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THE ROLE OF EMOTIONAL INTELLIGENCE IN FOREIGN LANGUAGE LEARNING OF NON-LINGUISTIC STUDENTS

***Summary.** The article considers the importance of emotional intelligence in the process of learning foreign languages by students of non-linguistic higher education institutions. The relationship between the emotional sphere of students and the effectiveness of language learning is analysed. The psychological and pedagogical conditions for the development of emotional intelligence as a factor of successful communicative and intercultural interaction are substantiated.*

***Keywords:** emotional intelligence, foreign language, non-linguistic HEI, communicative competence, motivation.*

In today's educational space, there is a growing emphasis on a personality-oriented approach to learning foreign languages. Of particular relevance is the development of emotional intelligence (EI), that has a negative impact of military actions the most during the Russian-Ukrainian war. EI is seen as an important resource for students to adapt to new communication situations, overcome barriers to learning and develop a sustainable interest in foreign language culture. This issue is especially important for students of non-linguistic higher education institutions (HEI) where a foreign language is not a core discipline.

Formulation of the problem. Despite advances in language teaching methodologies, many non-linguistic students continue to face difficulties in mastering foreign languages, often due to psychological and emotional barriers rather than cognitive limitations. Traditional language instruction tends to focus on grammar, vocabulary, and communicative skills, while underestimating the role of affective factors such as emotional intelligence (EI) in learning success. Numerous studies suggest that students' ability to recognize, understand, and manage their emotions significantly impacts their motivation, anxiety levels, self-confidence, and overall language performance.

The lack of a clear pedagogical framework integrating EI into foreign language education for non-linguistic students highlights a critical gap in

current educational practice. Therefore, it is essential to investigate the role that EI plays in shaping language learning experiences and outcomes among these students, and to explore how emotional skill development might enhance their academic performance and engagement.

Analysis of recent studies. Researchers who have developed the concept of emotional intelligence include: D. Goleman, J. Mayer, P. Salovey, D. Caruso, G. Gardner, R. Bar-On, K. Cannon, J. Gottman, etc. Among the domestic teachers who have studied the emotional component of personality are the following: I. Bekh, H. Vashchenko, S. Rusova, V. Rybalka. Theoretical and methodological approaches to the problem of the correlation between intellectual and emotional were considered in their works by B. Ananiev, L. Vygotsky, S. Rubinstein, A. Leontiev and others.

In recent years, EI has gained increased attention as a significant factor influencing academic success, particularly in the domain of foreign language learning. Although traditionally studied in the context of psychology and organizational behaviour, EI has become a key variable in education, including among non-linguistic students who often experience additional challenges in acquiring a foreign language. For example, Shao, Yu, and Ji found that Chinese university students with higher emotional intelligence demonstrated greater foreign language classroom enjoyment, which contributed to better performance and persistence. Their study emphasized the role of self-regulation and motivation - two core components of EI – in managing language learning anxiety, a known barrier in second language acquisition. In a similar vein, a study by Dewaele, Petrides, and Furnham demonstrated that trait EI was positively related to foreign language speaking and listening skills. Their cross-sectional analysis among university students across various disciplines indicated that emotionally intelligent learners were more adaptable and exhibited higher levels of empathy – key qualities for language interaction and cross-cultural communication [2; 3].

Forming the goals of the article. The primary goal of this study is to examine the role of EI in the process of foreign language learning among non-linguistic students. Specifically, the study aims to: analyse the influence of emotional intelligence on students' motivation, anxiety, and engagement in foreign language learning contexts; identify key emotional intelligence components that correlate with successful foreign language acquisition among students from non-linguistic specialties; propose pedagogical recommendations for enhancing language learning outcomes through the development of students' emotional competencies.

Main part. Emotional intelligence (EI) encompasses the ability to recognise, understand and regulate one's own emotions and those of others. In the context of foreign language learning, it helps to create a positive emotional environment, increase motivation and reduce language anxiety [1]. Contemporary theorists like Peter Salovey and John Mayer originally viewed emotional intelligence as part of social intelligence [5], which suggests that both concepts are related and may, in all likelihood, represent interrelated components of the same construct [4].

Students of technical, economic and other non-linguistic specialities usually do not have a basic motivation to learn a foreign language as a professional tool. Therefore, the development of EI can compensate for the lack of motivation by developing intrinsic interest, empathy and self-regulation in the learning process. Practical research proves that students with developed EI demonstrate a higher level of academic performance even in conditions of reduced external stimulation, as they are able to effectively manage emotions [6] and overcome frustration in difficult learning situations.

In a pedagogical context, the development of EI through interactive teaching methods, reflection and emotionally charged communication contributes not only to emotional well-being but also to sustained interest in the learning process [7].

A high level of EI is closely correlated with the development of interpersonal skills, which are key in the process of learning a foreign language. Since language is not only a tool for communicating information but also a means of social interaction, effective language communication requires not only grammatical and lexical knowledge but also the ability to empathise, self-regulate, and understand non-verbal cues and emotional contexts.

