

Ministry of Education and Science of Ukraine  
Dnipro State Agrarian and Economic University  
Philology Department

## Collective Monograph



## Training of Specialists in Language Activity and Professional Communication



Dnipro, 2025

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Dnipro State Agrarian and Economic University  
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**TRAINING OF SPECIALISTS  
IN LANGUAGE ACTIVITY AND  
PROFESSIONAL COMMUNICATION**

**Dnipro, 2025**

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## THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE BY MEANS OF FOREIGN LANGUAGES AS A NECESSARY COMPONENT OF SELF- EFFICIENT UNIVERSITY STUDENTS

**Olena Rezunova**

*PhD in Pedagogics, associate professor,  
Associate professor of Philology Department  
Dnipro State University of Agriculture and Economics, Ukraine*

**Abstract.** *More and more scientists are devoting their research to the problem of emotional intelligence and its importance in people's lives. The study is devoted to the problem of developing emotional intelligence of higher education students through foreign languages.*

*An analysis of the scientific approaches of domestic and foreign scientists to the interpretation of the concept of "emotional intelligence" was carried out. Emotional intelligence is considered as a person's ability to recognize their own and other people's emotions, intentions, and desires, the ability to manage their own and other people's emotions in order to solve practical problems.*

*It was determined that the main factors that influence the development of emotional intelligence are: biological (temperament and cognitive abilities), individual characteristics (openness to experience, self-efficacy, locus of control, personality type), external environment (family, nature, national and cultural characteristics).*

*It is noted that foreign language tools allow higher education students not only to deepen their speech knowledge and skills, but also to experience certain emotions through understanding themselves and others.*

*It is substantiated that the algorithm for developing emotional intelligence of higher education students involves the use of a whole complex of tasks that help to relieve psychological and emotional tension, increase self-esteem and self-confidence of students. Proposed tasks help students to reveal their own potential, develop their ability to analyze own actions and the actions of other people in order to improve their own emotional state, teach students how to see the connection between emotions and physical condition, understand the negative impact of bad emotions, to know how to manage their emotions better.*

**Key words:** *emotional intelligence, university students, foreign languages, self-efficacy*

**Introduction.** Emotional intelligence is critical for success in various areas of life: from personal relationships to career development, as it helps people better manage their emotions and understand the emotions of other people.

Higher education students constantly face high levels of stress due to studies and social interactions. A high level of emotional intelligence helps students build harmonious relationships, work effectively as a team with other students and establish communication with teachers.

Students with a high level of emotional intelligence are able to concentrate better, adapt to new conditions and solve complex problems. They can effectively organize their work and feel less anxiety about academic tasks.

Therefore, emotional intelligence contributes not only to successful learning, but also to personal growth, improves communication, helps resolve conflicts and helps maintain emotional balance in difficult situations.

That is why the problem of forming emotional intelligence of university students is **quite relevant**, and the search for effective means of its development requires detailed study.

**The aim of the research is** to characterize the most effective technologies and methods for the development of emotional intelligence of modern self-efficient university students by means of foreign languages.

**Research methodology.** The general scientific methods (analysis, synthesis, comparative, systematization) have been used while writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic. The method of analysis has been used for a detailed study of the concepts «emotional intelligence», which made it possible, in particular, to study scientific viewpoints on the need for implementation. The method of synthesis made it possible to distinguish the role of foreign languages in the development of university students' emotional intelligence.

**Analysis of publications.** One of the first scientists who studied the concept of emotional intelligence was Daniel Goleman. His emotional intelligence (**EI**) model is a mixed model that includes both mental skills and individual characteristics [12; 13]. According to D. Goleman EI has 4 constituents: self-awareness, self-management, social awareness, and relationship management. The researcher proved that emotional skills are not intrinsic skills, so they can be taught, learned, and developed. He assumed that self-consciousness is an essential component of EI.

Other scientist who studied the term Emotional Intelligence (EI) or Emotional Quotient (EQ) was Bar-On, who proposed his own model and named it as «The Bar-On Model of Emotional-Social Intelligences (ESI)». This model is a mixed one, because includes emotional and social skills, namely: interpersonal, intrapersonal, adaptability, stress management and general mood [3].

Nowadays, the problem of emotional intelligence is actively discussed and highlighted in the works of such scientists as: I. Andreeva, O. Vlasova, S. Derevyanko, G. Garskova, N. Kovryga, D. Lyusin, M. Manoilo, E. Nosenko and others.

However, the role of foreign languages in the development of university students' emotional intelligence remains unsolved, so the **novelty of the research** is to find and analyze the most effective technologies and methods in the development of university students' emotional intelligence by means of foreign languages.

## **1. THE ESSENCE OF THE CONCEPT «EMOTIONAL INTELLIGENCE»**

### **1.1. The meaning of emotions for a person and their basic functions**

Technical progress of the 21st century, changes in the moral and ethical principles of society, the hectic pace of life, the desire for success, material goods and self-realization in career and personal life form a new active life position of people, force them to think about the choice of goals and means of achieving them, make the person more efficient, more energetic, more inventive. In the context of such processes, there is a need to build favorable and productive relationships with others, since a person cannot do without society.

At all times, there was a category of people who did not have a high coefficient of mental development, but achieved great success in their studies, careers and personal lives, were able to arouse the sympathy of others, charged with a positive mood. It was always fun and interesting to be in the company of such people, it was

impossible to refuse them, they had a large number of friends and good acquaintances, one was always drawn to such people, it was pleasant to be in their company. Previously, such a personality was called “clever”, “punchy”, “cunning”, etc. Now we can say with confidence that these people had a high level of emotional intelligence.

A person’s activity, his or her behavior always cause a positive or negative attitude towards him or her. The attitude towards reality is reflected in the brain and is experienced as pleasure or dissatisfaction, joy, sadness, anger, shame. Such experiences are called emotions, feelings. Emotions and feelings perform a signaling and regulatory function, encourage a person to knowledge, work, actions or restrain him.

The famous philosopher Spinoza believed that for a certain freedom of will, a person must know not only the external circumstances of his existence, but also his own affects and passions. Such knowledge does not imply the elimination of passions, but power over them.

Let us recall the famous statement that the streams of passions have washed away more cities and settlements and cost more human victims than the streams of elements and hurricanes. Believing that the most powerful stimulus of the soul is passions, Descartes proposed the term “emotions” to define the orders of the soul.

