

Cooperative Learning Approaches In Forming Students' Emotional Intelligence

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ABSTRACT

This article provides a broad overview of effective approaches and opportunities for cooperative learning in developing, nurturing, and improving students' emotional intelligence.

Keywords: Emotional intelligence, intervention, context, contextual adaptation, empathy, creativity.

INTRODUCTION

In today's era of globalization, one of the main tasks of education is not only the formation of theoretical knowledge, but also social skills, communication culture and emotional intelligence. The student's personal development, adaptation to the team and success in his future professional activities largely depend on the level of his emotional intelligence (EI).

Cooperative learning technologies ensure that students work together, they learn to learn together, learn to manage their emotions and actively participate in the socio-psychological environment.

Updated methodological opportunities

Based on this recent research, the following new opportunities and proposals for methodological improvement of cooperative methods arise:

1. Intervention schedule

Regular, planned interventions: for example, 6–10 weeks of cooperative lessons, each of which focuses on specific EI components.

2. Context of work

Implementation in different subjects such as mathematics, physical education, native language.

Combination of technologies + cooperative methods in STEM subjects.

3. Assessment methods

Pre-test and post-test: modern tests that measure EI components.

Student exchange of ideas (reflection) through self-assessment, peer and teacher assessments.

Social activities and involvement of the external environment

Social projects inside and outside the school (volunteer, campus projects).

Cultural, value, school culture formation activities.

1. Use of technology

Online platforms, interactive tools, digital games, simulations.

Real-time emotion monitoring tools (e.g. emotions and attention of participants in a synchronous class), if possible.

2. Author training

Cooperative learning and EI training courses for teachers.

Taking into account the age characteristics, personal needs, interests of students.

Practical seminars, master classes.

Updated studies and their parameters.

3. Contextual adaptation

Methods adapted to the social and cultural conditions of each school, faculty, city.

The table below shows the methods, examples, and results of the above studies:

1 – table.

Nº	Research	Sample size	Cooperative methods	EU components	Main positive developments
1	Jeena (2023)	60 student	laboratory/class assignments in groups, problem-solving	empathy, scientific creativity, collaboration	The EI index has increased, creativity and leadership skills have strengthened
2	Torrego-Seijo et al. (2021)	692 student	jigsaw, group collaboration	adaptability, social skills	Improved flexibility and academic grades
3	Sadiqzade (2024)	multicultural language learners	multicultural language learners	multicultural language learners	Anxiety decreased, participation and self-expression increased

Cooperative methods are an effective tool not only for acquiring knowledge, but also for forming and strengthening emotional intelligence in students. Through them, students acquire self-awareness and others, empathy, stress management, and healthy communication skills.

The use of cooperative educational technologies plays an

important role in developing students' emotional intelligence. They not only make the learning process more effective, but also form social competencies such as empathy, communication, responsibility, and teamwork in students. Thus, cooperative methods are an important methodological tool for the harmonious development of the individual.

A clear example of this is reflected in the table above. As can

be seen from the results of studies conducted using cooperative methods, we can see that such methods serve to strengthen students' resilience and thinking capacity. The high level of changes in students due to the positive impact of the research results is another achievement of the cooperative method.

CONCLUSION

In conclusion, recent studies have shown that cooperative teaching methods (group work, role-playing, heterogeneous groups, reflection) are effective in increasing students' emotional intelligence, in addition, we can see that EI skills can be improved through language learning, physical education, school culture and social activities. In particular, the components of "adaptability", empathy and emotional regulation are developing more.

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