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Development of emotional intelligence of schoolchildren in the context of a holistic pedagogical process

The article discusses the features of the process of developing the skills of the XXI century in the educational space of a modern school. Emotional intelligence is a key skill of the future. After studying the theoretical aspects of the problem, the experience of developing “soft skills” is revealed. Since emotional intelligence in education requires a comprehensive study, in the article we consider the theoretical foundations of the need for the formation of emotional intelligence of schoolchildren, with an emphasis on the means of self-knowledge and cognition of emotional development in a modern school. The interpretation of the search and the choice of the research implementation is given, which are aimed at the analysis of emotional intelligence with the installation of the problems of necessity and the possibility of their solution in the conditions of modern school. The pedagogical experiment was conducted in order to identify both positive and negative sides of the studied problem: it was found that it is possible to obtain positive dynamics according to all evaluation criteria that allow students to control the development of a high level of emotional intelligence by using a model of emotional intelligence formation, which includes effective support technologies aimed at supporting emotional behavior. Having found the relationship between emotional intelligence and intellectual development, it is proposed to set tasks for a modern school and its teachers to introduce new technologies that allow developing emotional intelligence. In terms of research special attention should be paid to the emotional culture of teachers, which should be transformative and defined as one of the professional competencies of a teacher. The article recommends reviewing the requirements of educational standards and curricula in terms of the introduction of subject-based development of soft skills.

Keywords: emotions, emotional intelligence, modern school, methods of emotional intelligence formation, model of emotional intelligence development.

Introduction

The ability to recognize the emotional state of others in psychological and pedagogical work on the development of emotional intelligence in modern school conditions is based on the fact that this problem is recognized by an increasing number of researchers in the field of psychology and pedagogy. Starting to develop emotional intelligence at school age is necessary because it allows children to manage better their feelings in the future and respond adequately to various situations that arise in their lives. And it also allows students to establish good relationships with each other, which proves their success in resolving the tensions that have arisen in communication with peers.

And this fact is indisputable and necessary in the conditions of the formation of the main components of emotional intelligence at the school level, as features that contribute to the personal growth of each student individually and ensure his social success both in school and in further life routes. It should be noted that in the recent past, the intellectuality of an individual was contrasted with emotional behavior; there is an underestimation of the importance of the emotional side of the child's development.

At the same time, in scientific and practical circles it is increasingly recognized that emotions are a special type of knowledge, the study of which makes it possible to understand what opportunities a person has for successful adaptation to the circumstances of his environment and directly related to emotions as an important category — emotional intelligence. This is also justified by the fact that schoolchildren have the ability to combine emotions and intelligence in their practical orientation, while this integration is natural and ensures the harmonious development of an individual [1].

The interest in the study of this object of research is based on the fact that in the presence of a large number of studies on such a topic, there are no exhaustive answers to all the existing problematic questions. It should be noted that the problem of the development of emotional intelligence has a high degree of elaboration within the framework of foreign and home pedagogy and psychology. These include, first of all, the

theories of emotional and intellectual abilities of D. Caruso, J. Mayer and P. Salovey; emotional competence proposed by D. Goleman, the theory of emotional intelligence (non-congenitive theory) by R. Bar-On. It should also be pointed out to such modern authors as I.N. Andreeva, I.B. Tailaker, U. Visinger, M.A. Manoylova and others. All of them in their research show interesting solutions to a number of both theoretical and practical problems in the field of emotional intelligence formation, including the school level.

Within the framework of Russian pedagogy and psychology, L.M. Narikbaeva, A.Sh. Tlenbekova, A.Zh. Nesipbaeva and other scientists are engaged in the problems of emotional intelligence. Their work is mainly aimed at improving the level of knowledge on the designated issues in the field of pedagogical and psychological support of young professionals, including teachers. In general, the relevance of the topic of our research is due to the presence of a number of contradictions (Table 1).

