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FORMATION OF PROFESSIONAL LISTENING SKILLS AMONG FOREIGN LANGUAGE TEACHERS IN THE CONTEXT OF EMOTIONAL INTELLIGENCE

Abstract. *The article is devoted to the analysis of the relationship between the emotional intelligence of a foreign language teacher and professional and communicative skills in the field of listening, primarily with empathic listening skills implemented in a supportive listening environment. The focus is on the future teacher's ability to perceive and interpret the emotional states of the interlocutor, as well as to respond appropriately to them in the process of pedagogical communication. The paper presents the results of testing a specially designed task aimed at developing the so-called "emotional hearing" among students who are future teachers of foreign languages. A detailed analysis of the relationship between the success of this task and the indicators of emotional intelligence measured using a standardized test is carried out. The data obtained indicate that there is a moderate but statistically significant correlation between the results of the task and the overall level of emotional intelligence of the subjects. Based on this, it is concluded that it is advisable and promising to include such tasks in the system of professional and communicative training of foreign language teachers in order to increase the effectiveness of their future teaching activities.*

Keywords: *emotional intelligence; training of foreign language teachers; professional and communicative competence; listening; empathic listening; supportive listening; emotional hearing.*

Introduction. According to the Pan-European competencies of foreign language proficiency, in the process of teaching and learning a language, it is necessary to take into account not only the level of language training of students, but also such individual psychological parameters as "personal characteristics", "attitudes" and "temperament" [1]. These provisions emphasize the importance of the personal dimension of foreign language education and suggest that successful pedagogical activity of a foreign language teacher is impossible without developed interpersonal skills. This, in turn, requires the teacher to

have a certain level of emotional intelligence, which ensures effective perception and interpretation of students' emotional states in the educational process.

Similar requirements are reflected in the professional standards of the Republic of Kazakhstan, which emphasize the need for teachers to possess a wide range of communicative and socio-personal competencies. Despite the fact that the term "emotional intelligence" is not used directly in these documents, an analysis of their content allows us to conclude that teachers are expected to have a high level of emotional competence, including the ability

to empathize, self-regulate and interact constructively with students [2].

In scientific research, emotional intelligence is defined as a person's ability to recognize and understand their own emotions and those of others, distinguish and accurately identify feelings, use emotional information to regulate thinking and behavior, and apply emotional states to adapt to changing environmental conditions and achieve goals [3]. In the context of pedagogical activity, emotional intelligence is considered as a significant factor contributing to the creation of a favorable psychological climate, increasing the motivation of students and the effectiveness of educational interaction.

In our opinion, the level of development of a teacher's emotional intelligence has a significant impact on the effectiveness of his professional activities and, in particular, is closely related to professional and communicative listening skills. Of particular importance in this context are the skills of empathic listening, implemented in the framework of supportive listening and described by J. A. Scrivener [4]. These skills involve not only accurate perception of the content of the utterance, but also the manifestation of emotional involvement, recognition and interpretation of the emotional state of the interlocutor, as well as an adequate and pedagogically appropriate response to it [5].

In the context of modern foreign language education, focused on personality-centered and communicative approaches, the ability of future teachers to perceive students' emotional signals and take them into account in the process of interaction is of particular importance. In this regard, an urgent task is to study the components of emotional intelligence directly related to listening, in particular, the skills of the so-called "emotional hearing", understood as the ability to recognize the emotional coloring of speech and correlate it with the context of communication.

This article presents the results of a study aimed at identifying a possible relationship between the level of emotional hearing skills and the level of emotional intelligence development of future foreign language teachers. To analyze this

relationship, we used a specialized assessment tool that allows us to diagnose these skills in a simulated situation of professional pedagogical communication. The results obtained allow us to consider the prospects for integrating tasks aimed at developing emotional hearing into the system of professional and communicative training of foreign language teachers.

Research conditions and methods. Since the professional and communicative listening skills of a foreign language teacher include components directly related to emotional intelligence, in particular the ability of the so-called "emotional hearing", it seems possible and methodically justified to develop them purposefully. One of the effective ways of such development may be the development of specialized tasks focused on the formation of the ability to recognize the basic emotions expressed by students in oral foreign language speech.

