



Development of Emotional Intelligence among Future Social Teachers Using Interactive Educational Technologies

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Abstract. The article investigates emotional intelligence and the ways of its formation and development among future social teachers. The authors have put forward the following hypothesis: the use of interactive educational technologies in teaching humanitarian disciplines among future social teachers in practical classes in the form of socio-psychological training (SPT) contributes to the development of emotional intelligence. The students of the Faculty of Social Sciences of L.N. Gumilyov Eurasian National University (ENU named after L.N. Gumilyov) and the students of the Faculty of Pedagogy of K.Zhubanov Aktobe Regional State University participated in the study. During this study the students had to learn to understand their own feelings and emotions; to control their own emotions, feelings and emotional states; to identify and recognize the emotions of other people, to understand the feelings of partners in communication; to manage the status of communication partners; to choose self-presentation tactics, etc. In order to achieve these objectives, humanitarian disciplines for social teachers used SPT aimed at actualizing students' creative potential, developing empathy and other components of emotional intelligence (EI). Analysis of EI indicators of subjects at the first and last stages of the study confirmed our hypothesis that the use of interactive educational technologies in teaching humanitarian disciplines among future social teachers in the form of socio-psychological training (SPT) has a positive impact on the formation and further development of the intrapersonal and interpersonal aspects of emotional intelligence.

Keywords: emotional intelligence, future social teachers, self-knowledge, self-control, social skills, empathy, motivation, emotion management, self-presentation tactics, interactive educational technologies, socio-psychological trainings..

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INTRODUCTION

Currently, much attention is paid to the problems of training professionally competent specialists in education. One of the productive creative approach is emotional leadership, based on research in the field of emotional intelligence and providing the basis for the development of emotional intercultural competence. Therefore, future social teachers can acquire basic knowledge and skills in this field already at university and then develop them in accordance with the changing professional context.

Social and pedagogical activity of a social teacher is characterized by the ability to carry out high-level pedagogical communication, show creative individuality and use the latest technologies of education. However, the analysis of real school practice shows that not all social teachers are ready to solve new problems, some social teachers are not ready to take a subjective position in learning, as it requires taking more responsibility for the results of their education. This explains that innovation often meets resistance from social teachers. It is easier for teachers to act traditionally, based on familiar stereotypes such as explaining all the material by themselves, not allowing students to show their knowledge and experience. The activities of teachers and students are changing in the content of education today. The main function of a teacher also changes, it changes from communication of information into a manager, where the main thing for him is to manage the learning process. The purpose of a student also changes from a receiver of information he becomes a partner, a collaborator of a teacher, i.e., becomes an active person. This entails an expansion of the social teachers area of responsibility, mainly in terms of the need to properly build a dialogue with students, as well as the ability to manage

their emotions. This, in turn, increases the requirements for the competence of the modern social teachers, in particular, their emotional intelligence (EI).

The analysis of existing studies on the content of social teachers training at higher education institutions shows that they are more focused on the content of the professional competence of social teachers, i.e., on the knowledge and skills required for social teaching activities. Today in modern society there is a demand for a social teacher, who not only possesses the necessary professional knowledge and skills, but is also capable of emotional leadership, which personally provides solutions to social and pedagogical problems. [1].

The concept of "emotional intelligence" is multidimensional and complementary, including the whole variety of interacting processes of manifestation and regulation of emotions.

It is assumed that it was emotional intelligence in its modern understanding that was the key to the survival of man in prehistoric times, as it manifested in the ability to adapt to the environment, to get along and to find common ground with tribesmen and neighboring tribes.

Today, emotional intelligence (EI) is seen as a person's ability to recognize the emotions, understand the intentions, motivations, and desires of others, as well as the ability to control emotions of others in order to solve practical problems [1].

