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The Today's Linguistic Paradigm: The Problem of Investigating Emotional Intelligence in the Learning of a Foreign Language

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Abstract: *The relevance of the article is due to the increasing attention of researchers in the field of psychology and pedagogy to the problem of formation and development of emotional intelligence as a necessary component of the process of learning a foreign language. Success in professional and personal sphere to a large extent depends on the ability of a person to understand and accept the manifestation of their own and other people's emotional states. Social skills possessed by people with developed emotional intelligence include, first of all, the ability to control their own emotions and the emotions of other people. The development of such skills is especially necessary nowadays, when the use of digital technologies is growing and the value of interpersonal interactions is decreasing. The article defines the essence of the concept of "emotional intelligence"; defines approaches to the definition of the effectiveness criteria of teaching the English language and their relationship with emotional intelligence; investigates the emotional aspect of forming foreign language competences; investigates emotional intelligence in cadets and their relationship with foreign language competences. In our article the most effective way to develop emotional intelligence are the types and types of tasks that promote students' activity in dialogic and monologic statements, as well as in class discussions. In this organization of pedagogical activities students communicate and share their ideas in English.*

Keywords: *Emotional intelligence self-assessment method, self-regulation, empathy, social skills, language skills.*

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Introduction

The term "emotional intelligence" has become widespread in domestic and foreign methodologies in recent years. Emotional intelligence refers to the ability to perceive, evaluate, and control emotions. Some researchers suggest that emotional intelligence can be studied and strengthened, while others argue that it is born.

There is no single definition of emotional intelligence in scientific research. Researchers dealing with this issue agree that this concept brings together the ability to distinguish and understand emotions, to manage one's own emotional states and the emotions of partners in communication. It should also be noted that most scientists, when talking about emotional intelligence, take into account two main aspects: the ability to manage their own emotions and the creation of a favorable emotional atmosphere in relationships with other people.

If we talk about the need to develop a set of abilities, qualities and skills united by the concept of "emotional intelligence," it should be noted that the emotional skills and habits established in childhood will become defining throughout life. Moreover, the ability to manage their emotional sphere has a beneficial effect on the mental and physical health of the child, while the lack of these abilities can lead to alexithymia - a fixed set of qualities characterized by difficulty in understanding and identifying their own emotions.

In a modern school lesson of a foreign language gives the opportunity to develop the emotional intelligence of students, for example, the use of various communicative situations. As already mentioned, emotional intelligence is a component of successful communication and develops only in the process of communication. In linguodidactics, many experts believe that teaching a foreign language itself has a significant impact on the formation of the child's personality and, mainly, on its emotional sphere.

Foreign language is an integrative subject and covers the whole range of human interests: literature, art, politics, sports. This makes it possible to make it personally significant for students. Consequently, emotional intelligence plays a crucial role in the formation of language skills and language abilities in the process of learning a foreign language, as a result improving the quality of foreign language learning at school.

The problem of studying the emotional intelligence in the process of learning a foreign language has long been investigated in the works of domestic and foreign scientists. In the scientific works of Baysarab (2010)

and Diomidova (2015) it is proved that emotional intelligence is one of the components of successful communication and develops only in the process of it. In linguodidactics some specialists, namely: Zarytska (2012) and Mohylyasta (2019) believe that the very teaching of a foreign language has a significant impact on the formation of the child's personality and, mainly, on its emotional sphere. Foreign researchers as Saklofske et al. (2012) believe that the development of emotional intelligence in students depends on all levels of teacher activity, from lesson planning to the nature of classroom relationships as between students. The teacher and the children are not the only ones. Lyusin and Mohammed (2020) distinguish two types of emotional intelligence: intra-personal and interpersonal.

The purpose of the article is to define the essence of the concept of "emotional intelligence"; to determine approaches to the definition of the effectiveness criteria of English language teaching and their relationship with emotional intelligence; to investigate the emotional aspect of the formation of foreign language competences; to investigate emotional intelligence in cadets and their relationship with foreign language competences.