**Emotion** (from Latin *emovere* – to excite, to excite) is a mental reflection of the surrounding world in the form of short-term experiences of a person, expressing his attitude to reality, his actions and others, reaction to the influence of internal and external stimuli. Thanks to emotions, people not only feel, perceive, imagine or understand the surrounding reality, but also experience it. Experiences are always subjective, they do not exist outside the psyche.

Emotional reaction is an indicator of a person’s attitude to what is happening. The more important life changes are for a person, the deeper the experiences of emotions and feelings are. Emotions are always associated with the satisfaction or dissatisfaction of important human needs. Often, the concepts of “emotion” and “feeling” are used as synonyms, but their meanings are different. Unlike emotions,

which are short-term reactions to a situation, feelings reflect a long-term, stable and generalized emotional attitude of a person to specific objects.

Emotions are the basis of the psyche, a source of mental energy. And although a person's problem complexes are formed around the emotional core, at the same time it is in emotions that the most important values are born. It is difficult to overestimate the importance that emotions have for us.

*Emotions and perception.* Emotional experiences, mood determine the perception and interpretation of events in the world around us. A joyful person perceives the world with optimism, is friendly towards others, remembers pleasant moments in life, thinks about the good. In a depressed state, he more often recalls unpleasant events in life, has a negative attitude towards himself, and the behavior of other people seems suspicious. So, the emotional state does leave an imprint on how we see the world, relate to past experience.

*Emotions and cognitive processes.* Emotions affect memory, thinking and imagination of a person. The effect of "narrow vision" of perception has its analogue in the cognitive sphere. A strong emotion, for example, fear, affects the thinking process. It is difficult for a frightened person to evaluate alternative solutions, let alone choose the best one. In a state of heightened interest, some people are so carried away that they do not notice anything around them. Emotionally rich information is better understood and remembered.

*Emotions and consciousness.* A strong emotional experience can be considered as a special, unusual state of consciousness. The idea of different states of consciousness has been known since ancient times.

*Emotions and activity.* The effectiveness of work depends on what people feel while performing it. Emotions can stimulate it (they move mountains in joy) or hinder it (everything falls out of their hands in despair). Feeling aversion to a certain activity, one wants to avoid it.

*Emotions and motivation.* Emotions motivate life, the choice of all the most important undertakings. For the most part, we organize our lives in such a way as to

maximize the experience of positive emotions and minimize the experience of negative ones. Emotions are motivators when there is a desire to avoid events that involve negative emotions, or to engage in situations that promise positive experiences. Positive emotions contain a hidden power, the potential of which blossoms in the rays of our attention.

*Emotions and character.* Most emotions play a key role in the formation of character traits and the emergence of specific emotional disorders. Curious people are filled with interest, aggressive – with anger, friendly - with kindness, affection, love, confident – with faith, trust in the world. Emotions that are often repeated become character traits.

*Emotions and communication.* Emotions play a special role in interpersonal interaction. They diversify communication, increase the possibilities of mutual understanding, as they carry additional information, allow you to “peek” into the inner world of another person. Emotions can both strengthen relationships and destroy them. This depends on the emotional competence of the interlocutors.

*Emotions and behavior.* Emotional reactions are manifested in actions, behavior. Behavior is an indicator of how well a person can manage emotions. Emotions affect the adoption of important decisions, since decisions contain an emotional component.

*Emotions and health.* There is a deep relationship between emotions and the central nervous system, with the endocrine system, with the way of thinking and physiological state. Intense thoughts of different colors, as well as a change in a person's mood, can change the indicators of the chemical composition of the blood, and also affect the work of various organs. The harmful effect of negative emotions on human health is well known. Strong and prolonged negative emotions (in particular, long-held anger) cause pathological changes in the body: stomach ulcers, biliary dyskinesia, diseases of the excretory systems, hypertension, heart attack, the development of neoplasms, etc. Positive emotions (joy, satisfaction, happiness) heal a person. The development of emotional competence has a positive effect on health.

**Functions of emotions.** Emotions and feelings serve to orient us in the world and to realize the energy that helps us solve life's problems. Each of the main emotions has unique adaptive and motivational functions, performs some useful work for us. The exception to this rule is when an emotion becomes more intense than the situation requires, then it disorganizes and destroys.

*Adaptive function.* The sensory system (sense organs) collects information about the world around us, which allows a person to survive, live comfortably, and develop. For example, it is useful to feel hunger – this is a signal to eat, cold – to take care of comfort, aversion reactions keep us from harmful actions. The senses deliver information about the environment, emotions help us navigate in it and act.

*Mobilization function.* Information received with the help of the senses causes an emotional reaction, energy appears for action. That is, emotions carry a charge of energy that we can use at our will, for example, to change a situation that does not suit us, to solve life tasks, to get what we want, to protect ourselves in threatening situations, to restore balance, etc.

*Motivational, motivating function.* As soon as a need arises, an emotion or the so-called motivational disorder immediately arises. It is obvious that emotions organize and direct behavior not only in extreme situations. Thus, the emotion of interest encourages us to learn, develop new skills and abilities; the emotion of joy is a kind of reward for achievements; fear helps to avoid stressful or dangerous situations before a real threat arises.

*Informational function.* Experiences are peculiar signals. Emotions convey information, using which we can act much more effectively. For example, fear informs us of danger, that is, it protects us, helps to save our lives with the help of protective mechanisms: flight or attack; Irritation tells us that things are not going as expected; happiness tells us that our needs are being met. Even anger, an emotion that most people would rather suppress, is also useful for us. It warns others and ourselves when something is going against our intentions, prompting us to make changes.

*Regulatory function.* Emotions and feelings perform a regulatory function in communicative interaction, forming a willingness to act in a certain way in relation to other people. From the external expressive movements that accompany emotions (posture, gestures, facial expressions), as well as from speech intonation, one can draw a conclusion about the experiences of people around them and take them into account in one's behavior. Any manifestations of human activity are accompanied by emotional experiences. Emotions can cloud the perception of the world around us or paint it with bright colors; turn the course of thoughts towards creativity or melancholy; save lives or cause serious harm; promote positive life changes or provoke actions that we later regret; energize and add health or vice versa; make bodily movements light and smooth or awkward and constrained. Emotions have power. Another question is how well we know how to manage them. This is an indicator of developed emotional competence.