Thus, it is very important for the social teachers to learn how to manage their emotions and the emotions of other people, to be able to recognize emotions, to feel the intentions and desires of other people. It is now clear that the main factors of personal development are substantive practical activity and interaction between people. Indeed, as shown by years of experience in the vocational education system, learning can be effective and achieve better results if students are open to learning and actively participate in relationships and cooperation with other participants in the educational process; have the opportunity to analyze their activities and realize their own potential; can be themselves, are not afraid to express themselves, make mistakes and can practically prepare for what they will face in the near future in life.

Almost all of these requirements are met if interactive educational technologies based on dialogue, cooperation and collaboration among all subjects of learning are used. Interactive educational technologies are winning more and more supporters in vocational education every year and are widely used in the training of future teachers. This is due to the characteristics of the students themselves, focused on rethinking the already established system of knowledge, skills, experience, development of critical, creative thinking, integrated with the sensual sphere of man. Students are active, independent, prone to self-management, and play a leading role in implementing the learning process and defining its main parameters. Every student has their own system of values, their own expectations of the learning process, personal motivation, their own social context. Students respond selectively to pedagogical influences, they are willing to make informed inquiries about the content and modes of their learning, and take responsibility for this. All of the above features of students show that learning is a very complex process that must be organized in a special way, using the rich experience of students as a source of learning; with the widespread use of interactive educational technologies that provide maximum formation of professional competence, in particular, the formation and development of such an important quality as emotional intelligence.

Learning through interactive educational technologies is dominated by a partner dialogue style of communication between students and teachers. As noted by the specialists (T.N. Dobrynina [2], Zh. K. Kaikenova [3], A.D. Kariyev [4]), the characteristics of interactive learning are "cooperation, dialogue, activity and creativity, aimed at supporting the individuality of the student, providing him with the necessary freedom to make independent decisions on the issue of their own learning, the choice of content and ways of teaching, the collaboration of students and teachers". Students can act as carriers of new educational content for their peers and teachers. All these characteristics of the students learning process contribute to the widespread use of interactive educational technologies, forms and methods of learning. In addition, interactive learning creates an environment that relieves tension and anxiety of the students being involved in educational activities. The researches show that students "hold on" to their values, life and professional stereotypes until they realize at the activity level that it is necessary and productive to abandon some of them.

Interactive learning promotes the activation of best practices, the exchange of knowledge and experience, the formation of new professional thinking, the acquisition of a constructive attitude towards innovation, sense of new, creative approach to others' experience, the formation of critical self-esteem of the practice [4].

Interactive educational technologies provide the process of learning, carried out in forms of joint activity of students, all participants of the educational process exchange information, jointly solve problems, model situations, assess the actions of colleagues and their own behavior, immerse themselves

in the real atmosphere of business cooperation to solve problems. In addition, interactive learning is "based on the direct interaction of students with the learning environment or the learning environment acts as a reality in which the participants find an area of learning experience for themselves" [5].

Interactive education makes it possible to fully implement a whole complex of methodological, didactic, pedagogical and psychological principles, that makes the learning process more interesting and creative. Education on the basis of interactive technologies helps to establish emotional contact between students; solves the information problem, develops general learning skills, that is, provides the solution of learning problems; provides an educational task, as it teaches to work in a team, listen to others' opinion.

METHOD

Analysis of the literature on this problem shows that the term "interactive educational technologies" is firmly entered in the theory and practice of pedagogy, but even now has an ambiguous interpretation. The term is not generally accepted, it has both broad and narrow meaning. Content analysis of the concept "interactive educational technologies" is presented below (Table 1).

Table 1. Content analysis of the concept "interactive educational technologies"

