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## **Emotional intelligence: its features and development in students**

The continuous development of our society requires special approaches in the education of schoolchildren. The improvement of digital technologies, the emergence of new professions and spheres of the economy, distance learning, and the availability of necessary information cause socio-psychological changes in the student himself.

On the one hand, these circumstances contribute to the acquisition of new scientific knowledge. On the other hand, the new realities have limited social communication between students, which can negatively affect their emotional state, reduce the level of skills and abilities to control and understand emotions and feelings, both their own and those of others, that is, reduce the emotional intelligence of students.

For the first time, the term "emotional intelligence" appeared in the works of such researchers as J. Gilford, H. Gardner and G. Eysenck when studying the problems of social intelligence. In psychology, this concept began to be used at the end of the last century, thanks to John Mayer and Peter Salovey. These scientists defined emotional intelligence as the ability to perceive and express emotions, assimilate emotions and thoughts, understand and explain emotions, and regulate emotions (one's own and others').

So, there are many interpretations of this concept. In our opinion, the most appropriate definition is given by A.A. Leontiev. In one of his works, he stated the following: "If formal literacy is the mastery of reading skills and techniques, then functional literacy is the ability of a person to freely use skills to extract information from a real text – to understand it, compress it, transform it" [1]. Thus, functional literacy is the ability of a person to enter into relations with the external environment and to adapt and function in it as quickly as possible. Accordingly, emotional intelligence is an integral part of functional literacy.

In school subjects, it seems possible to imagine the development of emotional intelligence as an increase in the level of functional literacy through the development

of speech. A high level of emotional intelligence is important in the learning process. For example, knowing and understanding emotions, the student more accurately understands a particular literary work, can convey the emotional content of the text, develops empathy, understands the context and meaning of the lines read, understands and discusses the state of the characters of the works [2].

To promote the development of emotional intelligence and, as a result, to increase the level of functional literacy, allow such teaching methods as debate, conversation and other forms of activation and development of speech, which can be fully implemented in the classroom at school.

In this study, both older and younger students were involved. The role of high school students was to search for short fairy tales or stories and create short videos with audio accompaniment or a slide show with an attached audio fairy tale. The task of the teacher was to coordinate the actions of the students and introduce the prepared materials by the older students into the self-knowledge lessons of the younger level, followed by the analysis and discussion of issues.

Conscious reproduction of the text, expressive intonation reading, understanding and the desire to convey semantic accents with the help of the voice is important for the development of functional literacy. This is impossible to convey if the person does not distinguish certain categories in this form of work: working with the text on the basis of cognitive and speech-thinking activities, selecting parts to convey the main text message, setting the exact pronunciation and development of intonational speech accents, develop the skills of analyzing recorded voice with audiovisual imagination and intuitive forecasting in relation to primary school students.

According to Yu. Lotman's speech, language, culture and art issues, which he considers as "secondary modeling systems", are dynamic actions. For example, language is a system, and communication is an action. In this case, the form of such a challenge is a way to develop functional literacy.

We believe that this form is a constructive element of the development of speech, mental communication skills. "A literary text is able to" give different readers different

information – each to the extent of his understanding ... exactly what he needs and is prepared for the perception of which" [3].

A fairy tale is a necessary element of the spiritual life of children. Plunging into the world of fairy tales, they look into the depths of their souls. Extraordinary events and transformations of heroes teach good, can express moral ideas and contribute to the manifestation of universal values. The result of empathy for the main characters is new knowledge and a new emotional perception of the world around them. This challenge was developed as a creative activity aimed at the joint activity of the teacher, senior and junior students. "The result of the activity was the development of interest of primary school children to fairy tales, strengthening the ability to apply their knowledge in conversation, fostering a sense of friendship and teamwork, developing the ability to read expressively, enriching and expanding the vocabulary of children, developing imaginative thinking, creative abilities, developing communication skills, fostering a culture of speech, receiving an emotional response from the work done. After the creative project, we decided to use a questionnaire to see what emotions teenagers call most often, what emotional range there is among boys and girls whose average age is 15 years, whether there is a difference between boys and girls in the description of emotions. To do this, we asked the participants of the creative project to write what emotions they most often experience and can find out.

Analysis: A total of 26 people took part in this survey. Among them: 13 boys and 13 girls. The age of the respondents is from 14-16 years.

Among the emotions described by young men, the characteristic of a person's states or character is 1.5 times more common. While girls name a wider range of emotions that they show and notice in themselves. The most commonly used emotions are joy, anger, anger, shame, and fear.

Conclusion: this type of creative work is a motivating element in the development of primary school students and develops the emotional intelligence of teenagers of the final grade.

In our opinion, due to the rare use of fairy tales in communication between parents and children, the introduction of this creative experience in the educational process

takes place and is of great importance in the formation and development of emotional intelligence in students in order to improve functional literacy. Increases personal competence – the ability of a person to be aware of their emotions and manage their behavior and inclinations.

Recommendations: use this form of work in order to develop the interest of younger students and the development of personal competence and emotional intelligence of adolescents.

It is necessary to conduct training for a more accurate understanding and ability to distinguish between feelings, emotions, character traits and states of a person with the aim of a higher level of awareness and management of their behavior and inclinations, which is an integral part of the growth of the adolescent's personality, expanding the range of his interests, developing self-awareness, new communication experience, leads to an intensive growth of socially valuable motives and experiences.

Relationship management-the ability to use an understanding of your own and others ' emotions to successfully manage interactions with other people, develop and maintain good relationships, communicate clearly, inspire others, work well in a team and find a way out of conflict situations are certainly skills necessary in the further professional orientation of every teenager.

#### Literature:

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