*Emotional competence* is the art of identifying your emotions at the moment you feel them, as a result of which you can better understand your behavior and rationally choose your reactions, that is, be the master of your own emotions. Managing emotions is a skill that can be developed. There is no limit to perfection in the human soul. It is a shame to live without ever understanding yourself, without learning to understand others. That is why some people become callous and embittered with age, and others acquire wisdom. The development of emotional competence involves constant work on yourself. Life values, talents, and wisdom are within us. You need to learn how to live in harmony with yourself and the world around you. Working on yourself is an independent, long, and at the same time interesting path [3;4;5;10;12;15;19;23].

## **1.2. Interpretation of the concept of "emotional intelligence" in scientific literature**

About ten years ago, the phrase “emotional intelligence”, which appeared in the psychological thesaurus on the problems of personality psychology in the works

of such American psychologists as Howard Gardner, John Mayer, Peter Salovey, Daniel Goleman and others, caused surprise due to the unusual combination of the concepts “emotion” and “intelligence”, which seemed to be opposite in their deep meaning. No less surprising were the statements of the authors who introduced the concept of “emotional intelligence” into the scientific process, regarding the role of this integral property of the personality in determining the success of any human activity in any conditions [19].

Today, the problem of developing the emotional intelligence of the personality is one of the most relevant in research in various fields of science.

A huge number of scientists are sure that emotional intelligence is the ability to perceive and understand the emotional manifestations of the personality, to manage emotions based on intellectual processes. Individuals with a high level of emotional intelligence have the ability to understand their own emotions and the emotions of other people, to manage their own emotional sphere [3;4;5;10;12;15;19;23].

G. Gardner suggested that there is not one single type of intelligence that affects in a certain way the success of human life, but rather a fairly wide range of subtypes of intelligence with seven main options. The list of subtypes of intelligence he proposed included:

- verbal
- logical-mathematical
- spatial
- kinesthetic
- musical
- emotional (intrapersonal and interpersonal)

Interpersonal intelligence has previously appeared in the psychological literature under the name of social intelligence, or social competence. It characterizes a person's ability to interact with other people.

Intrapersonal intelligence involves a person's ability to self-actualize in life, motivate themselves to be active and achieve success.

In the work "The Plurality of Intelligence Manifestations", emotional intelligence is considered in two forms:

- interpersonal emotional intelligence (a person's ability to understand other people, to realize the motives of their activities, their attitude to work, to decide how best to cooperate with these people. Interpersonal emotional intelligence allows a person to correctly recognize the moods, manifestations of temperament, motives and aspirations of other people and to respond to them accordingly.

- intrapersonal emotional intelligence (a person's property directed at himself: the ability to form an accurate and adequate model of his own "self" and use this model to function effectively in life. Intrapersonal intelligence is a person's ability to understand his own feelings, their origins and to regulate his own behavior on this basis [10].

According to the concept of G. Gardner [15], in the structure of emotional intelligence, it is necessary to consider intrapersonal (directed at one's own emotions) and interpersonal (directed at the emotions of other people) components.

The first is characterized by such components as:

- self-awareness
- reflection
- self-esteem
- self-control
- achievement motivation.

The second component includes:

- empathy
- tolerance
- sociability
- congruence
- dialogicity.

American psychologists John Meyer and Peter Salovey considered emotional intelligence as the ability to adequately perceive, evaluate and express emotions; the ability to generate feelings when they contribute to thinking; the ability to understand

emotions and knowledge related to emotions, as well as the ability to regulate emotions in order to promote one's own emotional and intellectual growth [20].

R. Varon understood emotional intelligence as all non-cognitive abilities, knowledge and competence that enable a person to successfully cope with various life situations. The researcher identified five major areas of competence, each of which has the following specific skills that lead to success:

- knowledge of one's own personality (awareness of one's own emotions, self-confidence, self-esteem, self-realization, independence);
- interpersonal communication (interpersonal relationships, social responsibility, empathy),
- adaptation (problem solving, reality assessment, adjustment),
- stress management (stress resistance, impulsivity, control),
- prevailing mood (happiness, optimism) [20].

In turn, psychologist R. Bar-On defined emotional intelligence as a set of non-cognitive abilities, competencies and skills that enable a person to successfully cope with the challenges and influence of the external environment and resist its pressure. This, according to the researcher, ensures a person's ability to successfully adapt to society, establish interpersonal interaction, and manage their behavior in stressful situations [3].

D. Goleman, an American journalist and psychologist, in his work “Emotional Intelligence” based on psychological research and surveys, proved that success in life depends not so much on logical intelligence IQ, but on the ability to manage one's emotions EQ. In D. Goleman's research, emotional intelligence is interpreted as a personal trait, a person's ability to explain one's own emotions and the emotions of others in order to use the information received to achieve own goals [12; 13].

Referring to the analysis of modern scientific works carried out by scientist N. Vyspinska, we can note that emotional intelligence is interpreted as a person's ability to correctly see surrounding circumstances and influence them, intuitively grasping what other people want and need, while not succumbing to stress [25].

Analysis of the works of domestic and foreign scientists allowed us to state that the main factors that influence the development of emotional intelligence are:

- biological (temperament and cognitive abilities);
- individual characteristics (openness to experience, self-efficacy, locus of control, personality type);
- external environment (family, nature, national and cultural characteristics) [5; 7; 9; 10; 14].

Biological prerequisites of emotional intelligence:

– level of emotional intelligence – the higher the level of emotional intelligence of parents and family income, the higher the indicators of emotional intelligence of their children. According to D. Goleman's theory, career and material success are a consequence of high emotional intelligence.

– right-hemisphere type of thinking – as is known, the right hemisphere is responsible for creativity, imagination, holistic perception (perception of images) and intuition (as opposed to the functions and competencies of the left hemisphere). It has been proven that people with a developed right hemisphere are better able to recognize the emotions of others by speech intonation, since the right-hemisphere type of thinking is associated with non-verbal intelligence. Thus, the dominance of the right hemisphere over the left in a person acts as a certain prerequisite for increased emotional susceptibility, which characterizes the success of adapting the emotional state of the individual to external conditions.

– temperament properties – the mental activity of extroverts is more directed towards the outside world than towards themselves, which means that they are most capable of forming an adequate response to the actions and feelings of other people [12; 13].

R. Boyatzis and D. Goleman identify the following components of emotional intelligence:

1) self-awareness (emotional awareness of oneself, accurate self-assessment, self-confidence);

- 2) social awareness (empathy, organizational awareness, service orientation);
- 3) self-management (self-control, adaptability, initiative, achievement orientation);
- 4) social skills (leadership, influence, communication, conflict resolution, group work) [12; 13].