Table 1

Investigation of a number of contradictions

№	Contradictions	Content
1.	Between a significant number of studies	- scientific and theoretical nature on the issues of pedagogical support of emotional intelligence in the field of humanistic psychology and pedagogy; - an insufficient number of scientific practical studies on the possibility of pedagogical support for schoolchildren in the course of development and formation of their emotional intelligence;
2.	Between a large number of evidence-based programs	pedagogical-psychological support of a scientific and methodological nature in the field of the formation of emotional intelligence and the lack of programs for the development of emotional intelligence, which are adapted to the conditions of a modern school.

The contradictions outlined above in Table 1 determined the need and importance of posing the problem of our scientific research as an insufficient level of development of psychological and pedagogical support for the development of emotional intelligence in the conditions of teaching students of a modern school. At the same time, the presence of these contradictions proves the theoretical and practical significance of the topic under study. The purpose of the research is to identify the main problems and the necessity and importance of developing the theoretical foundations and practical directions of the modern system of psychological and pedagogical development of emotional intelligence in a modern school.

Materials and methods

The study was conducted comprehensively and includes various methods and materials that allow us to reveal the tasks of the scientific direction, where the object of the study was determined by the system of development of emotional intelligence in the modern educational process, and the subject of the study was the methods of development of emotional intelligence in a modern school. In the course of the study, research materials were used, which determined the choice of scientific monographs and articles defining the theoretical foundations on the topic of research, methods of general scientific cognition (comparison; synthesis and analysis; deduction and induction; logical, historical analysis), private methods based on the analysis of literary sources, with elements of systemic, comparative, factorial analyses.

During the analysis of scientific and specialized literature of psychological and pedagogical orientation on the problem of research, there was an understanding of the essence and significance of the concept of "emotional intelligence", which proves what role emotions play and influence the success or character of a person [2].

Emotions, according to V. Vilyunas, are often an additional source of energy and help a person to evaluate phenomena and objects, as well as regulate human behavior. Emotions enable a person to understand himself and his preferences and feelings [3]. In modern times, emotions, according to G.M. Breslav, are also recognized as a type of special knowledge that allows a person to adapt to a more important category, such as intelligence. The ability to combine emotion and intelligence is noted, which is usually traced in the course of practical orientation. The integration of emotion and intelligence makes it possible to harmonize the development of an individual [4].

In modern conditions emotional intelligence is recognized as the highest form of knowledge that is aimed at the formation of effective intelligence: a model of spontaneous formation of emotional intelligence; a model of purposeful formation of emotional intelligence and a model of self-formation [5].

At the same time, according to the research topic, we are interested in a model of purposeful formation of personality development, which includes the structure of creating a system of conditions that have the opportunity to constructively influence the formation of desirable qualities in schoolchildren. To solve the tasks set aimed to create the foundations of the emotional health of the personality of schoolchildren, the ability of stability and adaptation in critical situations is required in order to maintain their correct life-affirming feelings in the surrounding area, in other words, a positive attitude.

This model makes it possible to achieve emotionally positive relationships of children with the environment and harmony around and within the personality itself. Currently, it is necessary to identify and further note the diversity of concepts of emotional intelligence; they are based on mixed models or models of abilities proposed by J. Mayer, P. Salovey and D. Caruso [6].

They determine that emotional intelligence includes the development and improvement of certain skills and abilities in an individual (Table 2).

Table 2

Image of the ability models

№	Image of the ability models	Skills and abilities
1.	Personal abilities	Self-awareness of the situation (give accurate self-assessment, develop emotional self-awareness, self-confidence).
2.	Self control	Be open to your surroundings, have the will to win, adapt (curbing emotions, initiative, optimism).
3.	Social	Have social sensitivity (empathy, awareness, consideration).
4.	Relationship management	(influence, inspiration, assistance in self-improvement, conflict resolution, strengthening personal relationships, teamwork and cooperation) [7].

