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Ganna DEKUSAR[®]
Senior Teacher
of Language Training
Department
(Dnipro State University
of Internal Affairs,
Dnipro, Ukraine)
19annad75@gmail.com



Tetyana PAKULOVA[®]
Associate Professor
of Language Training
Department
(Dnipro State University
of Internal Affairs,
Dnipro, Ukraine)
pakulova17@ukr.net



Dr. Arie ANDRASYAH ISA[®]
(University «Kantor Bahasa
Provinsi Maluku Utara»,
Indonesia)
dr.arie.andrasyah.isa@gmail.com

EMOTIONAL INTELLIGENCE IN TEACHING OF THE ENGLISH LANGUAGE FOR FUTURE LAW ENFORCEMENT OFFICERS

This article explores the integration of emotional intelligence (EI) into the process of teaching English to future law enforcement officers, emphasizing its theoretical and practical aspects. The study highlights emotional intelligence as a crucial competency for professional and personal development, particularly for individuals working in high-stress environments. Emotional intelligence encompasses self-awareness, self-regulation, motivation, empathy, and social skills, all of which are integral for effective communication and decision-making.

The research discusses the benefits of EI in enhancing the learning experience and professional readiness of law enforcement cadets. It examines innovative teaching methodologies, such as role-playing, case discussions, and reflective exercises, which aim to foster EI alongside language proficiency. Furthermore, the study identifies challenges in implementing EI-focused teaching methods, including cultural differences, varying language levels, and limited instructional time.

The findings demonstrate that incorporating EI in English language education leads to improved teamwork, empathy, social sensitivity, and confidence in communication, even in stressful situations. This approach not only strengthens language skills but also equips cadets with socio-emotional competencies vital for their profession. The article underscores the potential for further research to refine EI integration into vocational education, fostering well-rounded professionals capable of thriving in a multicultural and demanding work environment.

Key words: *emotional intelligence (EI), self-awareness, self-regulation, motivation, empathy, socio-emotional competencies, learning proces.*

© G. Dekusar, 2024

ORCID ID: <http://orcid.org/0000-0001-8727-5944>

© T. Pakulova, 2024

ORCID ID: <https://orcid.org/0000-0002-0251-684X>

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Relevance of the study. Modern education, especially vocational education, is focused on developing in students not only professional knowledge and skills, but also such important competencies as emotional intelligence (EI). Emotional intelligence is defined as a person's ability to recognize, understand, and manage their own emotions, as well as to understand the emotions of other people. This concept was first proposed by Peter Salovey and John Mayer in 1990 [12], and later popularized through the works of Daniel Goleman [1]. According to Goleman, EI includes such components as self-awareness, self-regulation, motivation, empathy, and social skills.

Nowadays the use of emotional intelligence in teaching foreign languages in specialized educational institutions is gaining relevance due to the disturbing days of the exhausting war in Ukraine. This is especially true for future law enforcement officers who work in stressful conditions and interact with different groups of the population. Teaching English in such a context can be an effective means of developing EI, which will contribute not only to language acquisition, but also to the formation of important socio-emotional competencies.

Recent publications overview. The influence of emotional intelligence on the learning process was studied by scientists such as Howard Gardner. In his theory of multiple intelligences, he considered interpersonal and intrapersonal intelligences, which are closely related to EI [10]. The famous educational psychologist David Kolb emphasized the importance of emotions in the learning process in the context of experimental learning [11]. In modern pedagogy, EI is considered an important factor for increasing the effectiveness of learning, developing communication skills and creating a positive learning atmosphere. In Ukraine, a small number of scientists have studied the influence of emotional intelligence on the learning process, including: Olga Rotko and Yevheniy Klopota, scientists from Zaporizhia National University, who studied emotional intelligence and polycommunicative empathy as components of the personal readiness of future teachers to work in an inclusive educational space [8]; Tetyana Kotyk in her teaching manual "New Ukrainian School: Theory and Practice of Developing Emotional Intelligence in Primary School Students" examines methods for developing emotional intelligence in primary school students [4]; Iryna Khmeleva investigated the impact of the learning format on the emotional intelligence of schoolchildren [9]; Natalia Kovryga and Eleonora Nosenko in their monograph "Emotional Intelligence: Conceptualization of the Phenomenon, Basic Functions" studied various aspects of emotional intelligence and its role in learning and development [6]. The article by Olena Kovalchuk and Hanna Dekusar represents the results of a real study of emotional intelligence in cadet classrooms of the Dnipro State University of Internal Affairs (DSUIA) and draws conclusions about the positive impact of emotional intelligence on the success of English classes with cadets [2].