Emotional intelligence is the basis of emotional self-regulation, and a high level of emotional intelligence makes it possible to understand one's own emotions and the emotions of other people, to manage the emotional sphere; helps to make decisions based on the reflection and understanding of emotions that have a certain meaning for the individual. Emotional intelligence consists of the ability to consciously manage emotions, understand emotions, assimilate emotions into thinking, distinguish and express emotions.

So, given the comparative-evolutionary analysis, the phenomenon of "emotional intelligence" is considered as the ability to recognize, understand emotions and manage them; serves to determine the set of abilities, knowledge and skills related to the regulation of the emotional sphere of the individual, necessary for successful socialization and communication. Scientists are unanimous in the fact that emotional intelligence combines the ability to distinguish and understand emotions, manage one's own emotional state and the emotions of communication partners.

As the emotional intelligence is the ability to recognize, understand, and manage own emotions and the emotions of other people, a person with high levels of emotional intelligence is able to interact effectively with others, work in a team, adapt to changes, make more informed decisions, in other words, be a **self-efficacious person**[1; 26].

So, in the context of our study, *emotional intelligence should be understood as people ability to recognize their own and other people emotions in order to solve practical problems.*

## **2.1. TECHNOLOGIES FOR EMOTIONAL INTELLIGENCE DEVELOPING**

In the modern world of achievements and results, for a long time the focus was on rational intelligence (IQ), while the emotional component of a person (EQ) was ignored, although it was often used for various kinds of manipulations in advertising and trade. Well, and, of course, for the purpose of manipulating mass consciousness, the success of which we can observe on the example of entire countries.

Since the end of the twentieth century, the role of emotional intelligence in human life and society has been recognized by scientists on the basis of long-term research and experiments. In the modern definition of emotional intelligence, the ability to name, use, understand and manage emotions in a positive way to reduce stress, communicate effectively, show empathy for other people, the ability to respond to life's challenges and resolve conflicts.

Together with the ability to actively and consciously empathize with the current emotional state of a person - empathy, as well as the ability to show the same active and conscious empathy for oneself – self-empathy, emotional intelligence is the basis for an effective and happy life and building relationships with others.

Modern science has developed a significant number of methods and technologies aimed at helping a person understand their feelings, motives and reactions, namely:

### **- MINDFULNESS**

Mindfulness, as defined by Harvard University psychology professor Ellen Langer, one of the most authoritative researchers in the field of the effects of mindfulness practices, is an active process of noticing new things. When you practice it, you get into the present. Mindfulness makes the practitioner more sensitive to contexts and perspectives. Mindfulness leads to the fullness of life in its external and internal manifestations.

In its real application, the practice of mindfulness is a meditation that introduces a person to the capabilities of their mind and teaches them to return attention to the present moment. At this moment, a person learns to monitor bodily reactions, recognize uncontrolled flows of emotions and thoughts, and manage their attention. Intentional directing of attention to a certain moment occurs without evaluations and judgment. And at this moment there is no right or wrong way to think about something.

An integral part of emotional intelligence is the recognition of one's own emotions and the thoughts associated with them, and it is with this that the practice of mindfulness works first of all. Therefore, it is justified to state that «Mindfulness», as attentiveness and awareness, is the basis of emotional intelligence.

By training one's attentiveness and focusing attention on the here and now, a person becomes more emotionally aware. Awareness of one's emotional states allows one to develop the ability to control, manage and use one's emotions and feelings. The ability to be attentive to oneself and one's own states, together with the ability to compare and analyze, allow one to detect and understand the emotions of others. This is manifested in compassionate care for others and the ability to show empathy in relationships. It is easier to establish and maintain contact with interlocutors and partners.

From a state of inner world, which develops on the basis of long-term use of meditation techniques and mindfulness practice, it is easier for a person to evaluate the events that are perceived by him or her. This significantly increases the ability to creativity and critical thinking, helps to recognize the existence of different points of view on the situation and, ultimately, to resolve conflicts.

According to Western research, people who practice meditation and mindfulness demonstrate higher levels of emotional intelligence, higher levels of positive affect, lower levels of negative affect, and overall greater life satisfaction. Among other things, regular mindfulness practice strengthens the immune system and promotes the development of brain areas responsible for effective emotion regulation under stress.

## **- ART THERAPY**

Art therapy is a special form of psychotherapy, psychocorrection and personality development, based on creative self-expression through various types of art (painting and drawing, sculpting, music, dance, theater). An art therapist helps a person, using various artistic means, achieve a number of goals – exploring emotions and feelings, resolving conflicts, improving self-awareness and self-esteem, modeling a positive psycho-emotional state, managing their own behavior and acquiring social skills.

Art therapy is especially useful for those people who have difficulties with verbally expressing their emotions and feelings. For example, people who have experienced traumatic events. In this way, it is possible to bypass the “censorship” of consciousness. Using the language of symbols, a person establishes contact with their own subconscious and can express processes that are really important to them.

The most important mechanism of therapeutic influence in art therapy is the response to psychotraumatic situations, which occurs in an expressive (creation of an artistic product), rather than a reflexive form. This approach stimulates a person to achieve catharsis - liberation and deliverance from negative experiences. In general, art therapy is an insight-oriented method, using an atmosphere of trust, high tolerance and attention to the inner world of a person. It teaches to give a socially acceptable outlet to aggression and other negative feelings, and to be aware of thoughts and feelings that are usually suppressed. The ability to self-regulation gradually develops.

Art therapy evokes positive emotions, helps to overcome apathy, depression, lack of initiative, helps to form a more active life position.

Thanks to art therapeutic influence, a person's creative potential, internal mechanisms of self-regulation and healing are mobilized, that is, the integration of the acquired experience into the inner world of a person. Art therapy satisfies a person's need for self-actualization, namely, the disclosure of a wide range of human possibilities and the affirmation of their unique way of being in this world.

When using art therapy methods, a person, through their own artistic work and dialogue with an art therapist, gets acquainted with their own inner world, verbalizes

suppressed or repressed emotions and feelings. That is, they gain self-awareness. They learn self-regulation, expression of emotions, and establishing contact with other people. They develop and strengthen their creativity. Understanding themselves, they learn to achieve a state of inner peace and establish contact with others. They maintain social ties and resolve conflict situations.

### **- NON-VIOLENT COMMUNICATION**

Nonviolent Communication (NCC) is based on the historical principles of nonviolence (ahimsa) – the natural state of compassion when there is no violence in the heart.

