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**THE ROLE OF THE DEVELOPMENT OF THE EMOTIONAL
COMPONENT IN THE PREPARATION OF THE FUTURE SPECIALIST
IN THE UNIVERSITY**

Abstract. The article deals with the role of the development of the emotional component in the preparation of the future specialist in the university. The analysis of the literature on the problem indicates that emotional peculiarities characterize a person at different levels of their mental organization and play an important role in the mental regulation of activity. The huge role and importance of emotional components, namely emotional intelligence in the preparation of a future English teacher at a university, is obvious. Emotional intelligence consists of developing a certain attitude towards the future profession and the role of emotional factors in the student's learning activities.

Experimental work included four stages: adaptive, diagnostic, creative-transformative, stage of research outcome. The purpose of the first stage was to identify the knowledge of future English teachers about general and emotional culture, to determine the criteria by which to judge this knowledge and the levels of development of emotional culture. An empirical study of emotional culture was carried out during a period of a year. The object of our study was the students of 1 and 4 courses of the specialty "Foreign language: two foreign languages" of Abai University. The research included 74 students of the named university.

Key words: emotional component, emotional orientation, emotional intellect, empathy, emotional sociability, future specialist.

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УНИВЕРСИТЕТТЕ БОЛАШАҚ МАМАНДЫ ДАЙЫНДАУДА ЭМОЦИОНАЛДЫҚ КОМПОНЕНТТІ ДАМУДЫҢ РӨЛІ

Аннотация. Мақалада ЖОО-да болашақ маманды дайындаудағы эмоционалды компонентті дамытудың рөлі қарастырылады. Мәселе бойынша әдебиеттерді талдау эмоционалды сипаттамалар адамды оның психикалық ұйымының әртүрлі деңгейінде сипаттайтынын және әрекетті психикалық реттеуде маңызды рөл атқаратынын көрсетеді. ЖОО-да болашақ ағылшын тілі мұғалімін дайындауда эмоционалды компоненттердің, атап айтқанда эмоционалды интеллекттің орасан зор рөлі мен маңызы айқын. Эмоционалды интеллект болашақ мамандығына деген белгілі бір көзқарасты қалыптастырудан және оқушының оқу әрекетіндегі эмоционалды факторлардың рөлінен тұрады.

Эксперименттік жұмыс төрт кезеңнен тұрды: бейімдеу, диагностикалық, шығармашылық және трансформациялық және зерттеу нәтижесінің кезеңі. Бірінші кезеңнің мақсаты – болашақ ағылшын тілі мұғалімдерінің жалпы және эмоционалды мәдениет туралы білімдерін анықтау, осы білім мен эмоционалды мәдениеттің даму деңгейлерін бағалауға болатын критерийлерді анықтау. Жыл ішінде эмоционалды мәдениетті эмпирикалық зерттеу жүргізілді. атындағы ҚазҰПУ «Шетел тілі: екі шет тілі» мамандығының 1 және 4 курс студенттері зерттеу нысаны болды. Абай. Зерттеуге аталған университеттің 74 студенті қатысты.

Түйін сөздер: эмоционалды компонент, эмоционалды бағдар, эмоционалды интеллект, эмпатия, эмоционалды әлеуметтілік, болашақ маман.

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РОЛЬ РАЗВИТИЯ ЭМОЦИОНАЛЬНОГО КОМПОНЕНТА В ПОДГОТОВКЕ БУДУЩЕГО СПЕЦИАЛИСТА В ВУЗЕ

Аннотация. В статье рассматривается роль развития эмоционального компонента в подготовке будущего специалиста в вузе. Анализ литературы по проблемесвидетельствует о том, что эмоциональные особенности характеризуют

человека на разных уровнях его психической организации и играют важную роль в психической регуляции деятельности. Очевидна огромная роль и значение эмоциональных компонентов, а именно эмоционального интеллекта в подготовке будущего преподавателя английского языка в вузе. Эмоциональный интеллект состоит из формирования определенного отношения к будущей профессии и роли эмоциональных факторов в учебной деятельности студента.

