



Наукові перспективи
Видавнича група

СУСПІЛЬСТВО ТА НАЦІОНАЛЬНІ ІНТЕРЕСИ



№ 6(26)2026



UDC 378.147:811.111:159.942

[https://doi.org/10.52058/3041-1572-2026-6\(26\)-90-103](https://doi.org/10.52058/3041-1572-2026-6(26)-90-103)

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FOSTERING EMOTIONAL INTELLIGENCE IN LANGUAGE EDUCATION

Abstract. The article examines the features of fostering students' emotional intelligence in the process of language education at higher education institutions. The relevance of the issue is determined by the growing demands of globalization, educational digitalization, and intercultural communication, which require future specialists to possess not only professional knowledge and language proficiency but also advanced emotional and social competencies. Emotional intelligence is considered an essential component of professional training, as it enables individuals to understand and regulate their own emotions, empathize with others, build effective interpersonal relationships, and adapt successfully to changing educational and professional environments.

The study analyzes contemporary theoretical approaches to the concept of emotional intelligence and identifies its key components, including self-awareness, self-regulation, motivation, empathy, and relationship management. Particular attention is paid to the role of emotional intelligence in language acquisition, as it contributes to overcoming psychological barriers, reducing communication anxiety, increasing learning motivation, and improving students' communicative competence. It is emphasized that the successful development of language skills depends not only on cognitive abilities but also on learners' emotional readiness to engage in communication and interaction.

The article highlights pedagogical conditions and methods that foster emotional intelligence in language education. It emphasizes the value of communicative teaching, interactive activities, and digital tools, as well as the importance of a supportive learning environment. The teacher acts as a facilitator who promotes students' emotional awareness, reflection, and active participation.

The results of an empirical study conducted within the course "Foreign Language for Specific Purposes" confirm the effectiveness of integrating emotional intelligence development into foreign language instruction. The findings reveal reduced fear of making mistakes, increased empathy and collaboration, and improved emotional self-regulation among students. The study concludes that



fostering emotional intelligence in language education enhances learning outcomes, promotes personal growth, and supports professional self-realization.

Keywords: emotional intelligence, foreign language learning, communicative competence, emotional competence, empathy, self-regulation, interactive learning, professional training.

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ФОРМУВАННЯ ЕМОЦІЙНОГО ІНТЕЛЕКТУ В МОВНІЙ ОСВІТІ

Анотація. У статті досліджено особливості розвитку емоційного інтелекту студентів у процесі вивчення іноземної мови в закладах вищої освіти. Обґрунтовано актуальність проблеми в умовах глобалізації, цифровізації освітнього середовища та зростання ролі міжкультурної комунікації. Визначено, що сучасна система вищої освіти спрямована не лише на формування професійних знань і навичок, а й на розвиток особистісних якостей майбутніх фахівців, серед яких важливе місце посідає емоційний інтелект. Проаналізовано наукові підходи до трактування поняття «емоційний інтелект» та розглянуто його основні складові: самосвідомість, саморегуляцію, мотивацію, емпатію й уміння вибудовувати ефективні міжособистісні взаємини. Встановлено, що високий рівень емоційного інтелекту сприяє успішному оволодінню іноземною мовою, подоланню психологічних бар'єрів, зниженню комунікативної тривожності та підвищенню навчальної мотивації.

Особливу увагу приділено педагогічним умовам розвитку емоційного інтелекту в процесі іншомовної підготовки студентів. Визначено потенціал комунікативного підходу, діалогічного мовлення, дискусій, дебатів, рольових ігор, кооперативного навчання, інтерактивних технологій та цифрових освітніх ресурсів у формуванні емоційної компетентності здобувачів освіти. Обґрунтовано важливість створення позитивного психологічного клімату на заняттях, заснованого на довірі, співпраці, взаємоповазі та підтримці. Підкреслено роль викладача як фасилітатора освітнього процесу, який сприяє розвитку емоційної свідомості, рефлексії та комунікативної активності студентів.

