

Emotional Intelligence in the Context of Linguodidactics and Linguocultural Studies

Lesia MALIMON¹,
Alla PAVLIUK²,
Nataliia YEFREMOVA³,
Valentina BOICHUK⁴,
Antonina SEMENIUK⁵,
Oksana KHNYKINA⁶,
Svitlana SHELUDCHENKO⁷,
Oksana TOROSIAN⁸,
Oksana ROHACH⁹,
Iryna NAVROTSKA¹⁰,
Svitlana HONCHARUK¹¹,
Maryna VASYLENKO¹²,
Liliya POTAPENKO¹³

¹ Lesya Ukrainka Volyn National University, Ukraine,

Mail.Malimon@ukr.net,
<https://orcid.org/0000-0001-6740-0701>

² Lesya Ukrainka Volyn National University, Ukraine, allapavlyuk@ukr.net,
<https://orcid.org/0000-0002-6037-4819>

³ Lesya Ukrainka Volyn National University, Ukraine,
yefremova05@gmail.com,
<https://orcid.org/0000-0003-1476-1831>

⁴ The Municipal Higher Educational Institution "Lutsk Pedagogical College" of the Volyn Regional Council, Ukraine,
boichukvalia@gmail.com,
<https://orcid.org/0000-0002-9870-2195>

⁵ Lesya Ukrainka Volyn National University, Ukraine,
asemeniuk70@gmail.com,
<https://orcid.org/0000-0002-4437-179X>

⁶ Lesya Ukrainka Volyn National University, Ukraine,
likhach.oks@gmail.com,

Abstract: *In the article, for the first time in Eastern European linguodidactics, an original method of using students' emotional intelligence data and their personal linguoculture for a new structuring of didactic material in the study of foreign languages (on the example of Ukrainian as a foreign language) is offered.*

The authors aimed to make theoretical generalizations and conclusions about the main subject of the research, to determine the types of emotional-intellectual relation of students to a foreign language in the classes of the higher educational institutions and to model the general methodological scheme on the basis of sociological and functional-semantic data.

The used methods can be clearly divided into theoretical, sociological and modeling, which made it possible to demonstrate a new approach to the thematic presentation of didactic material on the example of the concept HAPPY and determine the degree of flexibility of students' emotional intelligence in foreign language classes.

First of all, the international significance of the article lies in the first attempt of the synthesis of the theory of emotional intelligence and linguoculturology (theory of concepts) in the optimization of the foreign language didactics; secondly, the authors, with the help of associative experiment and functional-field thematic structuring, offered a new model of presenting the lexical material of foreign language teaching for the first time.

Keywords: *Associative experiment; functional-semantic (field) structuring; new structure of the thematic study of the lexical material; center and periphery; emotional intelligence syndromes detection; concepts.*

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<https://orcid.org/0000-0002-3851-0677>