Экспериментальная работа включала четыре этапа: адаптационный, диагностический, креативно-преобразующий, этап результата исследования. Целью первого этапа было выявление знаний будущих учителей английского языка об общей и эмоциональной культуре, определение критериев, по которым можно судить об этих знаниях и уровнях развития эмоциональной культуры. Эмпирическое исследование эмоциональной культуры проводилось в течение года. Объектом нашего исследования стали студенты 1 и 4 курсов специальности «Иностранный язык: два иностранных языка» КазНПУ им. Абая. В исследование были включены 74 студента названного вуза.

Ключевые слова: эмоциональный компонент, эмоциональная направленность, эмоциональный интеллект, эмпатия, эмоциональная общительность, будущий специалист.

Introduction. In the 1980s, the section on the study of emotions from birth was rejuvenated due to the emergence of a new perspective on emotions. The theory of Alan L. Srouf defines emotions as something arising in infancy and early childhood and believes that emotions do not appear until the baby becomes able to distinguish between themselves and the world around them (L. Alan Sroufe et al., 1983:1615).

The first to consider the emergence of emotions during infancy was K. Bridges (1930, 1932). She argued that emotions are differentiated from a single state of general excitement at the age of one to six months (Katherine, 1932:324).

M. Lewis and C. Michelson (1983) developed a different approach to emotional development in the well-known work “Shame, Guilt and Neuroses”. There M. Lewis reveals the positive meaning of the emotion of shame, showing how important it is for maintaining self-esteem and self-worth of human emotional connections (Margaret E. Kemeny et al., 2004:153). Her findings of differences in the expression of shame and guilt reinforce her idea that shame, as an affective state of the superego, plays a role in the development of depression and hysteria, and guilt causes obsessive disorders. M. Lewis put forward a hypothesis about the possibility of the existence of significant gender differences in the emotional sphere, suggesting that women, unlike men, are more likely to experience the emotion of shame and that is why they are more prone to depression and hysteria.

For our research, the activity approach to the psyche is of a high importance. It was developed by Soviet psychologist, philosopher and teacher - A.N. Leontiev. The author considers the issue of emotions in the system of activity: “Emotions do not subjugate activity, but are its result and the mechanism of its movement” (Leontiev, 1977:214). In the aspect of analyzing the conditions for the emergence of emotions,

it is especially important to emphasize the statement that “emotions are relevant to activity, and not to actions or operations that realize it” (Leontiev, 1977:167). The author emphasizes: “... even when motives are not recognized, they still find their mental reflection, but in a special form - in the form of emotional coloring of actions” (Leontiev, 1977:170).

A significant contribution to the development of the study of emotions was made by the information theory of emotions proposed by P.V. Simonov. This theory is connected with the system approach of I.P. Pavlov of the study of higher nervous activity (Simonov, 1984:179). This allows us to understand the physiological basis of emotions, the mechanisms of emotional reactions and the relationship of emotions with human cognitive activity. According to P.V. Simonov, emotion is a reflection of some actual need and the probability of its satisfaction made by the human (and animal) brain. He believes that emotions appear due to a lack or excess of information necessary to satisfy a need. In conditions of complete certainty, the goal can be achieved without the help of emotions.

P.V. Simonov (1970) believes that the merit of his theory and the “formula of emotions”, which is based on it, lies in the fact that they categorically contradict the view of positive emotions. From his point of view, positive emotion occurs only if the information received exceeds the previously available forecast regarding the probability of achieving the goal (Simonov, 1984:181).

We can notice the connection of emotions with needs and motives in L. Rubinstein’s formula (Rubinstein, 1989: 460). According to the author, emotions are a subjective (mental) form of the existence of needs. Emotions and feelings that manifest in a person at a certain stage of their development are not necessarily, although a complicated experience, but still a continuation of their emotions at a previous stage. S.L. Rubinstein has noted that – “emotions don’t develop on their own. They do not have their own history: the attitudes of the individual to the world and themselves change. These attitudes are formed in activities and reflected in consciousness of the individual, and, furthermore, emotions are transformed along with them” (Rubinstein, 1989: 473). Emotions can be a powerful stimulus to action, mobilizing our energy. Therefore, the necessary task is to direct them, regulate their manifestations.

