

A.O. Mukhametzhanova¹, K.R. Yestayeva^{2*}

^{1,2}*Karaganda Buketov University, Karaganda, Kazakhstan*
(*Corresponding author's e-mail: bordeaux-k@mail.ru)

¹*ORCID 0000-0001-7428-0605,*

²*ORCID 0009-0008-2393-8364*

Methods and technologies of pedagogical support in the development of the emotional intelligence of future primary school teachers

The development of emotional intelligence is becoming increasingly important in the teaching profession, as it directly affects the ability of teachers to build interpersonal relationships, cope with stress and resolve conflicts. In modern education, where the requirements for professionals are becoming increasingly complex, the importance of emotional intelligence for future primary school teachers is becoming a key aspect of successful teaching. Thus, the creation of effective pedagogical support in the development of these skills is crucial for high-quality teacher education. The article is devoted to methods and technologies of pedagogical support in the development of emotional intelligence (EI) of future primary school teachers. The aim of the research is to develop and test pedagogical methods and technologies that will stimulate the development of emotional intelligence in future primary school teachers. The objectives of the study include identifying the most effective methods of EI development, introducing these approaches into the pedagogical process, as well as assessing their impact on the readiness of future teachers to work in a school environment. The practical significance lies in improving the quality of educational programs for future teachers by offering specific methods and technologies for the development of key competencies, such as emotional intelligence. The use of these methods will allow future teachers to better prepare for solving problems in teaching practice, which will also improve the quality of primary education in the long term.

Keywords: emotional intelligence, teacher, primary classes, support, educational programs, methods, technologies, competence, education, school.

Introduction

The development of emotional intelligence is becoming increasingly important in the pedagogical profession, as it directly affects the ability of teachers to build interpersonal relationships, cope with stress and resolve conflicts. Thus, the creation of effective pedagogical support in the development of these skills is very important for quality pedagogical education [1].

Pedagogy is a logically based integrative system of knowledge and methods, on the basis of which the entire educational system for both children and adults is built. The basis for the formation of pedagogy as a science of Personality Development and methods of pedagogical support was the studies of psychologists who proved that a person develops and changes throughout his life. Therefore, he needs constant education, as well as psychological and pedagogical assistance and accompaniment. In this sense, the formation of a teacher who can meet the requirements of not only the present, but also the future is the main subject of pedagogical science.

Emotional intelligence allows teachers to communicate effectively with their students and colleagues, as well as helping them to solve problems and conflicts that arise in the professional environment in a constructive way. One of the main components of emotional intelligence is the ability to recognize and understand one's own emotions and the emotions of others. This allows teachers to be sensitive to the needs of students and have a positive impact on their emotional well-being. Emotional intelligence directly affects teachers' ability to establish and maintain interpersonal relationships, manage stress, and resolve conflicts effectively, which is key to creating a positive learning environment. In the context of increasing requirements for educators related to the emotional and psychological support of students, the development of EI becomes an integral part of the professional training of teachers [2].

Emotional intelligence allows teachers to better understand their own emotions and those of others, which helps them be more sensitive to the needs of students and create a positive emotional atmosphere in the classroom. As a result, motivation to learn increases and educational outcomes improve. In this context, the study of methods and technologies of pedagogical support for the development of emotional intelligence

in future teachers is of great importance for improving the quality of primary education and teacher training [3].

In the course of their work, teachers, like any individual, constantly engage with others, whether through cooperation, assistance, reaching agreements, competition, or support, as well as by working independently through self-realization, self-control, autonomy, self-esteem, and self-criticism. A teacher's readiness for independent work and self-realization is both a key goal and the outcome of their collaborative interactions with colleagues and school staff, contributing to their professional growth and development as a specialist. However, teaching involves significant psycho-emotional strain, as much of their time is spent under emotional pressure. Therefore, collaboration between school teachers and psychologists is now essential to create an environment where teachers can perform their duties comfortably within the educational setting [4].

Modern primary school teachers are forced to make significant emotional and personal efforts to effectively fulfill their professional duties in the context of the growing workload and requirements for the quality of the educational process. Currently, as the urgent requirements for working in elementary school tighten, the teacher is forced to develop and apply new methodologies, acquire pedagogical skills, take a creative approach to teaching, as well as possess such qualities as perseverance, the desire for constant improvement, courage in thinking. At the same time, a modern primary school teacher requires not only teaching, but also the formation of spiritual and intellectual creative personalities of students with a broad outlook and social maturity [5].

One of the pressing problems of pedagogical activity in the conditions of a regular school is the constant increase in the number of students with disabilities, which requires a special pedagogical approach. Therefore, the work of a primary school teacher is difficult and nervous due to the high psychological and stressful loads inherent in this profession [6].

The task of the modern school is to form a comprehensively developed personality capable of self-education and effective communication. Successful communication involves mutual understanding between participants to achieve the goals of communication. The effectiveness of communication is largely determined not only by the interests of the parties, the content of the conversation and the level of general intelligence, but also by the level of development of emotional intelligence of each of the participants [7].