EI contributes to a better understanding of speech acts in an intercultural environment, which is especially important in the context of a variety of communication codes and norms. For example, an emotionally intelligent student is able to recognise and take into account cultural differences in communication style, avoid conflicts due to misunderstandings and adapt their statements to the context.

In the learning environment, the development of EI allows the students to work more effectively in a team, participate in dialogues, discussions and project activities [7]. The ability to regulate one's emotional reactions like fear of public speaking or failure, contributes to greater confidence in communication and creates conditions for active participation in the learning process.

It is through the development of emotional awareness, impulse control and empathic listening that deeper and more authentic interpersonal understanding is achieved [6].

In the context of developing students' EI when learning a foreign language, it is advisable to implement a holistic strategy for creating an emotionally supportive educational environment. Such an approach not only promotes the development of communicative competence, but also increases the level of learning motivation, reduces anxiety and forms a stable positive attitude towards language learning [8].

Teachers are recommended to use active listening when interacting with students, showing emotional involvement and to avoid value judgements and criticism in communication, instead focusing on support and understanding. Teachers should show flexibility in responding to students' emotional states. For example, during a discussion of a difficult topic, a teacher notices that students are hesitant to speak English. He or she says something like: *«I see this is a bit challenging - and that's absolutely fine. Let's try it together step by step»*.

Feedback should be constructive, inspiring and personalised: instead of generalised criticism, the recommendation to teachers is to emphasise achievements and specific points of growth or to encourage students' self-reflection on their own emotions and progress. After the oral presentation, the student receives not only the comment *«You made a few grammar mistakes»* but also a detailed analysis: *«Your introduction was engaging and your ideas were well-structured. Let's work on using past tenses more consistently – that will make your story even more vivid»*.

The teacher can purposefully introduce tasks that stimulate reflection, emotion recognition and empathy discussing emotional situations from the lives of characters or participants in dialogues; or writing essays or blogs with a focus on emotional experience; or role-playing games with a pronounced emotional context. For example, during the lesson, students participate in the game «Cultural Puzzle», where they need to solve a situation between representatives of different cultures, showing not only linguistic but also emotional and communication skills.

Despite the importance of developing students' EI, some common approaches in educational practice can reduce its effective formation or even suppress emotional development. Here are the key mistakes foreign language teachers should avoid. They should not ignore the emotional context of learning. They often focus solely on vocabulary, grammar, assessment without

taking into account the emotional state of students. It can increase anxiety, decreased motivation and participation in the online-classroom. As the alternative to the pedagogical mistakes, it is better to acknowledge and discuss emotional aspects of learning (fear of making mistakes or performing), use ‘emotional warm-ups’ at the beginning of the class (questions such as «*How are you feeling today?*» etc.).

If the teacher ignores the individual emotional characteristics of students and expect the same emotional response and willingness to interact from all students. Thus, some students may remain «invisible», not engaged, and their emotional barriers may not be taken into account. The alternative to that to be flexible in the approach – provide different formats of assignments (oral/written, pair/individual), notice and support even the smallest attempts to join in discussions. Distant or overly formal communication, lack of empathy in the ‘teacher-student’ relationship can lead to a barrier to trust, lack of openness among students, and a decrease in the quality of the group’s emotional background. Teachers should demonstrate a sincere interest in students’ personalities, use humour, addressing them by name, and positive reinforcement.

Conclusions. Emotional intelligence is a powerful factor that influences the success of foreign language learning, especially for students of non-linguistic profiles. Its development not only contributes to better language acquisition, but also forms important skills of interpersonal interaction, self-regulation and motivation. Integrating elements of emotional learning into language training significantly increases the effectiveness of the educational process and expands the possibilities of forming a full-fledged communicative personality.

Teaching practice should meet the needs of students’ emotional development by creating a supportive and safe environment. The use of approaches such as adaptive feedback, role-playing, discussions, project activities, and the integration of emotional aspects into the learning process contribute not only to language but also to personal growth.

At the same time, it is important to avoid pedagogical mistakes that can inhibit the development of EI, in particular, ignoring the emotional state of students, excessive formalisation of communication and unidirectional teaching strategies.

Thus, the development of emotional intelligence should be seen as an integral part of the formation of communicative competence in the process of learning a foreign language, which requires targeted actions on the part of the teacher and a rethinking of traditional methodological approaches [8].

EI appears to enhance learners’ capacity to navigate emotional challenges, sustain motivation, and engage socially in the target language –

skills that are crucial in communicative learning environments. However, more research is needed to explore causality and to determine the most effective ways to integrate EI training into non-linguistic curricula.

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Кривонос І.А. Роль емоційного інтелекту у вивченні іноземних мов здобувачів немовного ЗВО

Анотація. У статті розглянуто значення емоційного інтелекту в процесі вивчення іноземних мов студентами немовних вищих навчальних закладів. Проаналізовано взаємозв'язок між емоційною сферою студентів та ефективністю вивчення іноземної мови. Запропоновані педагогічні рекомендації щодо покращення результатів вивчення іноземної мови через розвиток емоційної компетентності студентів.

Ключові слова: емоційний інтелект, іноземна мова, немовний ВНЗ, комунікативна компетентність, мотивація.