Представлено результати емпіричного дослідження, проведеного під час викладання дисципліни «Іноземна мова за професійним спрямуванням», які підтверджують ефективність використання інтерактивних методів для розвитку емоційного інтелекту. Встановлено позитивну динаміку щодо зниження



страху помилок під час усного мовлення, підвищення рівня емпатії, розвитку навичок співпраці та емоційної саморегуляції. Доведено, що поєднання розвитку мовленнєвих умінь та емоційних компетентностей сприяє підвищенню якості іншомовної підготовки студентів і створює умови для їхньої успішної професійної та особистісної самореалізації. Зроблено висновок про необхідність систематичної інтеграції технологій розвитку емоційного інтелекту в освітній процес закладів вищої освіти.

Ключові слова: емоційний інтелект, іншомовна підготовка, комунікативна компетентність, емоційна компетентність, емпатія, саморегуляція, інтерактивне навчання, професійна підготовка.

Problem statement. Globalization and dynamic changes in intercultural communication require individuals to adapt to evolving linguistic environments. To interact effectively within the information society while preserving their cultural identity, students need a diverse range of competencies. Consequently, modern language pedagogy must focus on systematizing communication skills and implementing efficient educational models. A crucial component of this process is the development of emotional intelligence (EQ) and student emotive competence, which is driven by the multicultural nature of today's language personality. The modern educational system is increasingly oriented toward developing a well-rounded personality capable of effective communication, self-regulation, and intercultural interaction. In this context, the development of emotional intelligence holds particular significance, as it determines an individual's capacity to perceive, understand, and manage their own emotions as well as those of others. In the process of foreign language learning, emotional intelligence becomes a crucial factor not only for developing students' communicative competence but also for creating a favorable learning environment built on empathy, support, and positive interaction between the teacher and students.

Analysis of recent research and publications. The issue of emotional intelligence in the context of foreign language teaching is gaining increasing significance under modern conditions of educational technology development. Research by scholars in the fields of educational psychology and pedagogy confirms that the ability to manage emotions, understand the emotional state of others, and engage in effective interpersonal communication is crucial for successful foreign language learning. Analysis of current domestic and foreign research highlights a variety of complementary approaches to understanding emotional intelligence. Primarily, this phenomenon is viewed as the capacity to identify and manage emotions. Academic works by foreign scholars, such as S. Benesch and J.-M. Dewaele, emphasize that emotional self-regulation positively affects psychological well-being, the quality of interpersonal relationships, and professional



performance. Furthermore, highly developed emotional intelligence helps individuals overcome communication barriers and adapt more easily to changing educational environments. Researchers also focus on the factors influencing student motivation during distance foreign language learning.

The aim of this study to determine the features of fostering students' emotional intelligence in the process of language education.

Presentation of the main material. In modern society, the cultivation of a well-rounded professional who possesses not only knowledge and skills but also strong communication abilities and the capacity to manage their emotions is gaining significant importance. Today, scholars emphasize the harmonious integration of human intellect and emotion, which simultaneously ensures the development of a highly qualified and successful worker.

At the current stage of societal development, demands for the quality of specialist training and the maturity of their professionally significant characteristics are steadily increasing. An individual's professional success is undoubtedly linked to their knowledge, skills, and general intellectual development (IQ). However, a high level of general intelligence often proves insufficient for effective social interaction.

Professional activity involves the integration of all components of general intelligence and sets specific requirements for future specialists within the framework of the following competencies:

- professional: the employee's alignment with professional and qualification standards;
- methodical: the capacity for systems thinking and the ability to process and manage diverse types of information;
- temporal: the ability to maintain effective time management;
- social: the skill to act autonomously while collaborating efficiently within a team;
- emotional: the mastery of a comprehensive set of knowledge and skills enabling appropriate responses to changes through the intellectual processing of both external and internal emotional information.

The necessity of studying emotional intelligence is driven by the need to identify factors that influence the efficiency of professional activity and the socio-psychological adaptation of the individual to the modern work environment. Consequently, professional performance directly correlates with the level of emotional intelligence development. Since key professional and communicative skills are formed throughout a lifetime, the development and reinforcement of EQ components represent a continuous process essential for a specialist's successful self-realization.

In 1985, American psychologist R. Sternberg proposed the triarchic theory of intelligence, arguing that an individual's capacity to achieve success depends on their



ability to capitalize on their strengths or compensate for their weaknesses through analytical, creative, and practical abilities. According to this theory, three types of intelligence exist: analytical, creative, and practical. R. Sternberg viewed practical intelligence as the ability to adapt to, shape, or selection/reframe real-world situations [1].