Teachers are often faced with situations that cause stress and cause a high emotional response. Each such situation can cause tension in them, manifested in the form of defensive passivity or aggressiveness. Young teachers are more susceptible to emotional stress. If systematic measures are not taken to prevent it, burnout syndrome may begin to form in future teachers even while studying at the university. Modern educational programs in educational institutions for future teachers do not pay enough attention to the development of important skills in the field of emotions, communication and self-regulation. Instead, the emphasis is on the use of technology and the transfer of information, which negatively affects the emotional state of young people. To solve this problem, it is necessary to actively develop emotional intelligence skills in future teachers [8].

Psychology books analyze in detail the abilities and qualities of a person that form emotional intelligence. According to researchers, emotional intelligence is a set of skills that helps a person understand their own and others' emotions. It consists of four main components: self-awareness, self-control, empathy and communication skills. One of the scientists also notes the importance of motivation in this list [9].

Emotional intelligence includes two important aspects: how do you understand your emotions and how do you interact with other people. The first side refers to your personal qualities, such as self-awareness, confidence, self-control and others. The second side is related to how you communicate with others: be friendly, caring, empathetic, respectful and consider the interests of others. Emotional intelligence plays an important role in the successful work of a teacher [10].

In our opinion, the emotional intelligence of a teacher plays an important role in creating a humane approach to working with students and other participants in the educational process. It helps to apply an individual approach to both learning and personal development of students, and also shows the level of maturity of the teacher himself. Emotional intelligence is an important part of pedagogical competence, since only a comprehensively developed person can help another person become a mature and full-fledged personality. The task of a teacher is not limited to the transfer of knowledge and skills, it also includes stimulating cognitive interest and organizing the learning process through effective communication and dialogue.

The formation of basic cognitive structures in a student is possible only through emotionally intense and personal interaction based on the coordination of will, thoughts and emotions. This interaction is supported by the emotional intelligence of the teacher.

I.N. Andreeva describes various ways to improve emotional understanding, such as group training, individual training and coaching. Recently, universities have begun to conduct programs for students of future teachers to teach them how to manage their emotions. They can choose such courses additionally. These programs with active learning methods help teachers develop their emotional skills. They affect personal emotions and relationships with others, and are useful for students of pedagogical universities. This highlights the importance of developing students' emotional intelligence as a key aspect of being an effective teacher [11].

Currently, there are difficulties in the development of emotional intelligence in future primary school teachers, such as:

1. Many educational programs for future teachers are primarily aimed at the development of academic knowledge and learning competence, and little attention is still paid to the development of emotional intelligence. Programs or methods specifically designed to strengthen emotional intelligence are often not included as core subjects.

2. In the age of technological development, young people are often more focused on digital technologies and less focused on interpersonal communication. This can lead to a decrease in the level of development of social and emotional skills, which makes it difficult for them to work in a school environment where interpersonal relationships play an important role.

3. Future teachers are often exposed to excessive expectations and stress, which can lead to emotional exhaustion. The lack of adequate stress management strategies negatively affects their personal and professional development.

4. Although students receive theoretical knowledge, they often lack practical experience that allows them to develop and test their emotional intelligence in real pedagogical situations.

5. Novice teachers do not always have access to adequate support in the development of emotional intelligence skills, which can hinder their professional and personal growth.

This research is aimed at creating new teaching methods and technologies that will help develop emotional intelligence in future primary school teachers, and to test them in pedagogical practice. The main goal is to prepare future teachers for successful work at school.

To achieve the goal, it is necessary to solve the following tasks:

- Identify the most effective ways to develop emotional intelligence.
- Analysis of methods and technologies of pedagogical support in the development of AI of future primary school teachers.
- Conducting a survey of respondents.
- Development of recommendations for improving pedagogical support in the development of AI.
- Assessment of the impact of EI on the readiness of future teachers to work at school.

Therefore, scientists strive to improve the curricula and training of future teachers through these studies.

Methods and materials

This study used methods, including pedagogical technologies and approaches, aimed at developing emotional intelligence (EI) in future primary school teachers. The study relied on a combination of qualitative and quantitative methods such as survey, observation, experimental training, and statistical analysis. Structured questionnaires and specially developed tests were used to assess the level of emotional intelligence and the effectiveness of pedagogical support.

The study involved 100 respondents who are preparing to become 3-4-year students of a Pedagogical University, primary school teachers. Students were selected from different study groups and courses to ensure the representativeness of the sample and the possibility of applying the results to the general system of teacher training. Such a number of respondents makes it possible to obtain reliable and reasonable data on the impact of AI development methods on their professional training. The survey was conducted to evaluate the level of emotional intelligence development in future teachers and to determine how EI influences their preparedness to work in a school setting. Through the questionnaires, the emotional reactions of the respondents, their ability to manage stress and interpersonal communication skills were studied, which made it possible to identify the main aspects that require pedagogical support.

