

**TEACHER'S APPROACH TO EMOTIONAL SUPPORT OF TALENTED AND  
GIFTED STUDENTS IN THEIR CLASSROOMS**

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October 2019

Dear Anastassiya Panevina

This letter now confirms that your research project entitled:  
TEACHER'S APPROACH TO EMOTIONAL SUPPORT OF TALENTED AND  
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has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

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A handwritten signature in black ink, appearing to read 'Pather'.

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**Abstract**

Currently in this changing world of commercialism and competitiveness many educational institutions tend to pay more attention to the level of intellectual intelligence and high academic performance, with less emphasis on emotional intelligence. As a result, most often high-achieving students are involved in the “race” for academic excellence, resultful participation in subject Olympiads, contests and competitions and better scientific achievements. However, those who focus only on their successful academic development are more likely to suffer from problematic behavior, lack of self-esteem and self-control, and poor decision-making skills (Brackett, 2018).

The purpose of this study is to receive a deeper understanding of the current situation in Kazakhstani context investigating the phenomenon of teachers' emotional support provided to their talented and gifted learners. The study mainly examined the extent to what teachers perceive the importance of emotional support of high-achieving students in their classrooms. A qualitative research method was used to conduct the study with data collected through semi-structured interviews followed by lesson observations.

Teachers play a vital role in the process of students' emotional intelligence formation and development. Most teachers realize the importance of providing high-achieving students with emotional support and try to include different types of activities in their lessons to involve all students into the process of active learning and collaboration. The main techniques identified as appropriate and effective are appraisal and teamwork, aimed at socializing and motivating students, developing their positive character traits, collaborative and creative skills, and intrinsic motivation to explore the world around them.

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The data received allows claiming that high-achieving students should be emotionally supported to be successfully included in school life and able to reveal their full potential for continuous life-long learning. The results of the research might be useful for both academic researchers and school practitioners.

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**Абстракт**

Қазіргі уақытта, өзгермелі коммерция және бәсекеге қабілетті әлемде көптеген білім беру мекемелері зияткерлік даму деңгейіне және жоғары академиялық үлгерімге, эмоционалды зияткерлікке аз көңіл бөледі. Нәтижесінде жоғары жетістіктері бар студенттер академиялық жетістіктерге, пәндік олимпиадалар мен жарыстарға тиімді қатысуға және ғылыми жетістіктерін жақсартуға арналған тұрақты «жарысқа» қатысады. Алайда, тек қана сәтті академиялық дамуға көңіл бөлетіндер проблемалық мінез-құлықтан, өзін-өзі бағалаудың төмендігінен, өзін-өзі бақылаудың болмауынан және тәуелсіз шешім қабылдау қабілетінің нашарлығынан зардап шегеді (Бракетт, 2018).

Бұл зерттеудің мақсаты - мұғалімдердің дарынды оқушыларға эмоционалды қолдау құбылысын зерттей отырып, қазақстандық контекстегі қазіргі жағдай туралы тереңірек түсінік алу. Зерттеу негізінен жоғары сыныптарда жоғары жетістіктері бар студенттерді эмоционалды қолдаудың маңыздылығын зерттеуге бағытталған. Зерттеудің сапалы әдісі қолданылды мәліметтерді жинау үшін сұхбат және сабаққа бақылау жүргізілді

Мұғалімдер оқушылардың эмоционалды интеллектісінің қалыптасуы мен дамуында маңызды рөл атқарады. Көптеген мұғалімдер үлгерімі жоғары оқушыларға эмоционалды қолдау көрсетудің маңыздылығын түсінеді және барлық оқушыларды белсенді оқу және топтық жұмыс процесіне тарту үшін өз сабақтарына әр түрлі шаралар енгізуге тырысады. Ыңғайлы және тиімді деп анықталған негізгі әдістер студенттерді әлеуметтендіруге және ынталандыруға, олардың мінезінің жағымды қасиеттерін, ынтымақтастық пен шығармашылық дағдыларын дамытуға, сондай-ақ қоршаған әлемді

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зерттеудің ішкі мотивациясына бағытталған қалыптастырушы бағалау және топтық жұмыс.

Алынған мәліметтер жоғары жетістіктері бар оқушыларға мектеп өміріне сәттілікпен қатысу және олардың өмір бойы білім алу мүмкіндіктеріне жету үшін эмоционалды қолдауды қажет етеді. Зерттеу нәтижелері зерттеушілерге де, практиктерге де пайдалы болуы мүмкін.

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**Абстракт**

В настоящее время в нашем меняющемся мире коммерциализма и конкурентоспособности многие образовательные учреждения, как правило, уделяют больше внимания уровню интеллектуального развития и высокой успеваемости, уделяя меньше внимания эмоциональному интеллекту. В результате чаще всего учащиеся с высокими достижениями участвуют в постоянной «гонке» за академические успехи, результативное участие в предметных олимпиадах и конкурсах и улучшение своих научных достижений. Тем не менее, те, кто сосредоточен только на своем успешном академическом развитии, чаще страдают от проблемного поведения, заниженной самооценки, отсутствия самоконтроля и слабой способностью принимать самостоятельные решения (Бракетт, 2018).

Цель этого исследования - получить более глубокое понимание текущей ситуации в казахстанском контексте, исследуя феномен эмоциональной поддержки, которую учителя оказывают талантливым и одаренным ученикам. Исследование в основном было направлено на изучение важности эмоциональной поддержки учеников с высокими достижениями на уроках в средней школе. Использовался качественный метод исследования, т.к. для сбора данных проводились интервью и наблюдения уроков.

Учителя играют жизненно важную роль в процессе формирования и развития эмоционального интеллекта учащихся. Большинство учителей осознают важность оказания эмоциональной поддержки учащимся с высокими достижениями и стараются включать в уроки различные виды деятельности, чтобы вовлечь всех учащихся в процесс активного обучения и совместной работы. Основными методами, определенными как подходящие и эффективные, являются формативное оценивание и

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командная работа, нацеленная на социализацию и мотивацию учащихся, развитие положительных качеств их характера, навыков сотрудничества и творчества, а также внутренней мотивации для изучения окружающего мира.

Полученные данные позволяют утверждать, что учащиеся с высокими достижениями нуждаются в эмоциональной поддержке, чтобы успешно включаться в школьную жизнь и иметь возможность раскрыть свой потенциал для непрерывного обучения в течение всей жизни. Результаты исследования могут быть полезны как исследователям, так и практикам.

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**List of Abbreviations**

**EI** – Emotional Intelligence

**IQ** - Intelligence Quotient

**EQ** - Emotional Quotient

**GPA** - Grade Point Average

**IELTS** - International English Language Testing System

**UNICEF** - United Nations International Children's Emergency Fund

**CIS** - Council of International Schools

**SAT** - Scholastic Aptitude Test

**CTY** - Center for Talented Youth at Johns Hopkins University

**KAIST** - Korea Advanced Institute of Science and Technology

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### **Teachers' Approach to Emotional Support of Talented and Gifted Students in Their Classrooms**

#### **Introduction**

Several educational studies, held in a number of countries, have revealed some of the complexities and imbalances in the field of educational policies and practice that certify changes in modern educational approaches. Globalization and free-market rules, rapidly spreading all over the world, have led to dramatic changes in the field of education and resulted in a shift from the traditional educational system, oriented to the process of socialization, to neoliberalism, the dominant ideas of which are commodification and the culture of performativity, now typical of all aspects of modern schooling (Apple, 2004). It has resulted in the conflict of interest among different educational institutions and led to the appearance of new educational policies, aimed at nurturing a competitive socially privileged personality.

However, teachers, as professionals, should bear in mind that competitiveness among students of different ages and gender groups can increase their level of tension and anxiety. Psychologists claim that competitiveness, as an integral part of a competition, requires much personal energy, creativity, flexibility and well-developed managerial skills to succeed in both personal and professional activities (Klyueva, 2016). Thus, creatively gifted adolescents are more likely to have a significantly high level of anxiety and depression (Neihart, Reis, Robinson & Moon, 2001), because their intellectual and emotional quotients (IQ and EQ) tend to be out of sync, leading to more unsatisfactory academic performance and behavioural difficulties.

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### **Problem Statement**

Currently, secondary and tertiary educational institutions tend to pay more attention to students' level of intellectual intelligence (IQ) and their high academic performance, with less placed emphasis on their emotional intelligence (EQ) (Jordan & Metais, 1997). As a result, most often, high-achieving students are involved in the "race" for academic excellence, resultful participation in subject Olympiads, contests and competitions and better scientific achievements.

However, Goleman (1996) claims that students, who focus only on their successful academic development are more likely to struggle with such issues as problematic behaviour, lack of self-esteem and self-control, the prevalence of extrinsic motivation and poor decision-making skills.

When it comes to teaching talented and gifted students, many researchers agree that they should be provided with such guiding principles of gifted programme standards as differentiated guidance efforts and an affective curriculum (Atoum & Al-Shoboul, 2018). Such centres as the Center for Talented Youth at Johns Hopkins University in the USA, the KAIST in South Korea, the Academy for Gifted Education in Hong Kong, and the Sirius Centre in Russia promote a wide range of programme directed at the development of talented and gifted youth.

Yet, many scientists still think that gifted and talented students are receiving inadequate social, emotional, and career counselling. Even though many scientists have already studied issues related to emotional intelligence of high-achieving students, the latter still encounter a number of unique challenges, such as bullying, low self-esteem, a fixed

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mindset, over-excitabilities, unhealthy perfectionism and poor social skills (Tang & Fisher, 2012).

According to Cutrona and Russell (1990), those individuals who are provided with emotional support feel happier and healthier and are able to cope with all difficulties. On the contrary, if left unchecked or untreated, it will have serious adverse effects that can affect the physical, psychological and emotional health of the individual (Burlson, 2003). Researchers are concerned about the quality of the relationships between teachers and their students and how this can influence students' level of motivation for their schoolwork (Federici & Skaalvik, 2013). They also claim that a positive teacher-student interaction is more likely to guarantee students' engagement, a higher levels of achievement and their well-being.