The essence of the concept of "emotional intelligence"

In current psychological and pedagogical studies there is a great variety of definitions of the concept of emotional intelligence (hereinafter - EI). According to Biria and Zafari (1974), the first who introduced the concept of EI in 1990 were foreign researchers, who believed that EI is interrelated with the diversity of the concept of intellect and the implementation of intellectual operations with emotions. This concept includes such abilities as recognizing and possessing one's own emotions, understanding the emotions of others, and self-motivation.

Zhuravlyova (2009) was one of the domestic researchers of EI who gave its definition and presented the model of EI. According to the scientist, EI is the ability to understand one's own and others' emotions (to recognize and identify emotions, to understand the causes and consequences of their occurrence) and the ability to control emotions (to control the intensity and external expression of emotions, and to evoke certain emotions arbitrarily). The scientist came to the conclusion about the dual nature of EI, which includes cognitive abilities and personality characteristics. The model contains factors influencing EI: cognitive abilities, attitudes towards emotions, and emotionality characteristics. The student's cognitive abilities will determine the speed and accuracy with which emotional information is processed. Attitudes toward one's own and others' emotions as values and

sources of information are equally important. Emotional resilience and emotional sensitivity determine EI (Gerasymova, et al., 2019).

Emotional intelligence is emotional competence, which includes empathy, self-awareness, self-control and other skills. EI is a fundamental factor in the success of a person's life activity, which, in turn, is defined as mental, physical and social health.

Personality is the unity of intellect and affect. A person's emotions are the unity of emotional and intellectual culture. Cognitive processes, according to the scientist, is also the unity of the intellectual and emotional. These processes depend on the components of the particular life and activity of the individual. In our case, by the activity of the individual we mean educational activity and the learning process.

Communication, creativity, cognition, and remembering acquire regulation in the form of emotional processes. It is impossible to imagine without emotional regulation of activity.

Proceeding from the above, the essence of the concept "emotional intelligence" can be defined as the ability to act in accordance with the internal environment of one's emotions; understanding one's own and others' emotions; the ability to control and manage one's own emotions on the basis of intellectual analysis and synthesis, Volkova (2007).

Thus, a personality with a high level of EI development has expressed abilities to understand their own emotions and the emotions of other people, as well as the ability to manage their emotions, which determine the highest adaptability and academic performance in learning.

Approaches to determining the criteria for the effectiveness of English language learning and their relationship to emotional intelligence

The combination of intellectual and personal characteristics oriented to an effective learning process in the process of learning a foreign language is reflected in a number of scientific approaches.

A. A. Karavanov includes psychological changes and results formed in the process of controlled learning and cognitive activity as the basis for the study of learning effectiveness (Hanafi & Noor, 2016).

According to the scientist, the concepts of "academic achievement" and "learning achievement" are synonymous with the concepts of "educational performance" and "educational effectiveness". The integrity of substantive criteria of educational effectiveness in higher education, such as professional orientation, general and professional competence, activity, learning motivation, independence, creativity and self-management is the basis of a comprehensive, formal and common for all educational

institutions criterion of educational effectiveness. The indicator of success is a pedagogical assessment or evaluation, which, in turn, captures the result itself.

Thus, the researcher Yakunin (2004) to the criteria of effectiveness of learning in the process of learning a foreign language refers to the student's ability to self-management in different forms of its manifestation. It can be expressed in goal setting, goal changing, readiness for self-education, independent decision-making, ability to self-organize, self-control and self-regulation, implementation of communicative activities. These criteria are reflected in the universal criterion - the student's academic performance. The result of learning is reflected in the grade/assessment. The term "academic achievement" is used to clarify the teaching methods that have influenced the level of academic achievement. Indicators of learning achievement were defined: intensity, styles of learning work, the degree of effort spent on achieving these results, the rate of learning. Consequently, the concepts of "educational performance" and "educational effectiveness" are similar to the terms "academic performance" and "learning achievement" (Pishghadam, 2009).

