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TECHNOLOGIES FOR THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN THE EDUCATIONAL PROCESS

Abstract. The development of emotional intelligence has become a priority in modern education due to its significant impact on students' academic performance, social adaptation, and psychological well-being. This article examines contemporary technologies and pedagogical approaches aimed at fostering emotional intelligence within the educational process. The study analyzes interactive, reflective, and student-centered methods, including social-emotional learning (SEL) programs, project-based learning, digital tools, and collaborative practices. Particular attention is given to the formation of key components of emotional intelligence such as self-awareness, self-regulation, empathy, motivation, and social skills. The paper highlights the role of teachers in creating an emotionally supportive learning environment and integrating emotional intelligence development into curricula. The findings suggest that the systematic implementation of innovative educational technologies contributes to the holistic development of learners and improves overall educational outcomes.

Furthermore, the article discusses the importance of assessing emotional intelligence levels to ensure the effectiveness of implemented pedagogical strategies. It also emphasizes the need for teacher training programs that equip educators with practical tools for developing students' emotional competencies. The results of the study may serve as a methodological basis for designing educational models focused on the comprehensive personal and social development of learners.

Key words. Emotional intelligence, empathy, harmonious, consequences, benefits, squeeze, meditation, adult.

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БІЛІМ БЕРУ ПРОЦЕСІНДЕ ЭМОЦИОНАЛДЫҚ ИНТЕЛЛЕКТТІ ДАМУ ТЕХНОЛОГИЯЛАРЫ

Аңдатпа. Эмоционалдық интеллектті дамыту қазіргі білім беру жүйесінің басым бағыттарының бірі болып табылады, себебі ол білім алушылардың академиялық жетістіктеріне, әлеуметтік бейімделуіне және психологиялық әл-ауқатына тікелей әсер етеді. Мақалада білім беру үдерісінде эмоционалдық интеллектті дамытуға бағытталған заманауи технологиялар мен педагогикалық тәсілдер қарастырылады. Интерактивті, рефлексивті және тұлғаға бағдарланған оқыту әдістері, соның ішінде әлеуметтік-эмоционалдық оқыту (SEL) бағдарламалары, жобалық оқыту, цифрлық құралдар және ынтымақтастыққа негізделген тәжірибелер талданады. Эмоционалдық интеллекттің негізгі компоненттері – өзін-өзі тану, өзін-өзі реттеу, эмпатия, мотивация және әлеуметтік дағдыларды қалыптастыруға ерекше назар аударылады. Сондай-ақ педагогтің эмоционалдық тұрғыдан қолайлы білім беру ортасын қалыптастырудағы және эмоционалдық интеллектті оқу бағдарламаларына кіріктірудегі рөлі айқындалады. Зерттеу нәтижелері инновациялық білім беру технологияларын жүйелі түрде енгізу білім алушылардың жан-жақты дамуына және білім сапасының артуына ықпал ететінін көрсетеді.

Сонымен қатар, мақалада енгізілген педагогикалық стратегиялардың тиімділігін қамтамасыз ету үшін эмоционалдық интеллект деңгейін бағалаудың маңыздылығы талқыланады. Педагогтарды оқыту бағдарламалары білім алушылардың эмоционалдық дағдыларын дамытуға арналған практикалық құралдармен қамтамасыз ету қажеттілігін атап көрсетеді. Зерттеу нәтижелері білім алушылардың жан-жақты тұлғалық және әлеуметтік дамуына бағытталған оқу модельдерін әзірлеуге әдістемелік негіз бола алады.

Кілт сөздер. Эмоционалдық интеллект, жанашырлық, үйлесімді, салдар артықшылықтар, ой жүгірту, сығу.

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ТЕХНОЛОГИИ РАЗВИТИЯ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

Аннотация. Развитие эмоционального интеллекта является одним из приоритетных направлений современной системы образования в связи с его значительным влиянием на академическую успеваемость обучающихся, их социальную адаптацию и психологическое благополучие. В статье рассматриваются современные технологии и педагогические подходы, направленные на развитие эмоционального интеллекта в образовательном процессе. Анализируются интерактивные, рефлексивные и личностно-ориентированные методы обучения, включая программы социально-эмоционального обучения (SEL), проектное обучение, цифровые инструменты и практики сотрудничества. Особое внимание уделяется формированию ключевых компонентов эмоционального интеллекта: самосознания, саморегуляции, эмпатии, мотивации и социальных навыков. Подчеркивается роль педагога в создании эмоционально поддерживающей образовательной среды и интеграции развития

эмоционального интеллекта в содержание учебных программ. Делается вывод о том, что системное внедрение инновационных образовательных технологий способствует всестороннему развитию личности обучающихся и повышению качества образовательных результатов.