The purpose of this study was to see whether the concepts represented worldwide apply to Kazakhstan. As there is a gap on the topic in local scientific sources, I would like to have a deeper understanding of the current situation in the Kazakhstani context by investigating the phenomenon of teachers' emotional support in schools for talented students that are aimed at providing leading universities with competitive personalities revealing their full intellectual potential for life-long learning.

### **Research Question and Sub-Questions**

In accordance with the above-mentioned purpose of the study, the research question and four sub-questions were formulated and listed below.

Research Question: To what extent do teachers perceive the importance of emotional support to talented and gifted students in their classrooms?

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### Sub-Questions:

- 1) Which techniques and approaches do teachers use to provide students with emotional support?
- 2) To what extent do teachers believe their methods and approaches are appropriate in providing emotional support to talented and gifted learners?
- 3) To what extent do teachers believe their techniques and approaches are effective in providing emotional support to talented and gifted learners?
- 4) Do teachers experience any challenges in offering emotional support?

### **Significance of the Research**

Regarding the significance of this research, it should be mentioned that the study will be quite beneficial both for educational scientists and school practitioners because as a result of its findings teachers may gain the necessary knowledge to improve their daily teaching practices to provide high achieving students with proper emotional support during their lessons. Also as emotional intelligence (EI) has become quite an urgent topic not only among teachers, educationalists and counsellors but also among human resource managers in all fields, the current research will attempt to answer the question of whether EI can be developed and be amenable to development when educational interventions might be most effective (Dulewicz & Higgs, 2004).

The study will focus on high-achieving students because, as it has been already mentioned, the programmes for talented and gifted students tend to focus more on their intellectual adjustment, effective functioning, cognitive abilities and high creativity rather than

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their emotional and social needs, such as those related to affection and good mood, and positive emotional health (Barnette, 1989; Othman et al., 2016).

### **The Definition of Concepts**

The main items, described in this research, are emotional intelligence (EI) and emotional support, which in their turn may include several separate elements each, and high-achieving students as a category of students whose emotional and social competencies might require special attention from their teachers and counsellors.

In accordance with Dulewicz and Higgs (2004), an item analysis was used to identify such separate elements of EI as self-awareness, interpersonal sensitivity, self-efficacy, influence, emotional resilience, motivation, intuitiveness and conscientiousness.

Self-awareness is the cognitive ability to accurately recognize and understand one's own emotions (Cherry, 2020), thus being better able to manage them. According to Warley (2019), self-awareness is the ability to notice one's feelings, physical sensations, reactions, habits, behaviours, and thoughts. The understanding of one's feelings will influence the process involved in communicating emotions, which in turn will facilitate communication with other individuals in terms of understanding their needs, goals, choices, and major and minor life decisions.

Self-awareness is closely connected with inter-personal sensitivity, or empathy, which is the capacity to understand or feel what another person is experiencing from within their frame of reference, that is, the capacity to place oneself in another's position (Cherry, 2020) or appraise the emotions of other people during collaborative problem solving (Bellamy et al., 2005).

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Self-efficacy, according to Bandura (2006), is the belief in one's ability to influence events that affect one's life and to control the way these events are experienced. This core belief supports human motivation, performance accomplishments, and emotional well-being. If people believe that their actions produce desired effects, they will continue undertaking such activities and persevere in the face of difficulties. This concept, in its turn, could be linked to influence that defines the ability to persuade other people to accept one's point of view, thus enabling their performance and helping them to achieve particular targets or succeed in life generally (Dulewicz & Higgs, 2004)

Emotional resilience is the state of being able to maintain one's performance, especially when under pressure (Dulewicz & Higgs, 2004). It is a complex construct which can be defined both as the ability to "recover" and "bounce back" after any life challenge (Grant & Kinman, 2013) and as a protective resource which helps one cope with stress, deprivation and negative life changes (Haggerty et al., 1996). It should be underlined that together with high conscientiousness, emotional resilience acts as a mechanism of control to manage motivation and intuitiveness, especially when the latter are high and undirected.

There are different definitions of the term "motivation", which describe the issue from different perspectives. Mainly, it can be defined as the process by which activities are started, directed, and sustained so that individual psychological or physical needs are met (Angers, 1960). Also, motivation describes the drive and energy to achieve challenging, time-consuming objectives or targets (Dulewicz & Higgs, 2004). Franken, as cited by Huitt (2001), also mentions the arousal, direction, and persistence of behaviour, as one of the components of the definition.

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Intuitiveness and conscientiousness are two concepts which support one's individual decisions, words and actions, and the resulting behaviour in accordance with ethical norms and standards. The difference between these two items is that the first one, intuitiveness, together with motivation, is a driver that energizes people and drives them towards achieving their high goals. On the contrary, the second one, which is conscientiousness, is a constrainer that controls one's behaviour and actions (Dulewicz & Higgs, 2004).

The emotional climate in the classroom, according to Alonso-Tapia and Nieto (2019), is a construct connected not only with academic skills but also with individual satisfaction and psychological well-being. It plays an essential role in predicting students' academic achievements and their satisfaction with teachers' social and emotional support, and later, in forming the real sense of community.

Emotional support, as a constituent part of social support, typically includes people's perceptions of respect, love, warmth, trust and care (Kryukova & Aripova, 2019). Marchand and Skinner (2007) claim that emotional support is connected with such feelings as belonging, relatedness and connectedness that occur when people are accepted and appreciated by others. It is also closely related motivation, the high level of which might testify to its effectiveness (Federici & Skaalvik, 2013). Apart from informational and instrumental support, which help students to solve problems and accomplish difficult tasks, emotional support could be characterized by empathy, friendliness and the encouragement of learners.

Following Tang and Fisher (2012), the terms "high-achieving" and "gifted and talented" can be referred to as being synonymous, but some scientists think those two terms have slightly different definitions. A high-achieving student is a student who does much better

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academically at school as compared to other peers. In contrast, a gifted individual is one who is capable of high performance in such areas as creativity, visual and performing arts and psychomotor ability because of outstanding skills (Marland, 1972). These two definitions are not synonymous, but they can overlap when talking about gifted and high-achieving students at the same time (Kotinek et al., 2010).

All the constructs mentioned above are closely connected with the process of providing emotional support to students, their behaviour, reactions, feelings, beliefs and emotions. The current research might be of great interest to practitioners and methodologists involved in teaching talented and gifted youth because the resulting data can equip them with a set of tools to be used in their everyday practice. Both experienced and novice teachers regularly face such students' behavioural problems, so this research will broaden the boundaries of their knowledge in terms of teaching high-achieving learners.

### **Literature Review**

The following literature review that makes up this chapter is mainly aimed at defining emotional intelligence and emotional support. The first part of the review focuses on the nature of emotional intelligence and its main components, which includes emotions, self-awareness and motivation. The second part is mainly concentrated on the emotional intelligence of high-achieving students, their characteristics and possible psychological problems. The third part illuminates the nature of such phenomenon as classroom emotional intelligence, or classroom emotional climate, which influences both teachers and learners in the process of prolonged interaction. The fourth part of the literature review reveals the peculiarities of the emotional support modern teachers provide to their students within and out

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of their classroom. The last part describes general issues connected with the development of emotional intelligence and students' emotional support in the Kazakhstani context.

### **The Nature of Emotional Intelligence**

With respect to human emotions in general, it should be pointed out that at the beginning of the 20<sup>th</sup>-century, scholars treated emotions through negative connotations. People who used to show their emotions were considered as overbearing and domineering individuals. It was highly recommended to control one's emotions and not to be under their influence (Young, 1936). It was only several decades later that the attitudes towards human emotions changed, and scientists noticed some positive aspects of emotions, such as their role in helping to prioritize tasks, and focus and organize oneself.

The first investigations of emotional intelligence go back to the second half of the previous century when the term "emotional intelligence" was first introduced, explained and measured (Beldoch & Davitz, 1964; Goleman, 1996; Mayer & Salovey, 1993). Emotional intelligence was first defined by Goleman (1996) as a set of such abilities as the ability to motivate oneself and persist in the face of frustrations; the ability to control impulse and delay gratification; the ability to regulate one's moods and keep distressed from swamping the ability to think; and the ability to emphasize and to hope. But the term was first officially used in 1990 by Salovey and Mayer, who underlined that it means monitoring one's feelings and emotions, discriminating among them, and using this information to guide one's thinking and actions.

They hypothesized that thinking and feeling can work together, and what is more, senses could assist thinking. They emphasized the relevance of such skills as accurate

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appraisal, the expression of emotion and its effective regulation both in oneself and others. The use of feelings to motivate oneself and others to achieve life-long goals was proved to play an essential role in the relationships between individuals and society (Mayer & Salovey, 1993).

Whether emotional intelligence is an inborn trait, people inherit from their parents or a character trait that can be developed in individuals throughout their lives in the process of their upbringing, education and work has been a point of contention among scholars. Higgs and Dulewicz (2004) suggested that some aspects of emotional intelligence, such as self-awareness, interpersonal sensitivity and influence, which are often called enablers, can be easier managed and controlled in comparison with constrainers (high conscientiousness and emotional resilience) and drivers (motivation and intuitiveness).

At present, emotions are regarded as well-structured responses that can help one to become an excellent public speaker, motivational leader and talented performer (George, 2000). Some investigators even argue that emotions guarantee the successful social and personal behaviour in various life situations. Emotion is also considered to be a constituent part of the learning process. In this regard it plays an important role in the process of concentrating attention and memorizing facts (Greenberg & Snell, 1997). According to Greenberg (2004), versatile emotions include high-energy feelings, passion and inspiration as well as anger, anxiety, grief and guilt, all of which motivate individuals in performing various tasks.

