
БІЛІМ БЕРУДІҢ ТЕОРИЯСЫ МЕН ПРАКТИКАСЫ ТЕОРИЯ И ПРАКТИКА ОБРАЗОВАНИЯ THEORY AND PRACTICE OF EDUCATION

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Sociocultural materials in emotional intelligence development in english lessons

Emotional intelligence in educational leadership has become widely recognised as critical in determining effectiveness and influencing decision-making and communication strategies. The article presents a study on emotional intelligence development in students by implementing specific exercises and sociocultural materials in English lessons. The experimental study was conducted at the Multidisciplinary College. The study was undertaken from September 2023 to April 2024. The sample involved 25 third-year students from the experimental group and 24 third-year students from the control group, all majoring in “foreign language teaching”. Theoretical methods included the analysis and synthesis of academic and methodological literature related to the research topic, with particular attention given to the seminal works on emotional intelligence by J. Mayer, P. Salovey, D. Caruso, D. Goleman, and R. Bar-On. Empirical research methods included a pedagogical experiment with analytical and statistical processing of data on the level of emotional intelligence before introducing a set of exercises and sociocultural materials into the educational process and at the end of the experiment. The theoretical significance of the research enhances the academic understanding of emotional intelligence and its application in language education. The practical importance of the work is that the proposed set of exercises and sociocultural materials opens up prospects for its application among English language teachers. The study findings can contribute to the modernisation of the educational process aimed at the comprehensive development of students in the context of modern language education.

Keywords: emotional intelligence, emotional intelligence components, a set of exercises and sociocultural materials, role-playing games, public speaking, interviewing, project activity.

Introduction

The concept of the development of preschool, school, and vocational and technical education for 2023-2029 makes a transition from the current state of education to one that is qualitatively different. The trajectory of education development in 2023-2029 provides for a transition from traditional educational programs to preparing students for the future through the focus of academic programs on the formation of emotional intelligence [1].

One key reason for integrating emotional intelligence development into foreign language education programs is the changing nature of the modern labour market [2]. According to Dong V.T. [3], educational leadership has marked emotional intelligence as the most crucial factor in determining effectiveness and influencing decision-making and communication strategies. European researchers consider emotional intelligence (EI) a key element in developing education for sustainable progress [4].

This article describes a study on developing emotional intelligence in students by implementing specific exercises and sociocultural materials in English lessons.

Based on the goal, the following research objectives were achieved during the survey:

Objective 1. To study the theoretical fundamentals of emotional intelligence and select a set of exercises and sociocultural materials (SESCM) for EI development.

Objective 2. To introduce the SESCO into English lessons and test its effectiveness in developing emotional intelligence.

Objective 3. To analyse the results of introducing the SESCO into English lessons.

The object of the study is the process of developing students' emotional intelligence in English lessons. Its subject is introducing a set of exercises and sociocultural materials into the educational process and analysing its effectiveness in increasing the level of emotional intelligence. The hypothesis is based on the assumption that students' emotional intelligence development can be carried out in English lessons using a particular set of exercises and sociocultural materials.

Despite the research in the field of emotional intelligence development in education [5], [6], [7], [8], [9], there is a lack of profound research on what exercises and materials can be used for developing EI in English lessons. The novelty of the study is the elaboration of a set of exercises and sociocultural materials that can be introduced into the process of foreign language education in the context of developing emotional intelligence.

The concept of emotional intelligence was developed at the beginning of the last century. However, it used to be defined as "social intelligence" and was initially introduced by American Psychologist Thorndike E. [10]. He proposed that social intelligence is the ability to understand people, women and men, girls and boys, communicate with them effectively, and act appropriately in interaction. According to him, successful communication skills within different relationships can characterise a person as socially intelligent.