The article's objective is to show the possibilities of developing emotional intelligence in the process of teaching English to future law enforcement officers in institutions of higher education. The article substantiates that the study of English by law enforcement officers is not only a professional necessity, but also a powerful tool for the development of EI.

Discussion. Turning to the theoretical foundations of such a phenomenon as emotional intelligence, let's try to give it a general definition: emotional intelligence is defined as a person's ability to recognize, understand and manage both their own emotions and the emotions of others. D. Goleman identifies five main components of emotional intelligence (EI):

1. Self-awareness – the ability to understand their own emotions.
2. Self-regulation – the ability to control emotional reactions.
3. Motivation – an internal desire to achieve goals.
4. Empathy – understanding the emotions of other people.
5. Social skills – the ability to interact effectively with others [1].

The development of these components is important for future law enforcement officers, who in their professional activities must remain emotionally stable, make informed decisions and build trusting relationships with citizens.

A significant number of domestic scientists agree that teaching a foreign (English) language can contribute to the formation of EI in higher education students. Inna Kozubay [3], Volodymyr Krasnopol'sky [5], Tetyana Pakulova [7] mentioned in their works about individual components of the development of emotional intelligence in higher education students.

When conducting a study among English teachers at the Dnipro State University of Internal Affairs (sample – 10 people), it was revealed that they use a number of teaching methods contributing to the formation of EI for higher education students, namely:

- Group work: case discussions, joint projects and interactive tasks develop empathy and social skills.
- Conflict resolution: modeling situations based on real professional scenarios promotes the development of self-regulation.
- Interactive methods: debates, role-playing games and simulations help students develop skills in understanding the emotions of the interlocutor.

It should be noted that the methodology of teaching English with an eye to EI includes the development and implementation of certain teaching methods taking into account the following stages:

1. *Individualization of teaching*: taking into account the features of each higher education student which helps to create a comfortable atmosphere for learning.

2. *Use of the case method*: for example, analysis of real situations that law enforcement officers may face (interaction with the population, conflict resolution, interrogations, etc.).

Task description: Group discussion of real or fictional situations that contain emotional challenges.

Example: Consideration of a case where a law enforcement officer is faced with aggressive behavior of a suspect. Students analyze how emotional intelligence can help in this situation and discuss possible response strategies.

3. *Role-playing*: Modeling of professional scenarios in English allows you to simultaneously improve language skills and EI.

Task description: The cadets act out scenarios related to the professional activities of law enforcement officers, where it is necessary to detect and respond to the emotions of the interlocutors.

Example: A situation where a police officer communicates with a victim of a crime. The cadets must demonstrate empathy and an appropriate emotional response in English.

4. *Feedback*: Regular feedback aimed at supporting the motivation and self-reflection of higher education students.

Herewith, several examples of the integration of EI in teaching English in higher education institutions that train future law enforcement officers can be given.

1. *Analysis of situational dialogues*. The cadets are assigned to act out a dialogue between a law enforcement officer and a citizen in a difficult situation (for example, resolving a conflict at a public event). After completing the task, an analysis is carried out, focusing on the emotional component.

2. *Projects and presentations*. Higher education students prepare presentations on topics related to the cultural characteristics of different countries, their influence on the interaction of law enforcement officers with foreign citizens. This develops empathy and understanding of other cultures.

Task description: Development of projects that require cooperation and consideration of emotional aspects of interaction.

Example: Creating a presentation on cultural differences in the manifestation of emotions and their significance in international law enforcement practice.

3. Reflective essays:

Task description: Writing an essay in English, where students describe their own emotional reactions to certain events and analyze them.

Example: Essay on the topic: "How I react to stressful situations (explosion, attack, crowd aggression, etc.) and how I can improve my emotional resilience in my future profession."

4. Psycholinguistic approach. Exercises for recognizing emotions.

Using materials that include texts describing emotional states, analyzing body language, intonation, and nonverbal communication.

Task Description: Using visual or audio materials to identify and discuss different emotions.

Example: Watching video clips with different emotional situations and discussing which emotions were demonstrated and how to respond to them.

Integrating the development of emotional intelligence (EI) into the process of teaching English for students is an important aspect of modern education. However, certain difficulties may arise when implementing such practices:

1. Low motivation of cadets: Some cadets may not be aware of the importance of EI for their future profession, which leads to a lack of interest in participating in such classes.

2. Stereotypes about emotional expressiveness: There is sometimes a prejudice in law enforcement that showing emotions is a sign of weakness, which can prevent open discussion of emotional aspects during classes.

