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THE EFFECTIVENESS OF ADVANCED TRAINING COURSES FOR TEACHERS IN FIELD OF EMOTIONAL INTELLIGENCE

Annotation

The purpose of this article is to demonstrate the effectiveness of advanced training courses for teachers aimed at developing emotional intelligence, as well as to assess their impact on the professional growth of teachers and improve practical skills in managing emotions and interpersonal relationships in an educational environment.

The study was conducted using diagnostic and final testing, as well as feedback from course participants. Diagnostic testing was conducted before the start of the course to assess the initial level of knowledge about emotional intelligence, and final testing was conducted at the end of the course to measure changes in the level of knowledge. Feedback from the trainees was used to assess the satisfaction with the courses and their perception.

The test results showed a statistically significant improvement in the level of teachers' knowledge about emotional intelligence after completing the course. Diagnostic testing revealed that initially a significant part of the teachers lacked basic information on this topic. The final testing demonstrated a significant increase in awareness and understanding of the concepts of emotional intelligence. Feedback from the course participants confirms the positive perception of the material and its practical significance for professional activity.

The refresher course has demonstrated its high effectiveness in improving teachers' knowledge of emotional intelligence and their practical skills in managing emotions and interpersonal relationships. The results of the study emphasize the importance of including emotional intelligence topics in educational programs for teachers, which contributes to their professional growth and improving the quality of the educational process.

Keywords: emotional intelligence (EQ), diagnostic testing, final testing, training, relationship, feedback, managing emotions.

Introduction. For the first time, they started talking about emotional intelligence in the West, 20 years ago. In 1996, Daniel Goleman's book "Emotional Intelligence" was published in the United States, which forced society to rethink the role of emotions in people's lives. Emotional intelligence (EQ) consists of many different qualities that are manifested in a high level of understanding of oneself, in the ability to hear and understand other people, to anticipate their behavior, to control one's own and other people's emotions, in the ability to make decisions correctly, etc. EQ is a person-to-person interaction, whereas IQ says more about a person's mental abilities [1].

Emotional intelligence is a concept introduced by the American psychologist Daniel Goleman [2]. His model of emotional intelligence can be represented as the following figure, Figure No1:



Figure 1. The model of emotional intelligence according to D. Goleman

Source: compiled by the author using an Internet resource [2].

Attention to emotional intelligence (EQ) has become especially relevant in recent decades, while traditionally the emphasis has been on intelligence quotient (IQ).

Emotional intelligence (EQ) involves the ability to recognize, understand, and manage one's own emotions as well as those of others. Studies conducted by Mayer and Salovey [3] demonstrate that EQ includes components such as self-awareness, self-regulation, social awareness, and relationship management.

The authors note that emotions serve as important signals indicating significant events both in our inner world and in external reality. A key aspect of emotional intelligence is the ability not only to be aware of one's own emotions, but also to recognize the feelings of others. This includes the ability to identify emotions based on their physical manifestations, thoughts, appearance, and behavior, as well as to adequately express one's emotional states and needs to others.

Understanding emotions requires an awareness of their causes and patterns. Emotions do not arise by chance; They are formed as a result of certain reasons and change in accordance with established rules [4]. This involves the ability to identify the sources of emotions, classify them, understand their relationship to verbal and non-verbal behavior, and interpret their meaning in the context of interpersonal relationships. It is also important to be able to analyze complex emotional states and understand how they can develop and change over time.

Managing emotions plays an important role, as emotions provide valuable information and influence the decision-making process [5]. It is necessary to take emotions into account when making decisions, solving problems and choosing behavior. This includes being aware of and accepting emotions, regardless of their nature, and using appropriate strategies to account for their impact. The ability to effectively manage emotions includes the use of the information they provide, the ability to control or evoke emotions depending on their usefulness, and the ability to regulate both one's own and others' emotional states.

These emotion management skills directly contribute to the development of emotional intelligence and, in turn, play an important role in psychological readiness for professional activity in inclusive education, as well as in overcoming barriers in the development of digital educational resources [6].

Methods and materials. The profession of a teacher belongs to the "person-to-person" type, it is important to emphasize that the success of the teacher's professional activity largely depends on his emotional intelligence [7].

In the modern educational process, attention is focused on the development of students' creative abilities, critical and creative thinking, as well as the ability to independently search for information to solve educational problems [8]. The emotional intelligence of the teacher, including the ability to recognize the emotions and mental state of students, as well as effectively manage their behavior, plays a key role in stimulating the cognitive activity of students and their motivation for learning activities.

