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ЭМОЦИОНАЛЬНАЯ ГРАМОТНОСТЬ И ЯЗЫКОВАЯ КОМПЕТЕНЦИЯ

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Аннотация. Эмоциональная грамотность рассматривается как важный навык, который необходимо развивать наряду с традиционными и новыми видами грамотности XXI века, такими как компьютерная (цифровая), социальная грамотность. При этом ценность эмоционального интеллекта и владение интеллектуальной компетенцией для академических достижений студентов-филологов представляется крайне актуальной.

Ключевые слова: эмоциональная грамотность, эмоциональный интеллект, языковая компетенция, филология, лингвистический анализ.

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Original article

Emotional literacy and language competence

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Abstract. It is considered the impact emotional literacy has on language competences. The paradigm of emotional literacy proposed by Claude Steiner is taken into account. The essential role of the emotional literacy in the Philology course is revealed. The significance of such kind of study is determined by the urgent necessity of theoretical reflection on crucial pedagogical, didactic, psychological and linguistic problems.

Key words: emotional literacy, emotional intelligence, language competence, philology, linguistic analysis.

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Introduction

Rational thinking and emotionality are perfectly combined with each other. Actions based on emotions can move us forward, but they can also block us. Emotions help us better evaluate certain situations or people around us. But they can also encourage us to have incorrect or exaggerated reactions. Emotions can be very diverse, and sometimes they really shock us: we enjoy a pleasant evening spent with friends, and then, the next moment, we have problems again at work or with neighbors. Often even such trifles as a careless word are enough to “light up the air”. Some days it all becomes too much for us, and we no longer know how to overcome all the difficulties we face. We want to fly into a temper and react with irritation. Emotions often literally capture us. And it is here that the question arises whether we can purposefully direct our emotions in a positive, constructive direction and how helpful emotional literacy can be both for life and studies.

Emotions and knowledge about them are an essential part of the educational process, especially when humanitarian (linguistic or philological) education is considered. Putting emotions aside and dealing with pure intellectual issues is nonproductive when it comes to philological studies. On the other hand, emotions are often viewed as an obstacle in the educational process, as a source of

various hindrances, as abolishing logic and rationality of behavior, as weakening students' self-control and preventing teachers from managing the situation. The situation will be like that as long as both students and teachers are emotionally illiterate. But as soon as teachers become emotionally literate, then they will be able to offer and teach emotional literacy to students.

Emotions begin with the perception of information and, after subjective evaluation, prompt an activity and trigger a feeling. Emotions are motivating and give direction to our activity. As a rule, the object of emotions is a person – ourselves or other people, or other creatures capable of joy and suffering, such as pets or humanized objects. The feelings provide information about our relationship with others and ourselves. Thus, emotions are of a social nature.

Discussion

Emotional competence is the ability to deal protectively with ourselves and to create successful relationships with others – in private relationships as well as in schools, colleagues, universities, superiors or customer contacts. Emotional competence (emotional literacy) is a simple at first glance, but at the same time a very effective and precisely developed method that can help launch the processes of deep transformation at the individual level and at the level of relationships in society. Contemporary researchers agree in the point that emotional and social competence are very closely interrelated, so there is a complex unity of the two competencies. Thus, fundamentally defined emotional skills are the basis of socially competent behavior.

The transaction analyst Claude Steiner put emotional awareness before emotionally competent behavior [4]. Based on the perception of physical and energetic experiences, language is needed in order to be able to perceive and communicate emotional events in a differentiated way. In order to take into account the complex property of emotion, the reflection of causality makes sense. Is the feeling triggered more by another person of the current situation or more by a memory? More likely due to a physical condition or the expectation of future events? A step that requires honesty and courage and is a prerequisite for us to communicate openly to the other person and also a request to listen to him. We are then capable of empathy and the door to a human and humanistic encounter is open.

Competence usually means that a person can do a certain area of work well, perhaps even exceptionally well, which not everyone can master. A person acts emotionally competent if he is able to react to other people without thinking, in such a way that the behavior is adapted to the situation. There is a special form of intelligence, namely emotional. Socially competent behavior is unconsciously correct behavior, which to a certain extent automatically takes into account the interests of the human environment, in particular the rights of other people. In this case emotional competence is related to the problem of language ecology.

