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THE ROLE OF EMOTIONAL INTELLIGENCE AND DIALOGUE IN FOREIGN LANGUAGE TEACHING

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Abstract. The author reviewed the development of the concepts of emotional intelligence and modern approaches to the determination of the nature and forms of manifestation of empathy of an individual. The author emphasizes the feasibility of accounting empathy as a part of emotional intelligence, which is the key to a successful study of the Ukrainian language for foreigners. The value of social-psychological training as a means to enhance students' empathy is proved. Methods for the development of emotional intelligence are presented. The formation of an empathic culture of students is facilitated by socio-psychological training, which increases the competence in the field of communication and the acquisition of interpersonal skills. There are also other techniques that are advisable to apply in the process of stimulating students' empathy, these are: self-disclosure, emotional reaction, personal contact (physical, visual, verbal, plastic, objectively effective) joke, humor and others. The latter are very effective in relieving emotional stress, eliminating an aggressive or sad state, tension in relationships, and contribute to an increase in mental activity. The joke activates, relaxes, develops empathy. Individual abilities and character traits should be developed that are responsible for how much the influence of emotional phenomena will be constructive or destructive. The development of emotional intelligence is inextricably linked with the communicative approach to language learning. The teacher should ensure comfortable and effective communication between students in class, using the above methods, techniques and creating a positive atmosphere that fosters cooperation and helps to develop self-confidence in students. A complete education should presuppose the unity of the intellectual and emotional spheres.

Key words: *Emotional competence, emotional intelligence, empathy, method, way.*

РОЛЬ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА И ДИАЛОГА В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация. Автор рассмотрел развитие концепций эмоционального интеллекта и современные подходы к определению природы и форм проявления эмпатии личности. Автор подчеркивает целесообразность учета эмпатии как части эмоционального интеллекта, что является залогом

успешного изучения украинского языка иностранными студентами. Доказывается ценность социально-психологического тренинга как средства повышения эмпатии студентов. Представлены методики развития эмоционального интеллекта. Формированию эмпатийной культуры студентов способствует социально-психологический тренинг, повышающий компетентность в области общения и приобретения навыков межличностного общения. Существуют также и другие приемы, которые целесообразно применять в процессе стимулирования эмпатии студентов. Это: самораскрытие, эмоциональное реагирование, личный контакт (физический, визуальный, вербальный, пластический, предметно-действенный) шутка, юмор и другие. Последние очень эффективны для снятия эмоционального напряжения, устранения агрессивного или грустного состояния, напряжения в отношениях, способствуют повышению умственной активности. Шутка активизирует, расслабляет, развивает сопереживание. Следует развивать индивидуальные способности и черты характера, которые отвечают за то, насколько влияние эмоциональных явлений будет конструктивным или деструктивным. Развитие эмоционального интеллекта неразрывно связано с коммуникативным подходом к изучению языка. Преподаватель должен обеспечить комфортное и эффективное общение между студентами на уроке, используя вышеперечисленные методы, приемы и создавая позитивную атмосферу, способствующую сотрудничеству и помогающую развить уверенность в себе у студентов. Полноценное образование должно предполагать единство интеллектуальной и эмоциональной сфер.

Ключевые слова: эмоциональная компетентность, эмоциональный интеллект, эмпатия, метод, способ.

INTRODUCTION

One of the most important tasks of learning Ukrainian as a foreign language is to educate a person who is able and willing to take part in intercultural communication, successfully pass socialization, establish harmonious relations with the environment. In Ukrainian language classes it is possible to model different communicative situations, which allow foreign students to practice certain patterns of behavior in different speech situations.

Many scholars in the field of linguodidactics believe that the connection of the emotional sphere of the student during the study of language contributes to its more successful acquisition and, in turn, affects the formation of the student's personality. Modern experts are trying to develop a comprehensive approach to teaching a foreign language, including Ukrainian as a foreign language, using components of emotional intelligence, such as empathy. And emotional intelligence is an important component of successful communication and can develop only during communication, which is modeled in Ukrainian language classes.

The purpose of the article is to try to substantiate the expediency of taking into account empathy as a component of emotional intelligence in teaching Ukrainian as a foreign language. The task of our study: to consider the development of ideas about empathy and modern approaches to determining the nature, forms of empathy, to determine the role of empathy in the development of student personality, to justify the importance of socio-psychological training as a means of increasing student empathy.

Traditionally, in art, literature and everyday life, the humanization of human relations is associated with compassion, the ability to understand another person, to absorb his problems and joys. In psychology, these most important abilities are summarized by the concept of "empathy".