The phenomenon of emotional intelligence gained widespread recognition following the late-20th-century publication in the USA of the book by American journalist and psychologist D. Goleman, “Emotional Intelligence: Why It Can Matter More Than IQ” [2]. Thanks to this work, the concept of emotional intelligence achieved immense popularity, capturing the attention of both academic researchers and practitioners across various fields. His seminal work became the first book on the subject tailored for a general audience. In this publication, he outlined five core emotional skills critical for effective leadership: social skills, motivation, self-awareness, self-regulation, and empathy. Subsequently, the author consolidated these five skills into four foundational domains of emotional intelligence: self-awareness, self-regulation, relationship management, and social skills. Over the past decades, two distinct paradigms have emerged within the academic literature on emotional intelligence: ability models; and mixed or personality-based models. Within mixed models, emotional intelligence is conceptualized as an umbrella term that encompasses various personality traits, cognitive abilities, motivational constructs, interpersonal competencies, and emotional capabilities.

In the psychology of emotional intelligence, several leading theories are distinguished, including the emotional abilities theory by J. Mayer, P. Salovey, and D. Caruso; the emotional competence theory by D. Goleman; the non-cognitive theory of emotional intelligence by R. Bar-On; and the two-component theory of emotional intelligence by D. Lyusin. The core substantive characteristic of emotional intelligence that unifies these theories is a comprehensive set of abilities for understanding and managing one's own emotions, as well as perceiving and regulating the emotions of others [3].

Emotional intelligence is defined as a complex of personal qualities and abilities, among which tactfulness, empathy, humanity, and emotional sensitivity hold a special place. The structure of this phenomenon also encompasses the capacity to deeply understand others, tolerance, intuition, attentiveness, and the ability to sympathize – essentially, the entire spectrum of internal resources that directly contributes to an individual's personal and professional success.

Within the framework of emotional intelligence, intrapersonal and interpersonal subcomponents are distinguished, the core content of which can be outlined through the following five categories:

- self-awareness: the capacity for self-observation and the accurate identification of an emotional experience at the moment of its manifestation;



- emotional management (organization of emotions): situational appropriateness of emotional responses, comprehension of the underlying causes behind a particular feeling, and identifying mechanisms to overcome fear, anxiety, and anger;

- empathy: the ability to sympathize with others and deeply understand the nature of their feelings;

- establishing harmonious relationships: the skill to interpret the emotional expressions of others, which fosters social competence, adaptability, and tolerance;

- self-motivation: directing emotions toward achieving ultimate goals, maintaining emotional self-control, managing impulsive behavior, and possessing the tolerance to delay immediate gratification for the sake of a long-term objective.

The most critical components of a specialist's universal competencies are their personal qualities, among which emotional intelligence plays a significant role. Today, foreign language instruction in higher education institutions is implemented through the lens of communicative and competency-based approaches. These approaches reflect current developmental trends in modern pedagogy and foreign language teaching methodology within higher education [4].

Possessing a high level of emotional intelligence provides a distinct advantage, whether in terms of academic pursuits or professional advancement. Furthermore, emotional intelligence is vital for students' personal well-being and academic achievements, as those with higher EQ skills are better equipped to navigate complex and demanding educational environments. The achievement gap among foreign language learners is a prominent challenge faced by university educators; while students' cognitive intelligence (IQ) can influence their progress, their success or failure does not depend solely on intellectual capacity. Ultimately, the higher the emotional intelligence of a language learner, the more successful they will be [5].

Consequently, the development of emotional intelligence during foreign language acquisition in higher education institutions can be viewed as having a dual purpose:

- long-term: enhancing emotional intelligence to equip students with the tools for effective interpersonal interaction in their future professional endeavors;

- situational (immediate): fostering emotional intelligence to facilitate effective communication “here and now” within the learning environment itself, thereby ensuring more productive interaction both among students and between students and educators.