The respondents were randomly selected among students of pedagogical universities. This approach to selection ensured the objectivity and reliability of the research results. The questionnaires were distributed to students during their studies, and the results were subjected to quantitative and qualitative analysis to further explain and evaluate the effectiveness of AI development methods.

Results and discussion

It is important to help future primary school teachers develop their emotional intelligence through support and assistance from teachers, as this is the main factor in their professional training in the field of education. Emotional intelligence, as the ability to recognize, understand and manage your own emotions, as well as the emotions of other people, plays an important role in the professional activity of a teacher. Modern methods and technologies of accompaniment make it possible to form emotional competence, increasing the level of interaction with students and colleagues.

Effective pedagogical support includes various methods aimed at developing three main aspects of emotional intelligence: self-knowledge, self-regulation and social intelligence. For example, through reflection and self-expression methods, the teacher helps students better understand and analyze their emotional reactions in various educational situations. One of the commonly used methods is keeping diaries in which students record their feelings and emotions in response to certain events, which contributes to a deeper understanding and correction of behavior.

Today it is important to understand that emotional intelligence plays a key role in the work of a teacher. Future primary school teachers need to be not only able to teach, but also to be able to communicate well with students, colleagues and parents, to be able to resolve conflicts and cope with stress. To do this, it is important to help them develop their skills in managing their emotions with the right training and support methods.

Group training helps a lot to develop skills in managing your emotions. During the trainings, students actively participate in classes where they learn to recognize their feelings, understand the emotions of other people and manage their emotions in various situations. Teamwork allows future teachers to develop empathy and learn how to communicate effectively with colleagues and students. Important elements of this method:

1. Role-playing games. In the course of role-playing games, participants train in various pedagogical situations, simulate interaction with students and colleagues, learn to express and manage their emotions.
2. Group Discussion. The discussions discuss complex emotional situations that may arise in the course of pedagogical activity. This helps students analyze their reactions and find constructive ways to solve problems.
3. By analyzing specific situations, future teachers examine various scenarios involving emotions, stress, and interpersonal relationships, which aids in the development of emotional maturity.

Personal training aims to work more deeply on individual aspects of emotional intelligence. Through this method, each student has the opportunity to work with a mentor or teacher who will help them identify individual emotional barriers and difficulties and develop the ability to deal with them. The main elements of individual training:

1. Reflection. During the training, the student analyzes his emotions, behavior and reactions in various situations, identifies problem areas and works to improve them.
2. Individual consultation. The teacher or mentor gives advice, where the student's emotions are discussed in pedagogical practice, and strategies for managing emotions and stress are proposed.
3. Setting personal goals. In individual work, the student sets specific goals for the development of emotional skills, such as improving empathy, increasing the level of self-control, and improving interpersonal communication skills.

Coaching is aimed at the long-term development of emotional intelligence and at accompanying future teachers in the process of professional growth. This method combines elements of mentoring, counseling, and support. As part of coaching, teachers and mentors help students learn their emotions, formulate personal and professional goals, and develop a plan to achieve them. The main stages of coaching:

1. Assessment of emotional intelligence. At the beginning of the work, the coach, using special tests and methodologies, assesses the level of the student's EI.
2. Setting goals. The student and the coach work together to define goals for the development of their emotional skills, which will help them to work successfully in their future profession.

3. Track progress. The coach monitors the development of the student's emotional skills, constantly discusses his achievements and adjusts the development plan.

Problem-oriented approaches in teaching help future educators develop emotional competence by addressing real-life tasks and situations that teachers commonly encounter. These methods include project work, where future teachers create and implement projects focused on students' emotional development, allowing them to learn how to manage their own emotions and support the emotional well-being of children. Additionally, students engage in analyzing specific teaching scenarios involving emotional challenges, which helps them build the skills needed to handle stress and conflict effectively.

Active socio-psychological methods include trainings aimed at developing interpersonal skills such as empathy, social perception, and interaction. Important components:

1. Interactive games. In the course of such games, students simulate social situations in which they may experience emotional difficulties. This allows them to teach social and emotional skills in situations close to reality.

2. Group feedback. Getting feedback from classmates allows students to learn how their emotional reactions are perceived by others and learn to regulate their behavior.

In recent years, many pedagogical universities have begun to implement programs for the development of emotional competence, including elective courses in their curricula. These training programs take care of the development of important emotional intelligence skills for future teachers. They educate teachers to be attentive to their emotions, to be able to understand and support the feelings of others, to control their emotions in stressful situations and to build healthy interpersonal relationships through effective communication.

To effectively accompany the development of AI, it is necessary to constantly evaluate the progress of students and provide them with feedback. This can be achieved:

1. Diagnostic test. Students undergo tests to determine the level of EI at different stages of training. It helps to identify strengths and weaknesses and regulate the learning process.

2. Self-esteem and mutual assessment. Students learn to give each other feedback, which contributes to the development of empathy and reflection skills.

Let's move on to the analysis of the questionnaire (Table).

Table

The answers given by the respondents to the questionnaire...

