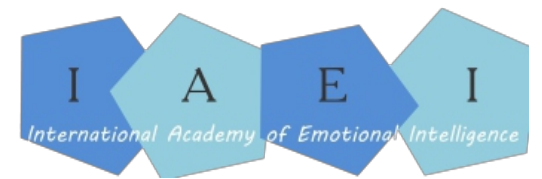
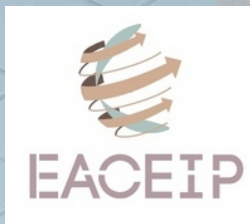




**Teacher's emotional intelligence. Emotional and Intellectual Environment for the harmonious development of children**





**Yale**  
*Center for  
Emotional Intelligence*

## METHODOLOGY

The training methodology and training materials for the development of Emotional Intelligence (EI) were developed on the basis of the concept of Yale University professors with the support of the European Association of Cultural and Emotionally Intelligent Projects (E.A.C.E.I.P).



## ***OPINION OF THE NATIONAL ACADEMY OF EDUCATION NAMED AFTER IBRAY ALTYNSARIN***

This program can be integrated into the content of educational programs of continuing education courses for teachers, also can be considered as elective courses of university training programs, in extracurricular activities in educational institutions of the country.



## THE PURPOSE OF THE PROJECT



- 01 Reduce teacher burnout
- 02 Develop children's emotional intelligence and its integration into the educational environment
- 03 Improve the productivity of educators in the workplace  
Increase the percentage of attendance and student academic performance, reduce student aggressiveness
- 04 Develop emotional flexibility; adjust to the current and upcoming changes in the education system
- 05 Develop modern leadership skills among the teachers
- 06 Training-of-trainers program on the development of teachers' emotional intelligence



## Schools - Pilot Projects 2018-2019

Since September, 2018, the project has reached, with the assistance of the Education Modernization Center and Education Department of Nursultan city:



- ◆◆ 10 schools of Nursultan city, namely (73, 76.83, 50, 67, 66, 37, 59, 79, 43)
- ◆◆ 429 teachers
- ◆◆ Over 100 demo – lessons
- ◆◆ More than 3,000 parents
- ◆◆ 100 graduates



For further development of the project, memorandums on cooperation were signed with the Education Modernization Center of Nursultan city and with abovementioned project schools.



## RESEARCH

- ◆ Our emotions drive the distribution of attention, learning ability and memory. (LeDoux, 2000)  
Балалар эмоцияға бой алдырмау әрекетіне көбірек зейін тастап, оқуға кедергі келтіретін эмоциялардан арылады, ал бұл өз ретінде ересектерді түсінуіне және қарапайым тапсырмаларды орындау сынды әрекеттерді қиындатады (Zins, Weissberg, Wang & Walberg, 2004)
- ◆ The development of Emotional Intelligence has an impact on how we manage our emotions and plan our activities (Riggs, Greenberg, Kusche & Pentz, 2006)



## MEMORY

Emotions have a direct influence on our memory. Emotionally significant information is memorized better than another one



## COGNITIVE ABILITY

The child is actively manifesting his/her imagination. They think in images, therefore, in most cases it keeps an emotional manner



## ATTENTION




The most important component of mental processes is attention. Attention could be directed, switched or shared and it depends on the emotional processes and ways of reactions. Therefore, it is easier for a child who knows how to control his emotions to keep his attention on a task/ subject or switch his attention to the right direction

# RESEARCH

**According to the results of longitudinal studies of the social development group from the University of Washington, children with well-developed Emotional Intelligence will become successful adults further**

- ◆ THE PROBABILITY OF ENTERING RATING SCHOOLS AND UNIVERSITIES IS DOUBLED
- ◆ ACADEMIC PERFORMANCE GROWS BY MORE THAN 50%
- ◆ THE PROBABILITY OF SUCCESSFUL GRADUATION INCREASES BY 54%
- ◆ 46% INCREASED CAREER CHANCE
- ◆ 28% INCREASED CHANCE OF ACHIEVING KPI AT WORK

## **As a result of the introduction of Emotional Intelligence**

-  SCHOOL ATTENDANCE UP 13% IN BELGIUM
-  IN CANADA, THE NUMBER OF STUDENTS WHO SUCCESSFULLY COMPLETE SCHOOL HAS INCREASED BY 20%
-  IN SOUTH KOREA, PUPILS' AGGRESSION AGAINST EACH OTHER DECREASED BY 13%

# INTEGRATED METHODOLOGICAL APPROACH



→ Teaching staff (development of Emotional Intelligence among teachers and school psychologists), transition of a practice for the development of child's Emotional Intelligence in order to create a supportive environment in an educational institution



→ Teaching children (development of emotional intelligence and social competence of different aged children throughout the whole educational process)



→ Parent education, special programs for families (raising awareness in this area) with the aim of creating and maintaining a nurturing family culture for emotional and intellectual development of children, development and strengthening

# TRAINING PROGRAM

## Stage 1. Me and Students

**OBJECTIVE: THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN THE PROCESS OF INTERACTING WITH STUDENTS (PERSONAL INTERACTION)**

Teachers will learn methods and techniques how to cope with their emotions and the emotions of students, develop the ability to bring themselves and students to the pleasant emotional state, which leads to the desired result