In the framework of this study, we have designed a task aimed at diagnosing and developing the ability to identify the emotional state of the speaker in the process of pronouncing phrases in English. As a working hypothesis, it was suggested that there is a correlation between the success of this task and the level of emotional intelligence of students. The study involved 25 students of the foreign languages sector of Miras University studying in the direction of "Teacher training in languages and literature" within the framework of the educational program "Foreign Language: two foreign languages". Among the subjects there were 6 male and 19 female students, the age of the participants was 18-19 years.

When developing the task, we relied on the model of basic emotions by P. Ekman [6], according to which seven universal emotions are distinguished, determined on the basis of a set of characteristics: anger, fear, surprise, sadness, disgust, contempt and happiness. To create the stimulus material, five second-year students (two men and three women) were selected, who were asked to look into the camera and utter a series of short phrases in English expressing one of these emotions. Neutral sentences were used, the meaning of which could vary significantly depending on the

emotional coloring of the utterance. Examples include the following phrases:

I didn't expect that;
Are you serious?
That's interesting;
I can't believe it;
It's fine;
Why now?
I'm not sure about this;
Really?
I don't think so;
I'll try my best.

Each participant in the recording was aware of both the lexical meaning of the phrases and the emotion expressed, which is due to the level of their language training. The emotions for each phrase were chosen by the students independently in accordance with a personal plan, while after completing the main recording, they could optionally pronounce some phrases again, but with a different emotional coloring. Information about the selected emotions was recorded by the researcher.

As a result of video processing, 57 short videos were obtained. From among them, 20 videos were initially selected, in which, according to expert assessment, the emotional state of the speaker was most clearly manifested. Based on this material, a test task was developed in the multiple-choice answer format, posted on the Google Forms platform, and points were awarded if the selected answer matched the emotion stated by the speaker himself. Each phrase in the assignment was used twice, but in different emotional versions.

At the piloting stage, the task was performed by two qualified practicing psychologists. Those videos in which at least one of the experts allowed an incorrect definition of emotion were excluded from further use, since such discrepancies could indicate an insufficient degree of emotional expression on the part of the speaker.

The final version of the task included 15 videos. Each of them was asked to choose one of the seven basic emotions. The instructions for the task were formulated as follows: "With what emotion was this phrase uttered? Anger, Fear, Surprise, Sadness, Disgust, Contempt, Happiness». The average task completion

time was from 5 to 10 minutes, with a maximum possible score of 15.

To identify the relationship between the level of students' emotional intelligence and the results of the assignment, the Pearson correlation coefficient (r -Pearson) was applied, followed by checking the statistical significance of the data obtained. It was assumed that the presence of a positive correlation would confirm the connection of the developed task with the components of emotional intelligence.

In parallel with the fulfillment of the emotion recognition task, the level of emotional intelligence of the study participants was measured. The Mayer-Salovey-Caruso Emotional Intelligence Test, adapted by E.A. Sergienko and I.I. Vetrova, was used as a diagnostic tool. This test includes eight sections and 141 tasks and was translated by us into an electronic format (Google Forms) while maintaining the original visual design. The average test execution time was 30-40 minutes.

Research results. The results of the developed task demonstrated a right-sided asymmetry in the distribution of points: the minimum value was 6 points (recorded for one participant), the maximum was 15 points (also for one participant), with a median value of 12 out of 15 possible. Such a distribution may indicate either the relative accessibility and low complexity of the proposed task, or a sufficiently high level of emotional recognition skills among the students who participated in the experiment.

The first and sixth tasks caused the greatest difficulties for the participants. The first task was aimed at identifying the emotion of anger: less than half of the subjects (11 out of 24) chose the correct option, while this emotion was most often mixed with fear, contempt and disgust. The sixth task involved recognizing the emotion of sadness, and exactly 12 out of 24 participants gave the correct answer in this case. The emotion of sadness was often interpreted by students as contempt, surprise, or anger. At the same time, it seems significant that in the vast majority of cases, participants correctly determined the overall valence of an emotion, that is,

they did not mix positive and negative emotional states.