Meanwhile, a lack of emotional competence can cause stress and apathy. Students who are unable to adjust their emotions to those needed in an educational environment, have

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difficulties focusing, remembering and producing high-quality work (Sharp, 1975). Such cases lead, firstly, to a higher level of anxiety and frustration, and then to emotional disturbance (Abdullah et al., 2004). Thus it becomes apparent that anything that changes students' emotional state might influence their learning performance. Therefore, it is necessary to develop emotional intelligence competencies to help students manage their emotions when facing difficulties during the process of active knowledge exploration (Bellamy et al., 2005).

The data received by these scientists allowed for the identification of the correlation between emotional intelligence and school performance and in some cases proved that modern educational systems has failed to develop and provide such components of emotional intelligence as cognition, assimilation, adaptation and operation processes (Mitrofan & Cioricaru, 2014). The importance of emotional intelligence in teaching is evident because most studies claim that emotional intelligence competencies can be applied in any educational context, including programmes for high-achieving students.

### **Emotional Intelligence of High-Achieving Students**

According to Brackett, the founding director of the Yale Center for Emotional Intelligence, the majority of students, especially high achievers, experience negative emotions at school: fatigue, stress and boredom. They feel frustrated and overwhelmed because they are required to continuously improve their test and GPA (Grade Point Average) scores in an endless rush for excellence (2018). Some authors have found that high-ability, high-achieving students face more severe problems with emotional intelligence because their intellectual, social and emotional development are out of sync, as their brain often becomes the source of both their intellectual wealth and neurotic behaviour (Hebert & Reis, 1999).

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According to Tang and Fisher (2012), high-achieving students might be defined as students, who perform much better academically than their peers. Very often such terms as “gifted” and “high achieving” are used as two equivalents in scientific literature to refer to those learners who have high academic results at school in comparison with other peers. Some researchers acknowledge that both terms are interrelated and interconnected (Ruban & Reis, 2006). Marland (1972), the representative of the United States Commissioner of Education, defined giftedness as individuals who "under outstanding abilities" are capable of demonstrating perfect performance not only in learning but also in creativity, leadership activity, visual arts, as well as a psychomotor abilities and performing arts. At the same time, the term "high-achieving" may be used to describe a student, who performs very well in all their studies (Kotinek et al., 2010).

Regardless of these two definitions, research has uncovered that high-achievers possess both positive and negative features. Some scientists claim that high-ability students, in general, are as well adapted as any other group of youngsters, suggesting that the majority of high-achieving students do not have any social or emotional problems if compared with their peers (Neihart, Reis, Robinson & Moon, 2001). Thus there is one exception: creatively gifted teenagers, talented, for example, in writing or visual arts, may have a considerably higher rate of depression. It is important to note this fact because the research shows that investigators tend to pay more attention to successful gifted students in competitive environments, very often neglecting the youth which experiences these types of challenges (Brody & Mills, 1997). The John Hopkins Centre for Talented Youth, the world leader in gifted education since 1979 has identified and helped develop the talents of academically advanced learners. Moreover,

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through it the needs and psychological concerns of talented teenagers, vulnerable to social and emotional difficulties are studied.

According to the findings, done by the John Hopkins Centre, such students are likely to suffer from social and emotional problems, because of an incompatibility between their high academic abilities, the school climate and lack of close friends (John Hopkins Center for Talented Youth, 2020) They claim that that verbally talented students are more at risk than mathematically talented ones, as well as the fact that extremely talented children risk are more than moderately talented ones. In addition, they have found that that females, who depend on cultural norms, twice-exceptional and low-income students have more disadvantages in comparison with other peers. For example, according to Jamadar and Sindhu (2015), who researched emotional intelligence among tribal adolescent students in India, young ladies from earliest tribes are more troubled emotionally, lonely and depressed and more nervous when forced to get along with the mainstream culture. Moreover, all representatives of these tribes face frustration because of poverty, lack of education and social isolation which result in poor self-concept and low self-esteem. As for emotional intelligence of twice-exceptional students, due to limited studies in this field, it's difficult to identify, educate and support such students because very often their exceptional abilities may hide their disabilities and vice versa their disabilities may dominate above their talents (Lee & Ritchotte, 2018).

Among the most widely spread risk factors that are characteristic of high-achieving learners, there are over-excitabilities, introversion, low self-esteem, and a fixed mindset, together with unhealthy perfectionism, the asynchronous development of IQ and EQ, stress, and poor social skills.

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### **Classroom Emotional Climate**

In connection with the emotional support, teachers can provide their students with, it is necessary to investigate such constructs as “classroom emotional intelligence” and “classroom climate” (Aritzeta et al., 2016). In any classroom, it is necessary that teachers and students start collaborating and sharing their individual emotions with each other, because they are trying to achieve common goals through shared activities and responsibilities. In their research, Smith, Seger, and Mackie (2007), introduced the term “group emotions” and tried to prove that the levels of emotional intelligence of individual students depend on the level of emotional intelligence of the established groups in which they studying constantly.

Hence it can be said that during school lessons all the participants, both teachers and students tend to adjust and modify their personal behaviour, psychosocial and affect processes and emotions to coordinate and synchronize them with that of the others (Totterdell, Kellet, Teuchmann, & Briner, 1998). These shared experiences could support the process of generating norms and expected behaviours that guide emotional states (Wolff, Druskat, Koman, & Messer, 2006).

Another construct worth mentioning is "group climate", which can also be extremely significant in the process of teachers and students' adaptation and interaction. According to the research, a positive and supportive classroom climate leads to goal-directed behaviour, whereas a negative, unsupportive and ambiguous environment, that is one that alternates between being supportive and unsupportive, has been associated with cheating, avoidance, and disruption (Patrick, Turner, Meyer, & Midgley, 2003).

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Similarly, high-involvement classrooms can be defined by happiness, motivation, and a higher level of classroom emotional intelligence (Csikszentmihalyi & Csikszentmihalyi, 1990) in comparison with low-involvement classes (Pekrun, Frenzel, Goetz, & Perry, 2007). It means that optimal experience when people feel exhilarated and joyful comes when an individual is faced with a challenge which they are able to persevere through the force of their personalities is important not only for succeeding in life, but for enjoying it as well (Csikszentmihalyi & Csikszentmihalyi, 1990).

Scientists need to study classroom contexts, because students may be especially sensitive to emotions connected with their academic experiences, as well as to the experiences of their peers, who are also socially relevant for them (Boekaerts, 2001).

School climates have always been changing because their elements, including the quality of interactions between all the participants of the learning process, have always been extremely complex. Different factors, such as collaborative atmosphere during lessons, effective distribution of duties and tasks among all group members, students' solidarity and emotional sustainability, create a form of support that may affect learning at optimum levels. Making even small changes in the classroom, for example, distributing responsibilities among informal leaders and using peer assessment and constructive feedback, has been thought to lead to significant improvements in climate (Bolender, 1997); and this becomes vital in creating the environment for high-achieving students to develop their strengths and talents.

### **The Importance of Teachers' Emotional Support**

Modern research distinguishes between several dimensions of teacher support, for example, such types of support as instrumental, informational, appraisal, and emotional

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(Federici & Skaalvik, 2013). The general number of aspects might vary, but the two categories of emotional and instrumental support are generally reported on (Semmer et al., 2008). Emotional support can be present with the help of such phenomena as friendliness, empathy, encouragement, and caring. In contrast, instrumental support is more likely to be characterized by more practical help, for example, when teachers help students solve a problem by providing them with an action plan or algorithm (Semmer et al., 2008).

According to such researchers as De Wit, Karioja, Rye, and Shain (2011), theoretically, two types of emotional support, such as general and specific ones could be distinguished. Students' general perception of their teachers as friendly, warm and encouraging personalities can be characterized as general emotional support. In contrast, emotional support provided in more specific and difficult situations could be referred to as specific emotional support (Wenzel & Rowley, 2010). It should be mentioned here that much prior research has been done on measuring students' general perception of their teachers. The findings highlighted that they were typically viewed as warm and friendly.

Students perceive emotional support from teachers as resulting in feelings of relatedness, connectedness and belonging (Marchand & Skinner, 2007). Furrer and Skinner (2003) suggested measuring students' sense of belonging by their feelings of being accepted and appreciated by their educators. Remarkably, they failed to ask students about their teachers' personal characteristics, but only assessed the ways students feel in the classroom with their teachers.

A lack of emotional support in an academic context may lead to lower levels of belonging and higher levels of anxiety and motivation (Federici & Scaalvik, 2013). The

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feeling of belonging is defined as a fundamental need of all individuals without which it might be impossible to connect with others and form social bonds (Baumeister & Leary, 1995). Educational researchers also underline the vital role of feelings connected to school (Ryan & Deci, 2006), because it provides the “emotional security”, necessary for active involvement into the process of learning and exploring the world (Martin & Dowson, 2009).

A lack of emotional intelligence cannot be physically seen, but it influences the process of learning and the quality of living. The results of the teamwork in the classroom have proved that "invisible" skills or soft skills, such as collaboration, negotiation, communication, empathy, and social awareness play a decisive role in the process of personality formation of learners. Luca and Tarricone (2001) tried to research the effect of emotional intelligence on successful teamwork in tertiary educational institutions. They found that employment authorities tended to consistently mention collaboration and teamwork as being critical skills that are essential in the majority of working environments. They revealed strong correspondence between students' emotional intelligence and team harmony. So it's important to provide school students with proper emotional support for them to become successful in their further education and future work.

Other findings prove that emotionally supportive teachers are associated with positive educational outcomes. What is even more important is that if students demonstrate positive attitudes towards their teachers, they are more likely to show academic initiative (Danielsen, Wiium, Wilhelmsen, & Wold, 2010), intrinsic motivation (Skaalvik & Skaalvik, 2013), higher self-esteem and lower levels of anxiety (De Wit et al., 2011), a better usage of self-regulated learning strategies (Ryan & Deci, 2006) and help-seeking behaviour (Marchand & Skinner, 2007).