## KEY TOPICS AND RESULTS

- ◆ DEVELOPMENT OF THE ABILITY TO IDENTIFY, USE, ANALYZE AND UNDERSTAND AND MANAGE YOUR EMOTIONS
- ◆ DEVELOPMENT OF THE ABILITY TO IDENTIFY, USE, ANALYZE AND UNDERSTAND AND MANAGE STUDENT'S EMOTIONS
- ◆ THE ALPHABET OF EMOTIONS. EMOTIONAL 'THERMOMETER'
- ◆ HOW TO USE EMOTIONS IN CHILDREN'S LEARNING AND DEVELOPMENT. EMOTIONS AND PERFORMANCE
- ◆ TECHNIQUE "MOOD". "HOW TO RECOGNIZE THE EMOTIONAL STATE OF STUDENTS AND HOW TO CHANGE IT DEPENDING ON THE TASKS"
- ◆ TRANSFORMING EMOTIONS INTO RESOURCES TO ACHIEVE GOALS
- ◆ RECOGNITION ALGORITHMS FOR 'TEACHER-STUDENT EMOTIONS'
- ◆ THE ALGORITHM OF WORK WITH EMOTIONALLY SATURATED STATES
- ◆ DEVELOP SKILLS TO MANAGE EMOTIONS IN STUDENT INTERACTION SITUATIONS





## STAGE 2. ME AND GROUP (CLASS)

**Objective: development of Emotional Intelligence in the process of interaction with the group**

### KEY TOPICS AND RESULTS

- ◆ DEVELOPMENT OF THE ABILITY TO IDENTIFY THE EMOTIONS OF A GROUP (CLASS) AS A WHOLE AND INDIVIDUAL STUDENTS
- ◆ DEVELOP EMOTIONAL RESILIENCE IN INTERACTIONS WITH A GROUP (CLASS)
- ◆ DEVELOP THE ABILITY TO USE AND MANAGE GROUP (CLASS) EMOTIONS TO IMPROVE PERFORMANCE
- ◆ TECHNIQUES OF WORKING WITH EMOTIONS IN SOLVING TEAM TASKS
- ◆ TECHNIQUES FOR MANAGING EMOTIONS IN THE GROUP
- ◆ ALGORITHM OF UNDERSTANDING COMPLEX EMOTIONS OF GROUP AND INDIVIDUALS



## STAGE 3. ME AND THE ENVIRONMENT

**Objective: integration of emotional intelligence capabilities to improve interaction with social systems**

### KEY TOPICS AND RESULTS

- ◆ DEVELOPING THE ABILITY TO MANAGE EMOTIONAL FACTORS IN WORK PROCESSES
- ◆ DEVELOPMENT OF LONG-TERM RELATIONSHIP MANAGEMENT ABILITIES BASED ON 4 ABILITIES OF EMOTIONAL INTELLIGENCE
- ◆ THE EMOTIONAL INTELLIGENCE OF THE TEACHER IN INTERACTION WITH THE ENVIRONMENT
- ◆ STRATEGIES FOR DEVELOPING EMOTIONAL FLEXIBILITY AND CREATIVITY
- ◆ EMOTIONAL AND INTELLECTUAL RESOURCES OF THE EDUCATIONAL ORGANIZATION AS A WHOLE
- ◆ APPLICATION OF EMOTIONAL INTELLIGENCE IN MANAGEMENT



# ADDITIONAL TRAINING PROGRAMS

- ◆ THE EMOTIONAL INTELLIGENCE OF THE HEAD TEACHER (SCHOOL PRINCIPALS)
- ◆ THE TEACHER AS A COACH
- ◆ THE EMOTIONAL HEALTH OF THE TEACHER
- ◆ HAPPY EMPLOYEE - EFFECTIVE EMPLOYEE
- ◆ EMOTIONAL INTELLIGENCE OF PARENTS
- ◆ STRESS MANAGEMENT FOR TEENS AND GRADUATES
- ◆ FAMILY RULES. HOW TO PUNISH CHILDREN CORRECTLY
- ◆ CHILDHOOD PSYCHOLOGY
- ◆ SECRETS OF UPBRINGING A HAPPY CHILD



## AUTHORS AND MODERATORS OF TRAINING PROGRAM

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#### AUTHOR'S TRAININGS:

- EMOTIONAL INTELLECT
- KEY COACH COMPETENCES
- TEAM COACHING
- PERSONNEL MANAGEMENT
- TEAM LEADERSHIP
- TRAINING- OF-TRAINERS
- EFFECTIVE COMMUNICATIONS

### ZHANNAT NURKINA

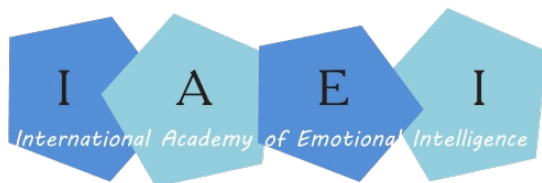
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#### AUTHOR'S TRAININGS:

- HAPPY EMPLOYEE
- STRESS MANAGEMENT
- POSITIVE TIME MANAGEMENT
- EFFECTIVE PARENTING
- PERSONAL GROWTH OF A TEENAGER
- REBOOT. A NEW LEVEL





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