B.I. Dodonov has also expressed his opinion about the relationship of emotions to needs. He characterizes needs as “life programs laid down in us by nature and society”, and emotions as “mental phenomena that “serve” our needs in a peculiar way.” This means that the mechanisms of motivation partially control the process of achieving the goal, denoting the most significant points in it (Dodonov, 1978:167).

The influence of emotions was quite thoroughly studied by O.A. Chernikova. She believes that human activity is influenced by both the systemic nature of emotions and their complex structure. In the structure, she distinguishes emotional reactions, emotional states and emotional relationships. All these components of emotional experiences are interconnected with each other. In this regard, it is quite obvious that the impact of these mechanisms on human activity will be different and will

depend on which component of the emotional structure is dominant. This position is reflected in a number of works by major Russian psychologists (L.N. Rubinstein, A.V. Petrovsky, A.N. Leontiev, P.M. Yakobson, L.S. Vygotsky and others).

From the point of view of V.K. Viliunas, according to the theories of R.W. Leeper, emotions are only one of the forms of motivation responsible for impacting behavior along with such “physiologically determined motives as hunger or physical pain” (Viliunas, 1992: 6). Thus, the solution to the question of whether all motivation is revealed to the subject in the form of emotions depends solely on how the boundary will be laid that separates experiences of an emotional and non-emotional nature (Dvonikova, 2002: 112). Emotional experience, according to V.K. Viliunas, act as a synthesizing basis of the image, providing the possibility of a holistic and structured reflection of the mosaic variety of actually acting stimuli (Viliunas, 1992: 36).

In the works of A.R. Luria and Ya.M. Kalashnik it is noted that strong emotions can give emotional coloring to everything that is somehow connected with the situation of their occurrence. Similar ideas could be found in works of A.Ya. Chebykin, A.M. Matyushkin, O.K. Tikhomirov and others. Thus, we can confirm the statement that emotions are a factor in the regulation of cognitive processes. This idea is also supported by the data obtained by V.K. Viliunas” (Viliunas, 1992: 9).

R. Plutchic (1962,1980) considered emotions as a means of adaptation, which played an important role in survival of species at all evolutionary levels. He proposed to consider personality traits as a combination of two or more primary emotions, even mutually exclusive ones.

J. Campas and Barret proposed a functionalist theory of emotions, which is close to the theory of R. Lazarus. Emotions are seen as reactions to individuals’ assessment of the connection between an event and their own goals. They introduce the concept of core affectivity and continuity throughout a person’s life.

One of the latest models is the communicative theory of emotions by C. Oatley and S. Johnson-Laird. They formed the idea of emotion as communication.

Emotions express evaluative attitudes towards individual conditions that contribute to or hinder the implementation of activities. Emotions influence the process of human socialization in ontogeny. The development of emotions in ontogeny finds its expression in the differentiation of the qualities of emotions, the complication of objects that cause an emotional response, the development of the ability to regulate emotions and their external expression. The emotional experience of a person is changed and enriched in the process of personality development and empathy (Psychology. Dictionary. 1990: 461-462).

Methods and materials. An empirical study of emotional culture was carried out during a period of a year. In this article we present the results obtained in the period from 2021 to 2022.

The object of our study was the students of 1 and 4 courses of the specialty “Foreign language: two foreign languages” of Abai University. The research included 74 students of the named university.

The subject of the research is the diagnostics and development of students’ emotional culture.

We have determined the aim: to explore the features of the components of emotional culture that we have identified in students and, if possible, to develop them.

During the preparation of the experimental study, the experimental and control groups were arbitrarily determined, as well as a group of graduating students for their comparative analysis with the data of the experimental group.

The experimental group consisted of students of 1-2 courses in the amount of 37 people. In this group, we carried out creative-transformative work for 1-4 courses, and the content of the disciplines of the psychological cycle was focused on the development of emotional culture.

The control group included students of 3 courses in the amount of 14 people. Traditional disciplines of the psychological cycle were taught at these faculties, and the development of emotional culture took place spontaneously.