It is important to note that the emotional reactions of the teacher often precede his rational decisions, which emphasizes the importance of developing his emotional sphere along with the intellectual one [9]. For example, in educational practice, there are situations that require the teacher to provide psychological support to students, these can be cases of bullying or bullying, an unfavorable emotional environment in the family, as well as negative emotions that arise against the background of a child's reduced academic performance.

In order to form and develop emotional intelligence among teachers, from 2024, the branch of JSC "NCPK "Orleu" in Karaganda region conducts the course "Emotional intelligence is a tool for solving the professional problems of a teacher", the purpose of which is to form the emotional intelligence of teachers to ensure professional, socio-psychological competence by creating special psychological and pedagogical conditions in educational organizations.

The course aims to identify the importance of emotional intelligence as a key aspect, especially in the context of the educational process, and to develop EQ.

The curriculum of the course program includes five modules:

1. Conceptual, regulatory and legal foundations of the educational process;

2. Aspects of educational and psychological-pedagogical work;
3. Improving the content and methods of raising and teaching children;
4. The use of digital technologies in the educational process;
5. Development of research and project competencies of teachers.

Results and discussion. According to the Course Program lasted for 2 weeks the study was carried out using diagnostic and final testing, as well as feedback from the course participants. Diagnostic testing was administered prior to the course to assess initial knowledge of emotional intelligence, and a final test was administered at the end of the course to measure changes in knowledge. Feedback from participants was used to assess satisfaction with the courses and their perception.

Types of feedback that were used during the course:

1. "Plus-minus-interesting" by Edward de Bono;
2. Sherring - verbal reflection;
3. "Reflective Circle";
4. the "Free microphone" technique;
5. reflection "The last word is mine";
6. KWHL technique.

Along with this, a questionnaire was conducted at the end of the courses, where students gave a certain assessment of the courses, Table 1:

Table 1. The results of teachers' questionnaire

Score	How satisfied are you with the course content? Please rate on a 10-point scale	How satisfied are you with the quality of the training materials/resources? Please rate on a 10-point scale
Average score for the exchange rate	9.92	9.83
Score	How satisfied are you with the forms of conducting classes used (use of multimedia resources, etc.)	
Average score for the exchange rate	excellent 10	
Score	The educational process of this advanced training course (time management of the teacher, feedback from the teacher, transparency of the assessment system, etc.) was planned and organized	
Average score for the exchange rate	excellent 9.17	good 8.3

Source: compiled by the author

This study involved 25 respondents (heads and deputies of educational organizations, educational psychologists, social pedagogues, subject teachers). The median age was 35 years, with work experience ranging from 1 to 28 years. Testing was carried out on the LMS platform, with a time limit of 45 minutes, the platform gives the results after the completion of testing. The results are presented in Table 2:

Table 2. Results of diagnostic and final testing

Diagnostic Test Result	Final test result
The average level of knowledge about emotional intelligence is 23.38%	The average indicator for the level of knowledge about emotional intelligence is 89.58%

Source: compiled by the author

In the course of the study, two tests were conducted to assess the level of teachers' knowledge of emotional intelligence: diagnostic (before the start of the course) and final (after the completion of the course).

Testing methodology:

The purpose of diagnostic testing is to determine the initial level of knowledge of students about emotional intelligence.

The purpose of the final test is to determine the dynamics of changes in the level of students' knowledge about emotional intelligence.

Control and assessment of students' knowledge is carried out at the beginning and at the end of the course in the form of testing.

In the subject programs for the final testing, a bank of tasks is developed, which contains 15 tasks for each topic studied in the module. The student passes a test consisting of 24 test tasks, 3 tasks on each topic. The selection of tasks is carried out randomly on the basis of a codifier that determines the structure and content of test tasks. In the codifier, each topic and subtopic, the controlled element is assigned a code and the content elements to be checked by test tasks are indicated. The use of the codifier ensures uniform coverage of all topics of the main modules of the program.

Different types of test tasks are used in the bank of test tasks:

- tasks with a single choice;
- multiple-choice tasks;
- tasks for establishing compliance;
- grouping tasks.

The maximum possible score for the test was 50 points.

As can be seen from Table 2, the analysis of the results of the diagnostic testing showed a relatively low level of teachers' knowledge of emotional intelligence – only 23.38% of respondents had an idea of it.