This method was founded by Dr. Marshall Rosenberg on the principles of nonviolence promoted by Gandhi and Martin Luther King Jr. Their understanding of nonviolence is that something that hurts the heart, mind, body, spirit or relationships is violence.

Nonviolent Communication begins with the assumption that we are all compassionate by nature and that violent strategies – verbal or physical – are learned behaviors and are supported by the dominant culture. In the NCC vision, we all have the same basic human needs and that any behavior is a person's best attempt / strategy aimed at satisfying basic human needs.

#### ***Key Principles and Assumptions of Nonviolent Communication:***

Human needs are universal. We differ from each other in our strategies for meeting needs. Conflicts occur at the level of strategies, not needs.

Human activity is based on needs. Everything we say or do comes from the motives of meeting our needs.

Feelings are the result of needs. Feelings are the result of recognizing and paying attention to whether a need has been met or not.

Natural giving from the heart. It is an integral part of human nature. We are happy to contribute to the lives of those for whom we naturally sympathize.

Sufficiency. Even if in a personal situation it seems that something is not enough to meet the needs of everyone, through dialogue and contact we can meet needs in a more peaceful way.

By emphasizing the importance of deep empathetic listening - both to ourselves and to others – NCC helps to reveal the depth of human boundaries, compassion and acceptance of what we cannot change.

By practicing NCC, we can learn to identify what we observe, what emotions we feel, what values we want to live by, and what we want to ask of ourselves and others.

There is no need for language of accusation, condemnation, or domination. Applying the practice of deep empathic listening to one's own feelings and needs and the feelings and needs of others provides the experience of deep satisfaction in contributing to everyone's well-being.

***Nonviolent Communication consists of four components:***

*Observation* – what actually happened in a situation. The skill is in expressing the observation without judgment or evaluation.

*Feeling* – indicating how the person observing the action feels.

*Needs* – naming the needs associated with the feelings indicated.

*A request is not a demand* (we are ready to hear and accept a refusal), is realistic to fulfill, concerns the present moment and demonstrates that we are interested in satisfying the needs of another person as well as our own (what we want to happen now, which would improve our lives).

According to the observations of Dr. John Gottman, author of the book “The Emotional Intelligence of the Child. A Practical Guide for Parents”, if parents show compassion and empathy to their children, help them cope with negative feelings, then such interaction becomes the basis for assimilating values and raising spiritual people. He called such interaction emotional coaching.

The process of emotional coaching also reflects the essence of Nonviolent Communication. Through observation, awareness of feelings and needs, and expressing them in the form of a request – NEC contributes to the development of emotional intelligence (and in many ways reflects its key components), as it deepens relationships in families and communities.

## **- FAIRYTALE THERAPY**

Fairy tale therapy is a direction of practical psychology that, using the metaphorical resources of a fairy tale, allows people to develop self-awareness and build a special interaction with each other for their further active life.

Despite the relative novelty of the existing direction of fairy tale therapy - about 20 years - helping a person with words is one of the oldest. After all, the first stories appeared simultaneously with the emergence of language. Through stories and fairy tales, accumulated knowledge and experience of humanity were transmitted. Examples of feelings, actions of heroes, options for interaction with each other and with the outside world.

Fairy tale therapy is also a system of education that allows you to subtly and non-didactically form an idea of basic life values.

All basic life values are always emotionally charged and through their prism you can also get acquainted with your emotions and feelings.

The language of images and symbols inherent in fairy tale therapy is natural for the subconscious of a person. Using symbols, images and metaphors, fairy tale therapy always speaks of something deeply valuable for a person. Thanks to fairy tale therapy techniques, a person recognizes what he has repressed and refused. That is, his self-awareness develops. All of the above acquires signs of control, is naturally integrated into the real experience of a person. And therefore, self-regulation is taught. Examples of the actions of heroes and the creation of one's own fairy tales or plots help to develop social sensitivity and the ability to regulate relationships. Moreover, there is an awareness of the influence of automatic ways of responding and the development of new ways of interacting with oneself and the outside world.

## **- BREATHING PRACTICES**

Breathing is a natural process in human life. It is impossible to live without it. It connects the spiritual and physical states. It is breathing that allows us to understand our psyche. It is not for nothing that one of the first recommendations in

psychotherapy concerns breathing. “Watch your breathing”, “Breathe”. Even breathing changes the quality of life.

Breathing exercises help to harmonize the relationship between body and soul. All breathing practices protect against stress and help to stop the harmful effects, if they still occur. When you are excited, your breathing becomes erratic, frequent and shallow, and involuntary breath holding may occur. With the help of breathing, you can relieve tension in a few minutes. And therefore, get out of a state of emotional overload and identify your emotions and feelings.

Regular breathing practices help to prevent emotional outbursts and get in touch with your own emotional blocks and remove them.

Of course, emotions remain, but the ability to master and control them develop.

During many breathing practices, hyperventilation of the lungs occurs. And after a slight oxygen poisoning, endorphins are released into the blood. There is an improvement in mood.

By regulating breathing, a person trains various groups of respiratory muscles, massages internal organs, and has a reflex effect on brain activity through the involvement of olfactory and other receptors. The nervous system is involved in the breathing process, thanks to which you can learn to control your psycho-emotional state.

After all, regular breathing exercises calm the mind, make a person more balanced, heal the lungs, and adjust the nervous system. Many respiratory practitioners note that after breathing exercises, energy appears, the standard of living improves, a person becomes more confident in himself, and reaches new heights in his personal life and career.

The most common types of breathing practices are *yoga*, *respiratory gymnastics*, *bodyflex*, *holotropic breathing*, etc. [5; 7; 9; 10; 14].

Thus, emotional intelligence can also develop “on its own” – in the family, through painting, art, literature, play, self-observation, and keeping diaries. Gradually and unexpectedly. With and without catharsis and enlightenment. We are all

different. And everyone has their own path to himself or herself. And, probably, the best practices for developing emotional intelligence are experience and life itself.

## **2.2 EXERCISES FOR DEVELOPING STUDENTS EMOTIONAL INTELLIGENCE BY MEANS OF A FOREIGN LANGUAGE**

Studying a foreign language in higher education institutions contributes to the comprehensive development of students, their preparation for professional activity and adaptation to global changes in the world.