At the end of the 4th year, a second analysis was made with the entirety of students (Experimental and control groups) using the same diagnostic methods, and the results of the experimental work were analyzed. The third group is a group of 4-year graduating students in the amount of 23 people.

At the beginning of our research, we fragmentarily considered some components of the emotional culture of students, and in the course of the study, our views underwent changes. At present, we have a complete understanding of the components of emotional culture and the ways of its development.

Experimental work included four stages: adaptive, diagnostic, creative-transformative, stage of research outcome.

The purpose of the first stage was to identify the knowledge of future English teachers about general and emotional culture, to determine the criteria by which to judge this knowledge and the levels of development of emotional culture.

Stage objectives:

- to reveal students' knowledge about culture;
- to reveal students' knowledge about emotions and emotional culture;
- to stimulate students' desire to creatively approach the development of their emotional sphere.

This aim and objectives determined the choice of the main methods for collecting empirical data and the nature of the study sample: external observation, questionnaire method, conversation method, test method, and methods for qualitative and quantitative analysis of the data obtained.

To fulfill the set objectives, we used: a questionnaire for students "What is emotional culture", compiled by us (Appendix A). The questionnaire included questions about the motives for choosing a profession, about competence in the field of emotions, about professional orientation, about the essence and role of emotional culture in human life and activity. The data of the questionnaire survey allowed us to orient ourselves in the further selection of diagnostic methods.

Also at this stage, we used the method "Associative Dictionary of Emotions", developed by A.G. Zakabluk (Appendix B). It was used to determine whether

students know the signs of the main types of emotions expressed through the word. Future teachers of English had to compile a dictionary, picking up as many synonyms as possible for the words: “joy”, “sorrow”, “fear”. The more synonyms the student names, the more they have formed an idea of the meaning of this or that emotional concept. This work contributed to keen interest and activity of students, stimulated memory, mental and creative activity.

Results and discussion. The aim of the second stage was to diagnose the levels of formation of students’ emotional culture and the levels of development of all components of emotional culture.

Stage objectives:

- to diagnose the levels of development of each component of the emotional culture of students;
- to identify patterns that affect the formation of emotional culture components.

To complete these objectives, we have developed a diagnostic unit of previously tested standard methods. This block of methods is aimed both at diagnosing individual components of emotional culture and at studying the levels of its formation. When choosing methods, it was important for us that they mutually check and complement each other (Table 1).

Table 1 - Diagnostic psychological techniques

Components of emotional culture	Psychological techniques that were used
Emotional Orientation	Methods for studying qualitative emotional characteristics according to L.A. Rabinovich.
Emotional intellect	“Emotional Intelligence Diagnostics”, proposed by N. Hall
Empathy	“Diagnostics of the level of empathy”, compiled by I.M. Yusupov;
Emotional sociability	Diagnostics of emotional barriers in interpersonal communication, developed by V.V. Boyko;

To diagnose the first component of emotional orientation, we used the following diagnostic block of methods: “Determination of emotional orientation according to L.A. Rabinovich, which is a method for studying the qualitative emotional characteristics, diagnosing emotional experiences of those modalities that are most characteristic of a given individual, i.e. emotions that are more frequent (Appendix C).

We diagnosed emotional intelligence using the “Emotional Intelligence Diagnostics” (EQ questionnaire) method proposed by N. Hall to identify the ability to understand personality relationships represented in emotions and manage the emotional sphere based on decision making (Appendix D). This technique helped to determine the extent to which students are guided in a variety of emotions, able to manage their emotions and recognize the emotions of other people.

We studied empathy using the following method:

- 1) “Diagnostics of the level of empathy”, compiled by I.M. Yusupov to identify the level of empathic tendencies;

The following methods are aimed at studying emotional sociability: “Diagnostics of emotional barriers in interpersonal communication”, developed by V.V. Boyko (Appendix E);

Thanks to the above methods, the following parameters were measured:

1. types of emotionality;
2. the ability to control the emotional sphere;
3. empathy;
4. propensity for various experiences;
5. leading factors for the emergence of positive emotions;
6. the ability to communicate through emotions;
7. identification of channels for expressing emotions;
8. effectiveness of diagnostic work.