Кроме того, в статье обсуждается важность оценки уровня эмоционального интеллекта для обеспечения эффективности применяемых педагогических стратегий. Подчеркивается необходимость программ подготовки педагогов, которые обеспечивают их практическими инструментами для развития эмоциональных компетенций учащихся. Результаты исследования могут служить методологической основой для разработки образовательных моделей, ориентированных на всестороннее личностное и социальное развитие обучающихся.

Ключевые слова. Эмоциональный интеллект, эмпатия, гармоничный, последствия, преимущества, сжатие, медитация.

Introduction. In modern life, the ability to build relationships and manage emotions is valued on a par with intellectual abilities. Emotional intelligence (EQ) helps a person better understand themselves and others, make it easier to build relationships, and achieve career success. It affects how we perceive stress, how we resolve disputes and how we whip ourselves to achieve goals. [4,155].

Mind or emotion-which is more important? Why do some people have no difficulty even in solving a difficult situation easily and building relationships with their surroundings, and for others it is the hardest of all? The main secret is emotional intelligence.

To overcome life's difficulties, the development of emotional intelligence should begin at school.

In the modern education system, along with the development of children's mental abilities, the development of their emotional intelligence occupies an important place. Emotional intelligence is a person's ability to understand, manage their own emotions, understand the feelings of others, and communicate effectively. Today, emotional intelligence is considered on a par with cognitive intelligence (IQ), and its significance in shaping a well-rounded personality continues to grow.

Many studies show that individuals with high emotional intelligence are more resistant to stress, more successful in resolving conflicts, better at regulating emotions, and more capable of building harmonious relationships. Thus, emotional intelligence plays a special role in all aspects of human life, especially during school years [2,65].

The concept of emotional intelligence was first introduced by Michael Beldock in 1964. However, it became widely known in 1990 due to the research of Peter Salovey and John D. Mayer. Later, Daniel Goleman popularized the concept in 1995, emphasizing that EQ often plays a greater role in success than a high IQ.

Materials and Methods of Research. The research is based on theoretical sources in psychology and pedagogy related to emotional intelligence. Scientific works on the concept of EQ, its structure, and its importance in education and personal development were analyzed.

The materials also include studies comparing emotional intelligence (EQ) and cognitive intelligence (IQ), as well as educational practices aimed at developing emotional competencies in school students.

Methods

The following research methods were used:

- Theoretical analysis of scientific literature;
- Comparative analysis of EQ and IQ;

- Descriptive analysis of the structural components of emotional intelligence;
- Generalization of pedagogical practices for developing emotional intelligence in students;
- Systematization of practical methods such as emotion diaries, meditation, active listening, and feedback techniques [1,42].

Emotional intelligence (EQ) is defined as an individual's ability to recognize and understand their own emotions and to take into account the emotions of others in communication and decision-making processes. The term was first introduced by Michael Beldock in 1964; however, it gained widespread recognition in 1990 due to the research conducted by Peter Salovey and John D. Mayer. The significance of this concept was further reinforced by the publication of Daniel Goleman in 1995, who emphasized that EQ may play a more substantial role in personal and professional success than a high level of IQ.

Emotional intelligence (EI) encompasses the capacity to deeply comprehend one's own emotional states, regulate them effectively, understand the feelings of others, and build harmonious interpersonal relationships. It represents a crucial factor in achieving success not only in personal life but also in professional activities, as well as in fostering constructive relationships within society and overcoming life challenges.

Difference Between EQ and IQ

Intelligence quotient (IQ) traditionally refers to the capacity for logical reasoning, analytical thinking, and solving complex cognitive tasks. In contrast, emotional intelligence (EQ) relates to emotional regulation, adaptation to the social environment, and the ability to establish and maintain interpersonal relationships. Unlike IQ, which tends to remain relatively stable, EQ can be developed throughout an individual's lifetime. A high level of emotional intelligence facilitates effective communication and cooperation, contributing to success in both professional and everyday contexts [8,25].

