

ПРОФЕСІЙНА ІНШОМОВНА ПІДГОТОВКА МАЙБУТНІХ ФАХІВЦІВ ЛІНГВІСТИЧНИХ СПЕЦІАЛЬНОСТЕЙ

УДК 378: 373.091.12. 011.3-051:821.111

DOI10:25128/2415-3605.17.4.7

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DEVELOPING FUTURE ENGLISH TEACHERS' EMOTIONAL INTELLIGENCE VIA DRAMATISATION

The first part of this paper looks at how emotional intelligence EI is explored in writings in the fields of psychology, business management and language teaching methodology. It examines the structure of EI, factors influencing students' emotional awareness and investigates the ways of developing this intelligence and competency at the university setting. A hypothesis is made about the possibility of future foreign language teachers' emotional intelligence development by means of interactive methods and techniques, namely dramatisation. The second part of the paper looks at how EI can be developed by means of dramatisation both in English language classes and during independent work of students on drama projects. Feedback sessions after drama projects are effective in that they encourage learners to talk about themselves and their feelings while making the use of the foreign language relevant, interesting and therefore memorable. The aim of the research is to determine the level of future English teachers' emotional intelligence using EI self-assessment before a drama project and after its completion. The results show that dramatisation activities in class and drama projects in particular develop future English teachers' emotional intelligence.

Keywords: emotional intelligence, emotional competency, future English teachers, dramatisation, drama project.

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РОЗВИТОК ЕМОЦІЙНОГО ІНТЕЛЕКТУ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ ЗАСОБАМИ ДРАМАТИЗАЦІЇ

Проблема емоційного інтелекту всебічно досліджена у сферах управління бізнесу і психології. Визначено структуру емоційного інтелекту, створені та апробовані спеціальні тести для його вимірювання. Відзначено, що незважаючи на велику кількість досліджень, присвячених цій проблемі, емоційний інтелект продовжує залишатися у центрі уваги вчених, особливо тих, які досліджують сферу освіти і навчання. Розвиток цього виду інтелекту є надзвичайно важливим для всіх учасників освітнього процесу, оскільки він впливає на результативність цього процесу загалом і визначає здатність тих, хто навчає, успішно досягати визначених цілей навчання, а також здатність тих, хто навчається, добиватися успіхів у вивченні будь-якого предмета. Встановлено, що емоційна компетентність є однією із ключових особистісних компетентностей, яка може формуватися у майбутніх учителів англійської мови у процесі навчання у вищих навчальних закладах (ВНЗ). Щоби ефективно керувати власними емоціями і вчити цьому своїх учнів, вчителі англійської мови повинні

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оволодіти психічною саморегуляцією, вміннями будувати успішні міжособистісні стосунки. Розглянуто дослідження проблеми емоційного інтелекту у психології, управлінні бізнесом і методиці навчання іноземних мов і культур. Проаналізовано структуру емоційного інтелекту, визначені фактори, які впливають на емоційну самосвідомість студентів, а також шляхи розвитку емоційного інтелекту майбутніх учителів в умовах навчання у ВНЗ. Обґрунтовано доцільність використання усіх форм драматизації для розвитку емоційного інтелекту майбутніх учителів англійської мови, викладено способи розвитку емоційного інтелекту студентів засобами драматизації під час аудиторної і самостійної роботи над драматичним проектом. Наведено приклади роботи над драматичними проектами, спрямованими насамперед на вдосконалення навичок і вмінь іноземного говоріння, читання, аудіювання і письма, тобто комунікативної компетентності, які сприяють формуванню емоційної компетентності і підвищують емоційний інтелект. Доведено ефективність обговорення драматичного проекту для розвитку емоційної компетентності студентів. Проведено експериментальне дослідження, метою якого стало визначення рівня емоційного інтелекту майбутніх учителів англійської мови перед початком роботи над проектом і після його закінчення. Відзначено, що результати експерименту підтвердили ефективність прийомів драматизації, зокрема, драматичних проектів, для формування емоційного інтелекту майбутніх учителів англійської мови.

Ключові слова: емоційний інтелект, емоційна компетентність, майбутні учителі англійської мови, драматизація, драматичний проект.