Over time, the concept of emotional intelligence changed. The pioneers of emotional intelligence theory are Mayer J. and Salovey P. They defined emotional intelligence as "the subset of social intelligence that involves 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 action" [11, 189]. In other words, emotionally intelligent individuals can regulate and differentiate their emotions from those of others and utilise their emotions to stimulate thinking and behaviour. During the research, Mayer J. and Salovey P. made various additions to the idea of emotional intelligence, changing and improving it. As a result, the scope of EI included a four-branch ability model consisting of verbal and nonverbal appraisal and expression of emotion, the regulation of emotion in the self and others, and the utilization of emotional content in problem-solving [12]. They expanded the types of reasoning of each component, including recognising cultural differences, identifying deceptive emotions based on emotional expressions, perceiving emotions in the environment, visual arts, and music, staying open to positive and negative feelings, leveraging mood swings for cognitive perspectives, etc. Thus, the modern structure of emotional intelligence proposed by Mayer, Caruso, and Salovey has been updated based on its initial version [13].

Alternative interpretations of emotional intelligence delve into the complexity of this multifaceted concept and are grounded in various theoretical frameworks proposed by specialists in the field.

Bar-On R. [14] proposed considering emotional intelligence as a set of human qualities that contribute to improving protective functions from the influence of negative factors from the outside world. The model comprised five composite scales, including intrapersonal and interpersonal components, stress management, adaptability, and general mood.

Goleman D. continued to develop emotional intelligence theory. This researcher's peculiarity was that he considered emotional intelligence an integral part of the structure of leadership intelligence [15]. In his opinion, emotional intelligence is the ability to manage one's feelings, express them at the right moment and work well in a team to achieve common goals. His model of emotional intelligence includes five main components (Table 1). Goleman D. argued that emotional reactions in individuals are processed depending on the amygdala, a paired nuclear complex in the brain [16]. According to him, emotional responses are produced in the amygdala even before the brain fully understands what is happening. He identified a direct relationship between the level of emotional intelligence and leadership intelligence.

It is assumed that if people observe the unity between the emotional and intellectual spheres, successful work as a leader will be inevitable in any field.

Daniel Goleman's emotional intelligence model

Components of EI	Definition
Empathy	Empathy refers to the ability to comprehend another individual's emotional experiences by viewing the situation from that individual's perspective.
Social skills	Social skills imply the ability of an individual to interact successfully with others.
Motivation	Motivation is considered as "intrinsic motivation" as a component of EI. Intrinsic motivation means that an individual tries to achieve his goals and meet his needs rather than being guided by external rewards such as recognition, fame, and money.
Self-regulation	Self-regulation includes being flexible and disciplined, coping with difficulties, and managing conflicts.
Self-awareness	Self-awareness allows an individual to recognise and understand emotions and understand how these emotions affect active life.

Chinese scientists Wong Ch. and Law K.S. [17] define emotional intelligence as a set of interrelated abilities that individuals possess to cope with emotions. The authors developed a measurement of EI based on the EI ability model by Mayer J. and Salovey P. The measurement was tested in their survey.

A significant contribution to the study of EI was made by Sardarova Z., Autaeva A., Rsaldinova A., and Kemeshova A. [18]; Khosravi P., Rezvani A., and Ashkanasy N.M. [19]; Beloborodov A.M. and Symaniuk E.E. [20]; Kiseleva T.S. [21]; Murzalinova A.Zh., Abildina S.K., Almagambetova L.S., Ualieva N.T., and Rakhimova Z.O. [22].

The analysis of the scientific works facilitated the understanding of how various scholars conceptualise emotional intelligence. Despite the diversity in the conceptualisation of emotional intelligence, there is a common feature that combines all the theories — emotional intelligence is the ability to cope with the internal emotions of an individual and the external emotions of other people. Emotional intelligence can be defined as a set of skills that allow individuals to effectively interact with team members in the process of group work, recognise and interpret both their own emotions and those of others, control emotional reactions, feel empathy, and be able to motivate.

However, introducing emotional intelligence development into foreign language education assumes specific exercises actively implemented in English lessons. Among the exercises that showed their effectiveness in the context of foreign language acquisition were highlighted role-playing games [23], project activity [24], interviewing [25], and public speaking performances [26]. The study involves adapting the exercises along with using sociocultural materials as part of an original approach to fostering the development of emotional intelligence in teaching a foreign language to students.