D. Goulman in his research further expanded our understanding of the concept of emotional intelligence in the school system and “correct” social behavior [8]. Considering also the features of the development of emotional intelligence in schoolchildren during school age, it became clear that it has features in the integration of the development of intelligence with emotions. This process, as we understood, depends largely on how the process of its formation is carried out [9].

Thus, these Concepts of the development of education until 2025 show that new directions for the development of education for the period 2021-2025 are being developed in Kazakhstan, according to which the following fundamental changes are envisaged in the basis of a new model of education, which is based on pedagogical support and accompaniment of students who feel joy from self-cognition and cognition of the world around them, feels joy from communication, creativity and understanding of their need for society and relatives [10]. This model follows from the necessity and importance of forming the development of emotional intelligence in modern schoolchildren, taking into account the analysis of the content of educational programs on the development of emotional intelligence in a modern school, evaluation of the educational standard and subject program on the Natural world, Literature and other academic disciplines for the presence of issues of emotional intelligence development and the establishment of the main problems.

At the modern level, the opinion is also determined that emotional intelligence needs to be developed at school age already. Therefore, in the conditions of a modern school, the development of emotional intelligence becomes relevant and particularly important. This is based on the fact that it is in childhood, which falls on school, children undergo the most active emotional formation, as well as the process of gradual improvement of their self-consciousness, the flexibility of the main mental processes and a wide interest in the study and understanding of the areas of the inner world of a person is noted. In addition, as noted by a range of authors (M.A. Manoylova, L.M. Narikbaeva and others), the number of children who have emotional instability has been growing in recent years, which seriously complicates the process of learning and establishing children's relationships with both the people around them and the outside world [11; 12].

– Also, in the analysis of pedagogical experience and its generalization, one more question is needed on the use of technologies (conversation, questionnaires, interviews), as well as observation methods and pedagogical experiment. Methods of mathematical statistics were used to process the obtained data of the pedagogical experiment. The pedagogical experiment was aimed at:

– identifying features and criteria for the effectiveness of the development of emotional intelligence in high school students in the educational process;

– determining the conditions for the formation of emotional intelligence in high school students in the learning process;

– establishing the effectiveness of modern methods aimed at the development of emotional intelligence.

The experimental work was carried out in three stages, students of the 10th grade took part in it. Early diagnostics in the form of conversation and observation showed that the class is not sufficiently cohesive, so we divided it conditionally into interest groups, while it was clarified that many of them study together with the first class. The homeroom teacher has been teaching this class since the 5th grade and is a teacher of Literature and Russian. There are children from socially disadvantaged families in the class.

During the experiment, the following research methods were used: a conversation, a questionnaire, and a test according to the method of EmIn by D.V. Lyusin, based on the main criteria for determining the level of emotional intelligence [13].

The EmIn methodology for determining the level of emotional intelligence has a fairly high degree of validity and reliability. The EmIn questionnaire, in its final form, includes 46 statements, in relation to which the test students should express the degree of their consent according to a four-point system. The received statements are connected by 5 subscales at first, and then into four scales of a more general order, which makes it possible to establish: – Interpersonal emotional intelligence (interpersonal EI) for each student; intrapersonal emotional intelligence (Intrapersonal EI). At the formative stage, a theoretical model aimed at the formation of emotional intelligence in students of the 10th grade, as an element of the educational process, was tested. According to the indicated model, psychological and pedagogical conditions are included in the learning process, such as:

– class lessons on the topic “Human emotions and emotional intelligence”;

– constant classroom and extracurricular activities aimed at the formation of skills and abilities to understand one’s emotions and the emotions of another person;

– formation of students' self-understanding through active organizational forms, which include the use of methods of developing emotional intelligence in lessons and extracurricular activities: gaming, behavioral therapy, art therapy, psychogymnastics and discussion methods [14].

Results and discussion

The analysis of theoretical materials allowed us to obtain the following results. Emotional intelligence is a means of self-knowledge of oneself and a person's cognition of another person, and also lies in the fact that emotional intelligence is the ability to control one's emotional sphere with the help of intellectual analysis and synthesis. The following types of emotional intelligence are distinguished: intrapersonal and interpersonal.