Author	Definition
Dobrynina T.N.[2]	a set of pedagogical actions and methods aimed at organizing the educational process and creating conditions that motivate students to master educational material independently, proactively and creatively in the process of interaction and mutual learning of students among themselves and in the process of communicating with the teacher
Rysbaeva A.K. [6]	The system of rules of interaction organization of the teacher and students in the form of educational games, guaranteeing pedagogically effective cognitive communication, as a result of which conditions are created for students to experience a situation of success in educational activity and mutual enrichment of their motivational, intellectual and other spheres.
Kashlev S.S. [7]	methods for purposeful enhanced inter-subjective interaction between teacher and students to create optimal conditions for their development
Korotaeva E.V. [8]	organization of cognitive activities aimed at achieving an "individual-personalized" product in a pedagogically directed system of relations.
Kulikova L.N. [9]	a high level of mutually directed activity of interaction subjects, emotional, spiritual unity of participants. This interaction consist from the following aspects: staying of subjects of education in one semantic space; joint immersion into the problematic field of the problem to be solved, i.e. inclusion into a single creative space; coordination in the choice of means and methods for the solution of the problem; close emotional state, experience of consonant feelings accompanying acceptance and realization of the solution.
Kariyev A.D. [10]	An educational process that allows, through active interaction between teacher and students in the educational process, to create favorable conditions for harmonious personal development.

Thus, the use of interactive educational technologies in the pedagogical process contributes to the self-realization of the student's personality, significantly improves the quality of education and it is an important "driving force" of education development.

The analysis of scientific and special literature, the generalization of experience in the use of interactive educational technologies allow the authors to conclude that the integrated use of interactive educational technologies in the system of higher education is a criterion for assessing the effectiveness of communicative activity of the students. These technologies allow the teacher to realize the main goal of education the formation of personal and professional competences of future specialists.

In the course of solving the set tasks, the authors have carried out a number of studies, which include, firstly, the study and generalization of previously conducted researches in this direction, the study of opinions and definitions of scientists who worked on the topic of the study, as well as an evaluation of emotional intelligence by the method of N. Hall [11] and the method of diagnostics of empathic abilities level by V.V. Boiko [12].

The results of the study showed that despite numerous studies in this area, the problem of formation and development of emotional intelligence among future social teachers through the use of interactive educational technologies remains.

RESULTS

Analysis of the concept of "emotional intelligence" and the peculiarities of its formation

To reveal the topic of this study, it is necessary to consider the concept of "emotional intelligence". The term emotional intelligence was introduced by university professors J. Mayer and P. Salovey [13], who described emotional intelligence as "the ability to understand and manage your own emotions, and those of the people around you in order to control them in various life situations and in relationships with others."

They also started a research program to develop scientific measurements of emotional intelligence. The measurement results were presented as an "emotional quotient" or EQ.

J. Mayer and P. Salovey [14] identified 4 main aspects of this concept, each of them includes the following abilities:

1. Perceiving emotions:

- the ability to recognize your emotions;
- the ability to recognize other people emotions (in direct communication, in literary works and films);
- the ability to accurately express emotions and emotional needs;
- the ability to distinguish between sincere and insincere manifestations of emotion.

2. Reasoning with emotions:

- the ability to use emotions to promote thinking and cognitive activity;
- the ability to use emotions for remembering and making decisions;
- the ability to use mood changes to assess different viewpoints;
- the ability to apply emotions to the process of creating something new.

3. Understanding emotions:

- the ability to understand how one emotion can be connected to another;
- the ability to understand what caused these emotions and what can follow;
- the ability to understand the possibility of simultaneous manifestation of different emotions;
- the ability to understand how one emotion can affect another.

4. Managing emotions:

- the ability to be open to positive and negative emotional manifestations;
- the ability to explore the causes of certain emotions;
- the ability to cause certain emotional states, to prolong them and to get out of them;
- the ability to control your emotions;
- the ability to help others deal with their emotions.

The popular concept of emotional intelligence was proposed by D. Goleman [15] in his book "Emotional Intelligence" (1995), which became a bestseller. According to scientists the book was popular, because it corresponded with the ideas of common-sense psychology, popular ideas about the confrontation of the emotional and intellectual in man. D. Goleman [16] considers emotional intelligence to be the ability to recognize one's own emotions and those of others, to motivate oneself and others to manage emotions well, alone and in interaction with others.

Reuven Bar-On believes that emotional intelligence is "a set of non-cognitive abilities, competencies and skills that affect a person's ability to cope with the challenges and pressures of the environment" [17].

