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РОССИЙСКОЙ АКАДЕМИИ НАУК**

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EMOTIONAL INTELLIGENCE IN LINGUISTIC STUDENTS MAJORING IN LANGUAGES BELONGING TO DIFFERENT LANGUAGE GROUPS¹

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Current views on foreign or second language learning concern a multifaceted and interdisciplinary nature of this process (Pawlak, 2013). There is a number of factors involved in learning a language, namely linguistic, psychological, cultural, didactic, etc. Learning a foreign language means entering another linguistic system and introducing yourself to another cultural system. Furthermore, learning a foreign language leads to some kind of the target-language culture transformation into one's worldview (Atamanova et al., 2015).

Emotional intelligence seems to be the very psychological aspect which can contribute to both foreign language learning and its usage while communicating to others speaking the target language (Goleman, 2011). Nevertheless, little is known about if there is any difference in emotional intelligence between foreign language learners depending on the target language being learnt. This knowledge will allow one to develop optimal trajectories of learning target languages and cultures in the context of linguistic students' personal and professional development.

The study presented was aimed at identifying specific features of the emotional intelligence parameters in linguistic students majoring in foreign languages belonging to different language groups. There were three groups of university students learning English (Group 1, n=130), Chinese (Group 2, n=110) and the Romance languages (Group 3, n=78) as their majors.

To measure the emotional intelligence parameters, we applied D. Lyusin's Emotional Intelligence Questionnaire (EmIn-Q) (Lyusin, 2006) including five basic scales (recognition of others' emotions, management of others' emotions, emotional self-awareness, management of one's own emotions, and control of emotional expression) and four integral scales (interpersonal and intrapersonal emotional intelligence, recognition of emotions and management of emotions).

A comparative analysis of the descriptive statistics in the groups selected revealed that students majoring in the Chinese language had higher scores in the emotional intelligence parameters responsible for recognizing, understanding and managing emotions of other people (Table 1). This confirms the previous

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study results (Smirnova, 2017) and is also consistent with the ideas about the specifics of the Chinese language itself, which implies a good ability to recognize the emotional component of Chinese statements due to this language tonality. However, no statistically significant between-group differences were found for this group.

Statistically significant differences ($p < 0.05$) were revealed between linguistic students majoring in English and the Romance languages in a number of emotional intelligence parameters, namely control of emotional expression, intrapersonal emotional intelligence and management of emotions. In Table 1, these values are shown in bold. The resulting between-group differences can also be related to the specifics of the languages being learnt. The Romance languages are characterized by a certain degree of emotional expressiveness which, apparently, affects one's personal characteristics, both in case of people speaking these languages as their native ones and, accordingly, learning them. Note that this is also consistent with the results obtained earlier (Smirnova, 2017).

EI parameters	Group	Mean	Lower quartile	Upper quartile	SD	Skewness	Kurtosis
Recognition of others' emotions	1	23.82	21.00	27.00	4.85	-0.46	1.09
	2	24.15	21.00	27.00	5.13	-0.63	1.58
	3	22.99	19.00	27.00	4.83	-0.30	0.21
Management of others' emotions	1	17.73	15.00	21.00	4.45	-0.20	0.32
	2	18.58	16.00	21.00	4.56	-0.31	0.34
	3	18.51	16.00	21.00	3.82	0.10	-0.32
Emotional self-awareness	1	16.81	14.00	19.00	4.59	0.18	-0.07
	2	17.23	14.00	21.00	4.87	-0.19	-0.27
	3	17.88	13.00	22.00	5.64	-0.01	-0.41
Management of one's own emotions	1	12.16	10.00	15.00	3.52	-0.22	-0.29
	2	11.98	9.00	15.00	3.81	-0.16	-0.49
	3	12.79	10.00	15.00	3.88	-0.07	-0.49
Control of emotional expression	1	9.62	7.00	12.00	3.62	-0.11	-0.42
	2	9.77	7.00	12.00	3.55	0.10	-0.33
	3	10.87	8.00	14.00	4.54	0.09	0.01
Interpersonal emotional intelligence	1	41.55	37.00	46.00	8.01	-0.09	0.52
	2	42.73	38.00	49.00	8.35	-0.47	1.86
	3	41.50	36.00	46.00	7.60	-0.18	-0.43

Intrapersonal emotional intelligence	1	38.59	34.00	44.00	8.64	-0.10	0.18
	2	38.98	34.00	47.00	9.72	-0.04	-0.27
	3	41.55	35.00	49.00	11.50	0.14	-0.05
Recognition of emotions	1	40.63	36.00	45.00	7.24	-0.08	0.40
	2	41.37	37.00	46.00	7.81	-0.18	1.37
	3	40.87	36.00	45.00	8.48	0.18	-0.05
Management of emotions	1	39.52	35.00	45.00	8.17	-0.00	0.40
	2	40.34	35.00	46.00	9.08	0.00	-0.23
	3	42.18	36.00	48.00	9.99	0.12	0.55

Table 1. Descriptive statistics for the emotional intelligence parameters in linguistic students majoring in English (Group 1, n=130), Chinese (Group 2, n=110) and the Romance languages (Group 3, n=78)

To sum up, the results obtained further research into individual differences connected with foreign language learning in the context of university students' personal and professional development and should be taken into account to provide their optimal individual educational trajectories.

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