The process of emotional development in a modern school includes the formation of the main elements that make up emotional intelligence, which include: awareness of one's own and external emotions, the ability not only to understand one's own and others' emotions, but also to identify them; the ability to consciously empathize; the ability to coordinate one's emotions and influence someone else's emotional state; the ability to take into account the state of another person when interacting. The main problems of the modern school regarding the formation of emotional intelligence in schoolchildren lead to a change in: – the educational standard of secondary school and curricula that contribute to the formation of emotional intelligence, in the conditions of the requirements of the modern school [15];

Not using the methods of developing emotional intelligence within the educational system, which is not effective, since the low level of emotional intelligence among students in a modern school does not allow all children to achieve personal growth. Children with a low level of emotional intelligence have a complex risk of developing psychosomatic diseases. They are more prone to depression and anxiety and are not satisfied with their school life, they are able to manage their emotions less effectively. It is these problems that determine the need to activate the process of developing emotional intelligence at all levels of the educational process in modern conditions at school. It is noted that at school age, situations that give rise to high anxiety in students are exams, answers at the blackboard, solving test tasks, and so on.

Scientists and researchers have found that about 85 % of children at school experience a high level of anxiety and this is most often due to fear of upsetting their parents. Another reason for anxiety, according to practitioners — researchers, is the difficulties of schoolchildren in learning, since emotionally excitable schoolchildren have psychosomatic changes, and they are expressed by vegetative reactions according to the scheme, including events, their perception. In the study and evaluation of emotional and cognitive behavior,

the most active emotional formation of personality is noted, based on the need to improve internal self-awareness. In addition, at school age, there is activity and flexibility of the main mental processes, as well as a deep interest in external cognition and cognition of oneself and one's inner world. Therefore, in a modern school, it is necessary to intensify work in this direction [16].

The most effective methods of forming emotional intelligence in modern schools are recognized as: game (based on modeling situations), art therapy (pictorial, biblio, music, dance and drama therapy), discussion methods (thematic discussions), psychogymnastics (group training on target behavior: pantomimes and others) and behavioral therapy methods (behavior analysis in educational situations). An important element in a modern school is also the level of the emotional culture of the teacher, which characterizes the degree of his professional skill, since the image of the teacher and his emotional maturity as a person affects the process of forming the emotional intelligence of students. It is the emotional maturity of the teacher that determines the possibility of creating psychological and pedagogical conditions for the development of emotional intelligence.

According to the results of a practical study, the testing carried out at the initial diagnostic stage in high school students allowed to identify:

- the level of ability to understand and feel emotions — 40 % of students;
- 30 % of students have the ability to register a change in their emotional state and understand it.

These indicators are low. During the observation, flashes of negative emotions are traced. For the most part schoolchildren find it difficult to correctly name emotions, such as grievance, anger and irritation.

The analysis of the results according to all the stated criteria allows us to establish a low level of emotional intelligence (cognitive indicators -50 %; perceptual -36 %, behavioral — 29 %). So on average and more, older schoolchildren have: insufficient emotional awareness; poorly cope with their emotions; misunderstand other people's emotions, are prone to depression, lack of inner harmony, and so on.

The subjects expressed a desire to possess the capabilities of emotional intelligence. The results of the control stage (after the introduction of the emotional intelligence formation model at school) are much better for all schoolchildren. Figure shows the comparative characteristics of the indicators of emotional intelligence in the context of the main criteria.