Linguistic ecology as a scientific field has a distinct interdisciplinary character: it integrates various branches of humanitarian knowledge. At the same time, researchers note its high axiological, social, linguistic, cultural, spiritual and moral significance. In the environmental aspect, it is proposed to comprehend the problems of traditional linguistic disciplines. For example, the culture of speech is proposed to be interpreted in ecological understanding as a component of a healthy and safe environment of the modern speech. In fact, all traditional problems of Russian or English studies can be considered from linguo-ecological point of view, the same approach may be applied to the problems of such borderline disciplines as psycholinguistics, sociolinguistics, ethnolinguistics and pragmalinguistics.

In the context of the ecological ideas such metaphors as protection of language, lexical erosion, the improvement of the language, the pollution of the language environment, the disease of language, language environment, etc. have become popular. Similar to traditional ecological term ecocide (destruction of the natural environment, disturbance of the ecological balance), the term linguocide was constructed to denote the policy of restriction, discrimination and suppression in any language; by analogy with soil erosion, lexical erosion has appeared. The term nominates the process of losing especially valuable words in the language. However, for two decades of their existence, these terms, have become neither generally accepted nor frequent. Nevertheless, the general

message – to present a real picture of the current language state, to comprehend its various aspects, to identify and define possible dangers and suggest ways to preserve and increase the wealth of language – should be recognized as highly fruitful.

The environmentally oriented approach to language requires the mass education of speakers, the formation and development of language culture, and, above all, semantic and rhetorical culture among native speakers [2; 3]. These ideas were expressed four years ago and they have not lost their urgency yet. Nevertheless, a certain addition is necessary: ecological approach to the language is impossible without emotional literacy.

The concept of emotional intelligence of Mayer is similar in content to the concept of Denham, but is based on intelligence research [1]. In addition to the widely studied cognitive intelligence, there are other types of intelligence, including interpersonal and intrapersonal intelligence. The concept of emotional intelligence captures the assessment and expression of emotions in themselves (verbal and nonverbal) and in others (perception of nonverbal behavior and empathy). Other components of the concept of emotional intelligence are the regulation of emotions and the application of emotions (planning, creativity, attention direction and motivation).

In recent years, emotional issues have come into the focus of interest. A large number of psychological and clinical studies indicate the importance of acquiring emotional skills. According to numerous researches, high emotional competence is associated with positive educational and social development of students.

Other countries, other customs. This idea is also confirmed again and again in the perception of emotions. This becomes noticeable, for example, when people travel to distant areas on vacation or travel abroad a lot on business, i.e. when they have to face a different culture and to speak a different language. Then it is necessary to understand how cultural influences affect the perception of emotions, so as not to fall into communicative traps and boldface. It turns to be vitally important to learn to recognize cultural differences, as well as differences between individual forms of expression of emotions. For this reason, perspective taking is an important technique in the perception of emotions of others. In addition, emotions can also appear ambiguous in facial expressions, gestures, language, context or situation.

One of the basic and fundamental tasks in the course of linguistics is the formation of students' skills and abilities to analyze the emotional content of the text: systematization of theoretical knowledge about the structure of the text; familiarization with the ways of expressing emotional content, the mechanisms for embodying the author's intention and the peculiarities of the perception of emotional content by the reader/listener; teaching models of complex analysis of the emotive space of the text.

The ability of the text to have an emotional impact on the listener or reader is considered to be its essential property. The emotional content of the text is reflected at all language levels (phonetic, graphic, lexical, morphological, syntactic); in addition, dominant emotional meanings are revealed at the level of the semantics of the text as a whole. For a linguist, it is especially important to be able to isolate and analyze speech means, with the help of which a certain emotional coloring is given to the text, as well as to master the arsenal of techniques that create one or another emotional effect. The university courses contribute to the development of the students' linguistic competence, as well as to the improvement of the skills of linguistic and stylistic text analysis.