Materials and methods

Theoretical methods include the analysis and synthesis of academic and methodological literature related to the research topic, with particular attention given to the seminal works on emotional intelligence by J. Mayer, P. Salovey, D. Caruso, D. Goleman, and R. Bar-On.

Empirical research methods include a pedagogical experiment with analytical and statistical processing of data on the level of emotional intelligence before introducing a set of exercises and sociocultural materials into the educational process and, at the end of the experiment, using Excel software for processing data. The experimental study was conducted at the Multidisciplinary College at Sh. Ualikhanov Kokshetau University. The experimental study was conducted from September 2023 to April 2024. The study involved 25 third-year students from the experimental group and 24 third-year students from the control group, all majoring in "foreign language teaching". The selection of participants was made using the principles of convenience sampling. The students were 18 and older and represented different parts of the Akmola region. The study was reviewed and approved by the Ethics Committee of Sh. Ualikhanov Kokshetau University. The participants provided their written informed consent to participate in this study.

The level of emotional intelligence was assessed according to the methodology of Candidate of Psychological Sciences Manoilova M.A [27]. The testing method (the MEI questionnaire) with a high level of validity and reliability is provided in accordance with the requirements established for scientific research, as well as verification based on the representativeness of the sample of subjects in quantitative and qualitative terms [28]. It consists of 40 items, such as “I am aware of my feelings and emotions”, “I try to influence the actions and feelings of other people less”, “I try to eliminate disagreements as soon as I find them”, “A TV breakdown can make me confused, despaired”, “In all situations, I openly express my feelings,” etc. The answers are evaluated on the Likert’s scale, where a particular score is given for each answer: “always” — 5 points, “most often” — 4 points, “sometimes” — 3 points, “rarely” — 2 points, “never” — 1 point. This questionnaire consists of 20 direct and 20 inverse items and is divided into four sections (Table 2).

Table 2

Emotional intelligence questionnaire sections

№	Name of Section	Abbreviation
1	Awareness of one’s own feelings and emotions	AOOFE
2	Regulation of one’s own feelings and emotions	ROOFE
3	Awareness of the feelings and emotions of others	AOFE
4	Regulation of the feelings and emotions of others	ROFE
	Integral overall index	IOI

The MEI questionnaire has a calculation scale of 1 to 4 integral indicators (low level of EI), 5 to 6 integral indicators (average level of EI), and 7 to 10 integral indicators (high level of EI).

The criteria for the selection of sociocultural materials were authenticity, variety of genres, information value, lexical units with a cultural component, the compatibility of socio-cultural and linguistic phenomena, non-verbal units, and the possibility of complex use [29]. The criteria for the selection of sociocultural materials were authenticity, variety of genres, information value, lexical units with a cultural component, the compatibility of socio-cultural and linguistic phenomena, non-verbal units, and the possibility of complex use [29]. The materials selection was also based on the sociocultural principle of the cognitive-linguacultural methodology that is fundamental in modern foreign language education. These include fiction by King S., Doherty D., and Thomas A., popular science literature by Dr. J. Dispenza and P. Ekman, and the social network YouTube, particularly the video channel “TEDx Talks”.

These materials have a sociocultural orientation because they reflect social and cultural aspects. The selected fiction explores human emotions, relationships, and social issues, providing valuable insight into cultural norms and values. For example, “Street Child” examines historical social problems, offering a deeper understanding of the social structures of the time. The work by A. Thomas highlights issues of social justice and reflects on contemporary cultural contexts. “The Green Mile” explores themes of morality, justice, and humanity, setting them within a specific cultural framework. Popular science literature (works by J. Dispenza and P. Ekman) investigates psychological and emotional processes based on cross-cultural analyses. YouTube content, particularly TEDx Talks and videos by D. Pink, S. Geller, and Ch. Bailey, address topics such as motivation, self-development, and cognitive focus. These materials convey relevant knowledge, reflect modern global communication and education trends, and showcase their connection to social and cultural shifts. The materials explore themes that combine individual experiences with broader social and cultural contexts, addressing universal and specific human behaviour, values, and challenges.