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РАЗВИТИЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА СРЕДСТВАМИ ДРАМАТИЗАЦИИ

Освещена проблема развития эмоционального интеллекта будущих учителей английского языка средствами драматизации на практических занятиях по иностранному языку и в самостоятельной работе. Рассмотрены исследования эмоционального интеллекта в психологии, управлении бизнесом и методике обучения иностранных языков и культур. Анализируется структура эмоционального интеллекта, определены факторы, влияющие на эмоциональное самосознание будущих учителей, а также пути развития эмоционального интеллекта и эмоциональной компетентности студентов в условиях обучения в университете. Изложены способы развития эмоционального интеллекта студентов средствами драматизации во время аудиторной и самостоятельной работы над драматическим проектом. Доказана эффективность обсуждения драматического проекта для развития эмоционального интеллекта. Проведено экспериментальное исследование, цель которого – определение уровня эмоционального интеллекта будущих учителей английского языка перед началом работы над проектом и после его завершения. Отмечено, что результаты эксперимента подтвердили эффективность приемов драматизации и, в частности, драматических проектов, для формирования эмоционального интеллекта будущих учителей английского языка.

Ключевые слова: эмоциональный интеллект, эмоциональная компетентность, будущие учителя английского языка, драматизация, драматический проект.

The subject of emotional intelligence has been widely explored in theory, most often in connection with business management and psychology. A number of papers have been published on the subject with the most prolific researchers being R. Bar-On, D. Caruso, D. Goleman, J. Mayer, P. Salovey and D. Sluyter etc. However, despite great attention given to the subject, emotional intelligence remains of interest to scholars, especially those working in the field of education. Foreign language education, in particular, may benefit from developing means, through which students' emotional intelligence can be fostered.

The objective of the article is to explore the potential of drama projects as a means of future English teachers' emotional intelligence development. The first part of this paper looks at research on the subject in the fields of business management, psychology and language teaching methodology and examines the structure of emotional intelligence as seen in those fields. It further explores factors influencing students' emotional awareness and investigates the ways of developing this intelligence at

the university setting by means of drama projects. The second part of the paper concentrates on how emotional intelligence can be developed by means of dramatisation both in English language classes and during independent work of students on drama projects, which builds confidence, creates a positive classroom atmosphere and encourages co-operation. In this part of the study the aim is to show the dynamics in the level of future English teachers' emotional intelligence before and after a drama project.

In the past people believed that emotions and cognition were separate, and the place for emotions was a human heart whereas cognition resided in a brain. Since that time researchers proved that the brain is "playing a critical role in emotional processing"[10, p. 4; 14, p. 185]. The complex structure of human brain's limbic system, responsible for understanding facial emotions, action propensities and storing emotional memories has been investigated with the result that amygdala, a component of limbic system, has been recognized as crucial in developing emotional intelligence [5, p. 16; 9, p. 78]. Author of "multiple intelligence" theory H. Gardner included "personal" varieties of abilities among verbal, mathematical etc thus acknowledging value of knowing one's inner world and social adeptness [4, p. 57]. R. Bar-On's definition of EI describes it as "an array of personal, emotional and social abilities that influence one's ability to succeed in coping with environmental demands and pressures"[1, p. 5]. According to R. Bar-On, there are five general clusters of abilities: intrapersonal, interpersonal, adaptability, stress management strategies, motivational and general mood factors.

J. Mayer and P. Salovey defined emotional intelligence as "the capacity to reason about emotions to enhance thinking. ... the abilities to accurately perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" [14, p. 187]. The researchers propose that there are four fundamental aspects to EI: recognizing, understanding, regulating and using emotions[14, p. 189; 16].

In his book "Emotional Intelligence: Why It Can Matter More than IQ" D. Goleman defines EI as "understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living" [5, p. 4] and states that EI may be more important for personal success than IQ and it can be improved. Five "domains" of EI have been identified in the book: knowing emotions (self-awareness), managing emotions, motivating oneself (self-management), recognizing and understanding other people's emotions (social awareness), managing emotions of others (relationship management). In his second book, "Working with Emotional Intelligence", D. Goleman explores the relation between performance at work, dealing with others, conduct and outlines a model of EI adopted from P. Salovey and J. Mayer which consists of five basic emotional and social competences: self-awareness, self-regulation, motivation, empathy, social skills [6, p. 318]. Despite disagreements on its structure, most authors agree that EI exists, influences personal and professional success and can be improved.

In the new workplace, with its emphasis on flexibility, teamwork and strong customer orientation, EI is becoming increasingly essential for excellence in every job and in every part of the world. In line with development of key competences research in business management turns to a notion of emotional competence as "a learned capability based on emotional intelligence that results in outstanding performance at work" [6, p. 24]. Numerous studies show that being high in emotional intelligence does not guarantee a person will have learned the emotional competences that matter for work; it means only that they have potential to develop these competences [6; 15].