One of the criteria in the system of criteria and indicators for assessing the effectiveness of foreign language teaching, reflecting the main directions of foreign language departments' activity in the university of innovative type, is the students' learning achievements (indicators of internal and external evaluation of learning outcomes), which is given priority in the 1-2 year courses, in the 3-4 year courses of Bachelor's and Specialist's degree (further Master's degree).

On the other hand, it is important to note that "psychologically favorable learning environment influences "successful foreign language acquisition to no less extent than, for example, well-chosen learning materials". There is plenty of evidence that in the same learning situation, with the same participants in the learning process, methods and technologies used, students show different results. This is due to many factors, the most obvious of which are socio-psychological and physiological characteristics, the level of stress tolerance, the importance of the factor of good attitude and support from the teacher, etc.

In recent decades, the studies of the relationship between the main characteristics of emotional intelligence and the analysis of students' success as the main criterion of the effectiveness of the learning process of foreign language competence have attracted more and more attention of both Ukrainian and foreign scientists. Increasing interest in the study of issues of development of emotional intelligence in higher education is due to the fact

that the level of development of this psychological component of the personality has a favorable impact on the analysis of students' performance, adaptation to higher education, motivation to learning and effective assimilation of professional competences. Students with a higher ability to process information are usually better at cognitive tasks. It should be noted that "the sphere of categories such as knowledge, thinking and processes of perception, understanding, memorization, structuring of acquired knowledge in the process of learning a foreign language, is included in the cognitive development of students" (Lyashch, 2015).

Interpersonal and intrapersonal skills are of great importance in the learning process.

Stronger emotional regulation and a better adaptation process are useful for overcoming the stress of learning and achieving academic success. Ultimately, students who better manage their emotions are happier and build better social relationships. In turn, better interpersonal management is usually associated with a wider network of social connections, as well as a better quality of friendships. Also, having more diverse social relationships among students in the classroom can encourage an adequate social environment for better collaboration, better group learning, more support from fellow students, and better relationships with professors. An academic environment involving fellow students and professors and a better propensity to learn person-centered learning skills may be associated with active academic performance. Student success is determined by the ability to identify stressors and overcome them. Emotional intelligence affects how students manage their behavior in the classroom, how they cope with learning difficulties, how much effort they put into a particular learning strategy, how resilient they are to stress, and how capable they are of making independent decisions.

Thus, there are several possible theoretical methods of research that can explain the relationship between the criteria of learning effectiveness and the main characteristics of the emotional intelligence of students.

The emotional aspect of forming foreign language competencies

Halimi et al. (2021) consider the role of emotions in language activities in a foreign language depending on language forms. Since oral speech is an information exchange, accompanied in a sign-symbolic form, aimed at establishing and maintaining contact, achieving mutual understanding with a corresponding communicative impact on the recipient, the formation of foreign language competences should be taken as the goal of oral language teaching. However, this is not the only function:

informative, regulatory, emotionally evaluative and etiquette functions should be distinguished. As the main way of teaching oral foreign language speech, the author defines text-based, which includes monological and dialogic forms. Texts are considered not only in terms of content, but also in terms of emotional coloring of its filling.

Emotional coloring of the text for oral speech can manifest itself in the structure of the replicas, intonational designations, lexico-grammatical forms. For example, dialogic speech differs from monological speech in its inherent brevity, reciprocity, clashing, ellipsis, the appearance of exclamations expressing a particular emotion in addition to the simple transfer of information.

It has been established that any expression should be regarded as an exclusively informational message, an emotional one. The emotional purpose of the expression is to mobilize the listener for activity, manifestation of emotion, feeling, transmission of values and subjective evaluation; and monological speech as a subjective product is rooted in personal experiences, value and moral guidelines of the speaker.

Thus, the emotional content of oral foreign language speech performs a number of certain functions in the formation of foreign language competence, which should be taken into account.