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A significant group of authors searched for possible strategies and techniques to enhance students' emotional intelligence and provide them with specific emotional support in and out of the classroom. For instance, in their paper, Zolotariov and Foca (2017) discussed the matter of providing competent emotional support for young teenage students using art therapy as the way to positively influence their inner world, and develop their emotional and spiritual potential, moral reasoning and intrinsic motivation. The Portuguese researchers Costa and Faria (2015) investigated the impact of emotional intelligence on students' general point average (GPA) in maths and looked at some practical ways to assess these achievements separately among boys and girls. Also, a group of English language teachers from Iran studied the role of emotions in learning. After analyzing their students' IELTS (International English Language Testing System), Reading results came to the conclusion that emotionally successful students showed better cognitive and meta-cognitive skills, and higher abilities to comprehend and structure the information from the texts than those ones who suffered from psychological and emotional issues (Ebrahimi, Khoshsima & Zare-Behtash, 2018).

### **Teachers' Emotional Support in the Kazakhstani Context**

Analyzing the existing scientific articles and official documents, referring to students' emotional support in Kazakhstan, it is important to underline that at present the activity of modern schools in this direction depends on many different factors. First of all, children's right to education is enshrined in certain legal documents signed, ratified or introduced by the Republic of Kazakhstan.

The authorities of Kazakhstan signed the majority of international legal conventions having direct or indirect attitude to the right of children to getting an education. For example,

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the right of all Kazakh children to gain access to education is enshrined in Constitution and the Law on Education (2020). Besides Section 12 of the Law on the Rights of the Child in Kazakhstan (2002) states that every child has the right to a standard of living and the conditions necessary for full physical, mental, moral and spiritual development.

However, when it comes to the procedure of conducting emotional support to students, each school faces its own problems and challenges. First of all, all schools should obey the rules, prescribed by local departments of education. There is a whole range of specialists and counsellors, involved in the process of providing students with pedagogical, social and emotional support, including school vice-principals, responsible for educational work, social educators, class teachers and school psychologists.

All these specialists coordinate their work plans in accordance with the orders of the departments of education. They can meet at pedagogical consultations inviting students and their parents to discuss and find solutions to problems. Educational institutions also collaborate with international organizations, such as UNICEF, which are aimed at protecting children's rights for survival, development and full realization of their potential around the globe (UNICEF Kazakhstan, 2020).

Subject teachers, when facing more specific and difficult issues in their classrooms, also consult with other specialists and plan their work in accordance with their recommendations. To provide general emotional support in their regular classes, teachers should follow the Updated Educational Program, which is a set of new approaches to teaching and assessment, aimed at developing students' skills and promoting their personal achievements (Golnik, 2020).

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However, the literature review has shown that there is still no single approach to the development of emotional intelligence and students' emotional support in Kazakhstani schools. Studying this issue might be beneficial in the Kazakhstani context because it helps to not only explain the importance of emotional intelligence but also equip any teacher with a set of practical tools to prepare students for successful and harmonious life-long learning.

### **Chapter Summary**

To sum up the information extracted from various scientific sources, it might be concluded that human emotions have been a subject of interest for many years. Numerous scientific investigations studying the nature of the emotional intelligence are being carried out both by scientists and practitioners. Researchers from different fields of science have spent much time examining the ways a human brain reacts to different irritants, and uses its potential to overcome challenging situations and recover after stress. Thus, educational institutions have also become interested in this field and eagerly share their results with other researchers.

The analysis of the literature review has stated that emotional intelligence is not a genetically predetermined trait which a person is born with but a skill that can be developed throughout life. It depends on various factors and is closely connected with motivation and the ability to make decisions. Emotional imbalances can seriously influence the quality of life.

High-achieving students, according to the scientific sources, may lack emotional intelligence skills because of the peculiarities of their development. That is why the researchers say about the emotional support which teachers should provide their students with during their lessons. A positive emotional classroom climate, they say, may improve the quality of interaction between teachers and students and promote mutual understanding and

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support inside certain groups which will in their turn result in the better development of individual emotional development skills.

Referring to the situation in Kazakhstan it can be pointed out that at the moment much attention is being paid to children's rights and the quality of teaching within the system of secondary education. According to the latest documents, such as the Updated Educational Programme, for example, the system of teaching and learning has been changed so that a learner has become the centre of education. A wide range of student-centered approaches are being introduced and included in the daily practice, thus stimulating a student to take an active part in the process of learning, and evaluate their own progress and achievements.

However, there are no officially presented and widely used programmes which could describe the procedure of providing emotional support to talented and gifted students in Kazakhstan. Each teacher chooses their own ways to support their students in all possible ways, including emotional support. It can be concluded that such issues as a lack of motivation, high level of anxiety, overexcitability, depression, frustration, social isolation and negative behaviour among high-achieving students usually go out of the classroom when different people become witnesses of one's personal problem. Further investigation in this field may help teachers both to understand the nature of emotional intelligence of talented and gifted students and find the most effective and appropriate techniques and approaches of students' emotional support which will contribute to the decision of emotional and behavioural issues, emerged among students during their lessons.

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### **Methodology**

The previous chapter presented a review of the literature related to the topic of teachers' perception of emotional support, provided to high-achieving students in their classrooms. It was devoted to the following issues: the definition of emotional intelligence, the main features of the emotional intelligence of high-achieving learners, and the importance of emotional support. It also described the current situation with emotional support in Kazakhstani schools. This chapter presents the methods and procedures which were applied in the given research.

### **Research Design**

With regards to the most appropriate research design for this thesis, we decided to concentrate on a qualitative research approach. The qualitative case study method or grounded theory was used because the research involved a limited number of participants from one single site and was based on such data collection instruments as interviews and observations to describe the relationships between various ideas and categories, leading to new understandings and concepts (Creswell, 2014).

A qualitative case study methodology equips a researcher with a set of instruments to investigate complex phenomena. When appropriately applied, it allows for not only an effective development of theoretical knowledge but also an evaluation of different programs and development of interventions (Baxter & Jack, 2008).

The choice of this method is amply justified since the research is aimed at finding appropriate and effective techniques and approaches for providing students with emotional support. According to Yin (2003), a case study design can be used if the research is focused on

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answering “how” and “why” questions in certain contextual conditions, at boundaries between the phenomenon and context.

### **Population and Sample**

#### **Research Site**

One of the intellectual schools for high-achieving students from the north-eastern part of the country was chosen as the site for the research. This school is part of a whole network of intellectual schools that were launched in different cities in Kazakhstan to promote modern educational reforms and provide high-achieving students with high-quality teaching and learning. Our school started its work in 2013, and at the moment nearly 700 Grades 7-12 students not only from the city, but also from remote areas of the region and other parts of Kazakhstan are successfully studying here. In October 2018 the school got international accreditation from the Council of International Schools (CIS), which highlights its high quality of education in accordance with norms and standards accepted worldwide.

#### **Sampling Strategy**

All the participants of the study were invited from a single site, one of the schools (mentioned above) for teaching high-achieving students, by sending them an official information letter asking volunteers to take part in the research. Out of 80 school teachers, ten teachers were purposively included into the focus group for the interviews, based on various categories of participants, i.e. in terms of gender both female and male representatives; in terms of teaching expertise – newly-qualified teachers and those who have more than 5-10 years' experience, in terms of the subject taught – science and art teachers, in terms of origin – local and international practitioners, and in terms of grades taught – those who teach young

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teenagers (grades 7-9) and those who teach senior students (Grades 9-11). The main intention was to involve every category, and that is why a representative sample was used. Because of the limited time frame, four participants who had consented to being interviewed were randomly sampled to be observed at their lessons.

### **Data Collection Procedures**

The process of data collection started at the beginning of the school term to provide us with the opportunity to observe some lessons. This consisted of the several steps, enumerated below:

- 1) Obtaining access to the school via its gatekeeper (the school principal) and selecting the participants
- 2) Interviewing the participants (individual interviews)
- 3) Observing the lessons

1) First of all, to obtain access to school, an official letter was sent to the school principal, asking for their permission to conduct the research. The principal was provided with all the necessary details about the purpose of the study, the participants and the procedures. The researcher also included information about the research period, interview and lesson observation schedules. Such important issues as confidentiality, anonymity and privacy were discussed beforehand. The research was conducted following the Code of Ethics, generally accepted at the school and the school principal as the central gatekeeper still had the right to withdraw their consent at any time and for any reason. Potential participants, who were teachers of the school the research took place in, were invited to take part in the study. An

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invitation letter was sent to 80 school teachers via their corporate email, so every teacher received information about the research and was able to decide whether to participate in it or not. They were also given time to make their choice. Ten volunteers were purposively sampled for inclusion in the research. Before the interviews, all the selected teachers had a face-to-face meeting with the researcher, who informed them about the details of all the procedures (interviews and lesson observations) to be taken.

2) After signing their consent forms, the participants were invited for an interview. The time and place of each interview were discussed individually. The participants were informed prior to the interview that it would last for 30-40 minutes. They were offered the opportunity to choose a time when they were free and had no lessons or other school meetings in order to devote their attention to the research. Each interview was recorded on a memo recorder with the participant's consent. Limited notes were also taken to check the validity of the data. No incentives for the interviewees were used and no secondary data was included.

3) After the interviews, four teachers were observed in their practices. They were chosen based on the interview results, but in case other teachers voluntarily wished to be observed teaching, their lessons would also be included. Before the lesson, each teacher was provided with an observation protocol. After the lesson they were offered an opportunity to reflect on the lesson outcomes and share their feelings and their ideas on how they could improve their future lesson plans taking into account their reflections.

### **Data Collection Instruments**

The qualitative research methodology is considered to be suitable when a researcher either investigates a new field of study or intends to ascertain prominent issues. There are

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many qualitative methods which have been developed to provide an in-depth and extensive understanding of problems using their textual interpretation, and the most common types are interviews and observations (Creswell, 2014). Here, both data selection instruments mentioned above were used.