3. Insufficient training of instructors: Not all instructors have the necessary skills and knowledge to effectively develop EI in cadets, which can reduce the effectiveness of such classes.

4. Limited time in classes: An intensive curriculum may not leave enough time for in-depth processing of emotional aspects during classes in English.

5. Different levels of language proficiency: cadets with lower levels of English may have difficulty discussing complex emotional topics, which can lead to frustration and reduced motivation.

6. Cultural and personality differences: Different cultural and personality characteristics of cadets can influence their perception and expression of emotions, making it difficult to create a unified approach to developing EI.

To overcome these problems, it is recommended to conduct preliminary training of teachers, adapt teaching materials to the level of knowledge of the cadets, as well as create a safe and supportive environment where cadets can freely discuss and develop their emotional skills.

After processing the data of our research, we can prove that the use of the above-mentioned methods aimed at developing EI when teaching English showed the definite promising results:

- Improvement of teamwork skills.
- Increase in the level of empathy and social sensitivity of cadets.
- Confidence in communicating in English even in stressful situations.
- Increased motivation to learn a foreign language.

Conclusions. The integration of emotional intelligence into the process of teaching English is an effective and innovative approach that opens up new prospects in the training of future law enforcement officers. The application of the principles of emotional intelligence contributes not only to the improvement of language competencies, such as comprehension, speaking, reading and writing, but also ensures the development of skills that are critical for professional activity. Among such skills, the ability to communicate effectively, the ability to resolve conflicts, adaptability in stressful situations and empathy are especially important, which are indispensable for interaction in a multicultural environment.

Taken into account the specific work of law enforcement officers, possessing emotional intelligence allows them to establish contact with different categories of the population more effectively, avoid misunderstandings in communication and better navigate in difficult situations.

EI is also helpful in forming a positive image of law enforcement agencies and in increasing of public trust in their activities.

Integrating emotional intelligence into English language teaching involves the use of various techniques, such as role-playing, teamwork, discussions on topical topics, as well as creating situations that simulate real-life challenges of professional activity. Such an approach allows combining language learning with the development of emotional self-regulation and the ability to make decisions under psychological pressure. Further research in this area has great potential. They may include the development of detailed training programs that take into account the specifics of the professional training of law enforcement officers, and their testing in various educational institutions. In addition, research that analyzes the effectiveness of such programs in the short and long term, as well as identifying best practices for their implementation, is relevant.

In general, the combination of English language learning and the development of emotional intelligence creates conditions for the formation of competent, emotionally stable and professionally trained specialists who are able to effectively perform their duties in the modern world.

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АНОТАЦІЯ

Ганна Декусар, Тетяна Пакулова, Аріє Андрасаях Іса. Емоційний інтелект у викладанні англійської мови майбутнім правоохоронцям.

У статті здійснено комплексний аналіз теоретичних і практичних аспектів застосування емоційного інтелекту (ЕІ) у викладанні англійської мови майбутнім працівникам правоохоронних органів. Емоційний інтелект визначено як ключову компетенцію для професійного та особистісного розвитку, яка особливо важлива для представників стресових професій. Розглянуто основні компоненти ЕІ, зокрема самоусвідомлення, саморегуляцію, мотивацію, емпатію та соціальні навички, а також їхню роль у професійній діяльності правоохоронців. У роботі підкреслюється важливість формування у здобувачів освіти здатності розуміти та управляти власними емоціями, встановлювати ефективну міжособистісну комунікацію та адаптуватися до стресових умов.

Автори здійснили огляд попередніх наукових досліджень, що стосуються використання ЕІ в освітньому процесі, й узагальнили досвід застосування методик викладання, які враховують емоційний інтелект. У статті наведено приклади інтерактивних методів, таких як рольові ігри, обговорення кейсів, написання рефлексивних есе та аналіз реальних ситуацій, що сприяють розвитку ЕІ. Особливу увагу приділено викликам у впровадженні таких підходів, серед яких – культурні відмінності, різні рівні знання англійської мови у здобувачів освіти та обмеженість часу на навчання.

Дослідження демонструє значний позитивний вплив ЕІ на результати навчання, зокрема підвищення комунікативних навичок, розвитку емпатії та стійкості до стресу. Автори акцентують увагу на важливості ЕІ для формування професійних компетенцій правоохоронців та пропонують напрями подальших досліджень, які могли би сприяти ефективнішій інтеграції ЕІ у навчальні програми.

Ключові слова: емоційний інтелект (ЕІ), самосвідомість, саморегуляція, мотивація, емпатія, соціально-емоційні компетенції, процес навчання.