The next category of competencies is related to listening skills: perception, decoding and assimilation of information transmitted by the addressee to the recipient or a circle of people. The success of this process is based on the peculiarities of short-term and long-term memory and mastery of language material, the ability to recognize speech patterns. The affective influence of an oral text, based on literary stylistic techniques, leads to an easier understanding of the content of language and emotional disposition of the author, opening up additional meaning for its comprehension. The formation of this competence contributes to a more accurate perception of the message coming from the communicant, the empathy of the recipient (Guillén et al., 2021).

The goal of teaching reading in a foreign language is to develop the competence to understand, edit, and comment on foreign-language texts of varying complexity (journalistic, artistic, technical, scientific, etc.).

Reading is a procedure for perceiving, processing, and comprehending the flow of information, framed as a graphical cipher under the rules of speech. The current paradigm uses samples taken from authentic texts of the relevant language with which one learns to work. Along with the primary goal of teaching how to work with a foreign language text, there is an auxiliary goal of perceiving and absorbing the emotional context of the

text. This approach provides an opportunity to bring the student closer to the mentality of the ethnic group that is the native speaker of the language they are learning. Targeted study of the emotional content of the text has a positive impact on the formation of students' general linguistic and language competences.

There is a tendency to teach foreign language reading on the basis of fiction texts, while journalistic, scientific, technical and similar in complexity genres are inferior, appearing only when performing highly specialized tasks (teaching a language in a specific field). This is due to the assumed high level of culture and emotional richness of fiction texts, (Veritova, 2019).

But the formation of competencies for working with texts of increased complexity of practical importance is necessary, because it allows you to develop the idea of emotions in achieving success in overcoming difficulties.

There is a tendency to use ordinary texts, stylization of which is characterized by the common parlance, expressiveness, etc., which are found in social networks, personal messages in messengers and similar communication channels. We assess the integration of such types of texts for teaching foreign languages as situationally appropriate, because it actually corresponds to the achievement of the ultimate goal of forming basic language competences - communication with a native speaker of a foreign language and culture and forms an idea of the emotional behavior of the other.

With the help of training in writing the skills of structured presentation of their own thoughts, conclusions, framed not only in the form of evidence and factual basis, but also emotional and stylistic content are formed and consolidated (Zhurat et al., 2020).

There are a number of distinctions between a written text and an oral text: structural, thematic, and semantic integrity. The emotional component of writing is in relevance to the personal experience problem posed in the work and the interests of the students. Therefore, teachers prefer problems that coincide with these parameters. The evidentiary basis of arguments is constructed either from the author's personal experience or from similar literary and other textual works to the topic. Expressiveness in the form of literary stylistic devices is evaluated positively. Thus, during the teaching of a foreign language, the emotional component enclosed in all types of language activities allows the development of students' own cognitive skills necessary for the implementation of language activities (Berezyuk, 2008).

Development of emotional intelligence: recognition of the emotional context, motives, intentions, needs of the interlocutor and own experiences to establish and maintain interaction from different perspectives determines the benefits for the learner. Advantages for the teacher are successful achievement of the set educational tasks, intensification of pedagogical communication, self-development, emotional reflection and, as a consequence, avoidance of emotional burnout (Carmeli, 2003).

The study of emotional intelligence as a possible resource for mastering a foreign language

The study of emotional intelligence as a possible resource for cadets to master a foreign language was conducted in the period from 17.11.2022 to 27.02.2022 (factorial experiment); base: State General Education Institution; participants: 268 male students of 8-10 classes (training platoons).

Cadets' age: from 14 to 16 years old. Our attention was attracted to the students of the cadet flying school not by chance, because the discipline and requirements of the educational environment promote the formation of not only the volitional sphere, but also the control of their own emotions, and the desire to become an international pilot motivates students to learn foreign languages.

One of the didactic conditions of the organization of the training session for teenagers is the change of their leading activity from educational to interpersonal communication.

The advantage of this age period is the mastery of abstract thinking by students; one of the difficulties is an active manifestation of the emotional sphere of the teenager in his cognitive processes and activities in general.