1) Face-to-face interviews helped collect in-depth information on teachers' opinions, thoughts, ideas, experiences and feelings about the issue of emotional support. The interviews were semi-structured to provide an opportunity to better systematize and structure the data received. If a participant was willing to speak Russian, they were provided with copies of the interview questions in Russian. The answers were translated and transcribed in English by the researcher as Russian is her native language.

2) Semi-structured lesson observations were used as a tool to see the teachers in practice because one of the aims of this research was to investigate a set of practical up-to-date techniques and approaches for providing school children with appropriate emotional support. As this is a complex phenomenon, it was quite efficient to observe the whole process of teaching in a real classroom to have the chance to gain more insights into the phenomenon. Observations were focused not only on the instruments of emotional support but also on the classroom atmosphere in general and the ways the teacher interacted and built a rapport with their students. Teachers' reflections followed lesson observations. If a participant was willing to speak Russian, they were provided with a copy of the observation notes in Russian. The answers were translated and transcribed in English by the researcher as Russian is her native language.

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### **Ethical Considerations**

An information sheet reassuring the participants' right to privacy, confidentiality and anonymity was provided. They voluntarily informed the researcher about their intention to get involved in the study and the possibility to withdraw their consent for any reason and at any time. They were guaranteed that all the collected data was coded (pseudonyms and numbers would be used) and saved in a password-protected personal computer. All the information they provided was used for the research purposes only and seen only by the researcher and their research supervisor.

If there is a possibility of this research being published, the participants will remain anonymous, unless for any reason they wish their names to be released. As soon as the thesis is complete all the collected data, including email correspondence, will be deleted.

This chapter presented the main parts of the methodological procedures. The research approach chosen along with justification for it are mentioned in the research design subsection. The choice of the research site and sampling strategy are discussed in the population and sample section. Furthermore, the chapter presents the data collection procedures and instrumentation used during the study. The main analyses and data collection tools are outlined in the data analysis subsection. The chapter ends with a discussion of the possible risks and benefits of the study.

### **Data Findings and Discussion**

The previous chapter was devoted to the issues of the research methodology, presenting the general research approach, research site and sampling techniques, and the procedures connected with data collection and data analysis. This chapter focuses on the

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findings received from the collected data and a follow-up discussion related to emotional intelligence development in general and the ways teachers provide emotional support. The chapter is aimed at finding the answer to the main research question about teachers' understanding of the importance of providing emotional support to high-achieving students in their classrooms, finding appropriate and effective techniques and approaches to support their talented and gifted students emotionally and the possible challenges which may occur in the process of offering emotional support in their classrooms.

One of the Kazakhstani schools for teaching talented and gifted students was chosen as a research site because, on the one hand, the researcher is currently employed there and had access to teachers for conducting the survey. On the other hand, this school is part of a network of intellectual schools that were launched in different cities around Kazakhstan to promote modern educational reforms and provide high-achieving students with high-quality teaching and learning. Consequently, all the participants of this study were invited to take part in the research from one single site. Representative sampling was used because the main intention was to involve different categories of teachers in the study.

### **Teachers' Understanding of Emotional Intelligence**

During the process of data collection and data analysis, it became quite apparent that the majority of teachers have quite a vague understanding of emotional intelligence and the ways it can be interconnected or intertwined with intellectual quotient (IQ). One of the participants admitted that intellectual quotient should somehow differ from emotional intelligence because IQ is connected with one's logic and witness, and emotions help in the process of communication and collaboration with others.

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*I don't know whether IQ and EQ are connected, and they are not interchangeable anyway. IQ is about how fast you can think, and how sharp your mind is. As for emotional intelligence, if I have got the right understanding, it is about the ability to place yourself in the place of another person, into some other people's shoes (Respondent 3).*

It means that while speaking to someone this teacher tries to read all the emotions and feelings of that person and try to behave in such a way so as to not hurt them.

Almost all teachers, when analyzing the process of their teaching, confessed that they mainly rely on their background knowledge and classroom observations, which have proven them that students with a higher level of IQ do not always have the same level of EQ. As one of the participants explained, she saw *"that gifted and intelligent children may be emotionally unstable in some situations and may be unable to control their emotions"* in comparison with students with average achievements (Respondent 4).

Another respondent also added that *"when teachers are talking about mental and intellectual abilities (IQ), it sometimes happens that excellent students perceive real-life situations worse, and less confident learners, for example, show more human characteristics than talented and gifted ones; therefore, IQ does not guarantee EQ"* (Respondent 5).

This statement can demonstrate the teachers' understanding of their students' reactions during their lessons, these reactions may not depend on the level of the intellectual development of the latter.

The following conclusions indicate that teachers realize that emotional intelligence includes such abilities as the ability to place oneself into other people's shoes, to stay stable and humane in difficult real-life situations (Higgs and Dulewicz, 1999), and to motivate oneself (Goleman, 1996).

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One additional characteristic of emotional intelligence, mentioned by Salovey and Mayer (1993) is the ability to monitor one's feelings and emotions and to discriminate among them, and to use this information to guide one's actions in communication, as was proved by one of the participants who said that "*there are people with true talents and yet incapable of managing a mature, normal relationship*" (Respondent 8).

Most of the teachers agreed that students with less developed emotional intelligence face different behavioural problems more frequently than those ones with well-developed emotional intelligence, and that, in its turn cannot but cause other numerous issues with learning motivation and academic achievements (Bellamy et al., 2005).

Teachers believe that it is vital for them to understand the feelings of their students during their lessons, because they are certain that the emotions which students experience during those lessons might eventually impact their academic performance. For instance, Respondent 8 stated the following:

*It is crucial for me to acknowledge my students' feelings during the lesson because if they are not happy if they feel uncomfortable, annoyed and more, it would be virtually impossible for them to grasp anything from the lesson.*

This means that they realize the links between their students' feelings and their ability to be actively involved in the learning process.

Many teachers also admit that they are not responsible for their students' happiness or well-being in general since such attributes as their own personal issues and family situations are completely out of their control. However, knowing that their students are going through something may open a door for communication and comfort during the lessons. Students may

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not open up to explain why they feel certain emotions, but if the lesson is pleasant and helps them with whatever feelings they are encountering, then it is beneficial to try talking to them and calming them down. Another issue to consider is that if the negative feelings students experience is due to teachers' lessons, then it would be more pertinent for the teachers to let these students know that the classroom is a safe place for them to express what they dislike or disagree about the lesson.

With respect to students, all the teachers agreed that the level of their emotional intelligence is equally important to guaranteeing the success of teacher-student interactions. For example, Respondent 7 said that *“the stability of students depends on the teacher’s ability to stay calm”*.

Thus almost all respondents consider themselves to be real role models for students, and believe that their behaviour and attitude to life have an incredible influence on their students' well-being and learning. For example, one of the respondents expressed her sincere belief that children's emotional well-being entirely depends on the way their teachers demonstrate their emotions.

*Children, first of all, look at the teacher. If I start to get nervous and follow the emotions of a student, then it seems to me that there will not be any positive results. I must maintain my composure, soberly assess the situation, and try to understand how to behave in such a situation (Respondent 4).*

Teachers are aware that they should also remain calm, sensible and passionate about what they are teaching, always ready to share their knowledge and skills with the children in the classrooms. For example, Respondent 3 shared the following idea:

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*I tend to believe that students perceive teachers as their friends first of all, not as their teachers. That's why when they come into the classroom for your lesson, they want these friendly relationships with you. That's why you should show your passion towards your subject if you want your students to be inspired and motivated to learn it. Of course, you should be passionate about your subject yourself.*

Also “staying calm” can enable even an inexperienced teacher to access a set of skills to develop students’ cognition, assimilation, adaptation and operation processes (Mitrofan & Cioricaru, 2014). One of the respondents confessed that they think it is absolutely essential to stay calm during the lesson. They also added the following:

*By 'staying calm' I don't mean 'staying still and smiling without blinking' no matter what happens. I'm talking about 'staying mentally calm' - which means that you should guide your students through the whole lesson, give them recommendations, try to be on the same page as them and be tolerant, so it allows you to click with them quickly and conduct your lesson in the best way possible (Respondent 6).*

At the same time, however, teachers confess that they are also subject to emotional vibrations because their own emotions, such as those related to passion, inspiration, anger, anxiety, grief and guilt lead them to discoveries and provide them with additional strengths (Greenberg, 2004). According to one of the respondents, teachers should not show themselves “as robots or as gods”. Another respondent added that “*teachers are human beings, and they are imperfect, as students are*”. It means that teachers believe they need to show their emotions to their students, but in a way that is appropriate for the context.

Finally, it should be pointed out that all respondents admitted that the process of teaching and learning requires the equal emotional participation of both teachers and learners because it is not only teachers who are interested in transmitting their knowledge, not only the students who should express their gratitude for being taught, but that both teachers and

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learners are considered to be partners who collaborate to achieve their personal and professional goals. For example, Respondent 5 stated the following:

*Judging from my own experience, I believe it should be such an equal relationship. You show them methods and actions for gaining knowledge; they respectively carry out tasks and also work on themselves.*

In conclusion, it could be summed up that even if teachers are not so proficient in theories of the emotional intelligence, they tend to believe that human emotions play an important role in the process of people's interaction and collaboration. During their lessons they try to stay positive, calm and friendly to create the atmosphere of trust and understanding because such attitude helps gain new skills and knowledge and effectively carry out difficult tasks.