The only task for which all the participants in the experiment gave the correct answer was the tenth task, aimed at recognizing the emotion of surprise. In general, more than 80% of correct answers were recorded for only 8 out of 15 tasks, which indicates that not all students — future teachers of foreign languages — are able to accurately distinguish the emotional coloring of a student's speech and facial expressions in all situations. This, in turn, can lead to a misinterpretation of the student's communicative intention. So, for example, in task number 13 (the phrase What time is it?) The emotion of anger was interpreted by individual participants as sadness (1 response), contempt (3 responses) and even happiness (1 response), which in conditions of real educational interaction could lead to an inadequate pedagogical reaction.

Thus, the data obtained confirm the need for purposeful development of emotional intelligence among future teachers of foreign languages. Despite the generally high results of the emotional hearing task, in some cases less than 80%, and sometimes less than 50% of the participants were able to correctly identify the basic emotion experienced by the student and, consequently, adequately interpret the emotional and communicative "message" conveyed to them.

A number of researchers point to the expediency of using speech recordings of students with a lower level of language

proficiency, including the phonetic aspect, in textbooks and language courses as audio material for the development, diagnosis and assessment of listening skills [7]. At the same time, in such situations, there is often a confusion of the ways of expressing emotions familiar to the native culture of students with the means of emotional expression of the language being studied (in this case, English). At the same time, empirical data confirming the universality of perception of basic emotions by representatives of different cultures were obtained in the second half of the 20th century: participants from five cultural communities were presented with photographs of people experiencing basic emotions, and most of the subjects showed a high percentage of correct answers, despite cultural differences [8].

After receiving the initial results of the emotion recognition task, the data was subjected to quantitative analysis and correlated with the results of the Mayer–Salovey–Caruso test, including indicators for individual "branches" and domains of emotional intelligence. According to the most common strategies for interpreting the results of this test, the students were divided into the following categories: Consider Development, Consider Improvement, Low Average Score, High Average Score, Competitive, Strength, and Significant Strength based on their combined score. The interpretation used normative data obtained from the American sample [9]. The generalized results of this distribution are presented in Table 1.

Table 1.

Converting students' emotional intelligence scores to levels

Number of points and emotional intelligence level (MSCEIT v.2.0)	Number of students corresponding to this level (n = 28)	Percentage	Min–Max Score
0–69: Consider Development	0	0%	–
70–89: Consider Improvement	2	7%	81–88
90–99: Low Average Score	3	11%	91–98
100–109: High Average Score	12	43%	100–108
110–119: Competent	11	39%	110–117
120–129: Strength	0	0%	–
130+: Significant Strength	0	0%	–

According to the total scores obtained by the students based on the test results and their interpretation, the majority of the study participants were classified as "Above Average" (12 people). Another 11 students demonstrated a level of emotional intelligence corresponding to the "Competent" category. At the same time, two participants' emotional intelligence scores were categorized as "Consider improving emotional intelligence," and three more students were in the "Below Average" group. It should be emphasized that none of the participants had emotional intelligence classified as a "Strong Point." In general, the results obtained allow us to conclude that the majority of the

subjects have a sufficiently developed level of emotional intelligence that meets the requirements of future professional teaching activities.

Of particular importance in the framework of this study is the analysis of correlations between indicators of emotional intelligence and the results of an emotion recognition task. The identification of a statistically significant correlation allows us to judge the existence of a relationship between the success of the developed task and the level of emotional intelligence of students. The corresponding quantitative data and the results of the correlation analysis are presented in Table 2.

Table 2.

Students' emotional intelligence and the results of the task on emotional hearing

Criterion ($n = 24$)	Correlation coefficient (r)	Significance level ($p < 0.05$)
Perceiving emotion	0,312	0,120
Using emotions to facilitate thought	0,182	0,389
Understanding emotions	0,245	0,245
Managing emotions	0,525*	0,008
Experiential domain	0,288	0,162
Strategic Domain	0,462**	0,022
Total score	0,431*	0,034

*Noticeable correlation.