Extensive research has been conducted on EI in the field of education in general [8, p. 5; 11] and foreign languages teaching in particular. Main research objects in recent studies were the relationship between English teachers' level of emotional intelligence and their assessment by the students [2, p. 97-115], the relationship between emotional intelligence, language learning strategies and English proficiency among EFL university students [17, p. 105-114], possible relationship between perceptions of EI and attitudes towards foreign language learning among university students majoring in English as a foreign language[13, p. 416-423]. However, there has been surprisingly little research on how emotional and social competences function in ELT classrooms and how best they can be fostered. Language teaching in particular depends on these competences given the intercultural, social and interpersonal character of communication in a foreign language[12, p. 4].

The main reasons for improving both teachers' and learners' EI skills, according to S. Mercer, Ch. Gkonou, are communicative language teaching, increasingly multicultural and multilingual classrooms and the very nature of language teaching where communicative competence with its important component – intercultural competence – is the aim to be achieved [12, p. 8]. We believe there is another key reason for developing EI skills – rapid advancement of technology, which in a way isolates people from each other and, as a result, their EI is not developed to its full potential. The study also focuses on the beliefs and practices of highly emotionally and socially intelligent teachers in the UK and Austria. It has established the strongest significant positive correlation between trait and educational context-specific EI constructs [12, p. 15] and suggested four main characteristics of quality relationships of teachers with students: empathy, respect, trust and responsiveness [12, p. 20].

Research supports the fact that EI should be specifically developed at higher education institutions [10, p. 8; 15, p. 32-39], especially those preparing future teachers. Since students learn more effectively when they enjoy learning, teachers should use different means which can help their students to improve their EI while they are learning a foreign language in order to become successful professionals. Dramatization as interaction between a teacher and students in drama games, role plays, improvisations, simulations and drama projects aimed at forming the students' communicative competence is a successful means of developing future teachers' EI. It also helps to reduce anxiety and negative feelings during the learning process.

All forms of dramatisation place the emphasis on creating an environment conducive to learning. Participation in group activities promotes a sense of identity, safety and value. In the process of being involved in drama-based activities in class students get reassurance that others experience difficulties as well, they start bonding as those activities are facilitating the formation of friendships, they become familiar with different teaching techniques, they are developing study skills, learn time management and stress reduction. Drama-based activities in a foreign language class assist holistic balancing academic learning with physical and social activities.

When a teacher is extensively using drama techniques, where pair and groupwork are frequently used, support and co-operation between the participants is essential. Hence attention to classroom techniques reducing anxiety, tension and enhancing group dynamics. Project work has long been recognized as having high educational potential. Equally important is its role in developing the students' EI. The work on drama projects calls for using different techniques, such as ice breakers, warming ups and cooling downs, giving and getting feedback focused on how the students felt during the task, formative assessment (including self-assessment and peer assessment). The language input for the drama project includes functional vocabulary for identifying feelings and emotions, empathizing, expressing positive/negative emotions clearly and in inoffensive manner. Although developing EI and implementing drama projects are extremely compatible, the group dynamics necessary for meaningful interaction in the classroom do not occur automatically, but need to be fostered through techniques which build confidence, create a positive classroom atmosphere and encourage cooperation. A drama project is affective in that it encourages learners to express their feelings while making the use of the language relevant, interesting and therefore memorable.

A drama project is a process of putting a performance in class or on stage. It is a particular type of practical activity that is used primarily for the development of speaking and writing (provided that students are writing the script) skills. It allows students to demonstrate their abilities and skills and develop EI. The advantages of using drama projects for developing EI are that they are aimed at creating suitable conditions for expressing and analysing the students' feelings and emotions, provide interpersonal interaction in a "live" environment, thus fostering empathy, can be very motivating for students, can be used to enhance EI across curriculum units. The limitations are that implementing such projects can be very time-consuming and care has to be taken to ensure systematic work on EI development. It is important to give feedback at an appropriate time and place and in a constructive and encouraging way. The correct use of feedback motivates students and encourages reflective and independent learning. One of the most effective feedback strategies is process oriented praise, in which feedback focuses on the effort and strategies that a learner has used. This can help learners to take on challenges and to learn from any setback. After a project students are required to analyse and reflect upon their performance. The following Drama Project Feedback Form has been used by the

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author to assess a drama project based upon the text “Amelia, Where Are You?” in “Upstream Upper Intermediate B2+” by V. Evans and B. Obee (Express Publishing, 2008).

E. g.

Drama Project Feedback Form

You prepared and put on stage a performance based on the text “Amelia, Where Are You?”. This involved discussing the plot, theme, setting and characters, writing a script and making a play. Please, share your thoughts and opinions on this project.

In your opinion, what was the purpose of this project?