№	Question	Answer options		
1	How do you assess the level of self-awareness (awareness of one's own emotions) in difficult situations?	High — I always know my emotions 40 %	Average — sometimes I know my emotions 45 %	Low — I rarely understand my emotions 15 %
2	How confident are you in your ability to control your emotions in stressful situations?	I have complete control over my emotions 30 %	there is partial control, difficulties 50 %	often, I can't control my emotions 20 %
3	How do you assess your empathy skills (understanding the feelings and emotions of other people)?	I easily recognize the emotions of others 35 %	sometimes it is difficult to recognize emotions 50 %	difficult to understand other people's emotions 15 %
4	How often can you successfully resolve conflicts in study or work situations?	almost always a solution can be found 25 %	sometimes it succeeds, sometimes it doesn't 60 %	often fails 15 %
5	How do you evaluate interpersonal communication skills in a team?	very good communication with colleagues/students 50 %	sometimes it is difficult to interact 40 %	problems in a relationship often occur 10 %
6	What stress do you feel when performing pedagogical tasks?	minimum-stress does not interfere with work 20 %	moderate-stress sometimes interferes 60 %	high-stress greatly affects work 20 %
7	Assess your willingness to work in a school environment in terms of emotional intelligence.	fully prepared — confident in your abilities 35 %	half-finished — there are some difficulties 50 %	not ready — not confident in their abilities 15 %

The analysis of the results of the survey found that the level of self-awareness in the majority of respondents (45 %) is at an average level. This means that sometimes they are only aware of their emotions, which indicates that additional work is needed to develop attention and emotional control. This situation highlights the importance of implementing programs aimed at improving the emotional awareness of future teachers.

In addition, half of those surveyed (50 %) experience difficulties in managing their emotions in stressful situations, which indicates the need to conduct stress management trainings. These trainings help students better cope with emotional stress, which contributes to their professional effectiveness in the school environment.

Empathy is also a problem area for the majority of respondents. Half of the students sometimes have difficulty recognizing other people's emotions. This fact indicates the importance of introducing special exercises and techniques into the educational process aimed at developing empathy skills that play a key role in successful interpersonal communication.

60 % of the survey participants noted that they do not always manage to successfully resolve conflicts, which indicates the need to include strategies and methods of effective conflict resolution in curricula to help future teachers better adapt to school practice. Half of the respondents rated their interpersonal communication skills highly, but 40 % of the students' reported difficulties in this area. This highlights the importance of group trainings and communication exercises that will help improve these skills and prepare future teachers for successful teamwork.

Stress was an important topic for most of the study participants. 60 % of students showed an average level of stress, which sometimes interferes with their educational activities. This highlights the need to develop and implement stress management skills training programs to help future teachers cope with the emotional challenges of the profession.

So, the majority of respondents expressed their willingness to work at school only partially, which shows the need to strengthen their emotional and professional skills. Improving these competencies will help students feel more confident and successful in solving the tasks of teaching. It is important to help them improve these skills.

The results of the study show that it is necessary to reconsider approaches to the development of emotional intelligence in future primary school teachers. The difficulties found in understanding and managing one's own emotions, as well as in recognizing the emotions of other people, indicate the need to include programs in the educational process that develop self-knowledge and emotional control. This can be realized through systematic work on students' ability to manage their emotions in stressful situations, which will help them better prepare for professional activities.

Particular attention should be paid to the development of empathy skills, since the respondents showed an insufficient level in this area. In order to help students, communicate better with other people, it is important to add elements to the training programs that will help them understand and unravel the feelings of other people. Such classes help students build deeper and more trusting relationships with students, colleagues, and parents.

The identified difficulties in resolving conflict situations indicate the need to introduce additional courses or modules that teach students conflict management techniques. These courses should be aimed not only at theoretical understanding of conflict situations, but also at developing practical skills through role-playing games and modeling situations, which will allow future teachers to better prepare for real work at school.

Stress in students indicates the need to create stress management training programs. Such programs will help future teachers cope with the emotional difficulties that inevitably arise in the school environment. The ability to effectively manage stress strengthens their stability and professional skills.

Thus, the training of future teachers should be holistic and aimed at developing emotional intelligence with an emphasis on self-knowledge, empathy, emotion and stress management. The inclusion of these changes in curricula helps to prepare more stable and trained professionals, which has a positive effect on the quality of education.

To achieve the effective development of emotional intelligence (EI) in future primary school teachers, it is necessary to develop specific methods and technologies that will be integrated into the educational process of pedagogical universities. Such methods should be aimed at developing the main aspects of EI: self-awareness, empathy, emotion management and interaction skills. Below are several methods and technologies that can be used as part of pedagogical support:

1. Emotional interactive seminars are training sessions in which participants discuss the emotional aspects of pedagogical activity, share personal experiences and analyze specific situations. This method is based on a combination of theoretical knowledge and practical exercises. Students model pedagogical situations that require understanding and management of both their own and students' emotions. Such workshops may include:

- Students analyze examples from practice, discuss the emotions that arise in the learning and educational process, and look for ways to manage those emotions.
- An important element is to discuss the individual emotional reactions of the participants and receive constructive feedback from teachers and fellow students.