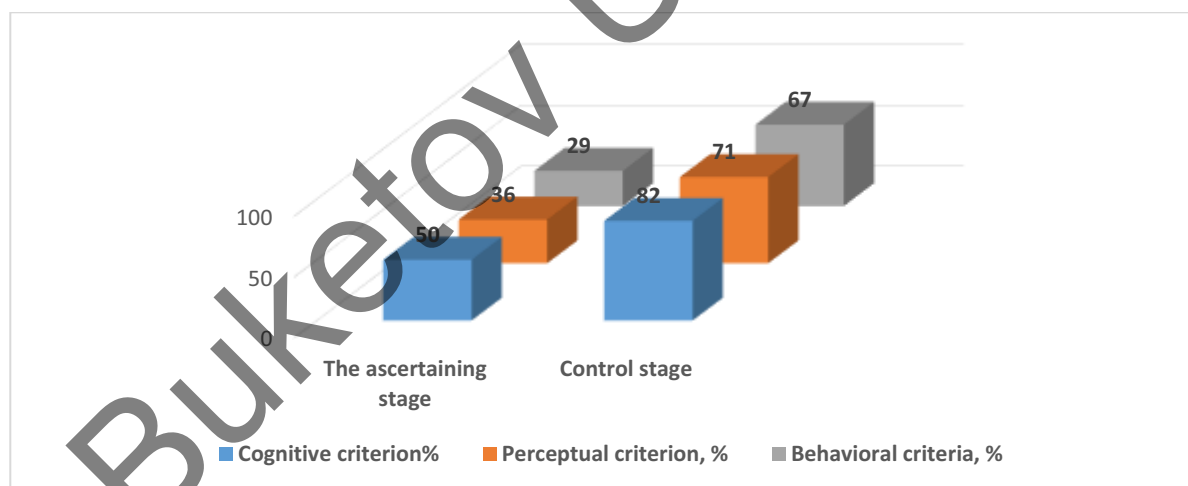


Figure — Dynamics of emotional intelligence results according to experimental research

At the control stage of the experiment, in comparison with the ascertaining (initial) stage, positive dynamics is noted according to all criteria that allow assessing emotional intelligence in schoolchildren. Such indicators witness that there is a possibility of developing emotional intelligence in the conditions of a modern school, since the model used and the selected methods, forms and techniques for implementing pedagogical and psychological conditions give positive results.

It should be noted that other researchers also confirm the effectiveness of using special psychological and pedagogical conditions that allow forming a higher level of emotional intelligence development in the modern educational process. At the same time, we can refer to the results obtained, for example, by K.M. Volgatkina, G.P. Gorbunova, I.N. Andreeva [1; 5; 7]. Considering that there are also gender differ-

ences in the emotional sphere, we present results of structural correlations and the reliability of differences in the studied indicators in the samples of boys and girls.

The Fisher criterion (F) revealed significant differences between girls and boys only on the scales of VE (the volume of the active vocabulary of emotions), IU (the ability to understand emotions in interpersonal communication), and IEI (interpersonal emotional intelligence). Girls scored higher than boys on these scales, indicating that in adolescence, girls are more aware of a wider range of emotional experiences and are more likely to express and verbally articulate them. They also tend to focus on the external, expressive components of emotions when trying to understand their communication partner's emotional state. However, both girls and boys struggle with regulating and controlling their own emotions as well as understanding and empathizing with others.

The study also found that in young men, the vocabulary of emotions has weak, mostly negative correlations with indicators of emotional intelligence. This suggests that these factors are relatively independent and may be associated with difficulties in verbalizing and reflecting on one's own emotions, as well as being aware of and understanding another person's emotional experiences (Table 3).

Table 3

Shows the matrix intercorrelations in the group of young men.

Indicator	Interpersonal U	Emotional management	Interpersonal EI	Intrapersonal understanding of experiences	Intrapersonal emotion management	Intrapersonal expression control	Intrapersonal EI
DE	-0,01	-0,12	-0,09	-0,06	-0,17	0,07	-0,06
DQ	-0,16	-0,26	-0,30	-0,58	-0,43	-0,05	-0,49
RQ	0,04	-0,34	-0,17	-0,04	-0,32	0,18	-0,06
SI	-0,22	-0,41	-0,44	-0,60	-0,44	0,04	-0,46
ET	-0,19	-0,47	-0,45	-0,63	-0,56	0,06	-0,51

Note. $r = 0.36$ for $p = 0.95$, significant correlations are highlighted in bold.