How did you feel about writing a script? What, if any, writing skills were improved by working on this project?

How did you feel about your speaking part in this presentation? Comment on working with a group and your own participation. What, if any, speaking skills were improved by working on this project?

How do you feel about your classmates’ performances? Could you understand the scenes you watched?

Would you be interested in such projects in the future?

Underline the answer that you agree with:

I think we spent too much / enough / too little time on this project.

I think the project was / was not a valuable use of class time.

I would like / would not like to do this sort of project again.

How can the project be improved?

Please feel free to add any additional comments.

The suggested “Drama Project Feedback Form” can be filled in by students in a written form or the questions can be answered orally in a debriefing session following the class where a drama project was implemented. It also serves as a tool for formative assessment the importance of which in language education is hard to overestimate.

We believe that the educational needs of foreign language students can be identified most effectively through multiple forms of assessment. The use of multiple assessments should provide these students with varied opportunities to not only demonstrate what they know and can do but also how they feel while doing it and identify feelings of others. Using a drama project for developing EI we extend the menu of available pedagogical means hoping to enable students to become more effective in assessing and conveying their own knowledge, skills and strategies.

In spring semester of 2017 the author conducted a study which measured the prospective English teachers’ EI level before and after drama projects with the aim to find out whether there is a dynamics caused by the students’ work on the projects.

14 second year Foreign Languages Department students of Ternopil Volodymyr Hnatiuk National Pedagogical University participated in the study – all females aged between 18 and 22 years old. Participants of the study worked on two drama projects throughout the semester. The first project was a short-term classroom project based on the text “Why don’t You Find a Proper Job?” in Upstream Upper Intermediate B2+ by Bob Obee and Virginia Evans. After reading and discussing the text in groups of four students improvised a conversation at a career counselor’s office where parents and their child came to seek professional advice. The second one was a long-term project “Language School”, connected with the students’ future profession and involved a lot of individual work and research. EI level was measured before and after project work using The Self-Rated Emotional Intelligence Scale (SREIS) by M. Brackett [3, p.795]. The scale, which consists of 19 items, determines EI in four domains (P – Perceiving Emotion and U – Use of Emotion; R – Understanding Emotion; M1 – Managing Emotion (self); M2 – Social Management) and contains questions which are answered on a five-point Likert scale including answers 1 – “very inaccurate”, 2 – “moderately inaccurate”, 3 – “neither inaccurate nor accurate” 4 – “moderately accurate” 5 – “very accurate”.

The Self-Rated Emotional Intelligence Scale takes approximately 10 minutes to complete. Higher scores indicate higher level of EI. The assessment gives numerical results on each domain as well as a general score of EI (See Appendix 1.). Items 2, 4, 15, 16 are reverse scored. The participants’ ratings of individual questionnaire items are added up in order to calculate their total

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score for EI. The findings showed that overall the participants reported high levels of E. The descriptive statistics for their levels of EI before and after project work are summarised in Table 1.

Table 1

Levels of participants' EI before and after project work

Variable	N	Mean	Minimum	Maximum	SD
EI before project work	14	66.4	49	78	11.05
EI after project work	14	68.6	51	82	11.2

Table 1 demonstrates the results of emotional intelligence self-assessment before and after project work. The data demonstrate an increase in EI level supporting our argument about appropriateness of drama projects for fostering EI.

It has been mentioned above that the subject of EI came into the limelight in the studies on foreign language teaching methodology for several reasons. There may still exist the wrong perception that prospective teachers have already developed EI needed to perform complex tasks of teaching foreign languages and cultures. It has been shown in this paper that it is not so. Experienced teachers have dealt with classroom situations where their EI is tested and where they are required to develop their students' EI in order to ensure their success in this competitive and ever-changing world. Teacher trainees, however, will encounter classroom challenges, which, provided they had special training in EI development, would be met successfully by their students' for their own benefit. Drama projects, similar to those outlined above, would encourage prospective teachers to develop their emotional competence thus increasing their self-confidence, improving their self-regulation, encouraging empathy and developing adeptness. Naturally enough, as they progress in the course, these factors are to be further developed, making students more efficient as teachers of foreign languages and cultures. If EI is given enough attention early in their training, then the pre-service teachers – who will have become professionals in their field eventually – will remain constantly tuned to emotional needs of their students.

Appendix 1.

Self-Rated Emotional Intelligence Scale

The following set of items pertains to your insight into emotions. Please use the rating scale below to describe how accurately each statement describes you. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are, and roughly your same age. Please read each statement carefully, and then circle the number that corresponds to how inaccurately or accurately each statement describes you.