2. Role-playing games are an effective way to develop emotional intelligence, as they allow students to learn real situations from pedagogical practice in which they have to deal with emotions and conflicts. This method helps students develop self-regulation, empathy, and communication skills. For example, modeling may include:

- Conflict simulation. Students simulate conflict situations between a student and a teacher, teacher and parents or colleagues. They learn to recognize the emotions of all participants and find conflict resolution strategies by reducing emotional losses.

- Role-playing games for interpersonal interaction. Participants train in different styles of communication and interaction with students by simulating different emotional states (joy, frustration, anger, etc.).

3. Coaching helps each student develop their skills in managing their emotions through individual meetings with a teacher or coach. During such meetings, students will learn what they are good at and where there are shortcomings in managing their feelings. They are working on plans to improve emotional intelligence. During coaching, specific situations from the training practice are discussed to help individuals understand their reactions and learn how to control their emotions:

- Analysis of emotional experiences. The student and coach analyze the student's past emotional reactions in professional situations, identify difficulties and develop ways to solve them.

- Setting personal goals. The coach helps the student formulate goals to improve emotional competence, and together with him develops an action plan to achieve these goals.

4. An emotional diary is a way of self-expression that allows students to record their emotions related to their studies or teaching practice on a daily basis. Through this method, they learn to recognize their feelings, analyze the causes of their appearance and find ways to manage them. The teacher may review such diaries from time to time and give students feedback.

5. Group trainings allow students to develop emotional competence in group work. They include exercises to become aware of their own emotions and those of others, develop empathy, manage stress, and strengthen interpersonal relationships. It is important to use active methods such as:

- Empathy circles. Students share their emotional experiences, receive support from the group, which helps them develop empathy and learn to better understand the emotional states of other people.

- Training on stress management. Such trainings teach students to cope with stress through relaxation techniques, meditation and breathing exercises, which is especially important in situations of emotional tension in the school environment.

6. With the development of technology, interactive online platforms will be available to help students develop emotional intelligence remotely. Platforms may include:

- Online courses and webinars on EI. The platforms offer courses focused on emotional intelligence with lectures, tasks and tests to assess the level of EI.

- Mobile apps for managing emotions. Such applications help students control their emotions throughout the day, offering tips and exercises to increase emotional competence.

7. Video analysis is an effective technique in which students can record their pedagogical lessons on video and then analyze their emotions and behavior together with a teacher or group. This method helps students see how emotional reactions affect students and what changes need to be made to improve interaction.

Thus, the proposed methods and technologies aim to comprehensively develop the emotional intelligence of future teachers, which will allow them to work more efficiently in the school environment, resolve conflicts, manage stress and build positive relationships with students and colleagues.

The use of information and communication technologies (ICT) introduces new tools for the development of AI into the educational process. Online platforms and applications allow the creation of interactive learning environments, where students can interact with virtual situations that develop emotional flexibility and resilience. These technologies make it possible not only to improve individual skills in managing emo-

tions, but also to provide continuous feedback, which makes the learning process more personalized and effective. Therefore, the use of various methods of assistance from teachers helps to develop a high level of understanding and management of their emotions among future primary school teachers. This is important for successful work in the teaching profession.

Such methods and technologies of assistance for future primary school teachers help them develop understanding and management of their emotions. This helps them communicate better with students and colleagues, and prepares them to face difficulties in the profession. The use of these methods in university education programs contributes to the successful work of teachers and the improvement of primary education.

Conclusion

Thus, it is important to understand that emotional intelligence plays a key role in the success of a teacher's work. It helps the teacher to communicate effectively with students, colleagues and parents, manage stress and resolve conflicts. These skills have a direct impact on creating a supportive classroom environment, which is an important aspect of successful learning.

According to the results of the study, methods and technologies were proposed that contribute to the targeted development of emotional intelligence in future teachers. The use of group trainings, role-playing games, individual coaching, emotional diaries and interactive technologies has shown to be effective in increasing the emotional competence of students. Taking into account the elements of introspection, reflection and practical tasks, pedagogical support contributes to improved awareness and control of emotions in future teachers. It also helps them develop empathy and improve their communication skills with other people.

After examining the survey data, it became clear that it is important to pay more attention to the development of emotional intelligence in future teachers. Most of the respondents expressed a desire to work at school, but also understand the need to improve their emotional and professional training. The recommendations of the study include proposals for the introduction of special courses on the development of emotional intelligence, conducting trainings on stress and conflict management, as well as improving empathy and self-control skills.

Thus, the introduction of the proposed methods and technologies into the educational programs of pedagogical universities will ensure the training of emotionally mature and professionally competent teachers, which will have a positive impact on the quality of primary education and the development of the school system as a whole.