The tendency to emphasize the predominance of negative experiences in one's experience (DQ scale) is negatively associated with understanding (Intrapersonal emotion management) and managing (Intrapersonal expression control) one's own emotions, negatively affects contact with the world of one's own feelings in general (VEI).

The RQ scale (underestimation of the significance of positive experiences) found no significant correlations in the sample of young men.

The tendency to psychosomatic response (SI scale) has a large number of highly significant negative correlations with indicators of interpersonal and intrapersonal emotional intelligence, similar to the general indicator of emotional tone (ET).

Note. $r = 0.36$ for $p = 0.95$, significant correlations are highlighted in bold. The tendency to emphasize the predominance of negative experiences in one's experience (the PV scale) is negatively associated with understanding (VP) and managing (VU) one's own emotions, negatively affects contact with the world of one's own feelings as a whole (VEI). The S scale (underestimation of the significance of positive experiences) did not find significant correlations in the sample of young men. The tendency to psychosomatic response (CB scale) has a large number of highly significant negative correlations with indicators of interpersonal and intrapersonal emotional intelligence, similar to the general indicator of emotional tone (ET).

Thus, a predisposition to developing depressive and psychosomatic symptoms is a prognostically unfavorable factor for adolescent boys, as it can disrupt their ability to develop various aspects of interpersonal and intrapersonal emotional intelligence. This can lead to a disconnect with their own emotional experiences and a lack of understanding and awareness of others' emotional responses. Moving on to the correlation analysis of the sample of girls, the data reveals that the volume of the active vocabulary of emotions (VE) has very weak, positive correlations with indicators of emotional intelligence that do not manifest even at the level of trends. This suggests an unformed connection between the cognitive component of emotional intelligence and direct affective experience, which may not be fully realized or accepted by the personality.

The tendency to focus on negative experiences (PV scale) is negatively related to intrapersonal emotional intelligence and all its components. Underestimating the frequency of positive experiences (S scale) is

also negatively related to understanding the emotions of communication partners (IU) and the overall level of interpersonal emotional intelligence (IEI). Somatic symptoms (CB scale) negatively affect the level of understanding of one's own feelings (IU) and intrapersonal intelligence in general (IEI).

It is important to note that the revealed gender differences in emotional intelligence indicators and intercorrelation connections should be verified through longitudinal studies, as the literature indicates a predominance of interpersonal intelligence in females and intrapersonal intelligence in males (based on results from school groups) (Table 4).

Table 4

Shows the matrix of intercorrelations in the group of girls.

Indicator	Interpersonal U	Emotional management	Interpersonal EI	Intrapersonal understanding of experiences	Intrapersonal emotion management	Intrapersonal expression control	Intrapersonal EI
DE	0,06	0,11	0,09	0,01	0,19	0,05	0,11
DQ	-0,05	-0,25	-0,15	-0,42	-0,36	-0,36	-0,51
RQ	-0,36	-0,14	-0,29	0,06	0,20	0,10	0,15
SI	-0,07	-0,22	-0,15	-0,50	-0,28	-0,21	-0,45
ET	-0,20	-0,30	-0,27	-0,48	-0,27	-0,27	-0,46

Note. $r = 0.29$ for $p = 0.95$, significant correlations are highlighted in bold.

Conclusions

Thus, to sum up, it should be concluded that emotional intelligence in modern school conditions is an important and necessary topic, since a large number of children at school age need its development. The results obtained also confirm the possibilities of increasing the level of emotional intelligence in high school students by using a model of its formation and taking into account the introduction of various forms and methods into the educational process. Also, in our opinion, it is necessary to set tasks for a modern school and its teachers on the diversity of the educational process, due to methods that allow developing emotional intelligence. It is important to make the educational process more interesting and productive, which will increase the productivity of each student in the lesson.

