doi: 10.15330/msuc.2026.34.189-195

Mariia OLIIAR,

Doctor of Pedagogical Sciences, Professor, Professor
of the Department of Primary Education and Educational Innovations,
Vasyl Stefanyk Carpathian National University (Ivano-Frankivsk, Ukraine)

Марія ОЛІЯР,

доктор педагогічних наук, професор, професор кафедри початкової освіти та освітніх інновацій,
Карпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)
mariia.oliiar@cnu.edu.ua
ORCID ID 0009-0001-5642-5257

Kateryna FOMIN,

Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor at the Department of English Philology,
Vasyl Stefanyk Carpathian National University (Ivano-Frankivsk, Ukraine)

Катерина ФОМІН,

кандидат педагогічних наук, доцент, доцент кафедри англійської філології,
Карпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)
kateryna.fomin@cnu.edu.ua
ORCID ID 0000-0001-6005-7357

Iryna VENGRYN,

Master's student,
Vasyl Stefanyk Carpathian National University (Ivano-Frankivsk, Ukraine)

Ірина ВЕНГРИН,

здобувачка другого (магістерського) рівня вищої освіти,
Карпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)
iryna.venhryn.25@cnu.edu.ua

Bibliographic description of the article: Oliiar M., Fomin K., Vengryn I. (2026). The emotional-intellectual aspect of the pedagogical discourse of pre-service primary school teachers. *Mountain School of the Ukrainian Carpathians. 34. 189-195.*

Бібліографічний опис статті: Оліяр М., Фомін К., Венгрин І. (2026). Емоційно-інтелектуальний аспект педагогічного дискурсу майбутніх учителів початкових класів. *Гірська школа Українських Карпат. 34. 189-195.*

УДК 378:373.3.011.3-051]:159.942.925

THE EMOTIONAL-INTELLECTUAL ASPECT OF THE PEDAGOGICAL DISCOURSE OF PRE-SERVICE PRIMARY SCHOOL TEACHERS

Abstract. In contemporary educational contexts, there is a growing need to advance the theoretical and methodological foundations for developing pre-service teachers' competencies in effectively managing students' active knowledge and skill acquisition. Particular attention should be paid to the emotional and cognitive dimensions of pedagogical interaction, which significantly influence the learning process. Within this context, pedagogical discourse can be defined as a system of interconnected pedagogical statements and communicative practices associated with teaching and learning processes, examined in relation to specific educational issues and to their coherence and interrelationships. Pedagogical discourse is a specific form of linguistic behaviour within the educational process, characterised by the purposeful and conscious use of language for communication, instruction, and personal development. Its effectiveness depends on the logical coherence and pedagogical appropriateness of communicative interactions, as well as on the teacher's ability to stimulate and maintain students' engagement in intellectual and verbal exchanges. In primary education, particular importance is attached to the teacher's use of emotionally expressive linguistic means, which can positively influence pupils' cognitive development, emotional responsiveness, imagination, and creative potential. The strategic integration of such language resources contributes to a supportive learning environment and enhances the effectiveness of educational communication.

The linguistic expression of emotions is realised through a variety of verbal and paraverbal means, including phonetic features, speech intonation, word-formation patterns, emotive vocabulary and phraseological units, syntactic structures, and other communicative characteristics of speech. The integration of these expressive resources enhances both the cognitive and affective perception of information, thereby optimizing the learning process and increasing its effectiveness. In primary education, the use of emotionally rich language should align with the developmental characteristics of young learners' emotional development. These characteristics include the progressive development of emotional intelligence, the increasing depth and stability of emotional experiences, greater awareness of one's own emotions and those of others, the emergence of intellectual emotions, the development of voluntary emotional regulation, and the formation of stable emotional-personality traits. Consideration of these developmental factors enables teachers to create emotionally supportive learning environments that foster both academic achievement and socio-emotional growth. Emotional intelligence is a fundamental component of pre-service teachers' professional competence, as it significantly enhances the effectiveness of educational communication and pedagogical interaction. The ability to recognize, understand, regulate, and appropriately express emotions enables teachers to establish positive relationships with learners, create supportive classroom environments, and respond effectively to students' individual needs. In the context of primary education, emotional intelligence contributes not only to successful teaching and learning processes but also to the holistic development of pupils, fostering their personal growth, language acquisition, and socio-emotional competencies.