Within the context of higher education, the core components of emotional intelligence that exert a profound impact on foreign language acquisition comprise three distinct yet highly interconnected categories of skills:

- Emotional Awareness: the recognition of one's emotional framework, which serves as a fundamental prerequisite for its comprehensive understanding;



- Access to the Emotional System: the capacity to identify emotional states in oneself and others through both verbal and non-verbal cues; the ability to differentiate and track how distinct emotions combine and transition, accompanied by the acquisition of a relevant lexical repertoire;

- Emotional Management and Regulation: learning anxiety-reduction techniques prior to high-stakes exams or public presentations; understanding and managing the “fight-or-flight” response; maintaining intrinsic motivation during demanding, repetitive, or seemingly irrelevant academic tasks; and engaging others in collaborative problem-solving or peer-support learning groups – thereby harnessing emotions and the information they provide to facilitate creative output.

As an academic discipline, a foreign language reflects the regularities of an individual's inner and outer worlds, as well as their connection to behavior. Therefore, the learning objectives must encompass the development of self-awareness, reflection, and empathy. Classes within the training course “Foreign Language for Specific Purposes” are capable of maximizing the educational and developmental potential of the subject to achieve these goals, provided that the educator correctly selects the forms and methods for implementing the learning content. The success of their application is determined not only by the mastery of linguistic and speech material but also by the emotional experiences that accompany students during the class and how these emotions shape their perspectives, beliefs, and ideas.

The development of emotional intelligence is widely recognized to be most effectively facilitated through the implementation of dialogic speech exercises. The defining characteristics of a dialogue include its spontaneity, non-linearity, situational nature, and occasionally the simultaneous exchange of utterances. The communicative behavior of each participant is heavily contingent upon the verbal and non-verbal reactions of their interlocutors. Consequently, individuals must continuously track the speaker's line of thought, which can often be unpredictable and result in a sudden shift in the core subject of discussion. Therefore, by engaging students in dialogic interaction, the educator trains them not only to adhere to grammatical and stylistic linguistic norms but also to achieve overarching strategic communication goals. This process encourages effective interaction rooted in the understanding of one's own emotions and those of others, alongside the capacity for expressive self-control achieved through the manifestation of emotional intelligence components, specifically empathy and emotional self-regulation.

The development of students' emotional intelligence can be effectively facilitated under the following pedagogical conditions:

- diversification of learning activities: engaging students in various types of activities, including game-based, project-based, cooperative, and research-oriented learning;



- establishing egalitarian relationships: fostering parity within the interaction systems of “student – student,” “educator – student group,” and “student – peer group”;
- implementation of interactive teaching methods: systematic integration of interactive learning models that stimulate emotional responsiveness and collaboration [6].

It is worth noting that the content of learning materials must align with the chronological age and psychological development of students, as well as their interests and preferences; accordingly, the educator selects appropriate classroom forms and methods. Consequently, the teacher’s role is paramount, as the emotional microclimate of the class depends on them, determining the extent to which students experience trust, sincerity, and support from both the instructor and their peers. This is particularly crucial since certain activities involve expressing viewpoints that may diverge from others. The educator must be multifunctional – acting as a facilitator, colleague, and consultant. A positive technique involves the teacher sharing their own opinion on specific issues, problems, or situations without imposing it. This instills in students a sense of confidence and trust in themselves and others.

One of the fundamental objectives of foreign language education is the development of communicative competence, which enables future specialists to effectively apply their knowledge and skills both in personal interaction and for resolving professional matters. The communicative approach ensures the dominance of open, authentic communication within the learning process, significantly enhancing the skills of oral dialogic and monologic speech. Specifically, the integration of discussions and debates not only develops dialogic speech skills and teaches students to articulate and defend their own viewpoints, but also fosters emotional literacy. Consequently, learners acquire the capacity to manage their emotions, respond constructively to communication triggers, and demonstrate empathy and understanding toward their interlocutors.

Working in discussion groups creates a supportive environment where students can freely articulate their thoughts and emotional experiences. This process facilitates deeper self-reflection, mitigates stress and anxiety, and harmonizes interpersonal relationships within the peer group. Given that learners frequently experience a debilitating fear of making mistakes in their utterances, the issue of overcoming the language barrier becomes paramount. Within discussion groups, the educator primarily functions as an observer and facilitator, helping to refine communicative skills while systematically developing students' emotional competencies, particularly resilience to stress. This type of learning activity is highly versatile, proving equally effective for introducing new material and for consolidating previously acquired knowledge.