Empathy is a leading social emotion and is most generally defined as the ability of an individual to react emotionally, to respond to other people's experiences. Empathy involves the subjective perception of another person, penetration into his inner world, understanding of his experiences, thoughts and feelings. The concept of "empathy" as a psychological phenomenon is borrowed by scientific psychology from the

philosophy of the early XX century. At that time, in the philosophical sciences, such as ethics and aesthetics, this term had the identical equivalent of "sympathy."

Empathy as a communicative property of the student's personality contributes to the solution of various issues and opens new opportunities for a more effective influence on the personality in communication. It is one of the regulators of the relationship between students and teachers, is manifested in the desire to provide assistance, support to other students, promotes the development of humanistic values of the student's personality.

LITERATURE REVIEW

An important prerequisite for a successful educational process is the development of clear methodological foundations, principles of teaching Ukrainian as a foreign language. Many articles are devoted to general issues of methodology and ways of mastering a foreign language, the content of education determine the different directions in teaching methods and learning strategies.

Summarizing the methods of teaching a language as a foreign language, B. Sokil, for example, described in more detail the most common of them - grammar-translation, audio-linguistic, communicative, and others. [10]. The study of the peculiarities of teaching and learning foreign languages allowed I. Slesareva to identify the linguodidactic potential of the corpora of texts, including student, and the prospect of its use in teaching a foreign language (Slesareva 2010, 178).

General methodological approaches to the formation of language competence in foreign students are revealed in the aspect of studying vocabulary and grammar of the language. I. Protsyk characterizes the most important methods of presentation (semanticization) of new lexical material (Protsyk 2006, 288).

It is the real learning conditions that determine the attention of researchers (Plotnikova G., Yakunina N.) to the formation and development of skills and abilities in various types of speech activity (speaking, listening, reading, writing). The basic linguodidactic principles of teaching types of language activity are formulated, important practical moments are described, attention is focused on the role and functions of the teacher in the educational process (Plotnikova 2011, 146).

Teaching Ukrainian as a foreign language is impossible without taking into account the promising achievements of modern language didactics, as well as the needs of the time.

The theoretical basis of this work is study of such scientists as Gavrilova T. P., Polyakova V.V., Samigin S.I., Nikulenko T.G., Sushchenko S.A. and others. The concept of empathy was introduced into psychology by Thatcher in 1903. Modern researchers interpret it as an emotional phenomenon, and as a process of understanding, and as "entering" another person, in his thoughts, complicity in his experiences. In other concepts (V.M. Bانشchikov, V.Y. Zavyalov, U.P. Korolenko) empathy is seen as a comprehension of the inner life of man, not accompanied by experiences, i.e. as an intellectual process or understanding.

However, psychologists Diamond and Bronfenbrenner, who studied empathy as understanding, showed the connection of this process with the emotional characteristics of the individual. In their interpretation, empathy is social sensitivity, or social insight, i.e. the ability of an individual to recognize the thoughts and feelings of another person.

The difference in the interpretation of empathy as a cognitive and emotional phenomenon is largely due to the fact that both the process of understanding and empathy are related to both those and other aspects of cognition. Both of these processes are not only different ways of knowing the inner world of man, but also have different structures and functions in behavior. If understanding is a process of intellectual analysis of another person's behavior, then empathy is a process of emotional participation in other people's experiences.

RESULTS AND DISCUSSION

Dialogic communication as a method covers various emotional and intellectual techniques that contribute to the formation and development of empathic culture of the individual, such as identification, cognitive interpretation, summary, "mirror" and more. Identification is to transfer yourself to the situation, the position of another person. It helps to understand the inner state, intentions, motives, feelings of another person. Cognitive interpretation involves assisting the interlocutor in explaining those aspects of the situation that he or she cannot comprehend or explain. Summarizing allows you to connect fragments of the conversation, to give them meaningful unity. This technique gives confidence in the accuracy of perception of the interlocutor's message and helps the student to understand how well he managed to convey his opinion.