Ключові слова: pre-service primary school teacher; primary school student; pedagogical communication; pedagogical discourse; emotionality; intellectual emotions; emotional intelligence; emotional-intellectual dimension of pedagogical discourse; linguistic means of emotional expression.

ЕМОЦІЙНО-ІНТЕЛЕКТУАЛЬНИЙ АСПЕКТ ПЕДАГОГІЧНОГО ДИСКУРСУ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ

Анотація. За сучасних умов важливого значення набуває розроблення теоретичних засад та методики розвитку у майбутніх учителів здатностей, що забезпечують успішність управління процесом активного засвоєння школярами знань та вмінь з урахуванням емоційно-інтелектуального чинника в педагогічному дискурсі педагога. Педагогічний дискурс являє собою сукупність висловлювань, що стосуються проблематики навчання, розглядаються у взаємних зв'язках із цією проблематикою, а також між собою. Це зразок мовленнєвої поведінки у сфері навчання й виховання — свідоме використання мови як інструменту спілкування. Дієвість педагогічного дискурсу забезпечується його аргументованістю, здатністю педагога викликати й підтримувати інтерес учнів до інтелектуально-мовленнєвого спілкування. Важливою є здатність учителя початкових класів доречно використовувати у своїй мовній поведінці емоційні мовні засоби, які впливають на розум, почуття, уяву та творчість молодших школярів. До лінгвістичних засобів вираження емотивності належать вимова звуків, інтонація мовлення, словотворчі засоби, емотивна лексика, зокрема фразеологізми, особливості побудови фраз, технічні характеристики мовлення тощо. Сприйняття дітьми інформації на інтелектуально-чуттєвому рівні оптимізує навчання, підвищує його результативність і ефективність. При цьому необхідно враховувати особливості емоційної сфери молодших школярів: розвиток емоційного інтелекту, набуття емоціями більшої глибини та стійкості, усвідомлення дітьми своїх почуттів та почуттів інших людей, формування інтелектуальних почуттів, довільності поведінки (стриманості почуттів), розвиток стійких емоційних особливостей особистості. У професійному становленні майбутніх педагогів велику роль відіграє емоційний інтелект, який допомагає зробити навчальне спілкування ефективним, сприяє освітньому, особистісному та мовленнєвому розвитку молодших школярів.

Keywords: майбутній учитель початкових класів, молодший школяр, педагогічне спілкування, педагогічний дискурс, емоційність, інтелектуальні емоції, емоційний інтелект, емоційно-інтелектуальний аспект педагогічного дискурсу, засоби вираження емоційності.

INTRODUCTION

The problem formulation. Contemporary psychological and educational research places considerable emphasis on the professional preparation of pre-service primary school teachers who can continuously develop their creative potential within the context of professional communication. This challenge is further intensified by the growing need to integrate the emotional dimension into intellectual interactions among participants in pedagogical discourse. Within this framework, a teacher's professional and pedagogical competence is reflected in a system of communicative skills and practices that facilitate effective educational interaction and support students' holistic development. The implementation of these competencies is directed toward fostering learners' key competencies in accordance with the requirements of the State Standard for Elementary Education (2025). Moreover, the effectiveness of pedagogical discourse depends on the teacher's ability to balance cognitive and emotional components of communication, thereby creating conditions that promote meaningful learning, personal growth, and active student engagement. Accordingly, there is a need to advance the theoretical and methodological foundations for preparing pre-service teachers by developing the competencies required to facilitate students' effective acquisition of knowledge and skills. Particular attention should be given to integrating emotional and intellectual dimensions into pedagogical communication, as these factors significantly influence the quality of teaching and learning. The development of such competencies will enable pre-service teachers to manage educational interactions more effectively, foster student engagement, and create learning environments that support both cognitive achievement and socio-emotional development.