References

- 1 Шубина Ю.А. Эмоциональный интеллект в работе руководителя образовательной организации [Электронный ресурс] / Ю.А. Шубина // Молодой ученый. — 2023. — № 42 (489). — С. 148–150. — Режим доступа: <https://moluch.ru/archive/489/106883/> (дата обращения: 07.10.2024).
- 2 Серафимович И. Эмоциональный интеллект — предиктор профессионализма педагога? [Электронный ресурс] / И. Серафимович, Н. Посысоев // Образовательная политика. — 2020. — № 2 (82). — С. 106–114. — Режим доступа: <https://cyberleninka.ru/article/n/emotsionalnyy-intellekt-prediktor-professionalizma-pedagoga> (дата обращения: 07.10.2024).
- 3 Радченко В.А. Исследование и развитие образовательно-эмоционального интеллекта, культуры обучающихся в теоретической и практической педагогике как необходимая часть социально-общественного школьно-образовательного пространства [Электронный ресурс] / В.А. Радченко // Молодой ученый. — 2020. — № 18 (308). — С. 512–523. — Режим доступа: <https://moluch.ru/archive/308/69406/> (дата обращения: 04.10.2024).
- 4 Симонова Л.Б. Развитие эмоционального интеллекта будущего педагога [Электронный ресурс] / Л.Б. Симонова // Психология образования в XXI веке: теория и практика: материалы Междунар. науч.-практ. конф. — Волгоград: Перемена, 2011. — С. 284–286. — Режим доступа: <https://psyjournals.ru/nonserialpublications/education21/contents/54867> (дата обращения: 04.10.2024).
- 5 Исаева Л.А. Современные требования к профессиональной подготовке учителя начальных классов [Электронный ресурс] / Л.А. Исаева // Проблемы современного педагогического образования. Сб. науч. тр. — 2019. — Вып. 63. — Ч. 4. — С. 84–88. — Режим доступа: <https://cyberleninka.ru/article/n/sovremennye-trebovaniya-k-professionalnoy-podgotovke-uchitelya-nachalnyh-klassov> (дата обращения: 08.10.2024).
- 6 Danko O.A. Occupational burnout in pedagogical practice [Electronic resource] / O.A. Danko, D.V. Enygin, V.O. Midova, E.T. Minasyan, S.V. Vasileva // Modern pedagogical education. — 2022. — № 2. — P. 143–146. — Access mode: <https://cyberleninka.ru/article/n/occupational-burnout-in-pedagogical-practice> (Date of request: 28.10.2024).
- 7 Thornhill-Miller B. Creativity, Critical Thinking, Communication, and Collaboration: Assessment, Certification, and Promotion of 21st Century Skills for the Future of Work and Education [Electronic resource] / B. Thornhill-Miller, A. Camarda, M. Mercier, J.M. Burkhardt, T. Morisseau, S. Bourgeois-Bougrine, F. Vinchon, S. El Hayek, M. Augereau-Landais, F. Mourey,

C. Feybesse, D. Sundquist, T. Lubart // Journal of Intelligence. — 2023. — № 11 (3). — 54 p. — Access mode: <https://doi.org/10.3390/jintelligence11030054> (date of request: 09.10.2024).

8 Зайцева С.А. Опыт психолого-педагогического сопровождения молодых специалистов — учителей начальной школы [Электронный ресурс] / С.А. Зайцева, Н.Н. Деменева, П.Ю. Суцневская // Проблемы современного педагогического образования. Сб. науч. тр. — 2023. — Вып. 79. — Ч. 1. — С. 183–186. — Ялта: РИО ГПА. — Режим доступа: <https://cyberleninka.ru/article/n/opyt-psihologo-pedagogicheskogo-soprovozhdeniya-molodyh-spetsialistov-uchiteley-nachalnoy-shkoly> (date of request: 09.10.2024).

9 Бондалетов В.В. Становление и развитие наставничества как формы корпоративного обучения персонала в России и за рубежом [Электронный ресурс] / В.В. Бондалетов, Е.В. Бондалетов // Материалы Афанасьевских чтений. — 2019. — № 3 (28). — С. 23–39. — Режим доступа: <https://cyberleninka.ru/article/n/stanovlenie-i-razvitie-nastavnichestva-kak-formy-korporativnogo-obucheniya-personala-v-rossii-i-za-rubezhom> (date of request: 03.10.2024).

10 Bru-Luna L.M. Emotional Intelligence Measures: A Systematic Review [Electronic resource] / L.M. Bru-Luna, M. Martí-Vilar, C. Merino-Soto, J.L. Cervera-Santiago // Healthcare (Basel, Switzerland). — 2021. — № 9 (12). — P. 1696. — Access mode: <https://doi.org/10.3390/healthcare9121696> (date of request: 04.10.2024).

11 Голованов В.П. Эмоциональный интеллект детей как важнейший навык будущего / В.П. Голованов // Вестник академии детско-юношеского туризма и краеведения. — 2020. — № 2. — С. 13–22. — Режим доступа: <https://cyberleninka.ru/article/n/emotsionalnyy-intellekt-detey-kak-vazhneyshiy-navyk-budushego> (дата обращения: 04.10.2024).