L.S. Vygotsky [18] established a connection between human emotions and thinking, noting that "thinking emerges only on the instinctive and emotional basis and it is guided by the forces of the latter". Long before foreign authors, he pointed to the joint work of intellectual and emotional-volitional spheres of the human personality to ensure successful functioning and adaptation of a person in the environment.

As I.N. Andreeva [19] notes, in a number of modern foreign and national theories "emotion" is considered as a special type of knowledge. In accordance with this approach to the understanding of emotions, the emergence of the category "emotional intelligence" has also become possible.

However, the main reason for such a wide spread of the idea of emotional intelligence, both in the scientific and practical sphere, as well as in popular publications was the existing need to accurately identify the abilities necessary for effective professional activity in areas related to good emotional regulation, empathy. Therefore, the authors think the importance of conducting research on emotional intelligence for pedagogical purposes should not be underestimated. Since the main psychological component of a teacher's active work is empathy, or the ability to be emotionally responsive to the

experiences of others, the acceptance of feelings that the communication partner experiences, in the case of teaching practice, such communication partners are the student and the teacher.

Thus, emotional intelligence assumes that the person is the master of his or her emotions, realizes them and owns them, does not suppress "undesirable" emotions, and decides and "permits" to display this or that emotion in a certain situation. Emotional intelligence begins with understanding our emotions, and only by understanding our emotions can we learn to understand other people's emotions and the reasons that caused them.

Many scientists were not enthusiastic about the new research, pointing to broad interpretation of the concept of emotional intelligence and its structure, not sufficiently clear language and confusion with other concepts of psychology.

The very use of the word "intelligence" is, in their opinion, contradictory, because according to the established tradition, emotions are antagonists of reasonable activity. Therefore, the use of the term "emotional competence" in the place of "emotional intelligence" is proposed.

Scientists also draw attention to the lack of evidence that measuring EI and applying the results of this testing is more effective than traditional psychometric tests in industries such as recruitment or pedagogical analysis. They also believe that professional success cannot be directly determined by high EQ alone.

Ways of measuring emotional intelligence are criticized, because, despite the fairly reliable scales developed through empirical research, the latter overlap with methods that measure personal traits and social skills.

There is no consensus among scientists on the validity of studies of emotional intelligence, but the positive results in the formation of scientific foundations of emotional intelligence are emphasized. The further research is justified, which could strengthen the scientific status of the concept of emotional intelligence and develop more valid methods for measuring EI for appropriate practical application. Supporters of the emotional intelligence theory argue that the knowledge obtained enriches the psychological and pedagogical knowledge.

At the moment, the following components are highlighted in the structure of emotional intelligence:

1. Conscious regulation of emotions. The meta-experience of moods, which is the result of the generalization of many situations (which moods are typical, which are not; which moods are understandable, which are not), provides the person with data to build a guide to action in those situations that may cause certain moods.

2. Understanding (comprehension) of emotions. The definition of emotion is seen as the result of constructive processes that transform perceptual experiences into internal experiences, modifying them.

3. Distinguishing and expressing emotions. Distinguishing emotions is related to the ability to express them, but to distinguish emotions is more difficult than to express them. The differentiation of emotions is also related to the level of empathy.

4. Assimilation of emotions in thinking. The use of emotions to improve the quality of thought activity is expressed in the effectiveness of the decision-making process. According to research, a satisfactory decision-making process is impossible if a thought is devoid of emotional reinforcement.

According to comments of the researchers, individuals with high level of development of emotional intelligence possess the expressed abilities to understand own emotions and emotions of other people, and also to control emotional sphere that causes higher adaptability and efficiency in dialogue [20].

Unlike abstract and concrete intelligence, which reflect the regularities of the outside world, emotional intelligence reflects the inner world and its connections with individual behavior and interaction with reality. The final product of emotional intelligence is decision-making based on the reflection and comprehension of emotions, which are differentiated assessment of events that have a personal meaning.