Reception "mirror" is to repeat the last phrase with a change of word order. This technique helps the interlocutor to comprehend his own statement and aims to establish mutual understanding. Repetition of the last words of the interlocutor is a kind of reception "mirror", which is called "moon". It performs the function of clarifying the statement and does not involve the continuation and development of the student's opinion. When interacting with a student, you should refer to him more often, calling his name, i.e. use the technique of "proper name", which does not always cause a student's sense of satisfaction. Encouragement and reassurance are ways to confirm that the teacher is willing to accept the student's thoughts and feelings no matter what they are ("Yes, I understand your condition", "Keep going, keep going. It's interesting", "Nice to hear"). . These reactions reduce the student's tension, which arises from the fear of being misunderstood or rejected. It is also necessary to use clarifying questions aimed at clarifying the views, opinions, perceptions of the student. These questions do not evaluate the student, they help to make his statements more accurate, understandable, as well as encourage further statements. Among other techniques that should be used to stimulate the development of emphatic culture of the student, there are such as self-disclosure, emotional response, joke, humor and others. The latter are quite effective in relieving emotional stress, eliminating a sad or aggressive state, emphasize friendliness in relationships, promote the activation of mental activity. The joke activates, distracts, relaxes, gives birth to empathy.

Empathy is present in all types of interpersonal communication. It is the foundation of the socio-psychological environment in which empathy is born, developed and manifested. Empathy in students promotes more effective mutual knowledge and, in particular, knowledge of states and experiences, it enriches their own emotional experience, develops personality and its value system, performs protective functions, if, for example, the experience threatens the mental balance of the student. An empathetic person recognizes, perceives and approves the uniqueness and self-worth of the "I" of another person. Empathy provides an opportunity for self-disclosure and support. Students with a high degree of empathy have such traits as openness in communication, softness, tolerance, friendliness, sociability, emotionality, and students with a low degree of empathy show isolation, hostility, aggression, criticism of the shortcomings of others.

The system of attitude of an empathetic student to another student contains a sincere interest in him, understanding the significance and value of his personality, does not allow alienation and indifference to the experiences of others.

The formation of empathic culture of students is facilitated by socio-psychological training, which allows to increase competence in the field of communication and acquire skills of interpersonal communication. Socio-psychological training covers various methods, such as business and role-playing games, discussions, etc. It involves the acquisition of psychological and pedagogical knowledge in communication, effective communication skills, such as getting in touch, listening, persuading, etc., as well as the formation of guidelines necessary for the successful communication, such as willingness to consider the problem from another angle; development of abilities to self-analysis, to understanding of other students; correction of the system of relations with the surrounding world.

The business game is based on a problem situation, which should with a high degree of reality mimic the specific conditions and dynamics of actions that ensure the inclusion of participants in a particular situation and their mastery of professional roles. The main features of the educational business game are modeling the process of the teacher and students in terms of the problem and the distribution of roles between the participants of the game. Within the game, dialogic communication develops, which contributes to the formation of empathy as a personal, professionally significant quality of the student.

CONCLUSIONS

Experience shows that there is no one ideal method for learning Ukrainian as a foreign language. In practice, in the process of teaching Ukrainian as a foreign language, most methods are combined and used. The new vision of education aims to create a motivational environment for students in the process of learning Ukrainian as a foreign language. Therefore, today, teachers need to constantly improve their knowledge of foreign language teaching methods, implement the latest educational concepts in their teaching practice and keep up with the times. It is the use of innovative technologies of teaching foreign languages allows you to create the right atmosphere in the classroom, helps to awaken the creative abilities of students, develops their thinking and forms in them the skills necessary for modern society. At the same time, the paradigm of learning is changing, more attention is paid to the formation of skills and abilities to independently acquire knowledge in terms of research activities.

The approach to the student's emotional abilities as a certain competence that can be developed, allows us to talk about such a phenomenon as emotional competence. And the ability to empathically include in people's experiences is one of the components of the empirical model of the concept of emotional competence.

It is also necessary to develop the student's emotional intelligence, individual abilities and traits that are responsible for the extent to which the impact of emotional phenomenon will be constructive or destructive to student behavior. The development of emotional intelligence is inextricably linked with the communicative approach in language learning. The teacher must ensure comfortable and effective communication between students in the classroom, applying the above methods, techniques and creating a positive atmosphere that promotes cooperation and helps to develop confidence in students. Holistic education should provide for the unity of the intellectual and emotional spheres. The proposed comments on dialogic speech can provide an opportunity to properly organize the training of students of dialogic speech, necessary for direct communication on household, educational topics, and for professional communication.

The raised problem requires the continuation of theoretical research, in particular the development of a comprehensive approach to the study of Ukrainian as a foreign language using all components of emotional intelligence. The use of innovative technologies in teaching strengthens the connection between subjects, promotes the creation of new integrated courses and the establishment of links with international educational standards.

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