The introduction of the materials was enhanced by a set of exercises, including role-playing games, public speaking, interviewing, and project-based activities.

Role-playing games are educational games that are an effective tool for learning English and represent a simulation of events. Role-playing games create a context-oriented learning environment. To develop such a component of emotional intelligence as empathy, events are offered as role-playing games as participants directly need to simulate a situation focused on empathy. As part of the training sessions, role-playing games include the moderation of situations by three participants, one of whom is an observer. The observer’s goal is to evaluate the emotional responses demonstrated during the activity. The situations were taken from the

works of fiction “Street Child” by Doherty B., “The Hate U Give” by Thomas A., and “The Green Mile” by King S.

Public speaking is the presentation of oral material to an audience. Students watched videos such as “The Puzzle of Motivation” by Pink D., “The Psychology of Self-motivation” by Geller S., and “How to Get Your Brain to Focus” by Bailey Ch. After watching these videos, students began preparing speeches and working in teams. They demonstrated their ideas to each other to get feedback and correct mistakes.

Interviewing is a verbal and communicative method. The purpose of interviewing is to conduct a dialogue between the interviewer and the interviewee according to a pre-developed plan. Interviews are currently an integral part of applying for a job. Each individual wants to cope with it successfully, as this process can be very stressful for interviewees. From the emotional intelligence perspective, this method is used to develop self-awareness.

One of the functions of self-awareness is an emotional and positive attitude towards the self. For an individual’s emotional and value-based attitude to be high, it is necessary to develop self-awareness and its component “self-confidence”. Developing self-awareness and self-confidence during English lessons could help overcome stress. While interviewing, students are asked the following questions:

1. Tell me about yourself. What are your strengths and weaknesses?
2. What skills are the most important for your future job?
3. What motivated you to choose your profession?
4. What are your short-term and long-term career aspirations?
5. How do you see yourself in 5 years?

Project activity represents a set of research, data analysis, and other tasks carried out independently or in small groups by students to develop theoretical or practical solutions to a significant problem. Project-based learning presupposes a fundamentally different philosophy of building the educational process through the purposeful activity of students following personal interests and goals. As a development of social skills as a component of emotional intelligence through project activities, students are offered the following tasks during three classes:

Research on how to understand the emotions of other people. Your target group is your parents, siblings, friends, and classmates/groupmates/colleagues. Task 1 is to make notes about the emotions each participant of your target group is experiencing for two days. Task 2 is to make notes on what emotional and facial signals helped you understand the feelings each participant of your target group was experiencing at the moment of your observation. Task 3 is to analyse how to react to these emotions. Present your results.

The introduction of the SESCO into the educational process is based on systematic and individual approaches for each learner.

Results and Discussion

Before the experimental study started, the students' emotional intelligence level in experimental and control groups was tested (Tables 3 and 4).

Table 3

Pre-test results (EG)

Experimental Group (EG)	AOOFE	%	ROOFE	%	AOFE	%	ROFE	%
High level	1	4 %	2	8 %	3	12 %	3	12 %
Average level	16	64 %	14	5 %	15	60 %	15	60 %
Low level	8	32 %	9	36 %	7	28 %	7	25 %

Table 4

Post-test results (CG)

Control Group (CG)	AOOFE	%	ROOFE	%	AOFE	%	ROFE	%
High level	1	4 %	2	8 %	2	8 %	X	%
Average level	17	71 %	13	54 %	16	68 %	21	88 %
Low level	6	25 %	9	38 %	6	24 %	3	12 %