Diagnostics of studying the level of developed emotional intelligence among future social teachers

Diagnostic study of level of emotional intelligence development among future social teachers was carried out at the premises of L.N.Gumilyov Eurasian National University and Aktobe regional state university named after K.Zhubanov in 2018-2019 academic year. The study involved 94 subjects aged between 18 and 20 years old. During the study period the participants were divided into 2 groups (control group - 46 students, experimental group - 48 students).

N. Hall method of determining the level of emotional intelligence and V.V. Boiko method of diagnosing the level of empathic abilities were used in the diagnostic study.

The well-known method of N. Hall was used for the purpose of study to determine the level of emotional intelligence. N. Hall's questionnaire is supposed to reveal the ability to understand the personal relations represented in emotions and to manage the emotional sphere on the basis of decision-making.

Interpretation of the results obtained with the N. Hall method to identify the level of emotional intelligence was based on six scales: high, low and medium. After processing the data revealed by the test, the results are shown in Table 1.

Table 2. General data on N.Hall's test results in the experimental group

Scale/Level	low		medium		high	
	%	Pers.	%	Pers.	%	Pers.
Emotional awareness	25	12	52	25	23	11
Managing emotions	46	22	35	17	19	9
Self-motivation	44	21	33	16	23	11
Empathy	42	20	37	18	21	10
Recognition other people's emotions	33	16	46	22	21	10
Integrative level	31	15	52	25	17	8

The experimental group has an medium and a low indicators on all scales. The lowest indicators in the experimental group are "Managing emotions" (46%). The scales "Empathy" (42%) and "Self-motivation" (44%) have low indicators. Other scales have medium indicators. The maximum number of subjects have an medium level of emotional awareness (52%), many subjects have an medium level on the scale of "Recognition other people's emotions" (46%) and "Integrative level" (52%).

The control group has the following indicators on all scales (see Table 2).

Table 3. General data on N.Hall's test results in the control group

Scale/Level	low		medium		high	
	%	Pers.	%	Pers.	%	Pers.
Emotional awareness	24	11	54	25	22	10
Managing emotions	46	21	35	16	19	9
Self-motivation	43	20	35	16	22	10
Empathy	41	19	39	18	19	9
Recognition other people's emotions	32	15	46	21	22	10
Integrative level	30	14	52	24	17	8

A large number of respondents in the control group have low levels on the scales "Managing emotions", "Self-motivation", "Empathy". The medium level is on the scale "Emotional awareness" - 54%, then "Recognition other people's emotions" (46%) and "Integrated level" (52%). According to the presneted data the indicators are mostly at low and medium levels.

V.V. Boiko method of diagnosing the level of empathic abilities was used as a diagnostic tool to study the level of emotional intelligence among future social teachers. The given technique allows to define not only the general level of empathy, but also development of various components of the given phenomenon: the rational channel of empathy; the emotional channel of empathy; the intuitive channel of empathy; the attitudes promoting or impeding empathy; penetrating ability in empathy; identification in empathy. The results are shown in Figure 1.

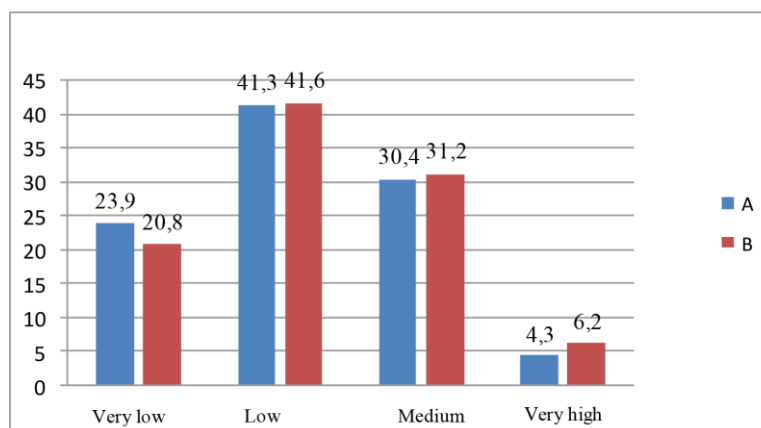


Fig. 1. Total indicator of empathic abilities (by V. V. Boiko) in control (A) and experimental (B) groups; the following levels are used: 1 - very low; 2 - low; 3 - medium; 4 - very high