1 – very inaccurate, 2 – moderately inaccurate, 3 – neither inaccurate nor accurate, 4 – moderately accurate, 5 – very accurate

No.	Domain	Item Wording	Your Score
1	P	By looking at people's facial expressions, I recognize the emotions they are experiencing.	1 2 3 4 5
2	U	I am a rational person and I rarely, if ever, consult my feelings to make a decision (r).	1 2 3 4 5
3	R	I have a rich vocabulary to describe my emotions.	1 2 3 4 5
4	M1	I have problems dealing with my feelings of anger (r).	1 2 3 4 5
5	M2	When someone I know is in a bad mood, I can help the person calm down and feel better quickly.	1 2 3 4 5
6	P	I am aware of the nonverbal messages other people send.	1 2 3 4 5
7	U	When making decisions, I listen to my feelings to see if the decision feels right.	1 2 3 4 5
8	R	I could easily write a lot of synonyms for emotion words like happiness or sadness.	1 2 3 4 5
9	M1	I can handle stressful situations without getting too nervous.	1 2 3 4 5
10	M2	I know the strategies to make or improve other people's moods.	1 2 3 4 5

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11	P	I can tell when a person is lying to me by looking at his or her facial expression.	1 2 3 4 5
12	U	I am a rational person and don't like to rely on my feelings to make decisions.	1 2 3 4 5
13	R	I have the vocabulary to describe how most emotions progress from simple to complex feelings.	1 2 3 4 5
14	M1	I am able to handle most upsetting problems.	1 2 3 4 5
15	M2	I am not very good at helping others to feel better when they are feeling down or angry (r).	1 2 3 4 5
16	P	My quick impressions of what people are feeling are usually wrong (r).	1 2 3 4 5
17	R	My "feelings" vocabulary is probably better than most other persons' "feelings" vocabularies.	1 2 3 4 5
18	M1	I know how to keep calm in difficult or stressful situations.	1 2 3 4 5
19	M2	I am the type of person to whom others go when they need help with a difficult situation.	1 2 3 4 5

Note. P – Perceiving Emotion; U – Use of Emotion; (r) – reverse scored; R – Understanding Emotion; M1 – Managing Emotion (self); M2 – Social Management.

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Стаття надійшла в редакцію 26.09.2017 р.

УДК 811.161.2'2161.2

10:25128/2415-3605.17.4.8

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ТЕХНОЛОГІЇ СИТУАТИВНОГО МОДЕЛЮВАННЯ У ФОРМУВАННІ МОВЛЕННЕВО-ДИСКУРСИВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ ФАКУЛЬТЕТУ ІНОЗЕМНИХ МОВ В ІНШОМОВНОМУ СПІАКУВАННІ

Досліджено формування мовленнєво-дискурсивної компетентності в іншомовному спілкуванні, яка лежить в основі багатокомпонентної структури комунікативної компетентності. Проаналізовано основні недоліки традиційного, підтримуючого підходу до навчання іноземних мов, який не забезпечує навчання практичного іншомовного спілкування, більшого значення надає знанням про мову, ніж практичним умінням і навичкам користування іноземною мовою. Встановлено, що формування мовленнєво-дискурсивної компетентності в іншомовному спілкуванні, передбачає володіння навичками організації мовленнєвого матеріалу в когерентний (зв'язний) і цілісний текст – дискурс, який, на відміну від статичного іншомовного тексту, має комунікативний характер. Мету навчання іноземної мови визначено як спонукання студентів до породження і сприймання іншомовних дискурсів, враховуючи комунікативну мету і ситуацію спілкування. Однією з передумов породження іншомовного дискурсу виокремлено створення актуально значущої для учасників комунікації іншомовної мовленнєвої ситуації. Обґрунтовано наявність чіткого зв'язку між формуванням мовленнєво-дискурсивної компетентності в іншомовному спілкуванні та ситуативним моделюванням на занятті з іноземної мови, як соціокультурним контекстом творення іншомовного дискурсу. Доведено доцільність використання технологій ситуативного моделювання, оскільки вони залучають тих, хто вивчає іноземну мову, до активізації мислення, почуттів, знань, інтересу та прагнення до активної мовленнєвої діяльності. Технології ситуативного моделювання апробовано на практиці на заняттях з іноземної мови у ВНЗ. Продемонстровано низку комунікативних ситуацій, які спонукають до творення іншомовного дискурсу відповідно до мовленнєвої ситуації.

Ключові слова: дискурс, текст, мовленнєво-дискурсивна компетентність, дискурсизація тексту, технології ситуативного моделювання.

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