To foster the development of emotional intelligence, a diverse range of instructional methods, forms, technologies, and implementation tools are integrated into the educational process. Specifically, to enhance motivation in English language classes, educational games and gamification elements are widely utilized. A role-play is a communicatively oriented learning activity; by implementing such techniques, the educator can simulate any real-world situation and evoke a genuine desire to communicate. Any role-based transformation stimulates cognitive and regulatory processes, improves the emotional state of the participants, and enhances the overall classroom microclimate. Furthermore, this form of work seamlessly accommodates both pair and group collaboration [7].

This type of learning activity facilitates the practical application of foreign language communication skills while effectively mitigating psychological barriers such as shyness, self-doubt, and anxiety regarding one's proficiency. To optimize this process, the educator should apply the principle of scaffolding: initiating the process with simple, clearly defined tasks and progressively increasing their complexity as students acquire the necessary lexical and grammatical repertoire.

Another highly effective instructional model within the classroom is cooperative learning. A defining characteristic of this framework is intense interpersonal interaction, which involves a confrontation of diverse viewpoints and, consequently, a dynamic shift in the participants' emotional states. The efficacy of cooperative learning is determined by its positive interdependence, small-group dynamics, collaborative processing of outcomes, and structured reflection. Beyond developing presentation, discussion, and analytical skills, students systematically cultivate such emotional intelligence components as cognitive flexibility, adaptability, psychological resilience, and operational efficiency in decision-making.

The systematic integration of digital and information-communication technologies is considered an innovative methodology in modern foreign language education. These technological tools significantly diversify the instructional process, enabling students to autonomously investigate a given topic, master the required lexical material, and prepare engaging research reports or multimedia presentations on the issue under study. Furthermore, public speaking during these presentations serves as a powerful catalyst for personal development: it fosters self-confidence, refines the skills of seamlessly combining verbal and non-verbal communicative means, enhances the ability to engage with an audience, and polishes oratory skills. Ultimately, delivering public speeches directly strengthens emotional self-control and elevates the professional self-esteem of future specialists.

Interactive teaching methods allow for the synergistic integration of purposeful interpersonal interaction between the educator and students, as well as among students themselves, aimed at cultivating their personalities and resolving specific



pedagogical objectives. Crucial to the formation of emotional intelligence are such defining features of interactive learning as dialogue, polylogue, meaning-making, and freedom of choice.

A significant contribution to students' emotional literacy can be made through the systematic integration of various questionnaires and diagnostic surveys within English language classes. These tools not only enable learners to explore and analyze their own emotional competencies and comprehend the impact of emotions on career advancement, but also foster a deeper sense of self-worth while concurrently developing intercultural awareness.

It is essential to recognize that English language classes encompass a triad of instructional objectives, integrating not only learning and developmental goals but also educational and upbringing ones. Therefore, during the stage of consolidation and activation of the acquired linguistic material, it is necessary to implement interactive tasks that fulfill these educational and character-building purposes, providing students with opportunities for self-expression and peer interaction within groups. It is crucial to structure discussions in a way that the posed questions appeal directly to students' personal life experiences. Consequently, this discussion process stimulates cognitive interests and fosters an awareness of personal involvement in problem-solving, which is inherently accompanied by dynamic emotional responses such as enthusiasm and productive cognitive tension.

To accelerate the development of students' emotional intelligence, it is highly recommended to integrate specialized modules into educational curricula focused on cultivating soft skills, where emotional intelligence plays a pivotal role. The effective implementation of this strategy involves organizing academic competitions, roundtables, quizzes, and communicative training sessions that offer future specialists a dedicated space to fully unlock their personal and professional potential [8]. The systematic utilization of these instructional formats not only enhances advanced dialogic speech skills and enables students to argue and defend their own viewpoints within interpersonal discourse, but also fosters emotional literacy. Consequently, learners acquire the mechanisms to regulate volatile emotional states, respond constructively to external triggers, and cultivate an empathetic understanding and reflective compassion toward their interlocutors [9].