Figure 1 shows that the control and experimental groups are dominated by low total indicator of empathic abilities (41%). Comparing the results of the study between the control and experimental groups, it can be said that there are no significant differences in the results. Intuitive, rational and emotional channels of empathic abilities proved to be the most problematic for the respondents. The intuitive empathy channel is the least developed, which reflects the ability to see partners' behavior based on subconscious experience.

Thus, the results of the diagnostic study to identify the level of development of emotional intelligence among future social teachers shows that students have a low level of emotional intelligence. In some indicators, the medium level is observed. In this regard, there is a need to conduct systematic work on the formation and development of emotional intelligence among future social teachers.

Organization of work on formation and development of emotional intelligence among future social teachers using interactive educational technologies in teaching humanitarian disciplines in practical training

The modern direction of education requires the future teacher to be professionally competent in accordance with the requirements of time and society, to have the skills of a leader, which includes the ability to motivate, plan and organize their professional activities.

Due to the fact that the leading activity of students is the acquisition of professional competences, the development of EI at this age is generally carried out through professional development and self-development. Emotional intelligence is a complex integrative education that includes cognitive, behavioral and emotional components in its structure, providing awareness, understanding and regulation of own emotions and those of others.

All of this affects the success of interpersonal interactions and the personal development of students.

In this connection, an educational experiment was organized, which was focused on the students of the experimental group and contained training that were practice-oriented including: consideration and analysis of specific psychological and pedagogical situations, discussion elements, training, development exercises, etc.

The process of developing emotional intelligence among students of social teachers consisted of five stages:

1. Awareness and understanding of one's own feelings and emotions; reflexion.
2. Managing emotions, feelings, emotional states to achieve your goal; self-control.
3. Identifying and recognizing other people's emotions, understanding the feelings of communication partners.
4. Managing the status of communication partners; choice of tactics for self-representation.
5. Actualization of students' creative potential.

At this stage the interactive educational technologies were used in the experimental group within the framework of studying humanitarian disciplines in practical in the form of socio-psychological trainings (SPT). In practical sessions, students acted as a social teacher, which allowed them to be active, responsible and proactive. Elements of interactive teaching methods were used during these sessions (group discussion, presentations, role-playing games, psychogymnastic exercises, regrouping of

participants, games, discussions, etc.), multimedia presentations, various types of visualization, handouts, audio and video recordings.

DISCUSSION

The next stage of the study involved remeasuring the level of developed emotional intelligence in the control and experimental groups. The experimental group of the forming stage consisted of students of the specialty "Social pedagogy and self-knowledge", and the control group consisted of students of the specialty "Pedagogy and psychology". These groups before the organization of the systematic work on the formation and development of emotional intelligence using interactive educational technologies have mainly low levels of emotional intelligence development. An educational experiment was conducted among the experimental group of students, the aim of which is the formation and development of emotional intelligence in students through the use of interactive educational technologies in teaching humanitarian disciplines in the practical sessions in the form of socio-psychological training (SPT). In the control group, education was carried out as usual.

At the final stage of the study (after the educational experiment) a final diagnostic of the level of emotional intelligence development in the control and experimental group was made. The results of diagnostics of the level of emotional intelligence according to N. Hall method in the experimental and control groups, presented in Tables 3 and 4.