We assumed that the overall positive emotional background of the relationship between students and teachers, students with each other will contribute to a better development of emotional culture. To test this assumption, we carried out the adaptation and diagnostic stages of our experiment.

The data obtained as a result of using the questionnaire in the experimental, control groups and the group of graduating students made it possible to distinguish three levels of students who have knowledge about culture and emotional culture: high, average, low (Table 2).

Table 2 - Breakdown of students by coefficient of knowledge about culture (before the experiment)

Levels	Experimental Group	Control Group	Graduating students
high	18%	17%	44%
average	48%	51%	42%
low	34%	32%	14%

The table allows us to conclude that more than 80% of students from the Experimental Group need certain classes to improve literacy in the field of the emotional sphere of a person. In the control group, 83% of students had low and average levels, and only 17% high. There were no statistically significant differences between the answers of the students from the Experimental Control Groups. In the group of graduating students, 56% of students had low and average levels, and 44% had high levels. Between students from the Experimental group and graduating students who had a high level of differences are significant at 0.001%.

According to the method of studying the qualitative emotional characteristics of L.A. Rabinovich, the results were as follows (Table 3).

Table 3 - Qualitative emotional characteristics of students (before the experiment)

Groups	Emotions		
	joy	fear	anger
Experimental Group	59%	15%	26%
Control Group	66%	14%	20%
Graduating students	77%	18%	5%

The table shows that more than half of the students in all groups experience the emotion of joy, in the Experimental Group 26% of students experienced anger, and in the Control Group there are 20% of students. In the experimental and control groups, as a result of the conversation, it turned out that anger is associated with future uncertainty and profession, in the Control Group the percentage is lower due to the fact that students are somewhat confident in their professional definition due to the attractiveness of professions. In the group of graduating students, the emotion of fear manifests itself more often than in the Experimental Group and Control Group. This is due to the fact that students have anxiety and uncertainty about their future profession. Work is needed to relieve fear and anxiety. There were no statistically significant differences between the students from the Experimental Group and Control Group in three groups of emotions. Between the Experimental Group and graduating students in three groups, the differences are significant at the 0.01% level.

The results of the method “Emotional Intelligence Diagnostics” were as follows (Table 4).

Table 4 - Group values of emotional intelligence (before the experiment)

Levels	Experimental Group (%)	Control Group (%)	Graduating students %
high	37	26,8	82
average	12,5	18	12,6
low	50,5	55,2	5,4

It can be seen from the table that a small part of the students in the Experimental Group and Control Group are aware of human emotions, are able to recognize their own and others’ emotions, and manage them. More than half of the students from the Experimental Group and Control Group do not have a distinguished emotional intelligence, they do not know how to independently control their emotions. In the group of graduating students, almost all students have high and average levels of intelligence, only 5% have a low level, due to the fact that this part of the students did not initially aim to acquire knowledge or do not want to continue to engage in professional activities. Lessons are needed to improve the emotional literacy of students. Between students from the Experimental Group and graduating students, data on a low level of emotional intelligence are significant at the 1% level.

In order to organize work on the development of the emotional culture of future English teachers, we needed to know the level of general empathy of students, and then determine their emotional empathy. The results of the empathy test by P.M. Yusupov are shown in Table 5.

Table 5 - The ability of students to empathize (before the experiment)

Levels	Experimental Group	Control Group	Graduating students
Very low	8,5%	6,4%	4%
Average	60,5%	87,6%	51%

High	24%	6%	35%
Very high	7%		10%

The table allows us to conclude that almost all students in the control and experimental groups have a normal level of empathy, and high and very high levels are more predominant in the Experimental Group than in the Control Group. In the group of graduating students, half of the students also have an average level of empathy, but almost the same number have high and very high levels of empathy, which significantly differs from the number of students with a similar level in the experimental group. The results of the study of students' emotional empathy are presented in Table 6.