Emotional intelligence comprises several fundamental components.

Self-awareness is the ability to recognize one's emotions, understand their origins, and evaluate their influence on behavior. This competence enables individuals to avoid impulsive decisions driven by intense emotions and to assess stressful situations more objectively.

Self-regulation refers to the ability to manage emotional reactions and maintain composure, particularly in stressful or conflict situations. The development of this skill supports mental well-being and is especially significant for individuals in leadership roles.

Empathy is the capacity to perceive and understand the emotional states of others. It allows individuals to comprehend different perspectives, prevent misunderstandings, and build relationships based on trust within families, teams, and broader social groups.

Motivation represents the internal drive to achieve goals despite external obstacles. Highly motivated individuals demonstrate resilience and persistence, which contribute to success in both personal and professional spheres. Individuals with well-developed EQ are capable of motivating not only themselves but also others.

Social skills involve the ability to establish constructive relationships, work collaboratively in teams, communicate effectively, and resolve conflicts in a culturally appropriate manner. These competencies are particularly important for students, as they facilitate socialization, the formation of friendships, and the maintenance of emotional balance [3,86].

The level of emotional intelligence among students significantly influences the development of their life skills, professional orientation, and overall personal growth. Emotionally stable students adapt more easily to new environments, express their opinions confidently, respect others' feelings, and consider the consequences of their actions. Conversely, students with lower levels of emotional intelligence are more prone to stress,

experience greater difficulty in resolving conflicts, and may struggle to express their emotions appropriately [5,38].

Results and Discussion. Emotional intelligence manifests clearly in everyday life. Its practical significance can be illustrated through various contexts.

In the school environment, students with a high level of EQ tend to support classmates, provide motivation, resolve conflicts constructively, and contribute to a positive and productive classroom climate.

Within the family, parents possessing high emotional intelligence are better able to regulate their own emotional responses, understand their children's feelings, provide appropriate support, and build trust-based relationships that foster psychological well-being.

Among peers, emotionally intelligent individuals are more likely to recognize signs of emotional distress in friends and respond with empathy and assistance, thereby strengthening interpersonal bonds.

During conflicts or disputes, individuals with developed EQ demonstrate the ability to control their emotional reactions and seek mutually acceptable solutions rather than escalating tension [6,32].

The development of students' emotional intelligence is a shared responsibility of educators and parents. Emotional growth begins in early childhood and is shaped by environmental influences, parental relationships, and pedagogical approaches. Therefore, the implementation of specialized programs aimed at fostering emotional intelligence in educational institutions is of considerable importance. Such programs enhance students' emotional self-awareness and contribute to the formation of a culture of effective and respectful communication.

The study shows that emotional intelligence differs significantly from IQ. IQ refers to logical thinking, analytical skills, and the ability to solve complex problems. In contrast, EQ relates to emotional regulation, adaptation to the social environment, and relationship-building. Unlike IQ, emotional intelligence can be developed at any age.

Emotional intelligence is the ability of an individual to recognize and understand their own emotions and those of others and to regulate them effectively. In the modern educational paradigm, emotional intelligence, along with cognitive competencies, is considered as an important factor in the comprehensive development of the student. The usefulness of emotional intelligence for schoolchildren is revealed from several angles.

First of all, emotional intelligence contributes positively to academic success. The ability to control emotions stabilizes the student's attention and reduces stress and anxiety levels. As a result, the process of acquiring knowledge is carried out more efficiently. Researcher Daniel Goleman emphasizes that emotional intelligence is closely related to academic success and life success. Students who are able to regulate their emotions can stay calm and take full advantage of the exam situation.

Secondly, emotional intelligence plays an important role in the development of interpersonal relationships. The school is a social environment, where the student has constant communication with peers and teachers. Empathy, the ability to listen to others, and constructive conflict resolution skills create a favorable psychological climate within the school. This, in turn, contributes to the Prevention of bullying and strengthening the culture of cooperation.

Third, emotional intelligence favors psychological well-being. In adolescence, emotional instability is often observed due to personal and social changes. The ability to understand their feelings and direct them in the right channel helps to maintain the inner balance of the student. This allows you to prevent negative phenomena such as stress, aggression or withdrawal. Fourth, emotional intelligence lays the foundation for future professional competence. In the

modern labor market, not only academic knowledge is highly valued, but also "soft skills" such as the ability to work in a team, leadership, adaptability. Emotional intelligence is the basis for the formation of these skills.