**Moderate correlation.

According to the obtained data, in accordance with the Chaddock scale, a noticeable correlation was found ($r = 0.542$) between the results of the task and the branch of emotional intelligence "Conscious emotion management". In addition, there was a moderate correlation between the task results and the strategic domain ($r = 0.457$), as well as the overall indicator of emotional intelligence ($r = 0.439$). The obtained values allow us to assert that the developed task can be considered as an indicator of the level of development of students' emotional intelligence. It seems significant that these results

correlate with the conclusions obtained in earlier studies: for example, the emotional hearing test by V. P. Morozov demonstrated a statistically significant correlation with empathy indicators measured using the Mehrabyan questionnaire [10]. Despite the significant methodological differences between our task and the Morozov test model, this coincidence can serve as additional confirmation that tasks of this type are directly related to the development of emotional intelligence.

At the same time, it is somewhat surprising that it was the "Conscious emotion management" branch that demonstrated a statistically significant

and noticeable correlation with the results of the task, while other branches of emotional intelligence, and above all the "Perception, evaluation and expression of emotions" branch, did not show such a relationship. Meanwhile, the analysis of the content of these branches suggests a definite explanation of the revealed phenomenon. Thus, the "Perception, evaluation and expression of emotions" branch includes the ability to recognize emotions in visual and auditory images, works of art and other forms of representation through language, sound, external manifestations and behavior, as well as the ability to distinguish between accurate and distorted, genuine and inauthentic emotional expressions. In turn, the "Conscious Emotion Management" branch covers a more complex set of skills, including:

1. the ability to be open to both positive and negative emotional experiences;

2. the ability to consciously focus on emotions or, on the contrary, to distract from them, depending on their informative value and functional significance;

3. the ability to consciously control one's own and others' emotions, including assessing the degree of their clarity, typicality, intensity and relevance;

4. the ability to manage emotional states – both your own and the interlocutor's – by reducing the intensity of negative emotions and enhancing positive ones, without distorting the information that these emotions convey [11].

For a future teacher of foreign languages, these skills are of particular importance in the context of supportive listening, during which the teacher often has to deal with a wide range of his own emotional reactions and emotional states of the student. In a situation of discussing educational or personal

difficulties, the teacher needs to analyze possible sources of negative emotions of the student – whether it is a pedagogical mistake, frustration, decreased learning motivation, external problems or other factors – to assess the adequacy of the emotional reaction of a particular situation, as well as to influence the emotional state of the student. Such an influence can be expressed in solving a problem, showing support, motivation and inspiration to the student, or, conversely, in marking boundaries and expressing pedagogically justified disapproval. However, the implementation of all these actions is impossible without the ability to accurately identify the emotion experienced by the student and correctly use the received emotional information in further communication.

Thus, the results of the study indicate that the students as a whole demonstrated a fairly high level of success in completing the task of recognizing emotions from the facial expressions and voice of students. However, in half of the tasks, the proportion of correct answers was below 80%, and the maximum score was recorded by only one participant. This indicates the need for further targeted development of the ability to extract emotional information from audiovisual signals. The data obtained show that in a number of communicative situations, future teachers are not always able to correctly interpret an emotional message expressed in a foreign language by a student, which can potentially complicate interaction both during the lesson and beyond. In addition, the developed task can be used to develop therapeutic listening skills, for example, when discussing personal or educational problems of a student in a foreign language after a lesson, since it assumes the teacher's ability to accurately

recognize a student's emotion, adequately verbalize it and put forward reasonable hypotheses about the causes of its occurrence.

The developed task also demonstrated a moderate and statistically significant correlation with the general indicator of emotional intelligence ($r = 0.439$), as well as a pronounced correlation with the branch of "Conscious emotion management" ($r = 0.542$). The results obtained allow us to assert that this task is really related to the level of emotional intelligence of future teachers of foreign languages and can be considered as a tool for its indirect assessment, as well as as a means of purposeful development of emotional and communicative skills among students of pedagogical fields of study.

