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DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN FUTURE TEACHERS WITH THE HELP OF PHYSICAL CULTURE CLASSES

The article examines to consider the development of emotional intelligence in future teachers with the help of physical culture classes, as one of the powerful and effective tools.

The purpose of the article is to study the development of emotional intelligence in future teachers with the help of physical education classes

Reforming the education system in Ukraine requires rethinking the requirements for teachers, professional training and identifying relevant professional competencies. In this context, the issue of developing emotional intelligence in students of higher pedagogical education becomes especially relevant, as it is one of the key components of professional competence.

Pedagogical mastery, in addition to subject-specific and methodological competence, is directly related to non-cognitive skills, namely: the ability to manage one's own emotions, motivate oneself and others, demonstrate purposefulness, perseverance, self-discipline, responsibility for one's actions, and empathy. This necessitates the systematic self-development of teachers, mastery of reflection skills, and purposeful improvement of professionally significant qualities that should be developed during the period of study at a higher education institution. Developed emotional intelligence contributes to successful interaction with students, a deeper understanding of their emotional states and needs, and enables future teachers to adapt more quickly to their chosen profession.

J. Meyer and P. Selovey identified four basic components of emotional intelligence: self-awareness, self-regulation, empathy, social skills. D. Goleman supplemented this model with a fifth component - motivation. Self-awareness was understood as the ability to identify and understand one's own emotions, to assess the strengths and weaknesses of one's "I". Self-regulation was interpreted as the ability to restrain emotional impulses and manage one's own state. Motivation was defined as the desire to achieve set goals. Empathy was considered as the sensory perception of the emotions of others and taking into account their experiences in the process of interaction. Social skills were defined as the ability to effectively interact with others in order to achieve a common goal.

Today, emotional intelligence is defined as a complex integrated construct that includes the ability to perceive, identify, and interpret one's own emotions and the emotions of others; stimulate thinking processes through emotions; control and regulate one's behavior

according to emotional states; and use these abilities to build effective interpersonal interaction.

Thus, emotional intelligence is closely interconnected with successful interpersonal interaction, which is one of the important factors influencing the success of professional growth and, among other things, determining the level of acmeological development of the individual. This gives special significance to the development of emotional intelligence in areas where "subject-subject" interaction is provided, in particular in pedagogical activity.

One of the effective tools for the development of emotional intelligence is physical culture. Despite the established perception of physical culture mainly as a means of improving health and increasing physical fitness, its impact is much broader: regular physical activity and physical activity contribute not only to improving physical condition, but also to the development of cognitive and emotional functions, in particular emotional intelligence. This impact is realized through a complex psychophysiological mechanism. Students who regularly engage in sports demonstrate a higher level of emotional stability and better overcome stressful situations.

A number of emotional competence skills in higher education students develop precisely in the process of physical culture classes. These include: awareness of one's own emotional states; the ability to regulate them through self-regulation; the ability to distinguish the emotions of others; the ability to associate emotions with social roles and learn cultural patterns of behavior; the ability to empathize; understanding the impact of one's own emotions on others and taking this into account in one's own behavior; awareness that the nature of interaction is determined by the dominant emotions, the degree of emotional reciprocity, and symmetry.

Physical culture promotes the development of emotional intelligence through several interrelated mechanisms, namely: neurophysiological influence, development of self-control, social interaction.

Team sports contribute to the development of empathy and social interaction skills. Empathy is one of the key components of emotional intelligence, which is actively developed in team sports, because in team games, such as football, volleyball or basketball, it is important not only to act in the interests of the team, but also to understand the emotional state of other team members. The ability to feel the emotional fluctuations of others and respond adequately to them develops empathy and enriches social perception.

Physical exercises are one of the best means of emotional regulation, as they have a positive effect on the course of psychological processes. Regular training requires discipline and the ability to control one's emotions, and therefore has a positive effect on the development of the ability to self-control. Resolving conflicts on the sports field, supporting other members of the sports team, and achieving goals together contribute to the development of social and emotional skills of higher education students. Joint training helps to bring students closer together, develop joint decision-making skills, and resolve conflict situations, which has a positive effect on the emotional climate and general atmosphere in the study group. Training also develops concentration skills and helps reduce stress levels, thereby increasing stress resistance and the ability to recognize and regulate one's emotional states in a timely manner.

Regular physical activity helps develop the ability to self-reflect, which is also an important component of emotional intelligence. In the process of achieving a high level of qualitative indicators of physical fitness and understanding its mechanisms, the level of self-knowledge increases, which, in turn, helps to better understand one's own emotions and motivation. It should be noted that physical education classes in a higher education institution are one of the most accessible options for developing emotional intelligence.

In conclusion, physical education can be considered a powerful and effective tool for developing emotional intelligence in higher education students. It helps improve emotional self-control, stress resistance, empathy and social skills, which together contribute to improving the qualitative indicators of learning and the formation of social skills. Physical activity has a positive impact on the development of emotional intelligence, which in turn allows you to form a harmoniously developed personality and lay the foundation for further professional and personal growth.