Analysis of recent research and publications. Psychological and educational research has accumulated substantial theoretical and empirical evidence concerning the influence of pedagogical interaction on the intellectual and emotional development of school students. The foundations of the theory of speech behaviour and communicative interaction in

educational contexts were established by scholars such as J. Austin (1962) and J. Searle (1990), who examined language use and communication as forms of social action across diverse contexts. The concept of emotional intelligence and its significance for professional development have been extensively explored by V. Zaritska, E. Nosenko, N. Kovryga, T. Bradberry, and J. Greaves (2009), as well as by P. Salovey and J. Mayer (1990). Particular attention has been devoted to developing emotional intelligence among pre-service elementary school teachers. This issue has been investigated by V. Bader, N. Basyuk, D. Verbivsky, T. Kotyk, A. Minenok, M. Oliiar, Y. Samardak, T. Skoryk, T. Chernous, N. Yaremchuk, and other researchers, whose studies emphasize the role of emotional competence in enhancing pedagogical communication, professional effectiveness, and the holistic development of young learners. The concept of emotivity as a linguistic category and its representation through various linguistic units has been widely examined in linguistic and psycholinguistic research. Scholars such as T. Bitsenko, A. Glushchenko, G. Kuzenko, V. Putienko, L. Tyutyunnik, I. Shakhnovska, M. Motley, S. Camden, and others.

Research into the characteristics and psychological-pedagogical conditions of younger primary school students' development was conducted by scholars such as N. Bibik, I. Zharkova, Ya. Kodlyuk, V. Kotyrlo, Z. Onyshkiv, O.Savchenko, O. Yankovych, and others. The following researchers have devoted their works to the characteristics of the emotional sphere of younger elementary school students: I. Bekh, O. Zaporozhets, O. Zavgorodnia, N. Kotsur, O. Slobodian, O. Kiz, S. Maksymenko, O. Slobodian, M. Shpak, and others. At the same time, it should be noted that the development of emotional intelligence among pre-service primary school teachers to implement pedagogical discourse effectively remains a relevant issue, particularly in the context of the spiritual and moral crisis affecting contemporary society amid the ongoing large-scale war in Ukraine.

AIM AND TASKS RESEARCH

This study aims to identify theoretical approaches underpinning the development of a scientifically grounded methodology for preparing pre-service teachers to effectively use verbal means of emotional and intellectual influence in pedagogical discourse.

RESEARCH METHODS

To achieve the research objective, the following methods were employed: theoretical analysis of psychological, pedagogical, philosophical, and linguistic literature, as well as observation of students' communicative activities during their teaching practicum to identify challenges and determine ways of overcoming them in the implementation of the emotional and intellectual dimensions of pedagogical discourse.

RESULTS OF THE RESEARCH

Effective pedagogical communication between teachers and students during the educational process creates favourable conditions for students' development and the cultivation of a creative approach to learning. It contributes to the formation of students' personalities, supports a positive emotional climate within the educational environment, and promotes the effective management of socio-psychological processes in the student group. One of the key issues in preparing pre-service primary school teachers for professional pedagogical communication is developing their ability to appropriately select and apply linguistic and rhetorical means, including those that facilitate the emotional regulation of educational communication. T. Bitsenko argues that «speech acts of emotionality contain information about feelings, emotions, moods, affects, and emotionally evaluative linguistic information, that is, an intellectual evaluation of someone or something, filtered through the emotional prism of the human psyche, which simultaneously serves as an emotional evaluation» (Bitsenko, 2012, p. 85).

The development of communicative competence in pre-service primary school teachers, particularly its intellectual and emotional dimensions, is of special significance, as their professional activity entails a high level of linguistic responsibility. Appropriate, effective, and influential speech serves as a key instrument in the education of primary school students. The effectiveness of pedagogical speech depends both on its logical and well-founded character and on the teacher's ability to initiate and maintain students' interest in intellectual and verbal interaction. In this context, particular importance is attached to the teacher's ability to effectively employ emotional linguistic means in pedagogical speech, as these influence not only the cognitive sphere of younger elementary school students but also their emotions, imagination, and creative capacities. Perception of information at both intellectual and emotional levels contributes to optimising the learning process and enhancing its overall effectiveness.

A teacher's personal characteristics are manifested through the deliberate use of verbal means that reflect linguistic competence and highlight the informational-communicative (exchange and acquisition of information), regulatory-communicative (organization of collaborative activities and modification of interaction strategies), and educational functions of pedagogical communication.

