

EMOTIONAL INTELLIGENCE AND IMPLEMENTATION OF EQ PRINCIPLES IN A LEARNING ENVIRONMENT

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The purpose of any language teaching is to improve and intensify the process at the expense of introducing innovative technologies into the process of the second language teaching techniques. It can hardly be realized without taking into account learner's personal interests and goals they set for themselves in FL learning. Now learners are seen to employ different learning strategies, use different skills, enter with different learning schemes and are motivated by different needs and interests.

In the research we focus on the designing specific approaches and using specific methods to better meet the individual needs of our students. One of the effective methods is the implementation EQ principles into the ELT curriculum. The term EQ (Emotional Quotient) was first academically used by J.D. Mayer and P. Salovey (1993) and was later studied by D. Goleman. I.Andreeva (Belarus) has dedicated a lot of research to the classification of the numerous definitions of EQ and the history of the term. Nowadays the question of implementing EQ in the class curriculum is being developed by H. Tuncay (Turkey). The concept is to bring a new insight to the ELT process. Thus, what is EQ? And why it can matter more than IQ?

The most distant roots of Emotional intelligence can be traced back to Darwin's early work on the importance of emotional expression for survival and adaptation. Later there appeared a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.

The first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis "A study of emotion : developing emotional intelligence" from 1985. As a result of the growing acknowledgement of professionals for the importance and relevance of emotions to work outcomes, the research on the topic continued to gain momentum, but it wasn't until the publication of Daniel Goleman's best seller "Emotional Intelligence: Why It Can Matter More Than IQ" that the term became widely popularized. There after, articles on EQ began to appear with increasing frequency across a wide range of academic and popular outlets. There are a lot of arguments about the definition of EQ, arguments that regard both terminology operationalizations. The first published attempt toward a definition was made by Salovey and Mayer, who defined EQ as the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

The definitions are so varied, and the field is growing so rapidly, that researchers are constantly amending even their own definitions of the construct. Up to the present day, there are three main models of EQ:

- I. The ability- based model. The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. Following Salovey's and Mayer's continuing research, their initial definition of EQ was revised to the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions to promote personal growth. The models proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition.

This model includes 4 types of abilities:

- 1) Perceiving emotions – the ability to detect the emotions in faces, pictures, voices and cultural artifacts – including the ability to identify one's emotions.
- 2) Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. *The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.*
- 3) Understanding emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. Thus, understanding emotions encompasses the ability to be sensitive to slight variations between emotions and the ability to recognize and describe how emotions work in time.
- 4) Managing emotions – the ability to regulate emotions in both ourselves and in others. That is why, the emotionally intelligent person can harness emotions, even negative ones, and managed them to achieve intended goals.

Different models of EQ develop various instruments for the assessment of the construct. The current measure of Mayer and Salovey's model of EQ, the Mayer-Salovey-Caruso Emotional Intelligence test (MSCEIT) is based on a serious of emotion-based problem-solving items. This test is modeled off of ability-based IQ tests.

II. Mixed model. The emotional Competencies (Goleman model)

This model introduced by Daniel Goleman focuses on EQ as a wide spectrum of competencies and skills. In his work "Working with Emotional Intelligence" (1998), Goleman explored the function of EQ on the job, and claimed EQ to be the strongest predictor of success in workplace. Goleman's model outlines four main EQ constructs:

- self-awareness- the ability to read and recognize their impact and use good feelings to guide decisions;
- self-management- involves controlling one's emotion and adapting to changing circumstances;
- social-awareness- the ability to sense, understand, and react to other's emotions while comprehending social networks;
- Relationship management – the ability to inspire, influence, and develop others while managing conflict.

III. The train EQ model

This model refers to a constellation of behavioral dispositions and self-perceptions concerning one's ability to

recognize, process and utilize emotion-laden information.

In his book *Emotional Intelligence*, Daniel Goleman argues that brain power as measured by IQ actually matters less than qualities of mind like understanding one's own feelings – and the ability to manage your own emotions.