Emotional intelligence manifests in everyday life. At school, students with high EQ support classmates and create a productive learning atmosphere. In families, emotionally intelligent parents build trust and help children develop psychological stability. Among friends, empathy strengthens relationships. During disputes, emotionally intelligent individuals seek constructive solutions rather than escalating conflicts.

The development of emotional intelligence is a shared responsibility of teachers and parents. Emotional growth begins in early childhood and is shaped by the environment and educational methods. Therefore, schools should implement special programs aimed at fostering emotional competencies.

Effective methods for developing emotional intelligence include:

- Keeping an emotion diary;
- Practicing meditation to reduce stress;
- Developing active listening skills;
- Requesting and analyzing feedback;
- Engaging students in discussions of emotional situations through interactive activities.

[7,105].

Research results and their analysis.

Results of initial diagnostics of the level of emotional intelligence of students.

The practical stage of the research work was carried out among students of 5-7 classes of a comprehensive school. All 45 students took part in the study. In order to determine the level of emotional intelligence of students, a set of psychodiagnostic techniques was used.

In particular:

- * questionnaire to determine the level of recognition of emotions;
- * methodology for measuring empathic ability;
- * self-regulation skills assessment scale;
- * methods of control and pedagogical analysis.

The results of primary diagnostics showed the following indicators:

- * high level-18%
- * average level-46%
- * low level-36%

The data obtained showed that in a significant part of students, indicators of emotion management, emotional stability and empathy are at an insufficient level. Especially in conflict situations, there was a weakness in the skills of self-control and regulation of emotional reactions.

Content and implementation of the formative experiment

Based on the results of primary diagnostics, a special program has been developed aimed at developing emotional intelligence in students.

The program was planned for ___ weeks and included the following areas:

1. Recognize and name emotions
2. formation of self-regulation skills
3. development of empathy
4. Build Effective Relationships
5. constructive conflict resolution

At the formative stage, the following methods and techniques were used:

- * psychological trainings;
- * role-playing and situational games;

- * group discussions; * art therapy exercises;
- * reflective tasks;
- * Keep an "emotion diary".

During the work, the emotional activity of students increased, the ability to openly express their feelings and understand the emotions of others developed.

Results of the final diagnosis

After the formative work, a re-diagnosis was carried out.

The indicators for the final stage were as follows:

- * high level-39%
- * average level-48%
- * low level-13%

The results showed a significant increase in the high level indicator of emotional intelligence, and a significant decrease in the low level indicator.

Final conclusion

The purpose of the conducted research work was to theoretically substantiate the possibilities of developing emotional intelligence in students of general education schools and experimentally determine its effectiveness.

In the course of the study, the content and structure of the concept of emotional intelligence were analyzed in detail and its main components were identified:

- * recognize emotions;
- * managing emotions;
- * empathy;
- * interpersonal communication skills;
- * the ability to self-regulate.

Initial diagnostics carried out in the experimental part showed that a significant part of the students had an average and low level of emotional intelligence. This condition was observed in the fact that students regulate their emotions in conflict situations, frequent misunderstandings arise in the course of communication, and signs of emotional instability. At the formative stage, a specially developed program was systematically implemented.

The content of the program was aimed at improving emotional literacy, the formation of reflection skills, the development of empathy and the establishment of a culture of constructive communication.

The results of the final diagnostics proved a significant improvement in the indicators of emotional intelligence:

- * the high level has almost doubled;
- * the low level indicator is significantly reduced;
- * students' self-esteem and emotional stability are strengthened;
- * the psychological climate in the classroom has improved.

The conducted experimental work showed that it is possible to purposefully develop emotional intelligence in students, and a specially developed program is effective. In this regard, it is recommended to systematically introduce a program for the development of emotional intelligence into the educational process.

Conclusion. In conclusion, emotional intelligence is a crucial factor in personal and professional success. It promotes stress resistance, effective communication, emotional balance, and harmonious relationships.

The development of emotional intelligence in school students positively influences their future career choices, life success, and self-esteem. Emotional intelligence is not limited to school life; it plays an essential role in adulthood as well.

Therefore, schools should prioritize the development of emotional intelligence, and teachers should apply special methods and techniques to foster students' emotional competencies. Investing in emotional intelligence means investing in a balanced, successful, and socially competent future generation.

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