⁷ Lesya Ukrainka Volyn National University, Ukraine,

sheludchenko@vnu.edu.ua,

<https://orcid.org/0000-0002-5998-1531>

⁸ Taras Shevchenko National University of Kyiv, Ukraine, torosyano@gmail.com,

<https://orcid.org/0000-0001-9160-9871>

⁹ Lesya Ukrainka Volyn National University, Ukraine,

oksanarog@vnu.edu.ua,

<https://orcid.org/0000-0002-5304-0837>

¹⁰ Lesya Ukrainka Volyn National University, Ukraine, rasmusia@ukr.net,

<https://orcid.org/0000-0002-9787-2280>

¹¹ Lesya Ukrainka Volyn National University, Ukraine,

tsvetik323@gmail.com,

<https://orcid.org/0000-0003-0976-6945>

¹² Bohdan Khmelnytsky National University of Cherkasy, Ukraine,

pian@ukr.net, <https://orcid.org/0000-0002-1485-9102>

¹³ The Bohdan Khmelnytsky National University of Cherkasy, Ukraine,

liliapotapenko@ukr.net,

<https://orcid.org/0000-0001-7495-3152>

Introduction

There are two reasons for writing this article: the first (less important) reason is the almost complete absence in the international scholarly discourse of specialized research on the consideration of emotional intelligence in foreign language lessons. The second reason is more serious and conceptual: most teachers, especially in traditional schools, do not encourage expressing emotions in foreign language lessons. Moreover, it is traditionally believed that the rational, knowledge component - lexical content, grammar, discourse construction techniques, etc. - should dominate when learning a foreign language. Especially this problem arises in higher education institutions, where students must manifest knowledge rather than impressions and emotions. The other side of the problem is the suppression of emotions, which drastically reduces motivation, because the emotional-affective side of the psyche directly determines the desire to do a certain thing, while rational or distant practical stimuli are much weaker. At the same time linguocultural methods of learning a foreign language for some reason are always separated from the problems of emotional intelligence (EI).

The inability or inhibition to express emotions creates several rows of actually artificial interferences: student-teacher, student-student, student-text, student-language society. However, frank interviews with teachers showed that teachers make little use, but still understand the importance of emotional intelligence in learning a foreign language. We have tentatively summarized the main benefits of such use in a triune system: AMAZING (HAPPY) - UNITY (EMPATHY) - COHERENCE (EXPERIENCE). As for the emotions of students and pupils, the most relevant intellectually-emotional actions were COGNITION (EMOTION) - ACCEPTANCE - EXPRESSION in the context of linguodidactic activity.

Relevance of the article

Domestic scholars have begun to use the concept of *emotional intelligence* frequently, but usually in a context where it can compensate for rational ways of knowing (Demchenko et al., 2021) or when we are talking about the mental or neurophysiological aspects of education proper (Kosholap et al., 2021). We have found almost no fundamental works where methodologists consider emotional intelligence as the main tool and channel for learning humanities disciplines, emphasizing the relevance of our article.

The international scientific and methodological discourse is overflowing with articles about not so much the methodological role of EI in language teaching, but rather the technological, environmental and valeological ones (emotional burnout of the subjects of the process), Chan (2006); engaging the hidden resources of teachers and students (Cuéllar, & Oxford, 2018) or resolving internal conflicts between teaching attitudes and current emotions (Barcelos, & Ruohotie-Lythy, 2018). At the same time, there is a lack of specific methodological guidelines on foreign language teaching methods, changes in the structuring of didactic material taking into account the phenomenon of EI as a primary educational resource in students and learners.

We first encountered the concept of "emotional intelligence" at the end of the 19th century, when Gardner (2007) argued for the multi-component nature of human intelligence. He believed that humans have a natural ability to emotionally reflect on their assessment of themselves, their own states, and their feelings. Later scholars Mayer, J. D., & Salovey, P. Caruso D. (2007) attempted the author's test to determine emotional intelligence. This test still raises questions, but the four-component structure of EI seems valid to us: the instrumental emotional component (affective stimulation thinking); the objective emotional component (understanding one's own and others' emotions); the perceptual component (perception of emotions) and the imperative component (managing one's own emotions). Managing emotions in the educational process at school is the most difficult task because children are emotionally spontaneous and full mastery of emotions is only possible at a mature age. However, it is this spontaneity, flexibility, and variability of emotions that can be used in linguistics, because language with its emotional, conotative, and expressive functions is very close to EI.

Ekman & Davidson (1994) and their followers reduce the taxonomy of emotions to four general ones - joy, fear, anger and sadness. There is also a six-component classification, which also adds love and shame. However, within the framework of these general taxonomies we can deploy a palette of nearly a hundred emotional shades, inseparable from personal world pictures. In classical pedagogy, emotion was hardly the only irrational educational category. However, Gardner (2021) introduced the concept of "emotional reality" as early as the last century. At that time it had already, psychological meaning, but now, in our opinion, when the multitude of virtual, but such important types of realities is growing, this concept should be reviewed, supplemented and expediently applied.