Discussion of scientific results. In modern psychological science, there are two main theoretical approaches to understanding emotional intelligence: the ability model and the mixed model. Within the framework of the ability model developed by J. Mayer, P. Salovey and D. Caruso, emotional intelligence is interpreted as a set of cognitive abilities associated with processing information about one's own and others' emotions, as well as using this information in thinking and decision-making processes [9]. A mixed model, presented, in particular, in the works of D. Goleman and R. Bar-On suggests the inclusion in the structure of emotional intelligence of not only cognitive, but also personal characteristics such as motivation, character traits and social skills [12].

The difference in theoretical approaches is reflected in the methods of measuring emotional intelligence. Within the framework of the ability model, its diagnosis is carried out using task tests that assume the presence of objectively correct and erroneous

answers. In the mixed model, questionnaires based on the subjects' self-report are used as the main measurement tool. Task tests usually include tasks for recognizing emotions, understanding emotional states and the relationships between them, as well as applying emotional information in various situations. Evaluation of the results of such tests is carried out either on the basis of predefined criteria or on the principle of consensus, which makes it possible to consider task methods more objective than questionnaires that are sensitive to the effects of social desirability and subjective self-assessment.

In research on the emotional intelligence of teachers and future teachers, questionnaire methods have become the most widespread, in particular, the Trait Emotional Intelligence Questionnaire (TEIQue) and the Bar-On Emotional Quotient Inventory, which is confirmed by a number of empirical works [Fabio, Palazzeschi, 2008; Ghanizadeh, Moafian, 2010; Sahin-Baltaci, Demir, 2012; Rust, 2014; Roohani, Mohammadi, 2014; Dewaele, Gkonou, 2018]. At the same time, task tests are used much less frequently.

According to D. V. Lyusin, the task-based approach to assessing emotional intelligence has a number of advantages over questionnaire methods, including due to the lower influence of motivational factors on test results and the lower evidence of "socially desirable" answers [13]. In this context, it seems somewhat surprising that an extremely limited number of studies have been found in the scientific literature that used the Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT). Moreover, we have identified only one study in which the use of this test did not reveal a significant correlation between the level

of emotional intelligence and the grades received by future teachers during teaching practice [14]. In this regard, conducting research using MSCEIT, as well as analyzing its relationship with the professional and communicative skills of future teachers, seem particularly promising and scientifically significant.

Attempts have been made in the scientific literature to create specialized tools for measuring emotional intelligence among teachers. Such developments include the Reactions to Teaching Situations (RTS) test [15], as well as its Russian projective analog [16]. However, these techniques covered only certain aspects of emotional intelligence, ignoring the ability to recognize students' emotions, which is critically important for pedagogical practice. In this regard, in our study, we focused on the model of emotional intelligence abilities, which includes four branches, and used the Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT) task test. The choice of this tool is due to its proven validity and accessibility of Russian-language adaptation, which made it possible to objectively assess students' emotional competencies.

Speaking about professional and communicative listening skills and their emotional component, it is worth referring to the Pan-European competencies of foreign language proficiency. They determine a high level of language proficiency for the teacher, including the ability to understand sarcasm, irony, and emotionally charged statements (level C2) [17]. For example, the ability to distinguish emotions of contempt or ridicule in a student's speech can influence the interpretation of his utterance and subsequent interaction. Emotional intonation in the audio material was also noted by researchers N.D. Galskova and N.I. They indicated

the presence of similar signs of emotion in both the native and the studied language [18]. At the same time, Pan-European competencies do not take into account all professional situations in which a teacher needs to apply listening with an emotional component.

Practical teacher training may include assignments aimed at developing emotional hearing. For example, students are invited to listen to short phrases from native speakers or classmates, uttered with various emotions (joy, sadness, anger, surprise, etc.), and determine the emotional state of the speaker. In another exercise, students simulate a pedagogical situation: one simulates frustration or loss of motivation, the other, as a teacher, must recognize the emotion and offer an adequate response, showing empathy. Audio recordings can also be used in which the emotion is expressed tonally, and students must not only name it, but also justify their choice by analyzing verbal and non-verbal signs. Such tasks develop the ability to consciously manage emotions, form supportive listening skills, allow you to train professional empathy and analyze emotional signals in the classroom [4,5,11].