EQ is not opposite IQ. What researchers are trying to understand is how they complement each others. Among the ingredients for success, researchers now generally agree that IQ counts for about 20%; the rest depends on everything, from luck, to social class and emotional intelligence. In the business world, according to personal executives, IQ gets you a job, but EQ gets you promotion.

This is where Goleman's questions comes in – why EQ can matter more than IQ And for us, teachers of FL the question sounds as How can we use the concept of EQ in the foreign language teaching process in order to optimize the learning process and of course, if we possess some theory about emotional intelligence how to implement it into FL curriculum.

Well, when we think of brilliance, we see Einstein-deep-eyed, wooly haired, a thinking machine. High achievers, we imagine were born for greatness. But then you have to wonder why, over time, natural talent seems to flower in some, yet disappear in others. The ability to defer gratification, to wait patiently for good results is a master skill, a triumph of the reasoning brain over the impulsive one. It is a sign, in short, of emotional intelligence.

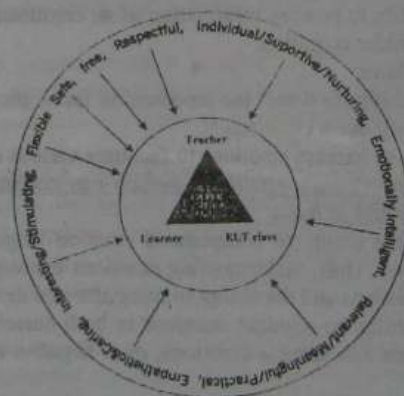
Recently the EQ Action plan committee lead Alexis Greeves has been established. He has experienced how EQ works for his own personality: "When I turned 30 a (very) few years back, I decided to have a theme for this decade of my own life: Know Thyself. I felt that I had lived long enough to know what it is I liked, didn't like, and hadn't yet tried. I had also been acquainted with myself long enough to recognize emotions I was experiencing and to what behaviors these feelings could potentially lead".

Such introspection can positively impact many aspects of life. It can strengthen relationships. It can make stress more manageable and it can help us make good decisions. Ultimately this process can lead to a more satisfying life. Daniel Goleman categorizes this concept as "self awareness". It is one of the five domains of Emotional Intelligence.

In the Centre of EQ Action Plan Committee they have adopted EQ as an area of focus for Accreditation For Growth. Teachers and staf have been supporting EQ grows in students by employing a variety of activities, strategies, and curricula. Some have been actively teaching social skills and others pointing out to students their empathic responses to fellow students when they see it still others have been suggesting ideas to help students handle their emotions. Other dedicated educators have been deeply committed to increasing motivation amongst the student body.

The implementation of EQ principles will also enable non-native teachers and learners, textbook writers to review their objectives. EQ has an important impact on teacher-learner interaction in a non-native ELT environment. The meaning of any definition of EQ in teaching- learning process is "I" oriented and "you" focused. That is to say, in any social interaction to which one is exposed one should both understand his own EQ development and that of others.

Hidayet Tuncay exposes the implementation of EQ principles in a learning environment in the teacher-learner – ELT class triangle.



The ELT teachers who are expected to use EQ principles in a non-native environment at various teaching levels showed that most respondents were in favor of using them in EL teaching process to assure success.

In pursuing success in the classroom, teachers are considered to be a predominant factor, but others factors – student's aptitude and attitude, coursebook designs, class environment, teacher training – cannot be excluded. Thus, great achievements can be received by implementing EQ principles into ELT process.

ПРОБЛЕМИ ВІДТВОРЕННЯ АВТОРСЬКОГО ДИСКУРСУ В ХУДОЖНЬОМУ ПЕРЕКЛАДІ
(на матеріалі українського перекладу повісті Джорджа Орвелла
"Ферма "Рай для тварин")
Іванченко А.В. (Київ)

Чіткого та загально визнаного визначення "дискурсу", що охоплює всі випадки його використання, а зокрема у перекладознавстві, не існує, і не виключено, що саме не сприяло широкій популярності, що набув цей термін протягом останніх десятиліть: пов'язані нетривіальними відносинами різні розуміння досить вдало