The concept of studying literature has already taken emotional intelligence as its basis: most schools in Europe have already switched to a perceptual study of works of fiction. It is more difficult to work with language, since its didactic basis is not a figurative, but a conceptual component. But here the linguocultural approach can come to the rescue, studying concepts - complex and integral formations, which in parity roles include concepts, emotions, impressions, myths, etc. **The purpose of our article** is to start a discussion about effective foreign language learning, taking into account the parameters and possibilities of emotional intelligence and the use of the natural ability of a person to linguocultural conceptualization of the world within a personal picture. On the basis of sociological data from real foreign language teachers we'll try to define stable emotional-intellectual types of relations (syndromes) of students to a foreign language and use the concept and the method of functional field structuring to model a new general methodological scheme of foreign language learning with EI actualization. Let us note that the verbal content of the scheme was built on the basis of the Ukrainian language, which for the current English-speaking reader will be perceived as a foreign language.

Data saturation. Our article is theoretical, but in addition to scientific and analytical data we carried out a survey of teachers of one of the Ukrainian institutions of higher education (manifestations of ET in the attitude of students to a foreign language) and students (determination of significant components of the emotional concept HAPPY to demonstrate our author's scheme-model).

We used theoretical and sociological **methods** in our work. Among the latter are non-randomized (demonstration) survey of teachers and students, method of associative experiment. Theoretical methods include analysis of relevant literature, induction, taxonomic methods, method of functional-field structuring, etc.

The presupposition of our study is several points. First: emotional reality is the inner complement of rational reality and real reality. Since the world of language is a kind of virtual reality, its emotional plane is an "arrangement," a conotation and "coloring" of such reality. This also seems obvious because the emotional and expressive functions of language come immediately after the informational and communicative ones, and, rather, they are parallel and complementary. The second position is that for the student positive emotions and their intellectual processing are much more

important than rational knowledge, so we place emotional rather than thematic concepts in the functional centers of language learning.

Ethics of the research

The authors of the article coordinated the sociological work with the administration and ethics commission of Donetsk National University named after Vasyl Stus (Ukraine), and the teachers (15 people) and students (98 people) voluntarily agreed to the survey.

Emotional intelligence in the context of linguodidactics and linguocultural studies. A review of current works

In 1908, the German philosopher and psychologist G. Mayer (1981, p. 123) in his work "The Psychology of Emotional Thinking" for the first time classified the main types of thinking in psychological detail, systematizing their essential characteristics. The author singled out, next to "judging" (logical) thinking, types of intellectual activity if they are closely connected with the emotional and motivational spheres ("emotional" thinking, "affective" thinking, etc.). Since then, the outline of the concept of "emotional intelligence" has gradually emerged in psychology and pedagogy.

Since there are enough publications in the scientific Internet space about the general problems of learning and application of emotional intelligence, in this brief review we decided to focus on the key publications covering the problem of "Language Learning and EI".

The studies describing the group and contextual use of EI in learning a native and foreign language seem to be important and key in methodological terms. For example, N. Clarke proved through a pilot project that emotional awareness and emotion management in a group avalanche leads to the identification of team goals, soft conflict resolution, activates communicative and social interaction, Clarke (2010). For our part, we add: during the sociological data saturation for our article, we noticed that positive general psychological "infusion" of positive emotions often led to collective reflection, general cognitive insights, against which the acquisition of foreign-language communicative competencies was significantly accelerated.

Some scientists have gone even further: they have attempted to put EI patterns at the core of students' learning strategies. For example, using the Bar-On (2000) questionnaire and LASSI measures of learning strategy effectiveness (Hasanzadeh, & Shahmohamadi, 2011), researchers found

direct and effective relationships between EI levels and various parameters of learning subjects regardless of age, gender, training direction, etc. The problem lies only in minor strategic differences between genders, since the "depth" and speed of operational accessibility to and stimulation of EI are somewhat different in men and women.

At one time EI was measured among students belonging to different language groups. The results were unexpected: the more complex the speech morphologically, the higher EI parameters were involved (Atamanova, & Bogomaz, 2018). Apparently, this is due to the fact that rational intelligence is "afraid" of complex speech, while EI seeks out new personal trajectories, motivations and techniques, because learning a non-native language means opening new perspectives, learning a heterogeneous culture, finally challenging oneself epistemologically. The authors of the project I. V. Atamanova and S. A. Bogomaz summarize: *A comparative analysis of descriptive statistics in the selected groups showed: Chinese language students had the highest scores in the parameters of emotional intelligence, responsible for recognizing, understanding, and managing the emotions of others.* Such observations may have far-reaching implications for increasing motivation to learn a language minimally similar to one's native language.