Psychological and pedagogical practice has shown that the behavior of adolescents is determined by the emotions they experience in the learning process. It is noted that at this age metacognitive abilities are formed, which include emotional intelligence.

The purpose of the study: to reveal the relationship between emotional intelligence and the level of foreign language proficiency in cadets.

The hypothesis of the study: the level of foreign language proficiency is interrelated with emotional intelligence, which implies the ability to identify, understand, analyze, feel, use emotions and manage them in communication.

Methods: emotional intelligence questionnaires: "Emin" (D. V. Lucina), "EISAI", (S. Shabanova, A. Aleshin); Cambridge School Test A2

(Cambridge University Press & Assessment) diagnosis of foreign language skills of listening, reading, writing and speaking (English), (Barrett, 2018).

The obtained results and their discussion.

Let us analyze the results obtained in the diagnosis:

1. Indicators of the level of emotional intelligence according to the method "EmIn":

a) interpersonal emotional intelligence: low level was detected in 21% (55 people) of cadets; 79% (213 people) of cadets showed medium level; high level was not detected;

b) intrapersonal emotional intelligence: low level revealed in 48% (128 people) of cadets; in 52% (140 people) formed on the average level; high - was not detected;

c) ability to understand emotions: low level was revealed in 25% (68 people); average level in 75% (200 people); high - not found;

d) ability to manage emotions: low level was found in 51% (137 people) of cadets, medium level - in 49% (131 people); high - not found. The distribution of the data corresponds to normal, since $p \geq 0.05$.

2. Indicators of the level of emotional intelligence according to the method "EISAI":

a) ability to be aware of their emotions: low level was found in 28% (76 people) of cadets; medium level in 72% (192 people) of cadets; high - not found;

b) Ability to be aware of the emotions of others: low level was found in 35% (93 people) of cadets; average level in 65% (175 people); high - not found;

c) Ability to manage own emotions: low level was found in 30% (81 people) of cadets; average level in 70% (187 people) of cadets; high - not found;

d) ability to manage others' emotions: low level was found in 39% (104 people) of cadets; average level in 61% (164 people); high - not found.

Testing of the same-named scales of emotional intelligence for significant differences (using nonparametric criterion for two independent samples U-Mann Whitney, as not all data correspond to the normal distribution, the level $p \leq 0,05$) showed the absence of such differences between the results of the study of the same-named scales of emotional intelligence.

We can state that the cadets:

- they understand the emotions of others in the process of interpersonal interaction well, but almost one in five cadets this ability is insufficiently formed;

- they understand their emotions, but almost every second cannot analyze their experiences. The obtained result confirms the position that it is in adolescence when the ability to reflection is actively formed, and we ascertain its formation;

- they have the skills of understanding their own emotions, identifying their own emotions in the process of interaction, but one in three has difficulty understanding their own emotions; as well as the emotions of the people around them;

- they know how to evoke certain emotions in others, reduce the intensity of unwanted emotions

- they are well aware of the emotions of others, but almost one in three demonstrates a low level of this ability

- they have self-regulation of emotions;

- they are able to influence the emotions of other people, but almost every third person has a low level of this ability.

Consequently, it should be noted that we did not get any parameter of emotional intelligence of a high level, perhaps this is due to: the peculiarities of our sample (only male gender), the specifics of the institution and interpersonal relations in this institution; the features of the educational environment (compliance with a certain discipline, rules, regime) and this fact requires further research. However, the need to organize additional psychological and pedagogical conditions for the formation of certain emotional intelligence skills is noted.

- have self-regulation of emotions;

- are able to influence the emotions of others, but almost one in three has a low level of this ability.

3. The level of foreign language competence formation:

a) proficiency in foreign language listening competences: low level was found in 59% (158 people), medium level in 41% (110 people); high level was not found;

b) possession of competences of foreign language reading: low level was found in 15% (40 people) of cadets; medium level in 85% (228 people) of cadets; high level was not found;

c) proficiency in foreign language writing competences: low level was revealed in 69 % (185 people) of cadets; medium level in 31 % (83 people) of cadets; high level was not revealed;

d) levels of proficiency in foreign-language speech competence: a low level was revealed in 53% (141 people), an medium level was formed in 47% (127 students), no high level was detected.