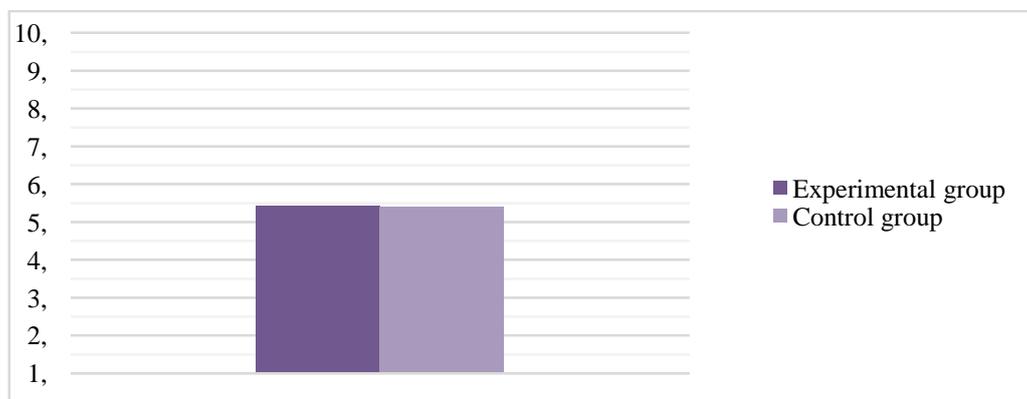
In the AOFEE section, the majority of the EG participants are at the average level (64 %), with a smaller percentage at the high (4 %) and low (32 %) levels. A similar distribution, with the majority at the average level (56 %) and the minority at the high (8 %) or low (36 %) levels, is observed in the ROOFE section. The percentage in the AOFE section comprises 60 % in the average category, 28 % in the low category and 12 % in the high category. Like AOFE, 60 % of students in the ROFE section are in the average category, and 12 % are at the high level.

For AOOFE, ROOFE and AOFE, both groups have similar percentages at the high level without significant differences (Diagram 1). For ROFE, there is no value for the control group. The CG indicator consistently has a higher rate than the average indicators for the sections AOOFE, AOFE and ROFE. The EG shows a more significant number of participants with a lower range for the variables AOOFE, ROOFE and AOFE, while the CG has a higher percentage at the low level for the ROFE section.

The integral overall index for EG and CG at the first stage of the study is 5.43 and 5.4, respectively.

Diagram 1

Pre-test results (EG and CG)



The next stage involved the integration of the SESCO into the learning process. It is vital to note that participants received guidance throughout the introduction. The interactive lessons were designed to engage students and promote EI development.

The emotional intelligence development took over the course of 30 sessions. The second test was administered to compare the progress in emotional intelligence scores (Tables 5 and 6).

Table 5

Post-test results (EG)

Experimental Group (EG)	AOOFE	%	ROOFE	%	AOFE	%	ROFE	%
High level	8	32 %	11	44 %	11	44 %	8	32 %
Average level	16	64 %	13	52 %	12	48 %	16	64 %
Low level	1	4 %	1	4 %	2	8 %	1	4 %

Table 6

Post-test results (CG)

Control Group (CG)	AOOFE	%	ROOFE	%	AOFE	%	ROFE	%
High level	1	4 %	4	16 %	3	12 %	2	8 %
Average level	18	76 %	17	72 %	19	80 %	22	92 %
Low level	5	20 %	3	12 %	2	8 %	X	%

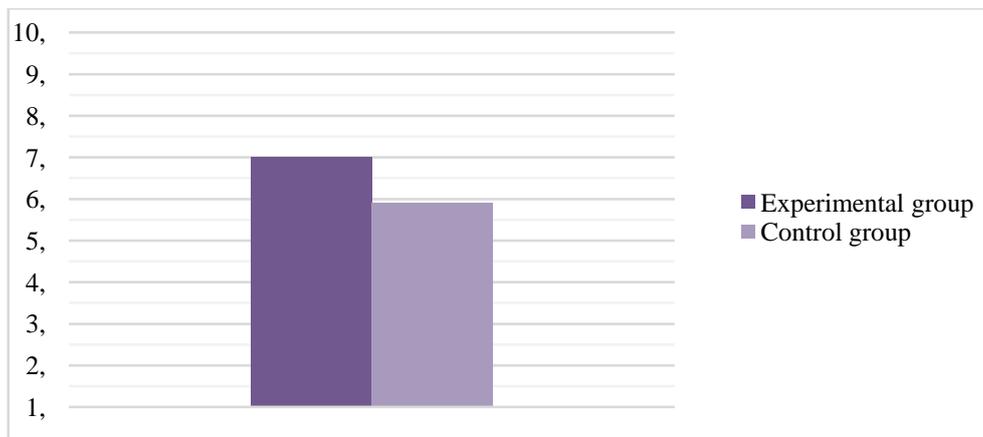
Dataset 2 (post-test results) for EG had a more significant proportion of participants at the high level, especially for ROOFE and AOFE (44 %). It also has a higher percentage of participants in the average category for ROFE (64 %) and AOOFE (64 %). The average level remains dominant in both EG datasets (pre-test and post-test). Still, there is a shift toward more participants in the high and average categories for all the sections in Dataset 2 (EG).