Table 3. Dynamics of level changes in the level of emotional intelligence by the method of N. Hall in the experimental group

Scale/Level	low		medium		high	
	before	after	before	after	before	after
	%/Pers	%/Pers	%/Pers	%/Pers	%/Pers	%/Pers
Emotional awareness	<u>25</u> 12	<u>10</u> 5	<u>52</u> 25	<u>50</u> 24	<u>23</u> 11	<u>40</u> 19
Managing emotions	<u>46</u> 22	<u>15</u> 7	<u>35</u> 17	<u>52</u> 25	<u>19</u> 9	<u>33</u> 16
Self-motivation	<u>44</u> 21	<u>13</u> 6	<u>33</u> 16	<u>50</u> 24	<u>23</u> 11	<u>37</u> 18
Empathy	<u>42</u> 20	<u>10</u> 5	<u>37</u> 18	<u>48</u> 23	<u>21</u> 10	<u>42</u> 20
Recognition other people's emotions	<u>33</u> 16	<u>8</u> 4	<u>46</u> 22	<u>44</u> 21	<u>21</u> 10	<u>48</u> 23
Integrative level	<u>31</u> 15	<u>6</u> 3	<u>52</u> 25	<u>42</u> 20	<u>17</u> 8	<u>52</u> 25

The results presented in Table 3 clearly demonstrate the trends of significant transition of students of the experimental group from a low level (for example, the decrease of low level on the empathy scale is 31%) to an medium level, and from an medium level (the increase of the high level on the empathy scale is 21%) to a high level of emotional intelligence development.

Table 4. Dynamics of level changes in the level of emotional intelligence by the method of N. Hall in the control group

Scale/Level	low		medium		high	
	before	after	before	after	before	after
	%/Pers	%/Pers.	%/Pers.	%/Pers.	%/Pers.	%/Pers.
Emotional awareness	<u>24</u> 11	<u>22</u> 10	<u>54</u> 25	<u>54</u> 25	<u>22</u> 10	<u>24</u> 11
Managing emotions	<u>46</u> 21	<u>41</u> 19	<u>35</u> 16	<u>37</u> 17	<u>19</u> 9	<u>22</u> 10
Self-motivation	<u>43</u> 20	<u>37</u> 17	<u>35</u> 16	<u>39</u> 18	<u>22</u> 10	<u>24</u> 11
Empathy	<u>41</u> 19	<u>39</u> 18	<u>39</u> 18	<u>39</u> 18	<u>19</u> 9	<u>22</u> 10

Recognition other people's emotions	<u>32</u> 15	<u>30</u> 14	<u>46</u> 21	<u>46</u> 21	<u>22</u> 10	<u>24</u> 11
Integrative level	<u>30</u> 14	<u>28</u> 13	<u>52</u> 24	<u>52</u> 24	<u>17</u> 8	<u>20</u> 9

While in the control group there are more modest results: the decrease of the low level to the medium level of managing emotions is 5%, the increase in the high level of empathy is 3%.

Obtained data of the control diagnostics of the experimental and control groups by the method of "Diagnostics of the empathic abilities level" by V.V. Boiko shows of a significant increase in the general level of empathy among the students of the experimental group after the educational experiment (Fig. 2). Thus, there is a decrease in the very low level of empathy (by 12.5%) among the students of the experimental group compared to the students of the control group (by 2.2%).