It should be noted that thanks to the course on emotional intelligence, the level of knowledge, according to the results of testing, has significantly increased. Teachers have a better understanding of topics and concepts related to emotional intelligence, which indicates the high quality of training and the success of the methods used. The average figure after the end of the course was 89.58%. The dynamics of changes amounted to 66.2% (presented in Figure 2).

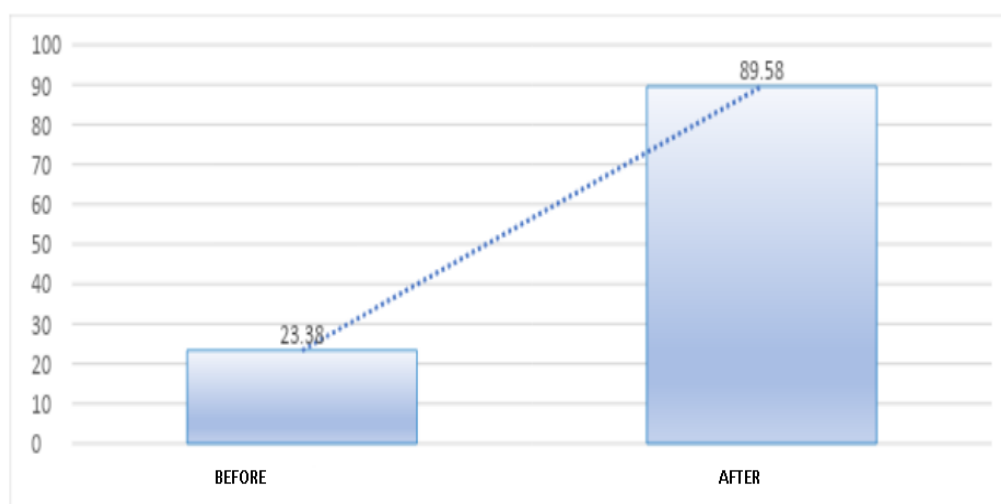


Figure 2. Dynamics of Increasing the Level of Teachers' Knowledge of Emotional Intelligence

Source: developed by the author.

A significant increase in the average level of knowledge by 66.2% reflects the high efficiency of the course. The results of the final testing confirm that the course program was aimed at significantly expanding the knowledge and skills of teachers in the field of emotional intelligence.

Feedback from the course participants demonstrated the importance and necessity of taking a course on emotional intelligence for all teachers, regardless of their position and level of professional training.

The data collected indicate that teaching emotional intelligence brings significant benefits in educational practice and contributes to the improvement of interpersonal interactions, emotional management and the development of emotional intelligence in both teachers and their students. Teachers who studied at the course noted that the knowledge and skills acquired during the training turned out to be useful and applicable in various aspects of their pedagogical activities.

These results emphasize that the course on emotional intelligence should be taken by all teachers, regardless of their position, as it will improve the psychological climate in the educational environment, increase the effectiveness of pedagogical activities and contribute to more effective and harmonious interaction between teachers and students.

Thus, regular completion of such courses should become a prerequisite for the professional development of teachers, which will help to ensure a higher result in learning and a more harmonious interaction between all participants in the educational process.

Conclusion. The purpose of this article is to demonstrate the effectiveness of advanced training courses for teachers aimed at improving knowledge about emotional intelligence. The results obtained clearly indicate a significant increase in teachers' knowledge in the field of emotional intelligence, which is confirmed by the results of final testing and questionnaires. The increase in the average indicator from 23.38% to 89.58% indicates the effective mastery of the course material by teachers and the increase in the dynamics of improving their knowledge. Which, in turn, can have a positive impact on their educational practice and interaction with students. Despite the results, it should be noted that it is not enough to increase the level of knowledge of teachers in the field of emotional intelligence, but it is important to organize further activities to support teachers in order to use the knowledge gained in practice. Such support is possible, since the course provides post-course support for teachers throughout the year.

Thus, regular advanced training courses in the field of emotional intelligence should become an integral part of the professional development of teachers. This will ensure not only an improvement in the psychological climate in the educational environment, but also an increase in the effectiveness of pedagogical activities, which will ultimately have a positive effect on students.