G. Kuzenko identifies sound articulation, speech intonation, word-formation devices, and emotive vocabulary, including phraseological expressions, as linguistic means of conveying emotionality (Kuzenko, 2020). The acquisition of the ability to consciously select and employ such means constitutes an important objective in the professional preparation of pre-service teachers. The linguistic, methodological, emotional-personal, and pedagogical components constitute the principal characteristics of pedagogical discourse, which determine the effectiveness of communicative interaction with students at the intellectual and affective levels and help achieve the instructional, developmental, and educational objectives of the lesson. Scholars define pedagogical discourse «as a set of utterances concerning

issues of learning, considered in relation to these issues as well as in relation to one another. It is a model of linguistic behavior in the sphere of teaching and education» (Nikitina, 2013, 41), representing the conscious use of language as a means of communication.

In examining the communicative activity of primary school teachers within pedagogical discourse, it is assumed that a central task of the teacher is to establish rapport with learners, which presupposes creating a positive emotional classroom climate. A high level of teacher competence as a communicative leader in educational interaction is particularly evidenced by the effective use of verbal strategies to activate students' emotional and cognitive potential. It is essential that elementary school teachers, in their communicative activities, recognise that their speech is not only the primary instrument of pedagogical practice but also a model that students consciously or unconsciously perceive, internalise, and subsequently reproduce and disseminate within pedagogical discourse. Accordingly, a key objective of professional training for students is to develop their ability to freely employ a range of linguistic means in various communicative and speech situations, particularly during teaching practice, thereby cultivating a culture of pedagogical communication. This involves fostering in pre-service teachers clear, correct, and terminologically precise, as well as emotionally expressive, speech that ensures the effective transmission of educational information and supports the development of their emotional intelligence—a concept introduced into scientific discourse in the late twentieth century by American scholars R. Salovey and J. Mayer (1990).

V. Zarytska emphasizes the significant role of emotional intelligence in students' professional development. According to the author, effective professional performance requires the ability to recognise and understand one's own emotions as well as those of others, while maintaining an objective assessment of oneself and one's colleagues. Furthermore, a well-developed level of emotional intelligence constitutes an important prerequisite for constructive conflict resolution in professional contexts (Zarytska, 2014). E. Nosenko and N. Kovryga conceptualize emotional intelligence in relation to a range of personality characteristics, including conscientiousness, openness to experience, emotional stability, agreeableness, and extraversion (Nosenko & Kovryga, 2003). Emotionality is generally regarded as an essential component of a teacher's communicative style and is expressed through diverse verbal and nonverbal means. The effective integration of these communicative resources enhances the quality of instructional interaction, thereby facilitating students' academic achievement, personal growth, and language development. In this context, particular attention should be paid to the emotional sphere of early primary school learners, as it is characterized by specific developmental features that significantly influence the educational process.

«Early school age represents not only a critical period for intensive intellectual development but also a stage during which the emotional sphere undergoes significant formation. The development of emotional processes and competencies during this period plays a crucial role in shaping various aspects of a child's functioning, including cognitive activity, social interaction, self-regulation, and overall personality development» (Slobodyan & Kiz, 2023, 58). A distinguishing characteristic of early primary school learners is their heightened emotional sensitivity and receptiveness to novel and vivid experiences. The transition to school initiates a profound transformation in the child's system of social relationships, as the student–teacher relationship begins to exert a significant influence on the child's interactions with both parents and peers. Consequently, this relationship assumes a central role in the child's life and development. At the same time, a reorientation of emotional priorities takes place, preparing the child for subsequent stages of emotional growth. During this period, children develop new emotional experiences associated with academic activity, including emotions related to success and failure in learning, reactions to assessments and achievement, enjoyment derived from acquiring new knowledge, and feelings of anxiety arising from academic challenges, responsibility, and task performance. At primary school age, children's emotional sphere is increasingly shaped by the processes and outcomes of educational activities rather than by play and communication within play. Their feelings and emotions become closely associated with the needs that learning fulfils. At the same time, particular significance is attributed to the teacher's assessment of academic success and failure, as well as to the attitudes of peers and other significant individuals that accompany such evaluations.

