

освіти різних рівнів з урахуванням трикомпонентних цільових орієнтирів таких компетентностей.

Список використаних джерел

- Результати II етапу моніторингового дослідження базових аспектів організації освітнього процесу (якості, безпеки та ресурсів) в закладах фахової перед вищої та вищої освіти у 2024 р. Державна служба з якості освіти. <https://sqe.gov.ua/fpo-zvo-2024/>
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PROMOTING EMOTIONAL LITERACY IN THE EFL CLASSROOM

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In recent years, educators have paid more attention to the question of developing emotional literacy within the learning environment, especially in terms of language learning. The ability to understand, manage and reflect on your emotions has become a major factor in achieving educational goals and understanding learners' motivation, engagement, and overall success in both traditional and digital educational settings. This perspective emphasizes the individual learner's responsibility through time management, action planning, self-reflection, self-correction, and continuous self-improvement (Pohorielova, 2022).

Furthermore, soft skills are crucially important for qualified specialists, particularly foreign language teachers. Deficiencies in their ability to collaborate effectively with colleagues, analyze and evaluate pedagogical situations, and identify suitable solutions can frequently arise. Their lack of experience and challenges in

teamwork may lead to the selection of inappropriate teaching methods and techniques, consequently impacting students' language acquisition and their overall academic performance (Kniaz & Chukhno, 2021).

When exploring the issues of developing emotional literacy within language education, teachers often highlight such concepts as learners' motivation, a sense of belonging, and engagement. This highlights the importance of cultivating a learning environment where emotional expression is valued and learner motivation is enhanced. By addressing positive and negative affective states, educators advocate for a more holistic and inclusive approach to language instruction that integrates emotions as a fundamental aspect of the learning process (Abdolrezapour et al., 2025). Nowadays, educational institutions are increasingly focused on designing courses that specifically target emotional literacy and the ability of learners to reflect on their emotional self-awareness and personal growth. This not only aims to facilitate language acquisition but also to foster broader personal development (Castro & Shelton-Strong, 2024). It is important to acknowledge that learners often come from diverse cultural backgrounds and possess varied learning styles. These diverse backgrounds and learning preferences mean that students enter university with varying levels of psychological and social maturity, and their attitudes toward studying at a university, learning a foreign language, and becoming a teacher can differ significantly (Chukhno, 2023). This underscores the necessity of integrating emotional literacy not only into student curricula but also into teacher education and training programs (Ghiasvand et al., 2024), advocating for greater integration of emotional literacy into national education curricula tailored to learners' developmental stages (Aktepe & Gündüz, 2022).

Moreover, research suggests that improving emotional intelligence among English as a Foreign Language learners can directly benefit their academic literacy, as it does in other academic domains (Yang & Duan, 2023). By acknowledging and working with emotional dimensions, educators can create more inclusive, engaging, and transformative learning experiences.

One practical approach to integrating emotional literacy into English as a Foreign Language teaching is the use of emotion-based reflective writing tasks. Teachers can invite learners to keep language learning diaries or emotion journals, where students reflect on how they felt during certain lessons, interactions, or challenges. These reflections can be guided by prompts such as "Describe a moment when you felt proud of your language progress, and why?" or "What emotions did you experience during group work today, and why?". Having an opportunity to share their thoughts and tackle their problems, students will feel the need to investigate the issues in more detail, analyze their behaviour and even ask for help, if necessary. Moreover, such an activity is a good way of promoting emotional self-awareness and a chance to improve writing fluency and enrich the vocabulary related to the topic discussed.

Other powerful tools for developing emotional literacy are storytelling and role-play. By engaging learners in activities that explore different emotional perspectives – such as acting out real-life or fictional scenarios involving conflict, celebration, or cultural misunderstanding – students practice using language to express, interpret, and regulate emotions. For instance, a role-play could simulate a job interview gone wrong or a heated discussion between roommates from different cultural backgrounds. These

simulations promote empathy and intercultural understanding and equip learners with the linguistic and emotional tools necessary to navigate emotionally charged situations in English.

Finally, collaborative classroom discussions and group projects centered around themes like well-being, kindness, gratitude, and resilience can significantly contribute to emotional literacy. Teachers can design project-based tasks where students research and present on emotional intelligence topics or create posters and presentations about strategies for dealing with stress or boosting motivation. These activities foster a sense of community, support, and belonging, essential for emotional and language development.

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STAGES OF DEVELOPING PRE-SERVICE TEACHERS' WORD MEANING INFERENCE SKILLS

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The ability to infer the meaning of an unfamiliar word from context has always been a valuable skill for learners of English as a foreign language. Nowadays, with the growing exposure to authentic materials, this ability is becoming even more important since the linguistic complexity of such materials is often mismatched with learners' proficiency levels. The constant need to use a dictionary may decrease learners' motivation and affect their reading experience.

Developing word meaning inference skills is particularly critical in the context of Ukraine. Many learners are relocated and are applying to universities abroad. To achieve this aim, they may be required to pass standardized English proficiency tests like IELTS or TOEFL. These exams include complex reading passages, and the ability to deduce the meaning of unknown words becomes a key to success.

For pre-service English teachers, the significance of mastering word meaning inference skills is even greater. They do not only need to be able to use these strategies themselves, but also teach them to their future students as a part of their professional competence.

Language education studies have widely discussed the issue of inferring word meaning from context. Kuhn and Stahl (1998) maintain that the main factor in learners' success lies in regular practice rather than their knowledge of existing strategies. This supports the idea that developing word meaning inference skills requires consistent exposure and guided instruction. The findings by Baumann et al. (2005) indicate that students who were taught specific types of context clues are able to use contextual analysis to understand the meanings of unfamiliar words. Yang (2009) suggests that learners' ability to use contextual information is influenced by their level of English and further advocates for explicitly teaching students to recognise and apply context cues. İltir (2022) focuses on learners with a low level of reading skills. The study proves that integrating inference skills into classroom practice makes teaching reading more effective.

Scholars have also developed classifications of context clues. Sternberg and Powell (1983) differentiate between internal (morphological) and external (semantic and syntactic) ones. Humphrey (n.d.) points out that there are more effective (e.g., definitions and appositives) and less effective (e.g., synonyms, antonyms, inferential reasoning) context clues. Wongwiwattana and Watanapokakul (2021) provide a taxonomy of ten types of context clues, including definitions, punctuation, restatements, examples, synonyms, antonyms, cause and effect, general sentence meaning, clues from nearby sentences, and word structure.