Table 6 - Study of the level of emotional empathy of students (before the experiment)

Levels	Experimental Group	Control Group	Graduating students
Low	17%	45%	17,2 %
Average	57,2%	50,9%	38,5 %
High	25,8%	4,1%	44,3 %

As the table shows, about half of the students in the experimental and control groups are characterized by an average level of emotional empathy, only 25.8% of students in the Experimental Group have a high level, and in the Control Group this is only 4%. At the high level, the differences between the Experimental Group and Control Group are statistically significant at 0.1%, at the low level the differences are significant at 0.05%, and at the average level no differences were found. Graduating students had a similar situation: a small part of students had a high level of emotional empathy. Between the Experimental Group and graduating students, the differences are statistically significant at the 0.01% level.

Table 7 provides information on the development of the communicative component of emotional culture. Emotions complicating and not interfering with communication were analyzed.

Table 7 - Study of emotional barriers in communication (before the experiment)

Scales	Experimental Group	Control Group	Graduating students
Emotions do not interfere with communication	45,9%	7,4%	69,4 %
There are communication problems	38,6%	28,2%	19,4 %
Emotions make communication difficult	10,1%	40,2%	7,4 %
Emotions interfere with communication	5,4%	24,2%	3,8 %

The table shows that in the experimental group, emotions do not interfere with communication for half of the students, only 3.4% of people experience problems in communication. Emotions complicate and interfere with communication for more than half of the students in the control group, and only 7.4% of students do not have

troubles because of emotions. In the group of graduating students, about 70% of students do not have complications in communication because of emotions, and only 10% experience problems. Between the experimental group and graduating students, the differences are significant at the 0.01% level.

As a result of using the diagnostic block, we revealed the levels of development of the emotional culture components in the experimental, control and graduating groups (Table 8).

Table 8 - Levels of development of the components of emotional culture (before the experiment)

Groups	Levels of development		
	Harmoniously developed	Partially developed	Undeveloped
Experimental Group	7%	52%	41%
Control Group	7%	54%	39%
Graduating students	37 %	44 %	19 %

At the next stage, we moved on to improving those components that were found as undeveloped and partially developed in the students of the experimental group.

Conclusion. Thus, the analysis of the literature on the problem indicates that emotional peculiarities characterize a person at different levels of their mental organization and play an important role in the mental regulation of activity. The huge role and importance of emotional components, namely emotional intelligence in the preparation of a future English teacher at a university, is obvious. Emotional intelligence consists of developing a certain attitude towards the future profession and the role of emotional factors in the student's learning activities. These aspects require a theoretical justification related to understanding the role and functions of emotions and feelings in the educational and professional (labor) activities of a person. The study and development of emotions makes it possible not only to reveal a certain attitude to the profession, but also to predict its success (to a certain extent). Obviously, when choosing professionally significant emotions, it is necessary to take into account the emotional world of the individual. The students themselves are not always able to independently stimulate manifestations of positive emotions, a positive attitude towards the world, and this must be developed during the period of university education. Due to the specifics of modern education, there are high demands on the emotional resources of young professionals. In this regard, the main place in the development of the future specialist, namely the future teacher of the English language, is given to the growth of their emotional maturity, flexibility, creativity, helping to navigate the social environment and adapt at all stages of education at the university.

Application of the Fisher criterion showed: there are no static differences between the experimental and control groups of students ($F_{emp} = 1.29$, with $F_{cr} = 1.64$ for $p \leq 0.05$); between the experimental group and graduating students, the differences are statistically significant ($F_{emp} = 7.21$, with $F_{cr} = 2.28$ for $p \leq 0.01$), between the control group and graduating students, the differences are statistically significant ($F_{emp} = 8.21$, with $F_{cr} = 2.28$ for $p \leq 0.01$).

Thus, as a result of the application of the described adaptive diagnostic methods, we solved the tasks of each stage to identify the knowledge of future English teachers about emotions and emotional culture, stimulated the desire of students to creatively approach the development of their emotional sphere, diagnosed the levels of development of the components of students' emotional culture, identified patterns that affect the formation of each component of emotional culture. As a result, we have created a certain basis for the development of the emotional culture of students. At the end of the experiment, in comparison with the beginning, the interest of students in the results of their work, liveliness about the study of their emotional sphere was easily identified.

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