Supportive listening, as emphasized by J. Scrivener requires concentration on the student's personality and the message he is trying to convey, including demonstrating emotional engagement, interpreting emotions, and responding appropriately [4,5]. In the classroom, the teacher is faced with a wide range of emotions, both his own and the students, and should be able to identify the source of negative emotions (for example, a mistake in the lesson, frustration, external factors), assess their adequacy of the situation and respond correctly, supporting the learning process and motivation.

Thus, the integration of emotional hearing tasks into the training of future

teachers contributes not only to the development of emotional intelligence, but also to the formation of real professional and communicative listening skills necessary for effective classroom work, both during the lesson and in individual consultations [4,5,17,18,19].

As part of a large-scale survey conducted among 1,288 English language teachers from Russia, China, Kazakhstan, Indonesia, the United Kingdom, and the United States [7], a classification of professional and communicative listening skills in situations outside the classroom was developed and proposed. The classification includes four key areas, of which two are directly related to the emotional component of communication – these are "Therapeutic listening" and "Listening for administrative purposes." The first point covers situations where a teacher interacts with students in an informal, extracurricular setting, helping them solve their personal or academic problems. In Kazakhstan, 54% of respondents said they had experienced similar cases.

In such situations, the teacher is required not only to carefully perceive the content and form of the student's speech, but also to respond sensitively to the emotional message that accompanies the verbal message. For example, a teacher can express sympathy, support, or encouragement by adapting his reaction to the student's emotional state. In fact, this type of listening involves all four branches of the Mayer-Salovey-Caruso model of emotional intelligence: identifying emotions, analyzing them and understanding their causes, using emotions to solve a problem, as well as consciously managing emotions – both your own and the student's emotions. In real practice, this can manifest itself, for

example, in the teacher's ability to recognize a student's frustration or anxiety, identify the source of these emotions (failure in class, personal circumstances, low motivation), and apply emotional strategies to maintain motivation and productive interaction.

From the students' point of view, the teacher's attentive and empathetic listening skills play a critical role in maintaining motivation and emotional comfort, as well as a perceived level of professionalism. Thus, during the interview, students emphasized that one of the key characteristics of an effective teacher is the ability to communicate, including the ability to listen attentively [20]. Moreover, they noted that a "listening teacher" helps improve the learning process, increases student confidence, and creates an atmosphere of respect and care, which directly affects the emotional and cognitive engagement of students.

Thus, the professional and communicative listening skills of a foreign language teacher include skills closely related to emotional intelligence. Especially important is supportive listening, which can include all branches of the emotional intelligence ability model: from emotion recognition to their use and control. Within the framework of these skills, the ability to identify the emotional expressivity of a student's speech and non-verbal signals is of key importance, which can be defined as a separate component of emotional intelligence - "emotional hearing", which is the basis for the correct perception and interpretation of students' emotional messages.

Conclusions. The emotional intelligence of a foreign language teacher plays a key role in his professional activity, having a direct impact on the effectiveness of professional and communicative

listening skills both in the classroom and outside it. Outside of the classroom, these skills are manifested in situations of therapeutic listening, when the teacher interacts with the student in the process of discussing personal, educational or emotional problems, as well as in communicating with parents and administrative structures in a foreign language [7, 20]. In the classroom, supportive listening is important, in which the teacher focuses on the emotional state of the student, shows empathy, interprets emotional signals and responds correctly to them [4, 5]. Therefore, the tasks and exercises included in the training courses for future foreign language teachers should be aimed at integrated development as a professional-communicative listening skills and emotional intelligence, as these competencies are interrelated and complementary.

An example of such integration was a video task developed and tested on students of the educational program "Foreign Language: two foreign languages". The task involved identifying the basic emotions expressed by the students during the utterance of phrases familiar to classroom communication with various emotional connotations. The experiment involved 25 students (aged 18-19 years), which allowed us to assess their ability to distinguish emotional manifestations in speech and facial expressions of students. The results showed a moderate and statistically significant correlation between the success of the task and the overall level

of emotional intelligence, as well as with the "Conscious emotion management" branch ($r = 0.542$), which indicates the practical significance of the task for the development of key components of emotional intelligence of future teachers [11].