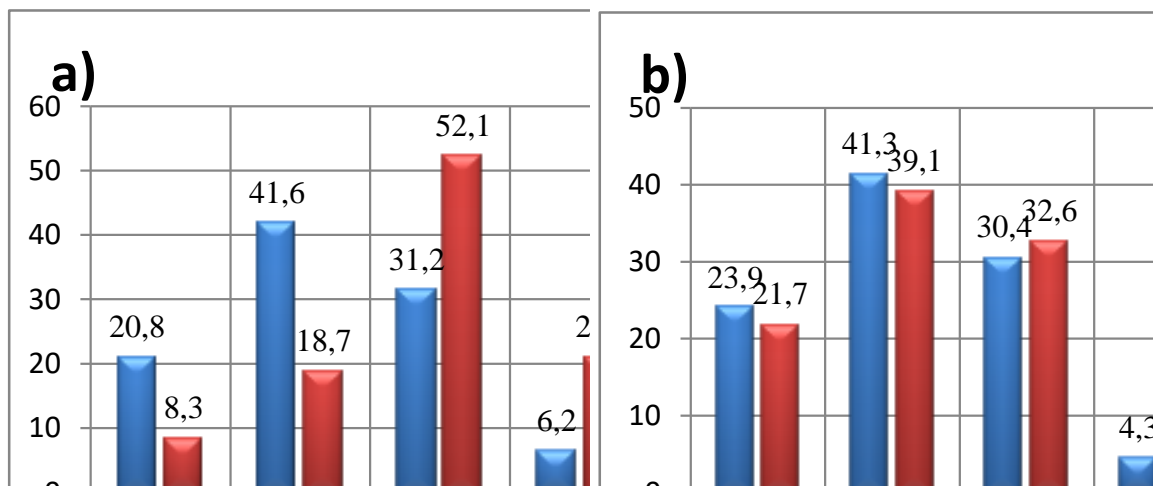


Fig. 2. Dynamics of level changes in the total indicator of empathic abilities (by V. V. Boiko) in the experimental (a) and control (b) group (A - data at the beginning of the experiment; B - data at the end of the experiment); the following levels are used: 1 - very low; 2 - low; 3 - medium; 4 - very high

Indicators of medium values on the scales of the analyzed methodology allow to note positive dynamics of empathic abilities among students of the experimental group after conducting educational experiment. The increase of the general level of empathic abilities was mainly due to the ability of students of the experimental group to "identify in empathy", "rational channel of empathy" and "emotional channel of empathy". This is consistent with the assertion of M.V. Vetluzhskaya [21] that the inner, deep foundation of empathy and compassion is the ability for mutual assimilation, i.e. for identification. The considerable increase in indicators of rational and emotional channels of empathy emphasizes the influence of emotions on the intellectual sphere, the unity of "intelligence and affect", cognitive and emotional processes, which is confirmed by the research of A.S. Rodionova [22].

A significant increase in the medium indicators on the scale of "attitudes that promote or discourage empathy" among the students of the experimental group indicates the elimination of obstacles in the process of conducting the educational experiment on the part of the person to communication, the desire of future teachers to empathize with the experiences and problems of others.

It should also be noted that the medium indicators on the scales of "intuitive channel of empathy" and "penetrating ability in empathy", are expressed in the ability of future social teachers to assess the condition and behavior of a person in conditions of lack of information about him or her and the ability to create an atmosphere of openness and sincerity.

Thus, the obtained results indicate positive dynamics of emotional intelligence among the students of the experimental group. The authors can draw a conclusion that the most effective emotional intelligence development occurs among the future social teachers in the presence of specially created conditions in which the leading role is given to interactive educational technologies. According to A.D.Kariyeva [23], these technologies provide an opportunity to teach empathy actions in some specific conditions, they also help to create an inner orientation to the search and implementation of psychologically literate actions in everyday communicative activity.

Analysis of emotional intelligence of the subjects according to 2 tests at the first and last stages of the study showed that the use of interactive educational technologies in teaching humanitarian

disciplines among future social teachers in the form of socio-psychological training (SPT) has a positive impact on the development of the intrapersonal and interpersonal aspects of emotional intelligence. The authors believe that interactive educational technologies can be recommended for implementation in the educational process as an effective means of forming the emotional intelligence of future social teachers. In general, the application of interactive educational technologies in the educational process of the university is positive for the development and deepening of not only the professional competence of students, but also the formation and development of emotional intelligence among future social teachers.

ACKNOWLEDGMENTS

Thus, the successful organization of work on the use of interactive educational technologies in teaching humanitarian disciplines in practical sessions in the form of socio-psychological training (SPT) has a positive impact on the formation and development of emotional intelligence among future social educators.

Summing up the results of the study the authors conclude that the formation and development of emotional intelligence of future social teachers will be successful in the use of interactive educational technologies in educational activities, if the educational process is organized through a system of theoretical, practical and creative learning.

Thus, the use of interactive educational technologies will provide effective assistance in organizing the life of all participants in educational relationships. The authors believe, it will undoubtedly develop the professional competence of future social teachers and make their social and pedagogical activities more interesting and effective.

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