An important component of modern education is the development of emotional intelligence (EI). Emotional intelligence includes the ability to recognize and manage one's own emotions, as well as to understand and influence the emotions of others. Since language skills and emotions are closely related, learning foreign languages can contribute to the development of this important competence.

In the process of studying a foreign language, students learn not only grammar and vocabulary, but also cultural features that are closely related to emotional expression. For example, studying phrases and expressions used to describe emotions allows you to better understand how different cultures express feelings.

Knowledge of another language allows you to perceive the thoughts and feelings of other people in depth, which contributes to the development of empathy. When discussing texts, stories or real-life situations in a foreign language, a person learns to perceive the emotions of others, interpret them correctly and react accordingly.

Learning a foreign language develops the ability to communicate, and proper communication is one of the important components of emotional intelligence. During dialogues, discussions or role-playing games, students learn to be attentive to the interlocutor's non-verbal signals, such as intonation, facial expressions and gestures, which helps to adjust the emotional reaction.

Knowledge of the language opens up new opportunities for self-expression, which contributes to the development of creative abilities and self-confidence. Using new words, creating new language structures and experimenting with the expression of emotions help a person develop flexibility of thinking and emotional freedom.

Foreign languages can include words and phrases that are associated with a positive attitude to life, optimism and overcoming difficulties. Studying such language turns can help in the development of positive thinking and emotional stability[11; 16; 9; 10; 14; 21].

The most effective technologies and methods for developing emotional intelligence in foreign language classes include:

- *role-playing* (students can perform various role-playing exercises where they need to use emotions in real-life situations, thus practicing not only language skills, but also emotional reactions).

- *discussions on emotional topics* (discussing texts or videos containing emotional or moral dilemmas helps develop critical thinking skills and emotional intelligence.

- *reading literary works* (legends, fairy tales, parables, etc.) (literary works in a foreign language can be a powerful tool for developing emotional empathy, since the characters in books often face emotional experiences that can be related to themselves) [8; 9; 10; 22; 25].

Thus, integrating the development of emotional intelligence into foreign language learning allows students not only to improve language skills, but also to become more emotionally aware and socially competent individuals.

Here are examples of exercises for developing the emotional intelligence of higher education students in foreign language classes.

### **Exercise 1. “Wise Thoughts”**

**Instructions.** For a more in-depth understanding of the topic under discussion, let's turn to folk wisdom. Aphorisms briefly and clearly convey the wisdom accumulated over the centuries, explaining to people the reasons for many life

phenomena. Choose 4 aphorisms from the list of proposed ones and provide a brief comment in the context of the topic under discussion.

1. If you can dream it, you can do it.
2. Don't watch the clock; do what it does. Keep going.
3. You don't have to be great to start, but you have to start to be great.
4. Smile and let everyone know that today, you're a lot stronger than you were yesterday.
5. For every minute you are angry you lose sixty seconds of happiness.
6. To love and be loved is to feel the sun from both sides.
7. Believe you can and you're halfway there.
8. Life is not measured by the number of breaths we take, but by the moments that take our breath away.
9. No one is perfect — that's why pencils have erasers.
10. Every day is a second chance.

### **Exercise 2. "Truth is in the heart"**

**Instructions.** Read the parable carefully. What is this parable about?

According to an Eastern legend, the gods decided to create the Universe. They created the stars, the sun, the moon, the seas, mountains, flowers, clouds, later man, and finally the Truth.

The gods thought about where to hide the Truth so that man could not find it.

"Let's place it on the highest mountain peak," said one.

"Let's hide it on the farthest star," said the other.

"Let's place it on the far side of the moon."

Finally, the wisest and oldest God said: "We will hide the truth in the heart of man. He will search for it in the Universe, not knowing that he constantly carries it within himself."

### **Exercise 3. "Phantom"**

**Instructions.** The human body is a kind of archive of its entire life history. It is endowed with wisdom and remembers feelings, experiences, important events, and

from the moment of birth. Let's think about where and how emotions are stored in the body? For example, when a person is anxious, he has restless movements, rapid heartbeat and breathing

Which parts of the body react most to fear, sadness, anger, joy?

What happens if these emotions are repeated often?

Where is joy located, and how does it affect the body?

#### **Exercise 4. “Emotional recharge”**

**Instructions.** Have you noticed, observing yourself and others, that a person conveys his character through body language. For example, football players who score goals beat their chests (from delight and joy), raise their arms up, clap their hands, dance, etc. The same can be said about any activity: a person expresses his success, satisfaction, joy with facial expressions, movements of hands, legs, even singing.

Try to remember and describe in what way (with what movements, sounds) you express your positive emotions (enthusiasm, joy, success, etc.) and negative emotions (sadness, anger, disappointment, etc.).

#### **Exercise 5. “Overcoming negative emotions”**

**Instructions.** Write 6 words that denote material objects. Then, using these words, come up with constructive and destructive ways to manage negative emotions with the help of these objects (for example: a magazine - tear it up and throw it to the bin; a pencil - massage your hands; a broom - clean the apartment, a glass - pour and drink water, etc.). Write down your suggestions for managing emotions.

#### **Exercise 6. “A story about Eagle”**

**Instructions.** Read the story carefully. What is it about?

A farmer's son found an eagle's nest high in the mountains, in which there was only one egg. He carefully took it out of the nest and brought it to the farm, putting it with the chicken eggs. Later, the chick hatched and decided that the hen was his mother, and he was a chicken himself. So the eaglet grew up and behaved like all

chickens: it pecked at worms and insects, clucked and made no attempt to fly above the ground.

One day a naturalist visited the owner who wanted to know how the eagle, the king of birds, could live in a barn with chickens.

“He ate with the chickens, he considers himself a chicken and will never learn to fly,” the owner explained.

“Nevertheless,” the naturalist insisted, “he has the heart of an eagle, and he can learn to fly.” Carefully taking the eaglet in his arms, he said to him: “You were made for the sky, not for the earth. Spread your wings and fly.” The eaglet was confused. Looking at the chickens pecking at the food, it jumped down to join them again.

The next day the naturalist took the eaglet again and climbed with him to the roof of the house.

“You are an eagle,” he urged him again. Spread your wings and fly.

However, the eagle was frightened by the new world that was opening up before him, so he jumped down to the chicks again. On the morning of the third day, the naturalist brought the eagle to a high mountain. He faced the sun, lifted the king of birds high above him and, encouraging him, said: “You are an eagle. You are made for the sky. Spread your wings and fly.” The eagle looked around. And suddenly what the naturalist had been waiting for so long happened: the eagle slowly spread its wings and finally flew joyfully below the clouds. Perhaps the eagle still remembers the chicks with sadness and even visits them sometimes. It is obvious that he will never return to his former life. He was an eagle, although he was kept and raised like a chick.

