a cover for the book.

Handout 1:

	Adjectives:
1	Funny
2	Dancing
3	Strange
4	Angry
5	Bossy

Handout 2:

	Characters:
1	Fruit
2	Hamster
3	Grandma
4	Footballer
5	Hairdresser

Handout 3:

Method of control: self-control.

In order to check the effectiveness of the methodology suggested, a methodological experiment was conducted in the natural learning environment, which involved 30 participants (15 of them were 3d grade pupils in the experimental group (EG) and 15 more 3d-graders were the control group (CG). The experiment was carried out in the English lessons while processing two thematic units in a sequence that corresponds to the syllabus. Each thematic cycle was based on the sets of exercises designed in accordance with two subsystems to form the specified skills of emotional competence. To calculate the learning coefficient for each individual control

entity by V. Bezpalko, we used the formula: $K=Q/N$, where K is the learning coefficient; Q is an indicator of the corresponding coefficient; N is the maximum index of the corresponding coefficient. Following V. Bezpalko, we consider a sufficient level of the formation of relevant skills to be the indicator of the learning coefficient that is greater than or equal to 0.7. At the beginning of the methodological experiment, a pre-experimental testing was held in order to determine the initial level of emotional intelligence of primary school pupils in the process of developing reading skills. The results of the pre-experimental testing in the experimental and control groups are presented in Tab. 2.

Table 2.

Average indicators of the level of the formation of emotional intelligence in primary school learners in the process of teaching reading in English (the results of pre-experimental testing)

Group	Indicators by criteria of estimation of level of formation of emotional intelligence, average score (average learning coefficient)			By all the criteria	
	Ability to understand and control the emotions	Ability to cooperate with others	Understanding of social-emotional information in the process of reading	Total scores	Learning coefficient
EG	1,1 (0,28)	1,9 (0,48)	4,7 (0,39)	7,7	0,385
CG	1,3 (0,33)	2,1 (0,53)	4,83 (0,40)	8,23	0,412
Maximum	4 (1)	4 (1)	12 (1)	20	1

The final stage of the experimental work was the post-experimental testing, the task of which was to determine the final level of the formation of emotional intelligence in primary school learners in

the process of teaching reading in English.

The results of the post-experimental testing are presented in Tab. 3.

Table 3.

Average indicators of the level of the formation of emotional intelligence in primary school learners in the process of teaching reading in English (the results of pre-experimental testing)

Group	Indicators by criteria of estimation of level of formation of emotional intelligence, average score (average learning coefficient)			By all the criteria	
	Ability to understand and control the emotions	Ability to cooperate with others	Understanding of social-emotional information in the process of reading	Total scores	Learning coefficient
EG	2,84 (0,71)	2,8 (0,7)	8,7 (0,73)	14,34	0,717
CG	2,3 (0,58)	2,5 (0,63)	6,1 (0,51)	10,9	0,545
Maximum	4 (1)	4 (1)	12 (1)	20	1

In general, the participants had a higher increase in EG – 86,2%, and in the CG – 32,3%. The average learning ratio of both groups increased by 53,9%.

Completing the comparative analysis of the data obtained at the pre-experimental and post-experimental stages, we present the results in the form of diagram (see Fig. 1).

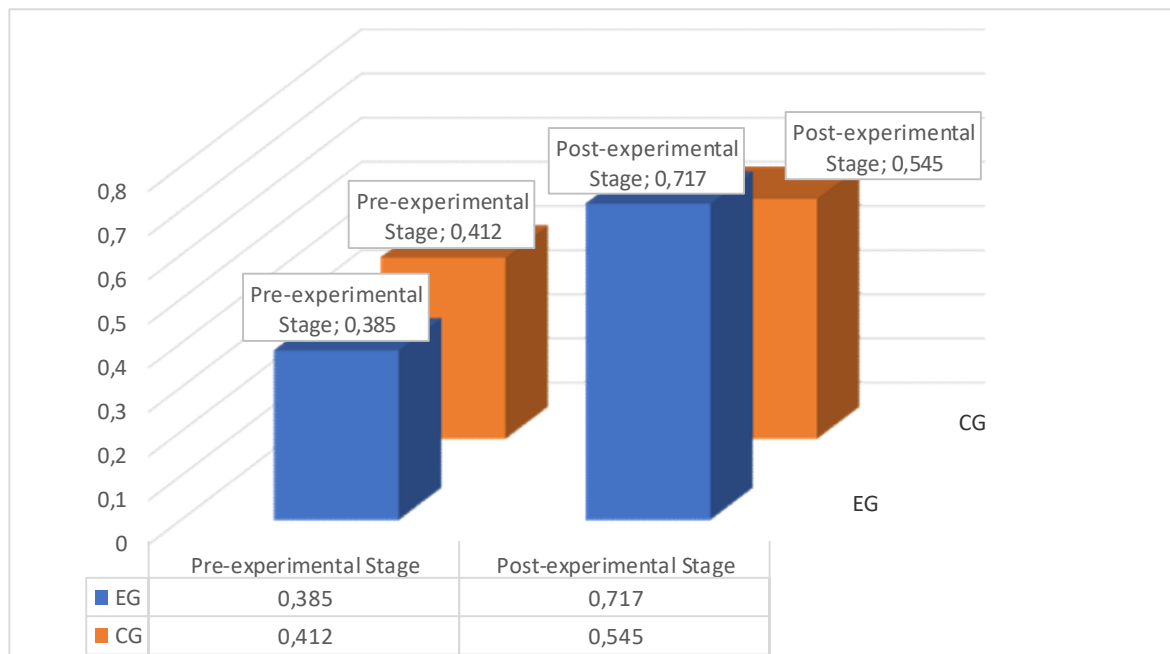


Figure 1. The average levels of the formation of emotional intelligence of primary school learners in the process of teaching reading in English

Conclusions and research perspectives. The article deals with the topical problem of the formation of emotional intelligence as one of the key life competences in the process of teaching reading in English lessons in primary school. In addition, the identification of the correlation between the age-related psychological characteristics of primary-school children and the functions of emotional competence made it possible to incorporate the selected social and emotional skills in the process of developing reading skills in the English lessons. The research also addresses the issue of classifying and selecting stories with social and emotional content as a basic for activity design within the system of exercises for the development of reading skills in primary school learners.

The perspectives for further research lie in the identification of pedagogical prerequisites for developing prospective

primary school teachers' readiness for the formation of emotional intelligence in their pupils, the upgrading of particular themes in the ELT Methodology curriculum within the framework of a more balanced approach to teaching a foreign language and developing soft skills.

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