The proposed idea of bringing this issue to the level of the educational standard will allow to include elements of the formation of emotional intelligence in curricula as innovative competencies based on reflection and role change, which will allow students to adjust possible scenarios for the formation of more flexible aspects of emotional intelligence: creating educational situations using meta-subject tasks that require flexibility of thinking and will help to develop a systematic understanding of the object of study in the taught academic subjects using elements of neurobiology and so on. As a result, the learning process in a modern school will become more interesting, due to the use of various forms and methods, which will increase the attractiveness for students and ensure effectiveness [17].

Special attention should also be paid to the emotional culture of teachers, which should be transformative and defined as one of the professional competencies of a teacher and based on features such as empathy, emotional stability and flexibility. At the same time, the main components of the emotional intelligence of a teacher in a modern school should be: the ability of a teacher to understand children's relationships that are reproduced in emotions and to be able to manage the emotional sphere on the basis of intellectual analysis and synthesis; to understand the stable ways of emotional activity that have developed in a child, if they are shown in the process of communication or in learning, as they affect the processes of cognition and affect the success in learning [18].

It is important to understand that implementing modern methods for forming emotional intelligence will require additional preparation from teachers and may necessitate a revision of standard programs and lesson plans. However, any possible changes should be viewed positively if the result of educational activities meets both the requirements of the educational standard and the interests of schoolchildren. The study's results highlight areas of activity for not only specialists working with adolescents and young people but also for society as a whole.

In conclusion, it should be noted that our study did not confirm the first hypothesis regarding the close connection between the volume of the vocabulary of emotions and emotional intelligence. This may be due to the weak integration of the cognitive-emotional sphere of adolescents experiencing an identity crisis. The assumption put forward by us after I.N. Andreeva and D.V. Lyusin needs to be tested on samples of more adult subjects.

The second hypothesis of our study, which suggests a negative correlation between emotional intelligence and a predisposition to depression, was significantly confirmed at a high significance level of 0.99 in both the general sample of subjects and in subgroups of boys and girls. This means that adolescents, who have a higher level of emotional well-being, as evidenced by the absence of psychosomatic symptoms and a positive tone of experiences, tend to have a better understanding of their inner world and are more active in seeking to understand the experiences of others. On the other hand, a reduced emotional tone and fixation on negative emotions negatively impacts both intrapersonal and interpersonal emotional intelligence. The study also sheds light on gender differences in the process of growing up for boys and girls during adolescence.

Based on the results of our study, we suggest the following areas of activity for both specialists working with adolescents and society as a whole:

Establishment of interactive Internet resources administered by leading psychologists, educators, scientists, cultural and artistic figures, successful businessmen, and public leaders. This would allow for the transfer of life values and communication experiences from generation to generation, and facilitate effective communication with adolescents and youth by conveying important life experience and personal success through accessible and understandable means.

Creation of opportunities for active involvement of adolescents in solving social problems, such as holding competitions for initiative projects and allocating grants for the implementation of ideas and initiatives of socially active individuals, not limited to only talented boys and girls. This would enable many teenagers to feel important, believe in themselves and their abilities, and acquire the necessary resources for success and positive experiences.

Establishment and organization of specialized psychological centers focusing on group and individual forms of work. It is evident that some teenagers require individual support during the growing up period, including psychological support and correction of behavioral, communication, and interaction skills. Weak personality structure and negative communication experiences are common phenomena in the adolescent environment. Psychologists can offer much-needed support to open up new avenues of communication and facilitate a positive life path for teenagers with deficient or deviant development options.