### **Exercise 7. “Values”**

**Instructions.** Choose from the list the ten most significant values for you or add your own. If you change your mind or want to add other values, you can correct the answers.

List of values:

1. Good health and a high level of vital energy.
2. Freedom from fears, insecurities, past negative experiences.
3. Entertainment.
4. Harmonious relationships with others.
5. Career.
6. Faith.
7. Doing your favorite thing, hobby.
8. Movement towards your dream, set goals.
9. Interest in life, openness to new things.
10. Desire to learn and improve yourself.
11. Interesting work.
12. Material well-being.
13. Own business.
14. Love.
15. Comfort.
16. Social recognition, respect.
17. Happy family.
18. Feeling of happiness, harmony, satisfaction with life.
19. Friendship.
20. Rest.

Other \_\_\_\_\_

Choose three values that are most important to you. Why?

### **Exercise 8. “Exam”**

**Instructions.** Read the story carefully. What is it about?

What in your life is a “white sheet” and what is an “ink”, “blot” or “black spot”?

The time has come for the Master to test his disciples. He called three of them, took a white sheet of paper, dropped ink on it and asked:

- What do you see?

The first one answered – “Black spot”, the second – “Blot”, the third – “Ink”.

The disappointed Master silently went to his cell.

Later the students asked:

- Why are you upset?

The Master replied:

- None of you saw a white sheet.

### **Exercise 9. “The Story of the Three Wise Men”**

**Instructions.** Read the story carefully. What is it about? Which point of view is closer to you? Continue the arguments of each of the wise men

#### **The Story of Three Wise Men**

Three wise men argued about what is more important for a person – his past, present or future. One of them said:

– My past makes me who I am. I know what I learned in the past. I believe in myself because I have done well in the things I had undertaken before. I like people with whom I once had a good time, or who are similar to them. I look at you now, see your smiles and expect your objections, because we have argued more than once, and I already know that you are not used to agreeing without objections.

– And it is impossible to agree with this, – said the other, – if you were right, a person would be doomed, like a spider, to sit day after day in the web of his habits. A person is made by his future. It does not matter what I know and can do now – I will learn what I need in the future.

My idea of what I want to become is much more real than my memories of what I was. My actions now depend not on what I was, but on what I am going to become. I like people who are different from those with whom I am already familiar. And the conversation with you is interesting not because we are already used to arguing with each other, but because I savor the exciting struggle and unexpected turns of thought here.

– You have completely forgotten, – the third interjected, – that the past and the future exist only in thoughts. The past is no more. The future is not yet. And regardless of whether you remember the past or dream about the future, you have the opportunity to act only in the present moment. Only in the present moment of life can you change something – the past and the future are beyond our control. Only at this moment you can be happy: memories of past happiness are sad, expectations of future happiness are disturbing! Victory depends on how I react to the situation at the current moment of the event.

And the wise men argued for a long time, enjoying the leisurely conversation. It is unknown which of them won the argument.

Thus, the proposed system of exercises aims to:

- teach students to recognize their emotions and understand how they affect their actions and decisions;
- develop students' abilities to recognize and express emotions in social contexts;
- improve the ability to recognize emotions in other people, even when they are not expressed in words;
- reduce stress levels, improve concentration and self-control;
- increase the ability to establish and protect one's own emotional boundaries.

### **3.1. MONITORING OF THE STUDENTS EMOTIONAL INTELLIGENCE**

To determine the level of students' emotional intelligence, we conducted a monitoring study. To monitor the level of students' emotional intelligence, we used a questionnaire «Diagnostics of emotional intelligence» (N. Hall)).

The methodology consists of 30 statements and contains five scales:

Scale 1 – “Emotional awareness”;

Scale 2 – “Managing one's emotions” (emotional detachment, emotional

rigidity);

Scale 3 – “Self-motivation” (arbitrary management of one's emotions);

Scale 4 – “Empathy”;

Scale 5 – “Recognizing the emotions of other people” (the ability to influence the emotional state of others).

To the right of each statement, students should write a number based on their degree of agreement with it: completely disagree (-3); mostly disagree (-2); partly disagree (-1); partly agree (+1); mostly agree (+2); completely agree (+3).

The integrative level of emotional intelligence is determined by the following quantitative indicators:

70 and above - **high**;

40-69 - **sufficient**;

39 and below - **low**

### **Test material**

*1. For me, both negative and positive emotions serve as a source of knowledge about how to act in life.*

*2. Negative emotions help me understand what I need to change in my life.*

*3. I am calm when I feel pressure from the outside.*

*4. I am able to observe the change in my feelings.*

*5. When necessary, I can be calm and focused to act in accordance with the demands of life.*

*6. When necessary, I can evoke a wide range of positive emotions, such as fun, joy, inner upliftment and humor.*

*7. I monitor how I feel.*

*8. After something upsets me, I can easily cope with my feelings.*

*9. I am able to listen to other people's problems.*

*10. I do not dwell on negative emotions.*

*11. I am sensitive to the emotional needs of others.*

*12. I can act on other people in a calming way.*

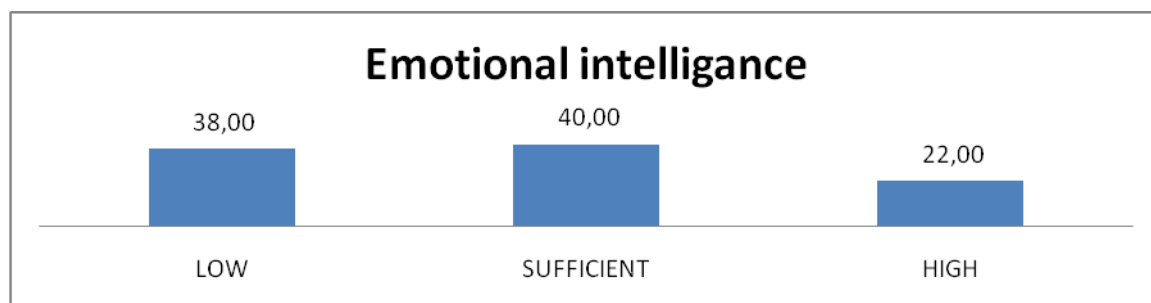
13. *I can force myself to stand up again and again in the face of obstacles.*
14. *I try to approach life's problems creatively.*
15. *I respond adequately to the moods, motivations and desires of other people.*
16. *I can easily enter a state of calm, readiness and concentration.*
17. *When time allows, I address my negative feelings and figure out what the problem is.*
18. *I am able to calm down quickly after an unexpected upset.*
19. *Knowing my true feelings is important for maintaining "good form".*
20. *I understand other people's emotions well, even if they are not expressed openly.*
21. *I can recognize emotions well from facial expressions.*
22. *I can easily dismiss negative feelings when it is necessary to act.*
23. *I am good at picking up on cues in communication that indicate what others need.*
24. *People consider me a good judge of others' feelings.*
25. *People who are aware of their true feelings manage their lives better.*
26. *I am able to improve other people's moods.*
27. *I can be consulted on issues of interpersonal relationships.*
28. *I am good at tuning in to other people's emotions.*
29. *I help others use their motivations to achieve personal goals.*
30. *I can easily disconnect from experiencing troubles.*