Both CG datasets (pre-test and post-test) have a low proportion of participants in the high level, and the overall pattern doesn't significantly change. The average level shows a slight increase in Dataset 2 (post-test results) for CG for ROOFE, AOFE, and ROFE, with the most significant increase being 12 % for AOFE. However, the differences are slight, and both CG datasets show a predominant proportion in the average category.

Comparing post-test integral overall indexes between two groups is shown in Diagram 2.

Diagram 2

Post-test results (EG and CG)



Positive results were obtained since the average level of emotional intelligence in the experimental group increased from 5.43 integral indicators (average level) to 7 integral indicators (high level), a 29 % increase. In the control group, there was a slight increase of 9 per cent. However, this might be connected with other independent factors. The implementation of the SESCO had a significant impact on the EI development of EG students.

The introduction of the SESCO targeted the objective of assessing its effectiveness in EI development. Results in the study are suitable for students' EI improvement, with the set of exercises and sociocultural materials increasing the level. The ways of EI development align with findings from other EI studies conducted in Kazakhstan, showing positive effects. The studies highlight the necessity of using specific activities and literature that provide students with vicarious emotional experiences for boosting EI [30], [31], [32], [33]. Thus, the study confirms the SESCO's impact on EI.

Moreover, there is a great diversity of tools for measuring emotional intelligence. The measuring tool used has shown reliable results and is consistent with the results of other studies in which the same tool was used [34], [35], [36]. However, there is still an emerging need to develop Kazakhstani measurement tools of EI based on international standards.

Despite the SESCO being a well-designed experimental model for introducing EI development into the process of teaching English, there is a potential to improve the model by expanding materials and adding more exercises. Moreover, future research might consider the correlations between emotional intelligence development and language skills, for example, communicative competence of students. Materials can be widened and adapted to C1 or C2 levels of language proficiency.

Conclusion

There is a wide variety of technologies in the methodology of teaching English. In this experimental work, the SESCO, which aims to develop emotional intelligence in English lessons, was tested.

The results of the study on the use of the developed complex, including exercises such as role-playing games, public speaking, interviewing, project activities and such sociocultural materials as works of fiction by authors King S., Doherty D., and Thomas A., popular science literature by authors Dr. J. Dispenza and P. Ekman, and the social network YouTube, in particular the video channel “TEDx Talks” confirm the hypothesis that the development of students’ emotional intelligence can be conducted with a specific set of exercises and sociocultural materials in English lessons.

The theoretical significance of the research expands the academic understanding of emotional intelligence and its application in language education. The feasibility of the proposed set of exercises and sociocultural materials opens up new perspectives for its application by English language teachers. The results can contribute to the modernisation of the educational process aimed at the comprehensive development of students in the context of modern language education.

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Е.Е. Глущенко, Л.Е. Дальбергенава, К. Cesur, А.К. Жуконова
**Ағылшын тілі сабақтарында эмоционалды интеллекті
дамытудағы әлеуметтік-мәдени материалдар**