### **Emotional Support during Lessons**

First of all, it's important to point out from the very beginning that all respondents genuinely believe that teachers should always try to understand their students' feelings and emotions. Many teachers respond that they usually use the time before the lesson or the first five minutes of the lesson finding out the general mood and emotional readiness of their students for the lesson. These first minutes of greeting, warm-up activities and ice-breakers may help develop the feeling of belonging and social bonds (Baumeister & Leary, 1995) which are necessary to feel connected to school (Ryan & Deci, 2006), and secure in the process of learning and exploring the world (Martin & Dowson, 2009). For example, Respondent 3 shared the following:

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*As with every teacher, it's important for me to have this positive collaborative environment first, even before starting the lesson. And students' feelings and emotions should be positive. They should be active to work.*

Teachers also mention that a lack of support from the very start can prevent effective collaboration, cause anxiety and reduce motivation (Federici & Scaalvik, 2013). According to the opinions of the respondents, not taking into account the general mood of the class makes it challenging to create a working atmosphere during their lessons, and understand what students feel and how they react to what is happening in the classroom. If students are frustrated, they become unaware of what is happening around them, and that negatively influences their results. Participant 6 corroborates this fact with the following statement:

*It is essential for me to understand the feelings of my students at the lesson, because I'm one hundred per cent sure the emotions students experience during the lesson might eventually impact how they perform academically.*

Almost all teachers, especially ones who are experienced, could easily provide couples of examples from their practice when they felt that it was vital to understand students' emotions in their lessons. They think that some students have a lower level of emotional resilience, so they are not always able to maintain their performance, especially when under pressure (Dulewicz & Higgs, 2004). It is challenging for them and takes extra time and energy to “recover” and “bounce back” after any life challenge (Grant & Kinman, 2013).

One of the teachers talked about one student who used to be a very shy, timid girl who could do written work very well, but when she needed to speak in front of the class, was unable to cope with the stress and anxiety.

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*This is the first time I have come across this in my practice. She suddenly began to cry; her tears were flowing from her eyes. She blushed all over, just stood silent. It was as if she could not say anything. She could not emotionally endure public speaking. Perhaps she was too scared, too unsure of herself" (Respondent 4).*

Teachers have also mentioned periods when students can feel particularly stressed because of such stress function as a protective resource that helps them to cope with deprivation and negative life challenges (Haggerty et al., 1996). Such factors, which might lead to emotional instability, may occur during the period of school adaptation when junior students start their education at the school, the period of internal summative assessments at the end of each term, and that of external summative assessments and international examinations, like IELTS and SAT, which they have to pass to graduate from the school. All respondents agreed that there are students at school who have higher levels of achievements in certain academic spheres, so they are usually involved in subject Olympiads and project preparation, and if they are successful, have less time to think about personal feelings and emotions (Jordan & Metais, 2000), because they are concentrated on obtaining excellent results.

All the interviewed teachers expressed their disagreement with the opinion that high-achieving students do not need extra support or any other assistance to manage their achievements. For example, Respondent 7 noticed that *"unlike low achievers students with high achievements are emotionally vulnerable, and they are always worried about their results"*.

From their own experience, they have noticed that although it has become customary for teachers to get high-achieving students involved in self-education, and self-development, without the help of professionals, such children tend to experience the negative emotions of

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fatigue, stress and boredom (Brackett, 2018) because they hardly know how and where to apply their specific knowledge and skills.

Some teachers believe that they should guide talented and gifted learners and support them in their discoveries using as many ways to do so as possible, including differentiation of tasks and lesson materials according to students' abilities and creating individual development plans to adapt the content for students' needs and make the process of learning more effective.

To support this idea one of the respondents said the following:

*Each student needs support, assistance and guidance. The only thing that would distinguish high-achieving students is the course plan and maybe the difficulty of the tasks. Therefore, in this case, ceasing to provide them with the guidance and assistance is intolerable* (Respondent 6).

Others still think that teachers cannot force their students to do anything against their own will and in no way can teachers impose their ministrations if students are not prepared to change their mindsets or suffer from low self-esteem and over-excitability. One of the respondents admitted that *“students can use extra support, but that the request for this support should come from them, and they should be aware of what kind of support they need and how teachers can help them”* (Respondent 8).

To sum up, it can be pointed out that teachers realize that it is important to support high-achieving students during their lessons because any talented student has worked very hard to achieve their success. They cannot be equally gifted in all spheres of human thought and domains, and thus, need to be supported by their elder mentors. For example, Respondent 5 supported this idea with the following words:

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*Sometimes, students may have abilities in different areas. You need to look where they have those talents. For example, if he has well-developed academic skills, maybe his physical skills are poorly developed. So even if they have already achieved something good, all the same, neighbouring areas also need to be developed.*

### **Creating an Emotional Classroom Climate**

The process of data collection and subsequent data analysis has revealed that a subject teacher has, in reality, quite a limited range of time and space to communicate with their students and influence the development of their emotional intelligence. Unlike curators, dormitory educators, psychologists, and the school administration teachers can only see their learners during their lessons in the classroom. That is why a lesson is not only a period of cognition and learning, but also a specially created space where one can learn how to collaborate with other people, ask mentors for help, share their perception of reality, and learn about a whole variety of cultures and outlooks on life. Therefore, teachers tend to spend much time preparing for their lessons to be appropriate and effective for all students. However, the majority of respondents think that thorough lesson planning alone cannot guarantee the success of all students in the classroom.

All the respondents agree that a lesson plan is only a set of actions to be followed during their lessons, merely a guide, which in practice, may change at any time. A valid lesson plan should be flexible and include various student-centred activities to involve all students in the process of active learning. But a lesson plan also requires its correct delivery. As one of the respondents said *“the implementation of a good plan (if it takes into account all the characteristics of students in a particular class) will primarily reflect the emotional mood of both the teacher and the students”* (Respondent 6).

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It is also worth mentioning that even experienced teachers are unable to predict the outcomes of each lesson because everything depends on a whole range of circumstances such as the group of students, their mood, the lesson number in the school time-table, and students' individual preferences. It proves that there is such an issue as classroom emotional climate, which makes every lesson unique and unrepeatable. The proof of this idea can be seen in the following words of one of the respondents:

*In any case, a good lesson plan is aimed at a group of students, even if it is thought out by taking differentiation into account. This is still some kind of differentiation for the group. And even if individual tasks for a particular student are thought out, he may come, for example, just upset at the lesson and does not want to work. And then it will be tough to work with him as planned, i.e. it will be necessary to change this plan somehow (Respondent 1).*

That's why teachers themselves should be ready to change and adapt quickly to what is happening as this example illustrates:

*Each lesson is just some kind of spontaneous situation that can arise in a lesson even from an expected child. And we will need to conduct ourselves outside the planned actions, even outside the activity in the lesson. We must be ready to change our work, the course of the lesson, reduce, or vice versa, somehow increase the pace (Respondent 4).*

Unfortunately, lesson observations have shown that sometimes teachers are afraid of moving away from pre-planned lesson items. They prefer to remain rigid and may even maintain a distance from students under the guise of misunderstanding and a desire to achieve the objectives of the lesson. In this case, it sometimes takes time to find a compromise between teachers' intentions and real situations, and what is even more, it is critical to create extra time after the lesson to sort out all the issues, which have emerged and remained unclear.

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Also, teachers understand that they can help students in a variety of ways (Semmer et al., 2008), and very often, mere instrumental support can be ineffective and may lead to undesirable results. For example, when asked about the role of teachers' instructions in their lessons, many respondents assumed that clear instructions which are not only aimed at understanding but also at their students' learning, can guarantee that a teacher will be understood and that assignments will be successfully fulfilled with all necessary questions answered. But this is not a guarantee that a child will hear what a teacher is talking about and do everything exactly as they say. According to Respondent 6,

*Giving clear instructions cannot ensure the full understanding of students during the lesson due to differences in the comprehension and perception of students. You need to make sure that they get the meaning of the task by asking questions and even if there aren't any questions and students say that everything is clear – you still need to come up to them during their work and make sure that they get the task and start to work because some of them might be too shy to ask for help.*

Another participant also added that not only clear instructions but also clear examples could work well with students because not all students hear instructions.

*Even if they hear, even if they listen to you, or pretend to listen to you, they sometimes don't hear. That's why what I usually do is to go over the first sentence, or statement, or assignment together with them as an example. So examples work well (Respondent 3).*

It means that along with clear, detailed, step-by-step instructions which teachers usually give before students fulfil a task it is also important for a teacher to demonstrate their sincere interest in their students' results and readiness to assist them at any time they need it.

Many teachers regularly face students' behavioural and emotional issues connected with classroom stress, because high-achieving students are provided with quite a challenging

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full-day school schedule. Their schedules are directed towards the development of various skills and abilities which require specific endurance, intrinsic motivation and fortitude. Thus most teachers try to reduce their students' stress in their lessons. Some of them work out individual learning paths and short-term group projects to offer them a certain level of freedom and independence. Others prefer to encourage and motivate students by providing them with general emotional support (De Wit, Karioja, Rye, & Shain, 2011). Another way to reduce stress during lessons is to inspire a sense of security and provide an outlet for creativity, and space for students to work and reflect in their approach and at their own pace. There are even teachers who avoid giving homework because they think that students must be active in the classroom, rather than at home. Others tell stories and jokes to solve negative issues with the help of humour.

So each teacher chooses their way to make their lessons not only informative, but also enjoyable, inspirational, creative, and full of space for students' freedom of self-expression. Therefore, it might be concluded that teachers are interested in creating a positive emotional classroom climate which helps include all their students into the lesson, despite their individual characteristics and their levels of IQ and EQ.

### **Appropriate and Effective Techniques for Providing Emotional Support to Students**

As it has turned out, it seems almost impossible to find one standard, appropriate and effective set of universal techniques which will provide all high-achieving students with emotional support. It depends on several factors, such as the subject taught, the lesson objective, the age of students, the type of work students performs during the lesson, and, of

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course, the personality of the teacher, their teaching style and general philosophy of education and teaching.

Some of the respondents prefer to speak to each student individually, trying to sort out all the issues which appear in their minds. Others prefer to avoid taking risks and consult their curators and school psychologists so as not to feel uneasy supporting a student with special emotional needs. Some teachers do well with story-telling and eagerly perform in front of the class by telling jokes and humorous stories. Finally, some teachers rely on formative assessment techniques and prefer to write motivational comments after their students' writing tasks are complete, inspiring them not only to learn but to also develop the best traits of their character.