In science there are also completely unexpected and irrational conclusions about the possibilities of EI in language learning, so we should remember the study of Jean-Marc Dewaele (2018) about the connection between EI and love of language. The author identified such an "unscientific" category as love of language through markers of *well-being, emotionality, self-control, and communicability* in foreign language learning. Through multivariate research, the scientist found numerous correlations between academic performance and positive human emotions, which he called *a global trait of emotional intelligence*, Dewaele (2018, p. 468). If we talk about recent current research in our field, even such global processes as economic crises, military conflicts, the Covid-19 epidemic are reflected in the educational potential of EI. The article by P. Resnik and J. Dewaele on the role of EI in the urgent transition to distance or online learning of English. Researchers have argued: students are much better about face-to-face forms of learning, but due to the emotional flexibility and adaptability of today's youth led to a very rapid disappearance of negative markers about anxiety, expectations and frustrations (Resnik, & Dewaele, 2021). Emotionally intelligent learners were found to "find pleasure" even in the most alternative and challenging foreign language learning environments.

Logically, the research described above has been theoretically studied and experimentally verified by the cognitive determinants of emotion. As cognitive determinants there is not only evaluation, but also interpretation of the situation, state, evaluation and comparison of available and available means to achieve goals. Therefore, emotions are the result of the cognitive processing of certain information.

Using personal linguoculture with an emotional center and thematic periphery. General methodological features

Ukraine already has a long experience of experimental, though rather chaotic, use of EI in pedagogical work. A well-known teacher-innovator Shatalov (2010) uses positive emotions in the learning process to its fullest extent. He used a range of techniques: eliminated the fear of grades, allowed them to correct, questioned students depending on the level of their training (written answer or personally to the teacher, tape-recorded answer, the answer in front of the whole class). The scholar built relationships on mutual trust, allowed students to grade each other and themselves, believed in a child's success and conveyed that belief, reinforced each student's self-esteem, etc. Subsequently, such experiments became the object of attention of scientists. For example, a Romanian researcher E. A. Mancaş, who had been implementing the methodological ideas of emotional intelligence in language and literature lessons for three years, came to an important conclusion: *Our conclusion is that a full transfer of emotional theory to language lessons has at least three important outcomes: a) students have developed comprehension and reading competence; b) students have highly developed emotional intelligence, as evidenced by their school behavior; c) they have the highest motivation to learn* (Mancaş, 2012). We decided to close a kind of "lacuna" - to find out the approximate intentions of EI regarding self-reflection and attitude towards the very phenomenon of learning a foreign language.

We suggested that teachers, through covert pedagogical observation in a natural learning experiment, compare the cognitive-behavioral, reflective, and other competencies of students who were, in the teachers' experience, qualified as children with low (mediocre) and high EI.

On the basis of surveys of teachers of a foreign language at Donetsk National University named after Vasily Stus (teachers worked in the middle, 2nd - 3rd years) we defined three types of manifestation of emotional thinking in relation to an educational subject. Since the teachers were not interested in conducting a detailed sociometric research, we asked them to

determine at least an approximate number of students who revealed one or another type of emotional thinking attitude and to summarize the main types of this attitude. The results are presented in Table 1 in the form of emotional syndromes. By these we mean constant or regularly exhibited symptom complexes in the form of undifferentiated emotional-thought attitudes.