We can state that cadets:

- almost every second well perceives and understands authentic audio and video texts with different depth of penetration into their content depending on the communicative task, but most of these competences are formed insufficiently;

- well read and understand authentic texts with different depth and accuracy of penetration into their content: with understanding of the main content; with selective understanding of the necessary or interesting information; with full understanding of the content; but in every sixth person these competencies are not formed enough;

- are able to write short birthday and other holiday greetings, express various wishes; fill in forms, write a personal letter, summarize the results of any activity, but a small number of students demonstrated a low level of proficiency in this competence;

- almost every second is able to make consecutive statements using the main communicative types of language: description, message, narrative, reasoning with stating their opinion; they are able to conduct dialogues. But half of the respondents show a low level of this competence.

Consequently, it should be noted that a high level of foreign language competence is not found. In the structure of foreign language competences of the cadets the reading ability, oral language proficiency, foreign language listening, written language proficiency prevail. Cadets are more likely to fail at written language, foreign language listening, and oral language proficiency.

The necessity of organizing additional psychological and pedagogical conditions for the formation of certain foreign language competences was outlined.

Foreign language competences of reading and writing showed a tendency to feedback with interpersonal emotional intelligence.

Perhaps this is due to the fact that reading and writing do not require interpersonal engagement, but are aimed at the concentration and focus of the individual on the object of the activity and require intrapersonal skills: recognizing one's own emotions. This is confirmed by the statistically significant positive correlation between intrapersonal emotional intelligence and the cadets' written speech, which contributes to writing, for example, an essay, a story letter, and the preparation of a report. Intrapersonal emotional intelligence correlates inversely with skills such as listening, reading, and speaking. These skills teach adolescents to accept the position of the other, to show empathy, and to a lesser extent, to analyze subjective emotions. Moreover, these foreign language competencies focus on interpersonal interaction and imply interpersonal skills.

Conclusions

The importance of the article lies in the definition of the essence of the concept "emotional intelligence", because in modern psychological and pedagogical studies there is a great variety of definitions of emotional intelligence: EI - the ability to understand one's own and others' emotions (recognize and identify emotions, understand the causes and consequences of their occurrence) and the ability to manage emotions (control the intensity and outward expression of emotions, arbitrarily evoke certain emotions). EI is dual in nature and includes cognitive abilities and personality characteristics. The model contains factors influencing EI: cognitive abilities, attitudes towards emotions and characteristics of emotionality. The student's cognitive abilities will determine the speed and accuracy with which emotional information is processed. Emotional resilience and emotional sensitivity have been proven to determine EI.

The article also defines the approaches to the definition of the effectiveness criteria of English language learning and their relationship with the emotional intelligence. It was determined that the criteria of learning effectiveness in the process of learning a foreign language refers to the student's ability to self-management in various forms of its manifestation. This can be expressed in goal-setting, goal changing, readiness for self-education, independent decision-making, ability to self-organize, self-control and self-regulation, implementation of communicative activities. These criteria are reflected in the universal criterion - the student's academic performance. One of the important criteria in the system of criteria and indicators to assess the effectiveness of foreign language teaching, reflecting the main activities of the departments of foreign languages in the university of innovative type, is the academic performance of students (indicators of internal and external evaluation of learning outcomes).

Emotional intelligence in cadets and their interrelations with foreign language competences were investigated. It is concluded that a high level of foreign language competences is not found. In the structure of foreign language competences of cadets the reading ability, oral language proficiency, foreign language listening, written language proficiency prevail. Cadets are more likely to fail at written language, foreign language listening, and oral language proficiency.

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The Author 4 investigated the emotional aspect of forming foreign language competencies;

The Authors 5,6 investigated emotional intelligence in cadets and its interrelationship with foreign language competences.

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