A spring of Vagif flowed into our hearts..."reading these words of the famous poet kamina, the idea that the Great Azerbaijani poets, such as Nasimi, Fuzuli, Vaqif, and their immortal works began to conquer the spiritual world of students, who at first began to be brought up in the spirit of the works of Turkish poets, began to conquer in these years, became decisive in my mind. It is strange that yet school work has not been well established, educational programs and textbooks in all subjects have not been created in the early 20s, just like in Tashkent, famous poets such as Mikoyil Mushfig, M.Dilbazi, Mehdi Hussein, sabit Rahman, famous writers like Abdulhasan, S.Sumbatzade, M.Tahmasib, M.Gulizada, A.Outstanding scientists like Guliev, as well as the artist Ismail Akhundov, composer S.Rustamov, educator M.Murodkhonov grew up from these two educational institutions in Baku. In this series of famous people there was also our Maqsud Shaykhzadeh.

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UTILYSING THE THEORY OF EMOTIONAL INTELLIGENCE IN TEACHING ENGLISH

Tuxtasinova Zilola Mukumovna
ingliz tili va adabiyoti kafedrasi katta o‘qituvchisi, Qo‘qon DPI

Annotatsiya: Mazkur maqolada ingliz tili fanini o‘qitishga xissiy intellekt nazariyasini tadbiq etishning ahamiyati, shuningdek, undan foydalanish usullari yoritib berilgan.

Kalit so‘zlar: xissiy intellekt, nazariya, metod, feelings diary.

Abstract: This article highlights the importance of applying the theory of emotional intelligence to the teaching of English, as well as the methods of its use.

Key words: emotional intelligence, theory, method, feelings diary.

Uzbekistan, the implementation of novel approaches to teaching foreign languages is currently receiving a lot of attention. New approaches to teaching are investigated and implemented in lessons alongside these methods. Teachers’ contributions are valuable in this context. However, it is not easy to be an effective educator. as students look to their teachers for the knowledge, experience, and overall intelligence they possess. The teacher’s intelligence is based not only on his or her knowledge of the subject matter, but also on how he or she treats the students, treating them with love and respect. That’s why teaching emphasizes emotional intelligence as well as intellectual quotient.

Peter Salovey and John Mayer first developed emotional intelligence. Emotional intelligence, according to them, is “the ability to perceive emotions," “access and generate emotions in order to assist thought,” “understand emotions and emotional knowledge,” and “reflectively regulate emotions” in order to “promote emotional and intellectual growth.”[3,187] To put it another way, interpersonal skills can be examined in light of emotional intelligence. Later its regions were underscored Daniel Goleman in his book “Emotional Intelligence: Why It Can Matter More Than IQ” defines the emotional intelligence dealing with feelings, inspiration, compassion and overseeing relational connections being the five areas of the ability to appreciate people on a profound level they are significant in any circle of life.[2,12]

As a result, a question arises: Why should emotional intelligence be developed in English language instruction? This question may be answered by the following studies:

1. Experience demonstrates that not every student is motivated in the same way or learns in the same way in a classroom. As a result, we believe that recognizing differences in teaching and learning styles and being able to connect with students are crucial to achieving success.

2. A teacher with a high level of emotional intelligence can make teaching easier. Emotional intelligence training can benefit students’ English and improve their learning as well as their social integration in the classroom.

3. It is believed that changes in family structure, the diminished role of parents in education, mobility, and technology all contribute to the need to cultivate emotional intelligence in all forms of education, including English language instruction.

Through classroom activities that encourage the exchange of ideas and communication, emotional intelligence is developed. The emphasis is placed on methods that are already part of the teacher’s arsenal of confidence-boosting activities:

• Having a wide range of activities keeps people interested and lets them learn in different ways and according to their own learning styles.

• When they are related to the subject matter, icebreakers, warm-ups, and mingle activities help students get to know one another and promote interest in lessons.

• The sharing of knowledge and opinions is facilitated by brainstorming and discussion.

• Playing a fictitious role is easier for some students to reveal themselves. Role-plays and simulations, on the other hand, should be carefully constructed and connected to the real world.

• Working in groups fosters cooperation. All members should be required to contribute to the same goal when tasks are designed. It is possible to use group speaking and collaborative reading and writing activities.

• Work on a project Students frequently compete. Collaboration is also encouraged by group completion of assessed and unassessed projects.

• Outlining the expectations and providing feedback on performance. The student should receive specific, objective feedback that focuses on a changeable aspect of their performance.

• Obtaining task feedback and observing how students responded to the task.

• Every positive aspect of a student’s performance, including their contribution to the group, can be evaluated and rewarded through continuous assessment.

It is encouraged for educators to modify materials to meet the requirements of students. Teachers must also modify materials to help students learn about each other’s interests, habits, preferences, and personalities in order to foster discussion and strengthen relationships for emotional intelligence development.

Self-awareness: When a person becomes more self-aware, they are better able to understand how they react and what causes them to feel upset or disturbed. One way to increase self-awareness is to ask students to keep a "feelings diary" in which they record their feelings, emotions, and even the teacher’s comments. This can be done with language learners who are intermediate or above.

Journals of feelings can be used by students and teachers to become more aware of their emotional lives.[1, 45] Additionally, students can learn to express themselves in written English through this approach. However, this is not the place to correct spelling and grammar errors. The teacher can offer insightful remarks about the kinds of emotional content that are being expressed in this section. The journal will improve students’ written language skills and help them comprehend what they are feeling at any given time. No matter how the teacher intends to add those corrections, not every piece of English homework needs to be corrected. However, the assignment must be thoroughly explained.

Using expressive voices and body language to tell jokes, they can also learn to tell jokes by looking them up online. While the students are practicing their pronunciation at the same time, this will make the other students laugh. Laughter boosts serotonin levels, which in turn boosts immune function and reduces stress. A good way to avoid the shame of a mistake from which we could learn is to be able to laugh at ourselves.

In conclusion, one of the valuable qualities of a successful teacher is the ability to conduct research, so the significance of teaching emotional intelligence and methods for developing it are still under investigation.

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