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EMOTIONAL INTELLIGENCE AS THE ABILITY OF HOPING AND OPTIMISTIC OUTLOOKING

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The comprehension of intelligence in general has a profound effect on our social status, educational opportunities, career choices.

H. Gardner's MI theory proposes definition of intelligence based on a pluralistic view of the mind recognizing many different and discrete facets of cognition and acknowledging that people have different cognitive strengths and contrasting cognitive styles [1, 6]. This view of intelligence states that some finite set of mental processes gives rise to a full range of intelligence which is most completely realized in the process of solving problems in real life situations. H. Gardner identified the following basic criteria that each intelligence must meet to be considered an intelligence: 1) brain damage studies; 2) exceptional individuals; 3) developmental history; 4) evolutionary history; 5) psychometric findings; 6) psychological tasks; 7) core operations; 8) symbol system. Only those intelligences that have satisfied all or a majority of the criteria were selected as real intelligences [2].

H. Gardner also identified eight intelligences demonstrating the plurality of the intellect and the difference in the particular intelligence profiles with which we are born and the ways in which we develop them. Each intelligence includes skills and abilities:

1) bodily-kinesthetic intelligence – coordination, flexibility, speed and balance; 2) intrapersonal intelligence – understanding you are similar to or different from others, knowing about how to handle your feelings; 3) interpersonal intelligence – the abilities to respond to other people in some pragmatic way, to understand another person's moods, feelings, motivation, intention; 4) linguistic intelligence – to remember information, to convince others to keep you, to use language effectively orally or in writing; 5) logical-mathematical intelligence – the ability to use numbers effectively, to predict, to understand the basic properties of numbers and principles of cause effect; 6) musical intelligence – to sense rhythm, pitch, melody, to vary speed, tempo and rhythm in melodies; 7) spatial intelligence – the ability to sense form, space, colour, line, shape, to graphically represent visual or spatial ideas; 8) naturalist intelligence – the ability to recognize and classify plants, animals, minerals, to recognize cultural artifact.

Though the theory of multiple intelligences seems to propose a number of educational challenges, it has been neglected in teaching practice so far.

Integrating MI theory in TEFL teacher education programs enables to examine teachers' techniques and strategies in light of human differences, identify the activities they usually use and identify the intelligences the activities represent, develop different assessment techniques, compose MI inventory.

To incorporate MI into the classroom, the teacher can find out MI profiles of his/her students and plan varied activities that will appeal to the different intelligences planning the lesson around one of them and trying to cover a good range.

Among the appropriate introductory activities in each group, there are the following: "Find Someone Who Can Do the Activities Listed", "Place each of the Activity from the List under the Proper Intelligence on the Chart", "Using Charts Showing the Focus of the Teacher of the Intelligences Used", "Find the Partner", "Multiple Intelligence Profile", "Association Dominos", "Tests", "Puzzle Poetry" etc.

Lately there has been some discussion on another type of intelligence which children develop during the first 15 years of life as they mature and which has been associated with academic achievement. Thus D. Goleman states that emotional intelligence is "knowing what one's feelings are and using that knowledge to make good decisions" [2, 9]. It includes the ability to maintain hope and an optimistic outlook in the face of disappointments and difficulties, awareness of the feelings of others which is developed as a result of experience and interaction with others.

One of the suggestions for nurturing emotional intelligence relates to using literature because it has a great potential for fostering emotional intelligence by providing vicarious emotional experiences, promotes language learning by enriching learners' vocabulary and can provide a motivating and low anxiety context [3].

Among the effective means there is scripting, scripting is best used with stories in which a character is experiencing disappointment and is not supported by the other characters. Students are asked to write scripts "What could have been said or done to make the character feel better", sharing one's own feelings – "What could the character tell others for them to understand how he feels?", feeling detective – "How to read and interpret body language?", "How to look for evidence for revealing the characters' emotions if they are described implicitly or indirectly?", feeling hunt – "How to identify the character by matching the words denoting feelings or emotions from the list with the character?", positive vocabulary – "How to record positive expressions to demonstrate caring, tolerance, cooperation, willingness to share?", What if I – the activity requires students to think what their emotions would be if they were in the situations experienced by the characters.

Today when the world is full of aggression, uncertainty, virtual communication, students often seem to lack the ability to empathize, negotiate, cooperate, they often cannot feel optimistic and hopeful about the future. Thus one of the advantages of nurturing intelligences lies to the fact that it can help them to overcome behavior problems and alienation, to feel more optimistic and contribute to their better knowledge of the language.

References

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