Tab. 1. Emotional intelligence detection syndromes in relation to the subject of foreign language

Syndrome name	Affective-cognitive essence	Didactic effect
Deferred emotion syndrome.	Experiencing expected future success	Restraint of inappropriate emotions, management of emotions during study.
Emotional relationship syndrome to virtual stimuli.	Reaction to verbal and nonverbal signs, insults, artifacts	Change of motivation to the educational subject, material
Current emotion syndrome	Actual reflection and reaction	Self-control, giving meaning to the educational process "here and now"

Table data are formulated by the authors of the article

In addition to the illustrative results shown in the table, we realized: analyzing the various methods of identifying the emotional intelligence of students in language learning, we can make this important conclusion: despite the visual playfulness and openness, young people with high EI seem more mature because of the high level of integrative left-right and EI itself was no less dynamic and multifunctional in the linguistic aspect than general intelligence in the classical sense.

However, let's move closer to the methodologically modeling part of our article. We mentioned: the classic of our pedagogy V. Teliya (2022) considered the linguocultural aspect as a factor of the development of emotional intelligence in the process of learning a foreign language, and the scientist considered the focus on the synchronous interaction of language and culture in living communicative processes as relevant features of linguoculture. Thus, the linguocultural aspect as a factor in the development

of emotional intelligence in the study of a foreign language describes the everyday picture of the world as it is presented in the everyday speech of native speakers, in a variety of discourses and cultural texts.

Now the linguocultural doctrine of concepts is widely known in all the humanities, but we recall: language in the form of broad associative links between lexemes fixes the achievements and values of culture - symbols, places, basic objects of life activity, etc. The same happens individually, in the mind and subconscious of each native speaker (Bamberg, 1997). It follows that conceptual representations, thematic relations and individual world pictures have in common, but do not coincide. For individual speakers, not only the basic representations of concepts, but also numerous direct or hidden associative relations are very important. Their presence contributes to the diversity of individually generated discourses (Mukhametzyanova & Shayakhmetova, 2014). These considerations encouraged us to use field structuring around the concepts-emotions, where the nominations of phenomena and objects are secondary.

Next, we applied the associative experiment method (Thumb & Marbe, 2017) to determine which off-task realities students associate with certain types of emotions (the association can be both rational and emotional). We then extrapolated our findings to themes, programmatic mini-thesauruses of active vocabulary, and other linguistic components and were able to model a guiding framework for foreign language learning that is based on thematic centers on concepts-emotions rather than concepts-events. We consider the most appropriate way of structuring concepts, thematic lexical blocks, etc. to be the functional-semantic approach proposed by V. Bondarko (2022), that is, in the form of concentric circles symbolizing the center (most important, most obvious), semi-periphery, periphery etc.

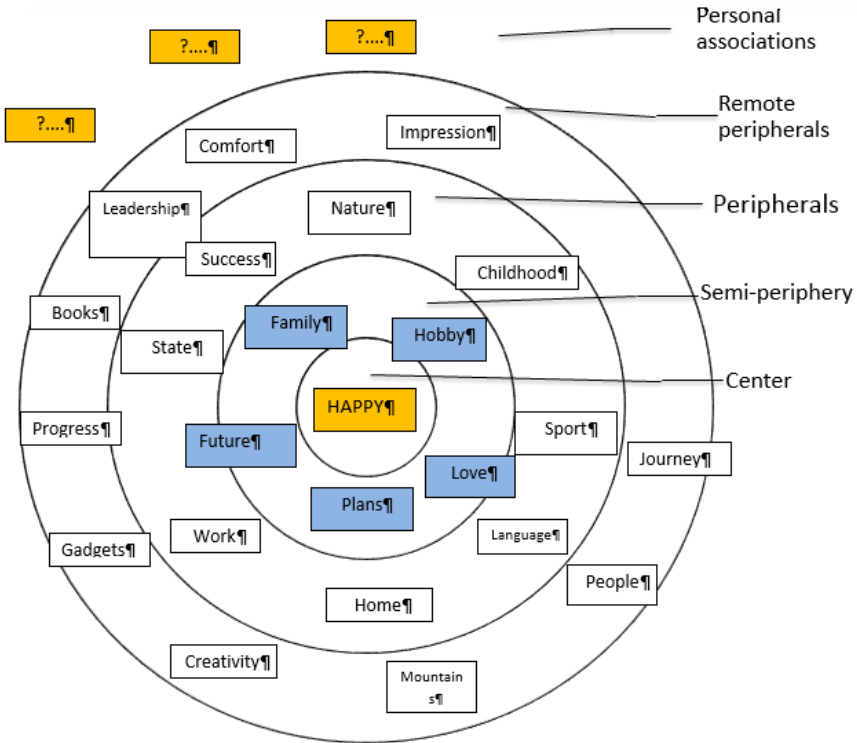


Diagram.1. Structure of the thematic study of the lexical material on the basis of personal linguoculture, determined by the emotional-intellectual intension of the students