During the second, third and fourth years students of Philology Department are to get acquainted with information about the concepts of emotionality, emotivity, intensity and evaluativeness; about the ways of scaling emotions and the features of their representation in the text; about units belonging to different language levels used to express emotional content, such as graphic techniques of content accentuation, emotive morphemes and morphological forms of emphase, tropes and figures of speech, etc., and also about the specifics of the expression of emotional content in texts of various genres.

General characteristics of speech in a state of emotional tension, speech functions in a state of emotional tension, the concepts of emotivity, emotionality, evaluativeness, expressive-

ness, intensity, linguistic and paralinguistic characteristics of emotional speech – these issues are of great theoretical and practical value for future linguists. One of the most urgent problems are connected with speech image as a way of influencing the addressee's sphere of feelings, including both direct and portable image transmission.

In the course of stylistic or linguistic analyses not only general classification of emotions, but ways of representing emotions in the text are considered: direct indication of the emotional state being experienced, indication of physical manifestations of emotions, metaphorical conceptualization of emotions and symbolic and mythopoetic images are studied. Propositional and expressive ways of expressing emotivity, as well as types of correlation of rational-logical and emotional components of information transmission in the text are closely examined.

In different courses great attention is paid to classification of lexical means representing emotions and expressing emotional content in the text. Such classifications are especially productive when based on the material of the native (Russian) and foreign languages (English, Spanish, German, etc.). Students who are emotionally literate can get the point concerning emotive meaning of the word and connotation, emotionally expressive vocabulary. Emotionally educated students are more successful in understanding amplifying prefixes, word composition, amplifying words-intensifiers. For them it is no challenge to find and interpret words with a constant value of the intensity of a qualitative feature, idioms, cliches, phraseological units. Such students understand the use of lexical synonyms, of interjections, interjection words. Stylistically significant use of pronouns (demonstrative, reflexive, possessive, appellative use of the personal pronoun of the second person) is obvious for them. Stylistic lexicology and stylistic semasiology: substitution figures (tropes) and combination figures demand emotional competence.

Emotionally literate students are more likely to differentiate in a proper way speech genres and the specifics of expressing emotional content in them, to feel emotive space of the text. Emotional literacy is necessary to deal with the following theoretical issues: the specifics of oratorical speech; verbal identification of the speaker with the audience by using the first person plural pronoun; the use of emotionally colored images; frequent use of questions and appeals to the listener; the specifics of the functions of emotional speech and the features, expressing the evaluation category in journalism. In the university courses learners get to know ways to study the emotive space of the text, the concept of emotional and semantic dominant in the text.

Emotional literacy is of great help when students are to fulfill such tasks as *to analyze the means by which the author(s) justify their opinion and influence the reader; compare the tone and means used by the author(s) of article/extract (a) and article/extract (b); compare how Character A and Character B are described in (a), their performances and demeanor; try to distinguish between objective and subjective in the assessment; write down examples of emotionally expressive vocabulary with different marks of evaluation; try to formulate by what linguistic means the author seeks to influence the reader.*

Conclusions

Consequently, emotional literacy leads to or is connected with emotional consciousness. Emotional awareness is a kind of competence which finds its way in such tasks as: *Read the text; analyze the means used by the author at various language levels. Find in the text the manifestations of such categories as emotivity, expressiveness, intensity, evaluative attitude; comment on how the psychological category of emotionality is reflected in the text. Analyze by what means the author expresses an assessment of heroes and events (direct and indirect assessment). How can the author's position be determined? What does the headline analysis bring? Pay attention to how the category of a person is implemented in the text (certainty - uncertainty). What effect is achieved by repetition? What effect is achieved by highlighting individual words in capital letters? Highlight the emotional and semantic dominant of the text. Follow its implementation at various language levels.*

In conclusion, emotions and emotional literacy are an essential part of the educational process, especially when humanitarian (linguistic or philological) education is considered.

One of the basic and fundamental tasks in the course of linguistics is the formation of students' skills and abilities to analyze the emotional content of the text. Emotionally literate students are more successful in distinguishing and differentiating speech genres and the specifics of expressing emotional content in them. So, emotional, linguistic and communicative competences are closely related and interconnected.

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