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ЭМОЦИОНАЛДЫҚ ИНТЕЛЛЕКТ БОЙЫНША ПЕДАГОГТЕРГЕ АРНАЛҒАН БІЛІКТІЛІКТІ АРТТЫРУ КУРСТАРЫНЫҢ ТИІМДІЛІГІ

Аңдатпа

Бұл мақаланың мақсаты - эмоционалды интеллектіні дамытуға бағытталған мұғалімдерге арналған біліктілікті арттыру курстарының тиімділігін көрсету, сонымен қатар олардың мұғалімдердің кәсіби өсуіне әсерін бағалау және білім беру ортасындағы эмоциялар мен тұлғааралық қатынастарды басқарудағы практикалық дағдыларды жетілдіру.

Зерттеу диагностикалық және қорытынды тестілеуді, сондай-ақ курс қатысушыларының кері байланысын пайдалана отырып жүргізілді. Диагностикалық тестілеу эмоционалды интеллект туралы білімнің бастапқы деңгейін бағалау үшін курс басталғанға дейін, ал білім деңгейіндегі өзгерістерді өлшеу үшін курстың соңында қорытынды тестілеу жүргізілді. Тыңдаушылардың кері байланысы курстардың қанағаттануын және олардың қабылдауын бағалау үшін пайдаланылды.

Тестілеу нәтижелері курстан өткеннен кейін мұғалімдердің эмоционалды интеллект туралы білім деңгейінің статистикалық маңызды жақсарғанын көрсетті. Диагностикалық тестілеу бастапқыда мұғалімдердің едәуір бөлігінде осы тақырып бойынша негізгі ақпарат жоқ екенін анықтады. Қорытынды тестілеу эмоционалды интеллект ұғымдарының хабардарлығы мен түсінігінің айтарлықтай жоғарылауын көрсетті. Курс тыңдаушыларының кері байланысы материалды оң қабылдауды және оның кәсіби қызмет үшін практикалық маңыздылығын растайды.

Біліктілікті арттыру курсы мұғалімдердің эмоционалды интеллект туралы білімдерін және олардың эмоциялар мен тұлғааралық қатынастарды басқарудағы практикалық дағдыларын жақсартуда жоғары тиімділігін көрсетті. Зерттеу нәтижелері мұғалімдерге арналған білім беру бағдарламаларына эмоционалды интеллект тақырыптарын енгізудің маңыздылығын көрсетеді, бұл олардың кәсіби өсуіне және білім беру процесінің сапасын жақсартуға ықпал етеді.

Түйінді сөздер: эмоционалды интеллект (EQ), диагностикалық тестілеу, қорытынды тестілеу, оқу, қарым-қатынас, кері байланыс, эмоцияларды басқару.

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ЭФФЕКТИВНОСТЬ КУРСОВ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ ПЕДАГОГОВ В ОБЛАСТИ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА

Аннотация

Целью данной статьи является демонстрация эффективности курсов повышения квалификации для педагогов, направленных на развитие эмоционального интеллекта, а также оценка их влияния на профессиональный рост педагогов и улучшение практических навыков в управлении эмоциями и межличностных отношениях в образовательной среде.

Исследование проводилось с использованием диагностического и итогового тестирования, а также обратной связи от участников курса. Диагностическое тестирование проводилось до начала курса для оценки начального уровня знаний об эмоциональном интеллекте, а итоговое тестирование – по завершении курса для измерения изменений в уровне знаний. Обратная связь от слушателей использовалась для оценки удовлетворенности курсами и их восприятия.

Результаты тестирования показали статистически значимое улучшение уровня знаний педагогов об эмоциональном интеллекте после прохождения курса. Диагностическое тестирование выявило, что изначально у значительной части педагогов отсутствовала базовая информация по данной теме. Итоговое тестирование продемонстрировало значительное повышение уровня осведомленности и понимания концепций эмоционального интеллекта. Обратная связь от слушателей курса подтверждает положительное восприятие материала и его практическую значимость для профессиональной деятельности.

Курс повышения квалификации продемонстрировал свою высокую эффективность в улучшении знаний педагогов об эмоциональном интеллекте и их практических навыков в управлении эмоциями и межличностных отношений. Результаты исследования подчеркивают важность включения тем эмоционального интеллекта в образовательные программы для педагогов, что способствует их профессиональному росту и повышению качества образовательного процесса.

Ключевые слова: эмоциональный интеллект (EQ), диагностическое тестирование, итоговое тестирование, обучение, отношения, обратная связь, управление эмоциями.