But all teachers support the idea of using praise because the sense of belonging to a group, and the feelings of being accepted and appreciated by their educators provide students with extra motivation (Furrer and Skinner, 2003). Most teachers tend to praise their students at all stages of the lesson.

*It seems to me that I do not praise them very often, but, in any case, I try to do it several times during the lesson. At the beginning of the lesson, of course, it is a positive attitude. At the end of the lesson, too. Well, during the lesson, I try to praise after each answer, after each assignment, to say: 'Yes, you are right! Well done! You did well!', and immediately correct their mistakes, if necessary (Respondent 1).*

In addition, some teachers prefer to rely on extrinsic motivation so they may use external incentives such as sweets to praise their students for their excellent work in the classroom. For example, Respondent 3 confesses that *"they do it every time if their students*

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*are good at what they are doing, so they praise them, and sometimes when they are really glad or pleased with what their students are doing, they can give them chocolate”.*

Others, on the contrary, try to avoid giving presents to their students and use only verbal forms of an appraisal. For instance, according to Respondent 4:

*Sometimes I simply say: 'Well done! Great questions. I would have never thought of such questions. I have never had such questions for all these years. You know so much on this topic!' Even when you say so, they immediately become more confident.*

One more teacher said that it's easier to praise students in the process of giving detailed feedback to them.

*I try to encourage them almost all the time and give them full feedback on their work because it is essential for them to see their progress and results. In their feedback, they can see the things they need to work on and also some good things about their work like: 'Good job on using our new topical vocabulary like...'; 'Good job on using some interesting phrases like...'. I always try to find good things about their work and praise them for that as well; so they feel motivated and try their best next time when it comes to doing home assignments (Respondent 6).*

The responses of these teachers allow claiming that incorporating different forms of meaningful and appropriate praise in the lesson empowers both teachers and learners because it helps students evaluate their own progress and reflect on their performance more effectively. It can also lead to the development of intrinsic motivation that inspires learners to discover new knowledge and continue their scientific journey.

A further form of enhancing students' emotional intelligence is teamwork. According to Luca and Tarricone (2001), teamwork may help assist the development of 'invisible' skills, or soft skills, such as collaboration, negotiation, communication, empathy, and social awareness and plays a decisive role in the process of personality formation of learners. The

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respondents in their turn also revealed strong correspondence between students' emotional intelligence and team harmony, as the next example illustrates:

*I often organize group discussions and group projects. And there are classes where I randomly group children, others prefer to choose their partners themselves. Some children do not care, they are very friendly, and it does not matter who they work together with. Some children, for example, say they don't want to work with someone, they refuse. If there is one, the rest feel displeased that he does not want to work with them (Respondent 4).*

Some teachers use teamwork to organize the stage of formative assessment. For instance:

*Even if that was just a usual traditional lesson, and they worked on their own, at the end of the lesson when they do an assessment, I try to organize this peer-assessment in groups when they at least assess and give feedback to each other (Respondent 3).*

Even newly-qualified teachers with a minimal working experience treat teamwork as an appropriate and effective tool to develop students' emotional intelligence. As Respondent 6 explains:

*Teamwork is constructive for teachers. Not only is it convenient for assessing students, but it also contributes to students' relationship with each other. Students learn more about the preferences and strengths of each other which positively contributes to the study environment" (Respondent 6).*

Most teachers join the teams as well because they find it easier and more effective to provide students with support from "the inside". First of all, they demonstrate their real interest in their learners' ideas and opinions. For example, Respondent 1 stated the following:

*I sometimes practice this - I join, for example, some kind of weak team, low-level students to help them or adjust their work. In high school, this happens less often; then, in principle, I join the group that interests me, for example, if they choose some interesting form*

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*of work and it becomes interesting for me to listen to them. Or I join that group which is very passive and which needs to be stirred up.*

Others believe that by joining the groups, they will be able to monitor students' work more effectively. Respondent 2, for instance, shared her concerns in such a way: *"I even don't know what to do while they are working. What should I do? Coordinate, facilitate their work. It's easier to do from inside, that's why I try to join them, yep!"*

According to all these responses, teamwork might be considered to be one more simple, but effective tool to develop students' emotional intelligence. Using teamwork allows teachers establish and maintain supportive relationships within certain groups of students, which will motivate the latter to share their ideas and opinions and find more effective ways to build communication and solve mutual goals.

To sum up, both appraisal and teamwork can be useful in the process of providing students with appropriate and effective emotional support. Of course, this does not mean that there should be too much praise given for each pair work assignment or group work project. However, when adequately organized such forms of collaboration between a teacher and their students can provide the emotional security necessary for active involvement in the process of learning and exploring the world (Martin & Dowson, 2009).

### **Challenges**

As the school accepts rather high-achieving and academically successful students, each year, its teachers have to face a number of challenges connected with teaching such talented and gifted youth. As they start the academic year, they become familiar with the whole spectrum of social and emotional needs of such students. According to the Program of

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John Hopkins Center of Talented Youth that was specially developed for Kazakhstani schools, such students are very likely to be afraid of failure, struggle with perfectionism, experience difficulties with social skills and communication and usually have too high expectations of themselves and others.

Therefore, all the participants of the current research admitted that they could face challenges at almost every stage of each lesson, starting from greetings and warm-up activities and finishing with the presentation and evaluation of students' progress. Some of the teachers have valuable experience in dealing with students' emotional outbursts both in and out of the classroom. They eagerly shared some of the examples from their practice which may be a testimony to the unpredictable reactions of talented and gifted adolescents.

One of such reactions is aggression: *“There were cases when students in the lesson showed some kind of aggression. Such manifestations of aggression are much easier to work with, rather than, for example, demonstration of alienation and silence. Here you can offer the chance for both the student and the teacher to calm down”* (Respondent 1)

Another reaction is envy and hatred towards peers: *“I remember I had once been given a group of teenage students (Grades 10-11), two joint groups. Can you imagine? They were competitors to each other, and at that moment, they were joined together. It was a kind of a nightmare to teach them. And they hated each other; they used every opportunity to offend each other in class ”* (Respondent 3).

Some of the teachers also pointed out that even high-achieving students, especially when placed in a situation where they have to compete, may decide to violate discipline, argue and even shout at their teachers:

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*There was a case when a child yelled at me. I was on duty at the exam. According to the rules of the invigilator, in violation of discipline, I took the test papers away. The child began to scream, swear at me. It turned out that because he did not have time to finish his test, the student became extremely emotional (Respondent 4).*

All teachers agreed that each emotional outburst should have a reason because if this emotion appears, there must be a source of irritation. Even if students try to control their feelings, they need to find their roots within themselves. Otherwise, sooner or later, the tension they feel will unexpectedly go out of control and cause problems not only with their peers but also with adults (parents, curators, teachers, and school administrators). A teacher may try to solve the problem and provide general emotional support on their own (De Wit, Karioja, Rye, & Shain, 2011).

They can do this in different ways, as the following respondents indicated:

*I listen to them carefully without interrupting. First listen to what happened then try to understand the main problem, figuring out, trying to find reasons why, trying to give advice, to calm them down (Respondent 2).*

*I take different activities from psychological training. For example, I bring several objects from home to class, and my students try to give a soul to each object and create different monologues and then dialogues, etc. All these discussion activities help to break this ice (Respondent 3).*

*What really helps me is staying empathic and not exerting any pressure or imposing my thoughts on students. I perceive them as personalities that need some time to recover and get back to our lesson (Respondent 6).*

However, all teachers agree that more serious situations can be present which they will be unable to manage without the assistance of other specialists, such as curators and

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psychologists because such specific emotional support requires a specialized approach (Wenzel & Rowley., 2010). For example, one of the respondents said the following:

*I think children are now at the age when they are quite vulnerable, so they cannot control all their emotions. Psychologists can help them to realize the source of this or that emotion. Maybe students can control it, but they cannot realize where this emotion comes from. Psychologists can work with them to get a deeper understanding of the situation and find out the root of the problem (Respondent 3).*

To conclude, it is important to note that despite their age, gender and level of expertise, all teachers understand their responsibility for their students' health and well-being during their lessons.

*I believe many of us need extra support when we can't control our emotions, especially if one believes that "controlling" means repressing feelings instead of letting them be. I believe that part of our job as a teacher is to be that first aid for students with a sudden outburst during our lessons, if we can't give that first aid, we should ask for help from a school therapist (Respondent 8).*

It means that the teachers realize their role in the formation of their students' emotional and spiritual health. They accept the existence of different emotions and are ready to react and contact additional services if necessary.

### **Chapter Summary**

Reflecting on all the results found in the process of literature review and data analysis it is necessary to point out that many theories have found their reflections in practice. First of all, the ideas of Goleman (1996) that well-developed emotional intelligence skills can boost students' intrinsic motivation in the process of knowledge acquisition. On the contrary, according to Bellamy, Core and Sturgis (2005), less developed emotional intelligence can

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cause different issues with motivation and academic achievements. The participants of the current research also shared the ideas of the above-mentioned authors that it is vital to be able to place oneself into other people's shoes and stay stable and humane in the face of difficulties.

Also the research has proven the ideas of Higgs and Dulewicz (1999) that teachers realize the importance of EI even if they lack theoretical knowledge about it. Teachers understand that high-achieving students also need support because, despite their high intellectual abilities, they can sometimes be too sensitive to the outer world and react too emotionally intensely to unusual situations. That is why while dealing with such problems, they need extra support from other professionals, for example, school psychologists, curators, dormitory tutors and parents.

Also the data analysis has found evidence for the ideas of Brackett (2018) who talked about emotional issues of high-achieving students, caused by their lack of confidence and self-esteem, perfectionism, boredom and stress they experience in their race for excellence. As for their emotional support, the ideas of Semmer et al. (2008), De Wit et al. (2011) have been reflected in the teachers' opinions that there are different types of support, including the emotional one which can help students develop their potential and communication skills to succeed both at school and in private life.