The results of conducted survey are given in tables 1.1-1.3 and figures 1.1-1.4.

**Table 1.1. The level of bachelor degree students emotional intelligence (by number of respondents)**

	1st - year students	2-nd - year students	3rd - year students	4th - year students	Total number of respondents
<b>LOW</b>	32	36	40	44	<b>152</b>

<b>SUFFICIENT</b>	30	35	35	60	<b>160</b>
<b>HIGH</b>	16	20	24	28	<b>88</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>400</b>



**Fig. 1.1 The level of bachelor degree studentsemotional intelligence (%)**

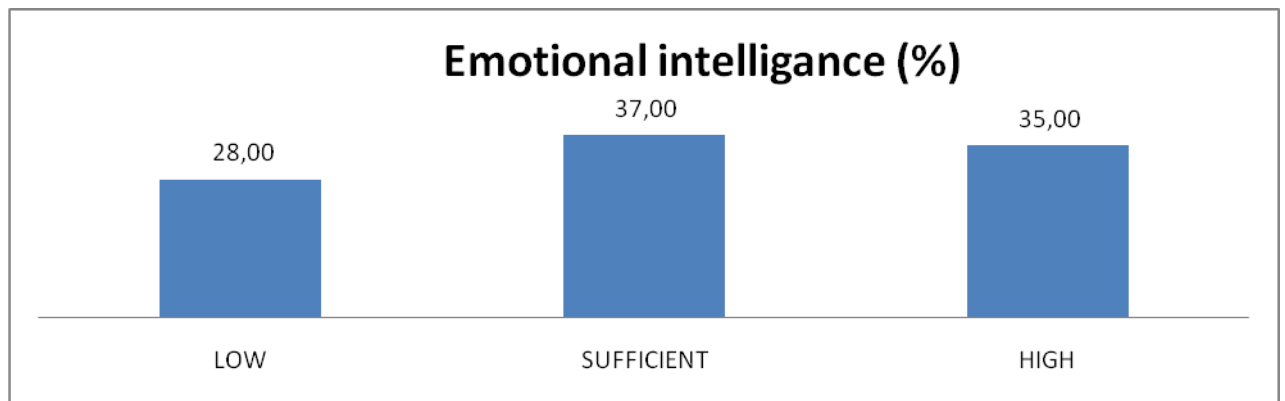
The results of monitoring (table 1.1) (fig. 1.1) showed that 38 % of bachelor degree students have a low level of emotional intelligence, 40 % - sufficient and 22 % have high level of emotional intelligence.

**Table 1.2**

**The level of master degree studentsemotional intelligence (*by number of respondents*)**

	<b>First - year students</b>	<b>Second - year students</b>	<b>Total number of respondents</b>
<b>LOW</b>	26	30	<b>56</b>
<b>SUFFICIENT</b>	35	39	<b>74</b>
<b>HIGH</b>	33	37	<b>70</b>
	<b>100</b>	<b>100</b>	<b>200</b>

The results of monitoring (table 1.2) (fig.1.2) showed that 28% of master degree students have a low level of emotional intelligence, 37% - sufficient and 35% - have high level of emotional intelligence.

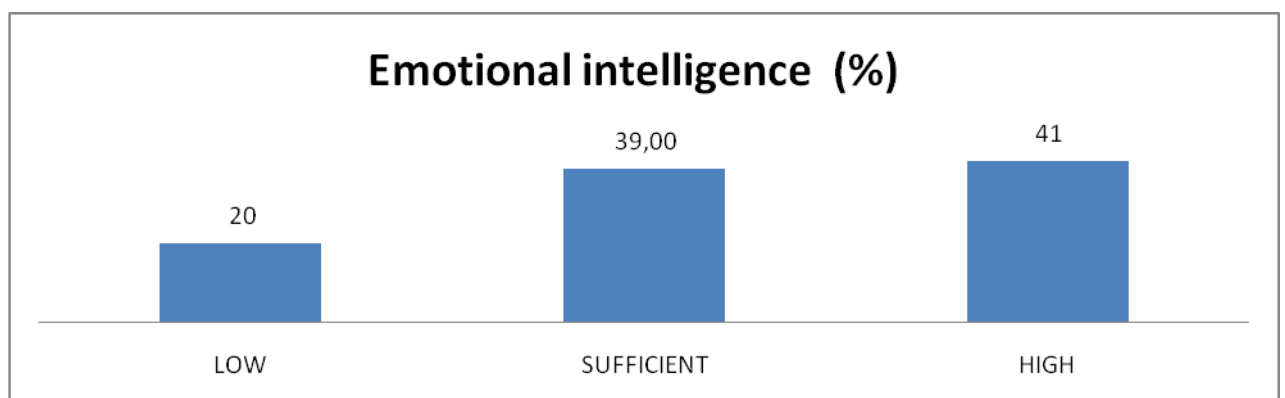


**Fig. 1.2** The level of master degree studentsemotional intelligence (%)

**Table 1.3**

**The level of PhD studentsemotional intelligence** (*by number of respondents*)

	First - year students	Second - year students	Total number of respondents
<b>LOW</b>	9	11	<b>20</b>
<b>SUFFICIENT</b>	19	20	<b>39</b>
<b>HIGH</b>	20	21	<b>41</b>
	<b>20</b>	<b>80</b>	<b>100</b>



**Fig. 1.3** The level of PhD studentsemotional intelligence (%)