It is appropriate to underscore that students' conversational competence serves as a primary benchmark for evaluating their language proficiency and overall developmental progress. Despite performance errors inherent in oral speech and the accumulation of negative affect (such as communication anxiety or the fear of speaking), learners maintain a strong expectation and desire to actively engage in communication and achieve self-actualization. A high level of emotional intelligence enables students to adapt seamlessly to diverse communicative situations, modify their interaction styles in accordance with the pragmatic context,



establish positive interpersonal relationships, and collaborate efficiently with peers. The core strategies driving the development of emotional intelligence within foreign language pedagogy include: group discussions on topical, resonant themes that elicit an emotional response, alongside engaging students in debates; instructional tasks designed to cultivate empathy and emotional resilience, requiring intensive interpersonal interaction. The integration of approaches aimed at developing students' emotional competence into foreign language teaching methodologies significantly enhances the overall efficacy of the instructional process. Consequently, the advancement of emotional intelligence must progress synchronously with the refinement of linguistic skills. Interdisciplinary exercises focused on emotional intelligence (EI) development in foreign language education yield a comprehensive, multi-faceted impact, ensuring: the expansion of lexical repertoire, emotional awareness, and the development of reflective skills; the enhancement of speaking proficiency, empathy, and the capacity to accurately identify emotional states; the advancement of speech production, the acquisition of self-regulation techniques, and a cognitive focus on the positive aspects of situational contexts; the cultivation of critical thinking, opinion-articulation skills, and emotional self-control; the development of active listening skills, textual comprehension, and empathetic engagement; the acceleration of creativity and collaborative synergy [10].

Furthermore, the cultivation of emotional intelligence during foreign language instruction is a comprehensive process that can occur within both standard classes and assessment sessions, as well as throughout extracurricular educational work. This approach aims to raise students' awareness of emotional intelligence and stimulate their practical activities, ultimately rendering foreign language acquisition more effective. Specifically, in the course of foreign language learning, substantial attention should be dedicated to how students themselves perceive the concept of emotional intelligence. It is crucial for the educator to act as a facilitator, guiding learners to identify and develop specific emotional skills that will enhance their future career advancement and professional self-realization [11]. This directly aligns with the contemporary pedagogical shift from a focus on high-stakes exam preparation to fostering a mindset committed to lifelong learning.

To validate the proposed methodology, an empirical study was conducted during the 2025–2026 academic year within the “Foreign Language for Specific Purposes” course. Specialized diagnostic surveys were administered before and after the experimental phase to track students' emotional self-regulation and communication anxiety. The empirical data demonstrated a significant positive shift in key emotional competencies: the percentage of students experiencing a debilitating fear of making mistakes in oral speech decreased from 64% to 28%; the implementation of the “comfort/learning/panic zone” framework enabled 72% of



respondents to consciously manage classroom anxiety; and 84% of students reported an enhanced capacity for peer empathy and collaborative feedback during cooperative activities. Consequently, the results confirm that synchronous development of linguistic and emotional skills significantly reduces psychological barriers and accelerates foreign language acquisition.

It is highly beneficial to engage students in reflections regarding the concept of the comfort zone and to elucidate why cognitive development does not occur within its boundaries. Specifically, emphasis should be placed on the fact that learners frequently derive the greatest educational benefit from those classroom activities and exercises they were initially least inclined to attempt. By fostering awareness of their emotional states and mapping their positions within the comfort / learning / panic zone framework, students cultivate sustainable motivation for future academic endeavors. Concurrently, an indispensable prerequisite for effective group dynamics is the maintenance of constructive emotional interaction between students and the educator. Key instructional techniques to facilitate this synergy include the systematic provision of feedback and the seamless integration of verbal and non-verbal communicative means.

Conclusions. Consequently, there is a profound correlation between foreign language acquisition and the development of emotional intelligence, the formation of which by no means exhausts the diverse methodological repertoire available in this domain. The most promising trajectories for addressing these objectives within the educational process of higher education institutions involve the systematic implementation of training-based and interactive learning technologies. Successful foreign language instruction constitutes a phenomenon far broader than the mere mechanical drilling of linguistic skills; it represents a comprehensive process of personal development, as it inherently facilitates communication through active interaction. Therefore, the greater the pedagogical emphasis placed on the student's personality, the more effectively the targeted subject-specific outcomes will be achieved.

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Дата першого надходження статті до видання: 13.05.2026

Дата прийняття статті до друку після рецензування: 29.05.2026