An early elementary school student's emotional attitude toward the teacher plays a significant role in shaping the child's emotional world. This attitude is generally characterized by trust, respect, and a high degree of receptivity to the teacher's influence. The teacher's evaluative function is particularly important, as the teacher's judgments serve as key reference points for students' perceptions of their academic achievement and influence their peers' attitudes toward them. During the early years of elementary education, the teacher's evaluation assumes considerable significance for students, often leading to a strong orientation toward external assessment. As a result, students' activity and emotional responses may become focused on evaluative outcomes rather than on the cognitive process itself and the intrinsic satisfaction derived from learning. Early elementary school students tend to experience academic successes and failures with considerable emotional intensity, as their status within the peer group and their position in the system of interpersonal relationships are largely determined by their academic performance and the teacher's evaluation of their achievements. In turn, their position within the group substantially influences their emotional well-being and the nature of their emotional experiences.

Early elementary school students are characterized by a high degree of emotional responsiveness. Their perception of speech is rarely neutral, which can be explained by their limited life experience, relatively short attention span,

predominance of concrete thinking, insufficiently developed analytical and critical understanding of real-life situations, heightened excitability, reliance on visual imagery memory, and incomplete formation of learning motivation. When emotions exert a strong influence on a child, they affect not only the child's emotional state by generating new thoughts and aspirations but also serve as a motivational force integrated into behaviour, thereby contributing to the formation of feelings. The significance of emotions increases when they not only accompany an activity but also precede it, preparing the student for active engagement in the learning process. At the same time, observations from students' teaching practicum in elementary schools indicate that the role of emotions in children's learning is often underestimated. Educational environments often provide insufficient opportunities for the emergence of positive emotions and, in some cases, create conditions that foster negative emotional experiences, such as boredom, anxiety, or fear.

In characterizing the emotional development of early elementary school students, particular attention should be given to emotional restraint and its individual manifestations. Participation in educational activities and interaction with teachers, classmates, and other individuals require children to regulate their emotional responses; however, the development of such self-restraint presents a considerable challenge during the early years of schooling. During the initial year of schooling, children frequently display impulsive emotional reactions; however, by the third and fourth grades, they generally demonstrate greater emotional restraint. Through engagement in educational activities, children gradually acquire the ability to regulate their emotional states, manage strong feelings, control immediate impulses, and adhere to established requirements. Consequently, the development of self-regulation progressively extends to the emotional sphere. The system of voluntary regulation occupies a significant place in the personal development of younger elementary school students. This system encompasses self-assessment, self-control, reflection on one's actions and decision-making processes, and, most importantly, goal setting. The development of each of these components and the acquisition of the ability to apply them effectively constitute important tasks in the educational process. In particular, when establishing learning goals, it is necessary to ensure they are emotionally meaningful and personally accepted by students, as this principle applies to all components of the system of voluntary regulation.

As children progress through the learning process, their emotional experiences become increasingly deep and stable. At the same time, early primary school students have only a limited ability to recognise and interpret their own emotions and those of others. Such limitations in emotional perception and understanding often lead to the superficial imitation of adult behaviour and emotional expressions. Practising teachers frequently observe, for example, that children readily adopt and reproduce both friendly and unfriendly communication patterns. These characteristics underscore the importance of fostering emotional intelligence in elementary school students. Accordingly, pre-service teachers should consider the psychological characteristics of primary schoolchildren to enhance the effectiveness of educational communication, which is primarily manifested in the emotional and intellectual dimensions of the teacher's linguistic behaviour within pedagogical discourse. The linguistic foundation of the issue examined in this study lies within contemporary functional stylistics. It is associated with current research on speech style as an expression of the communicative personality. The methodological dimension of this issue concerns the application of general rhetorical principles, including step-by-step progression, conceptuality, reflexivity, audience modelling, strategic, tactical, and linguistic organisation, as well as effective communication (Academic Rhetoric, 2022, pp. 45–57). One approach to implementing these principles in the educational process involves stimulating intellectual emotions through methodological and rhetorical techniques, as well as lexical, syntactic, rhetorical, and intonational means that convey participants' emotional states during learning.