Білім берудегі эмоционалды интеллект тиімділікті анықтайтын және шешім қабылдау мен коммуникациялық стратегияларға әсер ететін маңызды фактор ретінде кенінен танылды. Мақалада ағылшын тілін үйрену барысында оқушылардың эмоционалды интеллектінің дамуы туралы зерттеу берілген. Мақаланың мақсаты — ағылшын тілі сабақтарында белгілі бір жаттығулар кешенін және әлеуметтік-мәдени материалдарды қолдану арқылы оқушылардың эмоционалды интеллектін дамыту бойынша зерттеу нәтижелерін сипаттау. Пилоттық зерттеу Көпсалалы колледжінде жүргізілді. Зерттеу 2023 жылдың қыркүйегінен 2024 жылдың сәуіріне дейінгі кезеңді қамтыды. Зерттеуге «Шетел тілі мұғалімі» мамандығы бойынша үшінші курстың 25 студенті эксперименттік топ ретінде және 24 студенті бақылау тобы ретінде қатысты. Теориялық әдістерге зерттеу тақырыбы бойынша ғылыми-әдістемелік әдебиеттерді талдау және синтездеу, Дж. Майер, П. Саловей, Д. Карузо, Д.Р. Бар-Он және Д. Гоулманның эмоционалды интеллект теориясының іргелі еңбектерін талдау кіреді. Эмпирикалық зерттеу әдістеріне оқу процесіне жаттығулар кешенін және әлеуметтік-мәдени материалдарды енгізер алдында және эксперимент соңында эмоционалды интеллект деңгейі туралы мәліметтерді аналитикалық және статистикалық өңдеумен педагогикалық эксперимент жатады. Зерттеудің теориялық маңыздылығы эмоционалды интеллект және оны тілдік білім беруде қолдану туралы академиялық түсінікті кеңейтеді. Жұмыстың практикалық маңыздылығы — ұсынылып отырған жаттығулар мен әлеуметтік-мәдени материалдар жинағы оны ағылшын тілі мұғалімдері арасында қолданудың болашағын ашады. Зерттеу қазіргі тілдік оқыту жағдайында студенттерді жан-жақты дамытуға бағытталған оқу-тәрбие үдерісін жаңғыртуға ықпал ете алады.

Кілт сөздер: эмоционалды интеллект, эмоционалды интеллектің компоненттері, жаттығулар мен әлеуметтік-мәдени материалдар жинағы, рөлдік ойындар, көпшілік алдында сөз сөйлеу, сұхбат, жобалық іс-әрекет.

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**Социокультурные материалы в развитии эмоционального интеллекта
на уроках английского языка**

Эмоциональный интеллект в образовании получил широкое признание как важный фактор, определяющий эффективность обучения и влияющий на принятие решений и коммуникативные стратегии. В данной статье представлено исследование, посвященное развитию эмоционального интеллекта студентов в процессе изучения английского языка. Целью статьи является описание результатов исследования по развитию эмоционального интеллекта учащихся путем применения определенного набора упражнений и социокультурных материалов на уроках английского языка. Экспериментальное исследование проводилось в многопрофильном колледже в период с сентября 2023 года по апрель 2024 года. В нем приняли участие 25 студентов третьего курса экспериментальной группы и 24 студента третьего курса контрольной группы специальности «учитель иностранного языка». Теоретические методы включают анализ и обобщение научно-методической литературы по теме исследования, в частности, анализ фундаментальных работ теории эмоционального интеллекта Дж. Майера, П. Саловей, Д. Карузо, Д.Р. Бар-Она и Д. Гоулмана. Эмпирические методы исследования включают педагогиче-

ский эксперимент с аналитической и статистической обработкой данных об уровне эмоционального интеллекта до внедрения комплекса упражнений и социокультурных материалов в учебный процесс, а также после завершения эксперимента. Теоретическая значимость исследования расширяет академическое понимание эмоционального интеллекта и его применения в языковом образовании. Практическая значимость работы состоит в том, что предложенный комплекс упражнений и социокультурных материалов открывает перспективы его применения среди преподавателей английского языка. Данное исследование может внести вклад в модернизацию образовательного процесса, направленного на все-стороннее развитие учащихся в условиях современной языковой подготовки.

Ключевые слова: эмоциональный интеллект, компоненты эмоционального интеллекта, набор упражнений и социокультурных материалов, ролевые игры, публичные выступления, интервьюирование, проектная деятельность.

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