А.О. Мухаметжанова, К.Р. Естаева

Болашақ бастауыш сынып мұғалімдерінің эмоционалды интеллектісін дамытудағы педагогикалық қолдау әдістері мен технологиялары

Эмоционалды интеллекттің дамуы педагогикалық кәсіпте маңызды бола түсуде, өйткені бұл мұғалімдердің тұлғааралық қарым-қатынас құру, стресті жеңу және жанжалдарды шешу қабілетіне тікелей әсер етеді. Кәсіби мамандарға қойылған талаптар күрделене түскен қазіргі білім беруде болашақ бастауыш сынып мұғалімдері үшін эмоционалды интеллекттің маңыздылығы табысты оқытудың негізгі аспектісіне айналуға тиімді педагогикалық қолдауды құру сапалы педагогикалық білім беру үшін өте маңызды. Мақала болашақ бастауыш сынып мұғалімдерінің эмоционалды интеллектісін (ЭИ) дамытудағы педагогикалық қолдау әдістері мен технологияларына арналған. Зерттеудің мақсаты болашақ бастауыш сынып мұғалімдерінде эмоционалды интеллекттің дамуын ынталандыратын педагогикалық әдістер мен технологияларды әзірлеу және сынақтан өткізу. Зерттеудің міндеттеріне ЭИ дамуының ең тиімді әдістерін анықтау, осы тәсілдерді педагогикалық процеске енгізу, сондай-ақ олардың болашақ мұғалімдердің мектеп ортасында жұмыс істеуге дайындығына әсерін бағалау кіреді. Практикалық маңыздылығы — эмоционалды интеллект сияқты негізгі құзыреттіліктерді дамытудың нақты әдістері мен технологияларын ұсына отырып, болашақ мұғалімдерге арналған білім беру бағдарламаларының сапасын арттыру. Бұл әдістерді қолдану болашақ мұғалімдерге педагогикалық практикадағы мәселелерді шешуге жақсы дайындалуға мүмкіндік береді, бұл ұзақ мерзімді перспективада бастауыш білім беру сапасын жақсартады.

Кілт сөздер: эмоционалды интеллект, мұғалім, бастауыш сыныптар, қолдау, білім беру бағдарламалары, әдістер, технологиялар, құзыреттілік, білім, мектеп.

А.О. Мухаметжанова, К.Р. Естаева

Методы и технологии педагогического сопровождения в развитии эмоционального интеллекта будущих педагогов начальной школы

Развитие эмоционального интеллекта приобретает все большее значение в педагогической деятельности, поскольку оно напрямую влияет на способность учителей выстраивать межличностные отношения с учащимися, справляться со стрессом и разрешать конфликты. В современном образовании, где требований к профессионалам становится все больше, важность эмоционального интеллекта для будущих педагогов начальных классов становится ключевым аспектом успешного преподавания. Таким образом, создание системы педагогической поддержки в развитии этих навыков имеет решающее значение для качественного педагогического образования. Статья посвящена методам и технологиям педагогической поддержки в развитии эмоционального интеллекта (ЭИ) будущих учителей начальных классов. Целью исследования является разработка и апробация педагогических методов и технологий, которые будут стимулировать развитие эмоционального интеллекта преподавателей начальных классов. К задачам исследования относятся: выявление наиболее эффективных методов развития ЭИ, внедрение этих подходов в педагогический процесс, а также оценка их влияния на готовность учителей к

работе в школьной среде. Практическая значимость состоит в повышении качества образовательных программ для будущих учителей, предлагая конкретные методы и технологии, для развития ключевых компетенций, таких как эмоциональный интеллект. Использование этих методов позволит учителям лучше подготовиться к решению задач в педагогической практике, что также улучшит качество начального образования в долгосрочной перспективе.

Ключевые слова: эмоциональный интеллект, учитель, начальные классы, поддержка, образовательные программы, методы, технологии, компетентность, образование, школа.