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Біртұтас педагогикалық процесс аясында оқушылардың эмоционалды интеллектісін дамыту

Мақалада қазіргі мектептің білім беру кеңістігінде ХХІ ғасырдың дағдыларын қалыптастыру процесінің ерекшеліктері қарастырылған. Эмоционалды интеллект — болашақтың негізгі дағдысы. Мәселенің теориялық аспектілерін зерттегеннен кейін «жұмсақ дағдыларды» дамыту тәжірибесі ашылған. Білім берудегі эмоционалды интеллект жан-жақты зерттеуді қажет ететіндіктен, авторлар қазіргі мектептегі эмоционалды дамудың өзін-өзі тану және таным құралдарына баса назар аудара отырып, оқушылардың эмоционалды интеллектісін қалыптастыру қажеттілігінің теориялық негіздерін зерттеген. Қазіргі мектеп жағдайында оларды шешудің қажеттілігі мен мүмкіндігіне байланысты эмоционалды интеллектті талдауға бағытталған зерттеуді іздеу мен тандаудың интерпретациясы берілген. Педагогикалық эксперимент зерттелетін мәселенің оң және теріс жақтарын анықтау мақсатында жүргізілді: оқушыларға эмоционалды мінез-құлықты қолдауға бағытталған тиімді қолдау технологияларын қамтитын эмоционалды интеллектті қалыптастыру моделін қолдана отырып, эмоционалды интеллекттің жоғары деңгейінің дамуын бақылауға мүмкіндік беретін барлық бағалау критерийлері бойынша оң динамика алуға болатындығы анықталды. Эмоционалды интеллект пен интеллектуалды даму арасындағы байланысты анықтай отырып, қазіргі мектеп пен оның мұғалімдеріне эмоционалды интеллектті дамытуға мүмкіндік беретін жаңа технологияларды енгізу міндеттерін қою ұсынылған. Зерттеу тұрғысынан мұғалімдердің эмоционалды мәдениетіне ерекше назар аудару қажет, ол трансформациялық болуы және мұғалімнің кәсіби құзыреттерінің бірі ретінде анықталуы керек. Сонымен қатар мақалада soft skills пәндік дамуын енгізу бөлігінде білім беру стандарттары мен оқу жоспарларының талаптарын қайта қарау туралы ұсыныс берілген.

Кілт сөздер: эмоциялар, эмоционалды интеллект, заманауи мектеп, эмоционалды интеллектті қалыптастыру әдістері, эмоционалды интеллекттің даму моделі.

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Развитие эмоционального интеллекта школьников в контексте целостного педагогического процесса

В статье рассмотрены особенности процесса формирования навыков ХХІ века в образовательном пространстве современной школы. Эмоциональный интеллект — ключевой навык будущего. После изучения теоретических аспектов проблемы раскрывается опыт развития «мягких навыков». Поскольку эмоциональный интеллект в образовании требует всестороннего изучения, в статье мы рассматриваем теоретические основы необходимости формирования эмоционального интеллекта школьников, с акцентом на средства самопознания и познания эмоционального развития в современной школе. Дана интерпретация поиска и выбора реализации исследования, которые направлены на анализ эмоционального интеллекта с установкой на проблемы необходимости и возможности их решения в условиях современной школы. Педагогический эксперимент был проведен с целью выявления как положительных, так и отрицательных сторон исследуемой проблемы: было установлено, что можно получить положительную динамику по всем критериям оценки, которые позволяют студентам контролировать развитие высокого уровня эмоционального интеллекта, используя модель формирования эмоционального интеллекта, которая включает в себя эффективные технологии поддержки, направленные на поддержку эмоционального поведения. Обнаружив взаимосвязь между эмоциональным интеллектом и

интеллектуальным развитием, предлагается поставить перед современной школой и ее учителями задачи по внедрению новых технологий, позволяющих развивать эмоциональный интеллект. С точки зрения исследования особое внимание следует уделить эмоциональной культуре учителей, которая должна быть преобразующей и определяться как одна из профессиональных компетенций учителя. В статье рекомендуется пересмотреть требования образовательных стандартов и учебных планов в части внедрения предметного развития *soft skills*.

Ключевые слова: эмоции, эмоциональный интеллект, современная школа, методы формирования эмоционального интеллекта, модель развития эмоционального интеллекта.

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