

Viacheslav Fedin,

bachelor student

(Pavlo Tychyna Uman State Pedagogical University),

Alona Solodchuk,

Candidate of Pedagogical Sciences,

Associate Professor at the Foreign Languages Department

(Pavlo Tychyna Uman State Pedagogical University)

TEACHERS IN THE 21ST CENTURY: EMOTIONAL INTELLIGENCE SKILLS MAKE THE DIFFERENCE

Teaching is intrinsically an emotional practice, given the centrality of emotions in the teaching and learning process. That way, teachers in the 21st century increasingly have to have skills for responding to classroom emotional situations. Therefore, the way teachers shape and handle their emotional state and those of their learners is central to educational success. Focused on studies carried out that suggest teachers' emotional intelligence like a success indicator for a healthy pedagogical relationship.

Let's make a reflective approach to the meaning of teachers' emotional intelligence skills in their professional activity (e.g., professional well-being, teacher-student relationship, and student academic achievement). Consequently, it will be necessary to integrate emotional skills in the pre-service teachers' curriculum as skills needed for teaching practice and also to build capacity and support students during challenging times that constantly changing.

EI is the ability to detect feelings and emotions in oneself and others (Salovey and Mayer, 1997) and includes self-control, persistence, zeal, and the ability to self-motivate (Goleman, 1995). Teacher emotional intelligence has a significant impact on the teaching and learning process, and teacher emotional intelligence has been shown to influence student learning behaviours, engagement, and academic performance (Corcoran and Tormey, 2013; Latif et al., 2017). Especially in second language teaching, the emotions of educators also have a significant impact on learners' performance and success (Dewaele and MacIntyre, 2019; Wang et al., 2021; Shen, 2022).

An increasing amount of research has begun to be directed toward the significance of teachers' emotions and emotion regulation ability for language instruction and education (Dewaele and MacIntyre, 2019). Previous research has found that teachers' EI is closely related to student learning, and teachers with high emotional intelligence are able to focus on the emotional aspects of learning and teaching exchanges (Mortiboys, 2005), which can directly create a positive atmosphere in the classroom to make the course more interesting and enjoyable (Miri and Pishghadam, 2021).

In the field of teacher education, a number of studies have confirmed the positive impact of emotional intelligence on instructional performance. Teachers can be seen as emotional workers (Yin et al., 2019); their self-efficacy, teaching performance, burnout, job satisfaction, and teaching effectiveness have been found to be influenced by their emotions (Lavy and Eshet, 2018).

English language instruction is a very emotional career, and the EI of English as a foreign language (EFL) educators significantly affects teachers' health and learners' education

(Chang, 2013; Kang, 2022) and particularly affects the variety of teaching techniques and instructional imagination of EFL teachers (Shen, 2022). In addition, the feelings of educators in teaching and the emotional communication experience with learners, colleagues, managers and others directly affect the creativity of their teaching methods and then influence their learners' presentation and success (Chang, 2013). Huang et al. (2021) has demonstrated through quantitative research that teacher enthusiasm as an important intrinsic factor has a positive impact on teaching for creativity. In pedagogy, researchers are increasingly finding that teachers' EI is the third most important factor affecting teaching and learning, after subject expertise and learning and teaching methods (Mortiboys, 2005).

Therefore, the ability to use emotional processes adaptively or to be emotionally intelligent is a fundamental skill for all teachers [1, 13], as educational work also includes knowing how to be empathetic, and emotionally support students, whether in the classroom work, as well in students' problems. That way, teachers also have to know how to express and manage emotions correctly during classes, as well knowing how to recognize and identify students' emotions.

To conclude, teacher training policies should give priority to the inclusion of emotional education in the teacher training, for developing EI skills due to the significance they present in the teaching 21st century.

REFERENCES

1. Brackett MA, Katulak NA. Emotional intelligence in the classroom: Skill-based training for teachers and students. In: Joseph C, John DM, editors. *Improving Emotional Intelligence: A practitioner's Guide*. New York: Psychology Press; 2007. pp. 1-27.
2. Chang M. L. Toward a theoretical model to understand teacher emotions and teacher burnout in the context of student misbehavior: appraisal, regulation and coping. *Motiv. Emot.* 2013. № 37, 799–817. doi: 10.1007/s11031-012-9335-0
3. Corcoran R. P., Tormey R. Does emotional intelligence predict student teachers' performance? *Teach. Teach. Educ.* 2013. № 35, 34–42. doi: 10.1016/j.tate.2013.04.008
4. Dewaele J. M., MacIntyre P. «The predictive power of multicultural personality traits, learner and teacher variables on foreign language enjoyment and anxiety» in *Evidence-based second language pedagogy: A collection of instructed second language acquisition studies*. eds. Sato M., Loewen S. Abingdon, UK: Routledge, 2019. 263–286.
5. Goleman D. *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Books, 1995.
6. Huang X., Chin-Hsi L., Mingyao S., Peng X. (2021). What drives teaching for creativity? Dynamic componential modelling of the school environment, teacher enthusiasm, and metacognition. *Teach. Teach. Educ.* 2021. № 107:103491. doi: 10.1016/j.tate.2021.103491
7. Kang D. M. An elementary school EFL teacher's emotional intelligence and emotional labor. *J. Lang. Identity Educ.* 2022. № 21, 1–14. doi: 10.1080/15348458.2020.1777867
8. Latif H., Majoka M. I., Khan M. I. Emotional intelligence and job performance of high school female teachers. *Pak. J. Psychol. Res.* 2017. № 32, 333–351
9. Lavy S., Eshet R. Spiral effects of teachers' emotions and emotion regulation strategies: evidence from a daily diary study. *Teach. Teach. Educ.* 2018. № 73, 151–161. doi: 10.1016/j.tate.2018.04.001

10. Miri M. A., Pishghadam R. Toward an emotioncy based education: a systematic review of the literature. *Front. Psychol.* 2021. 12:727186. doi: 10.3389/fpsyg.2021.727186
11. Mortiboys A. Teaching with Emotional Intelligence a Step-by-step Guide for Higher and Further Education Professionals. London, New York: Routledge, 2005.
12. Salovey P., Mayer J. «What is emotional intelligence?» in Emotional Development and Emotional Intelligence: Implications for Educators. eds. Salovey P., Sluyter D. New York: Basic Books, 1997. 3–31.
13. Valente S, Lourenço AA. Emotional intelligence makes a difference: The impact of teachers' emotional intelligence abilities on conflict management strategies in the classroom. *Know and Share Psychology.* 2020. № 1(4). 123-134.
14. Yin H., Huang S., Chen G. The relationships between teachers' emotional labor and their burnout and satisfaction: a meta-analytic review, 2019.