Source: Authors' own conception

Thus, let us move on to defining the general outlines of our methodology, which takes into account the linguocultural approach to language learning with an emphasis on emotional intelligence. The general idea we propose is not a thematic basis of blocks of knowledge of a foreign language, traditionally starting with the topics "My family", "My plans for the future", "My hobbies", etc. We propose to put virtual concepts that correlate with basic (mostly positive) emotions in the center of the general topics: HOPE, HAPPY, LOVE, SUCCESS, etc. If we put them in the thematic value center, then, in fact, the traditional themes will be as if emotionally and rationally supplementing the emotional undifferentiated concept (in fact - experiencing the emotions and their understanding, extension, verbal filling). These themes will occupy a semi-peripheral position on the diagram of the concept's field structure (marked in blue on Diagram 1).

Let us take a closer look at and comment on the concentric diagram we have demonstrated. On the example of the intellectual-emotional concept of HAPPY we constructed a functional-field scheme of studying themes that are emotionally associated with this emotion in the majority of students interviewed. Towards the periphery the themes become more concrete and individualized, but they still have a group typological commonality. The zone of personal associations, which we, like the center, have marked in orange, students form and assimilate independently, according to their own individual or even occasional perceptions of the key emotion. We believe that such diagrams should be developed for each of the emotions, using an associative experiment that gives an average statistical picture of student emotional intelligence.

Conclusions and results

We can first draw some theoretical conclusions. Emotional intelligence demonstrates language in action. As a result, speech expresses emotions and is in quite close connection with both emotions themselves and cognitive processes. Regarding the emotional experience of a native speaker, it is generally accepted that it is localized in the semantic structure of the word. The emotion is preserved in the word. Practically, it is the idea of it. In speech, it is customary to represent not the emotion itself, but its concept. It is quite a complex structurally semantic, lexically shaped formation. It is usually based on a conceptual basis. Its components are a concept and an emotional and cultural value. Thus, research in this direction has two values for conceptual linguistics and pragmatics - practical and theoretical.

The essence of the linguocultural aspect as a factor in the development of emotional intelligence in teaching a foreign language is not only a comprehensive study of the semantic-cognitive structure of language, but also the insertion of a set of semantic features, taking into account the structures (conceptual, associative-image, value), as well as socio-cultural direction of the content of communication, which is provided by the willingness to use a foreign language as a means of intercultural communication and the creation of their own social and cultural identity through the comparison and awareness of the culture of native speakers. Using the emotional intelligence of students will allow both appropriate formation of didactic material, and the mastery of it.

The main results of our study are as follows:

1. According to reflexive observations of higher school teachers, in foreign language classes students show emotional intelligence in relation to the subject in the following aspects: a) syndrome of deferred emotions; b) syndrome of emotional attitude towards virtual stimuli; c) syndrome of current emotions. These manifestations of EI can be used for didactic purposes, as well as to modify the motivation to learn a foreign language.

2. The use of the method of associative experiment on individual and group filling of the concepts with the invariant center emotion allows a new approach to the structuring of the lexical material according to the principle of the functional-semantic field. This will take into account: a) the potential of emotional intelligence; b) emotional-intellectual attitude of students to the designated realities (denotations); c) motivation for learning the lexical material will be based not on compulsion or rational justification, but on the initial positive emotions of the subjects of the educational process.

Limitation of the study

Our study, though novel, is still a framework. Not only theoretical conclusions and outline sociometric data are needed, but also the methodological development and experimental implementation of the project. It should include the development of individual and group linguocultural trajectories to actualize emotional intelligence in foreign language lessons.

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