Based on the data obtained, it is planned to further improve the assignment, including indexing the degree of emotion, creating a similar assignment based on audio files (which will allow you to practice the skills of perceiving emotions exclusively through voice) and expanding the sample of study participants, including students of different courses and levels of language training. In addition, similar tasks can be implemented in courses aimed at developing professionally oriented listening skills of a teacher, since it is the combination of a high level of professional communication skills and emotional intelligence that contributes to more effective communication with students both during classes and in extracurricular situations.

Thus, the conducted research confirms that the integration of tasks aimed at developing emotional intelligence into the process of training future teachers of foreign languages is appropriate and necessary. This not only allows us to develop the ability to recognize and correctly interpret the emotions of students, but also increases the overall professional competence of teachers, providing better and emotionally competent pedagogical interaction.

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ЭМОЦИОНАЛДЫ ИНТЕЛЛЕКТ КОНТЕКСТІНДЕ ШЕТ ТІЛІ МҰҒАЛІМДЕРІНІҢ КӘСІБИ ТЫҢДАУ ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУ

Аңдатпа. Мақала Шет тілдері оқытушысының эмоционалды интеллектінің тыңдау саласындағы кәсіби және коммуникативті дағдылармен, ең алдымен қолдаушы тыңдау жағдайында жүзеге асырылатын эмпатикалық тыңдау дағдыларымен байланысын талдауға арналған. Болашақ мұғалімнің әңгімелесушінің эмоционалды күйлерін қабылдау және түсіндіру, сондай-ақ педагогикалық қарым-қатынас процесінде оларға барабар жауап беру қабілеті басты назарда. Жұмыста студенттердің — Болашақ шет тілдерінің мұғалімдерінің "эмоционалды есту қабілетін" дамытуға бағытталған арнайы

әзірленген тапсырманы сынақтан өткізу нәтижелері келтірілген. Стандартталған тест көмегімен өлшенген эмоционалды интеллект көрсеткіштерімен осы тапсырманың сәтті орындалуының байланысына егжей-тегжейлі талдау жасалады. Нәтижелер тапсырма нәтижелері мен субъектілердің эмоционалды интеллектінің жалпы деңгейі арасында орташа, бірақ статистикалық маңызды корреляцияның болуын көрсетеді. Осының негізінде Болашақ педагогикалық қызметінің тиімділігін арттыру мақсатында Шет тілдері оқытушыларын кәсіби-коммуникативтік даярлау жүйесіне осындай тапсырмаларды енгізудің орындылығы мен перспективалылығы туралы қорытынды жасалады.

Негізгі сөздер: эмоционалды интеллект; Шет тілдері оқытушыларын даярлау; кәсіби-коммуникативтік құзыреттілік; тыңдау; эмпатикалық тыңдау; қолдаушы тыңдау; эмоционалды есту.

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ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ УМЕНИЙ АУДИРОВАНИЯ У ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ В КОНТЕКСТЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА

Аннотация: Статья посвящена анализу взаимосвязи эмоционального интеллекта преподавателя иностранных языков с профессионально-коммуникативными умениями в сфере аудирования, прежде всего с навыками эмпатического слушания, реализуемыми в условиях поддерживающего аудирования. В центре внимания находится способность будущего преподавателя воспринимать и интерпретировать эмоциональные состояния собеседника, а также адекватно реагировать на них в процессе педагогического общения. В работе представлены результаты апробации специально разработанного задания, направленного на развитие так называемого «эмоционального слуха» у студентов — будущих учителей иностранных языков. Проводится детальный анализ связи успешности выполнения данного задания с показателями эмоционального интеллекта, измеренными с помощью стандартизированного теста. Полученные данные свидетельствуют о наличии умеренной, но статистически значимой корреляции между результатами задания и общим уровнем эмоционального интеллекта испытуемых. На основании этого делается вывод о целесообразности и перспективности включения подобных заданий в систему профессионально-коммуникативной подготовки преподавателей иностранных языков с целью повышения эффективности их будущей педагогической деятельности.

Ключевые слова: эмоциональный интеллект; подготовка преподавателей иностранных языков; профессионально-коммуникативная компетенция; аудирование; эмпатическое слушание; поддерживающее аудирование; эмоциональный слух.

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