References

- 1 Shubina, Yu.A. (2023). Emotsionalnyi intellekt v rabote rukovoditelia obrazovatelnoi organizatsii [Emotional intelligence in the work of the head of an educational organization]. *Molodoi uchenyi — A young scientist*, 42 (489), 148–150. Retrieved from <https://moluch.ru/archive/489/106883/> [in Russian].
- 2 Serafimovich, I., & Posysoev, N. (2020). Emotsionalnyi intellekt — prediktor professionalizma pedagoga? [Emotional intelligence — a predictor of teacher professionalism?]. *Obrazovatelnaia politika — Educational policy*, 2 (82), 106–114. Retrieved from <https://cyberleninka.ru/article/n/emotsionalnyy-intellekt-prediktor-professionalizma-pedagoga> [in Russian].
- 3 Radchenko, V.A. (2020). Issledovanie i razvitie obrazovatelno-emotsionalnogo intellekta, kultury obuchaiushchikhsia v teoreticheskoi i prakticheskoi pedagogike kak neobkhodimaia chast sotsialno-obshhestvennogo shkolno-obrazovatel'nogo prostranstva [Research and development of educational and emotional intelligence, culture of students in theoretical and practical pedagogy as a necessary part of the socio-public school educational space]. *Molodoi uchenyi — A young scientist*, 18 (308), 512–523. Retrieved from <https://moluch.ru/archive/308/69406/> [in Russian].
- 4 Simonova, L.B. (2011). Razvitie emotsionalnogo intellekta budushhego pedagoga [The development of emotional intelligence of a future teacher]. *Psikhologiya obrazovaniia v XXI veke: teoriia i praktika: Materialy Mezhdunarodnoi nauchno-prakticheskoi konferentsii — Psychology of Education in the 21st century: theory and practice: Proceedings of International Scientific and Practical Conference* (pp. 284–286). Volgograd: Peremena. Retrieved from <https://psyjournals.ru/nonserialpublications/education21/contents/54867> [in Russian].
- 5 Isaeva, L.A. (2019). Sovremennye trebovaniia k professionalnoi podgotovke uchitelia nachalnykh klassov [Modern requirements for the professional training of primary school teachers]. *Problemy sovremennogo pedagogicheskogo obrazovaniia. Sbornik nauchnykh trudov — Problems of modern teacher education. Collection of scientific papers*, 63, 4, 84–88. Retrieved from <https://cyberleninka.ru/article/n/sovremennye-trebovaniya-k-professionalnoy-podgotovke-uchitelya-nachalnykh-klassov> [in Russian].
- 6 Danko, O.A., Enygin, D.V., Midova, V.O., Minasyan, E.T., & Vasileva, S.V. (2022). Occupational burnout in pedagogical practice. *Modern pedagogical education*, 2, 143–146. Retrieved from <https://cyberleninka.ru/article/n/occupational-burnout-in-pedagogical-practice>
- 7 Thornhill-Miller, B., Camarda, A., Mercier, M., Burkhardt, J. M., Morisseau, T., Bourgeois-Bougrine, S., Vinchon, F., El Hayek, S., Augereau-Landais, M., Mourey, F., Feybesse, C., Sundquist, D., & Lubart, T. (2023). Creativity, Critical Thinking, Communication, and Collaboration: Assessment, Certification, and Promotion of 21st Century Skills for the Future of Work and Education. *Journal of Intelligence*, 11 (3), 54. Retrieved from <https://doi.org/10.3390/jintelligence11030054>
- 8 Zajceva, S.A., Demeneva, N.N., & Stushhevskaya, P.Yu. (2023). Opyt psikhologo-pedagogicheskogo soprovozhdeniia molodykh spetsialistov — uchitelei nachalnoi shkoly [The experience of psychological and pedagogical support for young specialists — primary school teachers]. *Problemy sovremennogo pedagogicheskogo obrazovaniia. Sbornik nauchnykh trudov — Problems of modern teacher education. Collection of scientific papers*, 79, 1, 183–186. Retrieved from <https://cyberleninka.ru/article/n/opyt-psihologo-pedagogicheskogo-soprovozhdeniya-molodykh-spetsialistov-uchiteley-nachalnoy-shkoly> [in Russian].
- 9 Bondaletov, V.V., & Bondaletov, E.V. (2019). Stanovlenie i razvitie nastavnichestva kak formy korporativnogo obucheniia personala v Rossii i za rubezhom [Formation and development of mentoring as a form of corporate personnel training in Russia and abroad]. *Materialy Afanasevskikh chtenii — Proceedings of the Afanasiev readings*, 3 (28), 23–39. Retrieved from <https://cyberleninka.ru/article/n/stanovlenie-i-razvitie-nastavnichestva-kak-formy-korporativnogo-obucheniya-personala-v-rossii-i-za-rubezhom> [in Russian].
- 10 Bru-Luna, L.M., Martí-Vilar, M., Merino-Soto, C., & Cervera-Santiago, J.L. (2021). Emotional Intelligence Measures: A Systematic Review. *Healthcare (Basel, Switzerland)*, 9 (12), 1696. Retrieved from <https://doi.org/10.3390/healthcare9121696>
- 11 Golovanov, V.P. (2020). Emotsionalnyi intellekt detei kak vazhneishii navyk budushhego [Emotional intelligence of children as the most important skill of the future]. *Vestnik akademii detsko-yunosheskogo turizma i kraevedeniia — Bulletin of the Academy of Children's and Youth Tourism and Local Lore*, 2, 13–22. Retrieved from <https://cyberleninka.ru/article/n/emotsionalnyy-intellekt-detey-kak-vazhneyshiy-navyk-budushchego> [in Russian].

Information about the authors

Mukhametzhanova, A.O. — Candidate of Pedagogical Sciences, Associate Professor of the Department of Pedagogy and Methodology of Primary Education, Karaganda Buketov University, Karaganda, Kazakhstan, e-mail: bordeaux-k@mail.ru;

Yestayeva, K.R. — 3rd year Doctoral Student, Master of Pedagogical Sciences, Department of Pedagogy and Methodology of Primary Education, Karaganda Buketov University, Karaganda, Kazakhstan, e-mail: *aigul_mo@mail.ru*.

Buketov University