The requirement for communicatively appropriate speech in primary school teaching necessitates consideration of students' age-related characteristics, their level of preparedness to learn the subject matter, and the teacher's ability to adapt pedagogical speech to ensure accessibility and comprehensibility for primary school students. In this context, particular attention should be given to teachers' linguistic etiquette, which encompasses the use of polite forms of address, greetings and farewells, expressions of apology and gratitude, words of praise, and other etiquette-based communicative forms. To prevent disrespectful behavior toward students, a system of prohibitions is implemented to help participants in the educational process avoid confrontation and conflict while fostering a supportive psychological environment in the classroom.

The comprehensive implementation of all communication functions in educational and speech-related activities highlights the particular importance of the educational function, as reflected in the requirements to develop students' personal qualities, including communicative abilities, shape their emotional sphere, and foster aesthetic sensitivity. The teacher's speech behavior determines the educational impact of communication. Regardless of the context, the teacher remains an educator and a communicative leader for students, and the more naturally this asymmetry of social roles is established—and the less perceptible it becomes—the more effectively the pedagogy of cooperation is realized. Verbal and emotional interactions between teachers and students facilitate mutual understanding during knowledge transmission. In organising educational communication with elementary school students, teachers should recognise that learning at this stage is largely based on imitation. Consequently, while maintaining the importance of informativeness, logical coherence, and clarity of speech, the perception and assimilation of educational information, as well as the development of students' own speech, depend substantially on the vividness, emotional expressiveness, and overall effectiveness of the teacher's speech.

As noted above, various emotional states are reflected in intonation, voice intensity, articulation rate, and pausing, as well as in the linguistic characteristics of phrase construction, including syntactic structure, lexical choice, errors, self-corrections, and semantically irrelevant repetitions. Thus, «intonation can impart different emotional and modal orientations and varying degrees of intensity to the same sentence or utterance, while also altering its communicative function. Intonation serves as an indicator of the communicants' psychological state, age, gender, social status, and the stylistic tone of communication, while also facilitating the distinction between primary and secondary aspects of communicative content» (Kuzhenko, 2020, p. 77). The ability to interpret the intonational and semantic diversity of speech is of particular importance for pedagogical theory and practice, as a substantial proportion of a teacher's professional activity involves verbally influencing students' emotional and intellectual development. Accordingly, the intonational characteristics of the teacher's speech affect students' learning activities, behavior, and emotional state.

Students' perception of a teacher's speech shapes their appreciation of the richness and beauty of their native language. The teacher's mastery of effective, expressive language contributes to an atmosphere of emotional engagement that permeates the lesson and positively influences students' emotional sphere. As A. Glushchenko observes, «the choice of emotive vocabulary is determined and regulated, first, by the speaker's general state of emotional arousal as a powerful extralinguistic factor, second, by the speaker's individual characteristics in the use of emotive vocabulary, and third, by the speaker's individual style, which is characteristic of their conscious and/or unconscious use of linguistic units» (Glushchenko, 2019, p. 141). Researchers emphasise the importance of subordinating emotions to intellectual activity, in which emotions serve as triggers for cognitive processes, since the primary purpose of school education is cognitive and intellectual development. From the moment individuals enter the educational environment in early childhood, they continue to explore it throughout their lives while simultaneously developing their emotional intelligence. In this context, students' intellectual emotions assume a particularly important role in the learning process. Accordingly, the primary stage of school education may be regarded as a period characterized by the predominance of cognitive emotions. As one emerges through encounters with new aspects of reality, these emotions, in turn, stimulate cognitive activity and other mental processes. They contribute to the formation of an individual's attitude toward the surrounding world of objects and phenomena and support the development of children's creativity.

Intellectual emotions (or intellectual feelings) are defined as specific emotional experiences that arise during cognitive activity. These emotions include interest, confidence, doubt, and surprise. K. Ushinsky also identified anticipation, surprise, disappointment, contrast, mental effort, and intellectual success or failure as forms of intellectual feelings (Ushynsky, 1955). Intellectual curiosity is frequently associated with solving practical problems. A higher level of intellectual engagement is reflected in students' interest in identifying cause-and-effect relationships, discovering patterns, and establishing general principles that underlie phenomena across different conditions. This level is characterised by creative inquiry, the acquisition of new learning strategies, and the refinement of previously developed ones.

Thus, emotionality functions as a factor that stimulates cognitive activity and contributes to the development of a communicatively mature personality in schoolchildren. Verbal interaction between the teacher and students facilitates the integration of their emotional spheres, promotes mutual understanding during knowledge transmission, and supports students' speech development. It should also be noted that the early years of elementary education represent a crucial period for the development of the so-called "sense of language," which begins to form intensively during the preschool years and continues to develop throughout elementary school. Teachers should take this characteristic of children's psychological development into account in language instruction, as both the native and foreign languages are acquired more readily and effectively at an early age. It is also during this period that children's ability to perceive the nuances of words and their meanings develops significantly.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

In summary, it is important to emphasize the need to stimulate the emotional and intellectual potential of elementary school students throughout the learning process. Emotions constitute a key factor in activating students' cognitive processes. The principal characteristics of the emotional development of primary school students include the development of emotional intelligence, the increasing depth and stability of emotional experiences, greater awareness of their own emotions and those of others, the formation of intellectual emotions, the development of voluntary emotional regulation, and the establishment of stable emotional personality traits. By fostering and developing these qualities, elementary school teachers should create a positive emotional environment for learning. Accordingly, the preparation of pre-service teachers should include the development of a model of linguistic behaviour that enables them not only to realise their own intellectual and emotional potential but also to promote its development in their students' cognitive activities.

Further research should focus on developing a methodology for preparing pre-service elementary school teachers that integrates communicative and rhetorical tasks to foster students' awareness of their linguistic individuality and enhance their emotional and intellectual qualities, thereby equipping them to promote younger elementary school students' emotional intelligence effectively.

REFERENCES

Austin, J. L. (1990). How to do things with words. Oxford University Press. (Original work published 1962). https://lnk.ua/d7K3QUSlk

Bitsenko, T., & Shevchenko, I. (2012). Discourse of negative emotionality in the English language of the 16th–20th centuries. Foreign Philology, 124, 82–89. https://surl.li/jwbapv

Bradberry, T., & Greaves, J. (2009). Emotional intelligence 2.0. TalentSmart. https://lnk.ua/NZU6vrZy4

Hlushchenko, A. V. (2019). Expression of emotions in discourse. In Proceedings of the VI International Scientific and Practical Conference "Development of Modern Education and Science: Results, Problems, Prospects: Interdisciplinary Dimensions" (pp. 139–141). https://eprints.cdu.edu.ua/2025/1/glyzhenko.pdf

Kuzenko, H. M. (2020). Linguistic means of expressing emotiveness. Scientific Notes. Philological Sciences, 18, 76–82. https://ekmair.ukma.edu.ua/handle/123456789/9836

Nikitina, A. V. (2013). Pedagogical discourse of the language and literature teacher. https://lnk.ua/CCkR0QXiz

Nosenko, E. L., & Kovryha, N. V. (2003). Emotional intelligence: Conceptualization of the phenomenon and its main functions. http://distance.dnu.dp.ua/ukr/nmmateriali/documents/Em_intellekt.pdf

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. Imagination, Cognition and Personality, 9(3), 185–211. https://journals.sagepub.com/toc/icaa/9/3

Searle, J. R. (1990). Speech acts. Cambridge University Press. https://lnk.ua/liFXHEA3D

Slobodian, O., & Kiz, O. (2023). Development of the emotional sphere of primary school students: Educational institution as a space for fostering resilience during wartime. Psychological Sciences, 33(192), 58–64. https://lnk.ua/I27QZGr3Z

State Standard of Primary Education. (2025). https://zakon.rada.gov.ua/laws/show/1810-2025-%D0%BF#Text

Syvachuk, N., Sanivskyi, O., & Tsyhanok, O. (2022). Academic rhetoric: A teaching and methodological manual. https://surl.li/qnrsbr

Ushynskyi, K. D. (1955). Works (Vol. 5, The human being as the subject of education: An essay on pedagogical anthropology). https://lnk.ua/PCrqAas2p

Zarytska, V. V. (2014). Emotional intelligence as a component of an individual's readiness for professional activity. Bulletin of H. S. Skovoroda Kharkiv National Pedagogical University. Series: Psychology, 49, 42–51. https://lnk.ua/Q8pTiroeR

Received: *23.07.2026*
Accepted: *13.08.2026*
Published: *15.09.2026*