It can also be underlined that high-achieving students usually tend to hide their real emotions in the classroom because they are trying to cope with negative feelings and get involved in the lesson. When emotional outbursts occur, each teacher tends to use their own techniques and methods to solve the problem. All of them are directed toward effective

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communication and collaboration, which can be the most appropriate way out of the negative situation in question. Some teachers use teamwork and group projects to unite all learners and transfer the latter's energy to solving mutual goals. Others prefer to tell stories and jokes to create a positive atmosphere and help dispel negative experiences.

All these methods and techniques are aimed at creating a positive classroom emotional climate which in its turn, according to the theory of the flow, introduced by Csikszentmihalyi (1990), will accelerate the effective interaction between teachers and students and result in better academic performance with less harm done to the emotional well-being of all the participants of the learning process.

## Conclusion

### Summary of the Study

It can be concluded that the problem of emotional intelligence seems to be quite urgent for many researchers nowadays. This is because it has been proven that lack of emotional intelligence skills may lead to difficulties with effective communication and collaboration with others both at work and in one's private life. It is especially vital when it refers to teaching high-achieving students because despite the fact that at the moment there are many programmes to develop children's talents and gifts, like CTY and others, their main emphasis is on their IQ, not EQ.

Most teachers who work with talented and gifted youth realize the necessity of supporting them and helping them develop their talents and skills in more effective ways. In their classrooms, teachers regularly face different situations revolving around students' behavioural and emotional outbursts, caused by a variety of reasons, starting with the level of

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difficulty of a particular task and ending with teenage problems and childhood fears and phobias.

No matter what happens during their lessons, teachers realize that to support their students emotionally they should, first of all, try to understand the reasons of their behaviour, make them interested in what is happening in the lesson and motivate them to study further trying to avoid severe disciplinary violations and emotional outbursts.

It is also essential to discuss classroom emotional climate as during the process of teacher-students' interaction during the lesson students inevitably share their personal feelings, emotions and viewpoints, thus influencing the general atmosphere, which is ultimately dependent on each participant of the learning process. Teachers as the main classroom coordinators are responsible for creating this positive collaborative atmosphere and setting the tone of communication which will effectively help in the process of achieving lesson objectives and developing students' critical thinking skills and creativity in the lesson.

Concerning effective techniques and approaches teachers can use to support their students emotionally, it should be pointed out that there cannot be one single set of tools as each teacher is free to choose what is more appropriate for a particular classroom or student. It depends on such factors as the lesson objectives, the place of the lesson within the topic being covered at that time, the time of the lesson during the day, the number of students and their skill level and other aspects related to teaching and learning. To be more effective teachers use different techniques to establish a positive atmosphere at different stages of the lesson. For example, some teachers pay special attention to warm-up activities at the beginning of the lesson to break the ice between themselves and their students before even introducing the topic

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of the lesson. Others prefer to use different grouping and regrouping techniques to make all students collaborate and plan everyday actions to achieve the lesson objectives. Some rely on formative assessment techniques and involve students in the process of peer assessment to share constructive feedback and recommendations. In all cases teachers tend to notice any changes in their students' behaviour and listen to them as often as possible.

Unfortunately, sometimes situations occur when students' emotional outbursts get out of control, and such cases are beyond the teachers' and the school's expertise. Hence, teachers need support from other specialists, such as school psychologists, administrators, curators and parents. In such cases all the participants should collaborate effectively to work out the most appropriate ways to solve the problem and support the student. Fortunately, this does not happen very often, and there is always a chance for the teacher to distinguish and solve the problem.

In general, it can be said that the current research might be of use for not only teachers but also for school administration and other educational institutions because it reveals the ways teachers perceive the emotional support they provide their students with during the lesson and offers some appropriate techniques to organize such support in a regular classroom. Here, we are not only referring to the individual emotional intelligence of each student but also about such phenomenon as "classroom emotional climate" or "classroom emotional intelligence" whereby both a teacher and their students when involved in the process of interaction begin to share mutual feelings, emotions and viewpoints thus creating a unique system of shared values, perspectives on life and emotional well-being. Acquiring additional details about this phenomenon can help teachers optimize their productive collaboration with students and make the process of teaching and learning more productive and successful.

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### **Significance of the Study**

The most significant conclusion that can be made after the current research is that emotional intelligence skills if treated properly may be successfully developed throughout life, unlike IQ, the level of which is genetically predetermined. The research has shown that the emotional support appropriately provided to talented and gifted students at their schools can help them avoid many issues, connected with the asynchronous development of their IQ and EQ. Furthermore, their school subject teachers by creating a comfortable classroom emotional climate in their lessons can speed up the process of their adaptation and instill the skills of productive collaboration with the outside world.

The findings of the current study might be significant for various categories of stakeholders, including subject teachers, school administrators, school psychologists and class teachers or counsellors. First of all, it will contribute to teachers' understanding of high-achieving students' emotional intelligence and some ways they can provide them with appropriate emotional support in their lessons. As for school administrators, the research may reveal the links between students' motivation and the level of their academic achievements, and thus provide them with the ideas on how to organize the process of learning so that it suited the real needs of both teachers and students, especially talented and gifted ones. It might be beneficial for school psychologists as well because it will be easier for them to adapt their plans and coordinate their work taking into account the necessity of informing teachers about such issues as emotional intelligence and emotional support. Class teachers or counsellors may find the results of the research useful because very often a lack of emotional intelligence skills may not be seen but these skills might be developed in the process of extracurricular activities and informal conversations.

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### **Limitations**

Although the findings of the current research reveal some insights about the nature of emotional support, and some practical ways teachers can support their high-achieving students emotionally in the classroom, there are still some limitations of the study.

First of all, it was inevitable to avoid there being limitations in the research because of the study sample. The research was conducted in only one school, which makes it impossible to generalize the ways teachers perceive students' emotional intelligence and emotional support in other secondary institutions, including city and rural mainstream schools, regional high schools and lyceums, private educational centres and schools for students with special needs in the rest of the country.

One more limitation of the research is the sampling strategy used to select the participants. The whole number of the teachers who were involved in the process of data collection was very limited so there is a potential threat that the views of other teachers were not taken into account, especially if talking about different types of children's talents, such as musical, physical, artistic, and extraordinary skills connected with crafts.

The school where the research was held had been specially opened for a limited number of high-achieving students who can pass its entrance exams. However, the study does not cover high achieving students from other schools who may sometimes remain unnoticed and thus lack extra support from their teachers. It might be logical, in the future, to conduct large-scale qualitative and quantitative studies based on the issues discussed in this research, to allow for the generation of more varied respondent results. More themes might appear from

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studying the experience of other categories of stakeholders, including both specialists such as school psychologists or curators and parents.

Finally, this study was limited in time so it might be more beneficial to carry out a longitudinal research, aimed at elaborating a more detailed data collection procedure which will allow acquiring more detailed and accurate information.

### **Recommendations for Further Research Study**

1. Building upon the findings of the current research, it might be recommended to investigate the main concepts and phenomena further, for example, research the students' emotional support not only in the classroom, but also during extracurricular activities. It might also be beneficial, for example, to study the emotional intelligence of talented and gifted students of different genders, ages or social groups.

2. Addressing the limitations of the research, it can be proposed to involve more schools and other educational institutions in the research to receive a wider view on the current issue. As it was mentioned above, large-scale qualitative and quantitative studies might be conducted, to allow for the generation of more varied respondent results.

3. Constructing the same research in a new location might provide researchers with the opportunity to analyze the problem of students' emotional support in an absolutely different context and consider the situation from different perspectives.

4. Moreover, expanding the theory and the conceptual framework which have been addressed in the current research, future studies can address, for example, the effects of the students' emotional support in the classroom on their success in future studies and work. It

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might be also suggested to investigate how high-achieving students realize their creative potential taking into account the level of their emotional intelligence skills.

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### Appendices

#### Appendix A: Informed Consent

##### Dear Teacher!

You are invited to participate in a research study entitled "Teachers' Approach to Emotional Support of Talented and Gifted Students in Their Classrooms"

**The Purpose of the Research** is to investigate the nature of emotional support of talented and gifted students and research some ways to enhance their emotional development at the lessons.

##### Research Procedures.

The process of data collection will start as soon as possible, and will take part during the school term to have a chance to observe the teaching process. First of all, potential participants will be invited to take part in the research. Ten volunteers will be purposively sampled to be included into a focus group. Before the interviews all the teachers in the focus group will be informed about the procedures (interviews and lesson observations). The time and place of the interviews will be discussed individually. After the interviews four teachers will be observed in practice. They will be chosen based on the interview results, but in case other teachers from the focus group voluntarily wish to be observed their lessons will be also included. After every lesson each teacher will be offered to reflect on the lesson results and share their feelings and future plans.

This survey will take approximately two months to complete.

##### Benefits.

The research will be quite beneficial for school practitioners, because as a result its findings might help teachers improve their every-day teaching practice to provide high achieving students with proper emotional development at their lessons. The participants will have a chance to share their thoughts and ideas about their students' emotional support and reflect on how emotionally supportive they can be in their own classrooms. To conclude, this research will contribute to the educational research, because it will highlight some areas for improvement on how to include talented and gifted learners in the process of active learning.

##### Compensation.

No tangible compensation will be given. A copy of the research results will be available at the conclusion of the study at request via personal e-mail.

##### Confidentiality & Privacy.

The research participants' right to privacy will be through the assurance of confidentiality and anonymity. They will be guaranteed that all the collected data will be coded and saved in a

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personal computer with a password. All the information they provide will be used for the research purposes only and will be seen only by the researcher and their research supervisor. If there is a potential of this research of being published all private details about the participants will be deleted, except for the case when for any reason a participant wants their names to be announced.

### **Voluntary Nature of the Study.**

Participation in this study is strictly voluntary, and if agreement to participation is given, it can be withdrawn at any time without prejudice.

### **Points of Contact.**

It is understood that should any questions or comments arise regarding this research, [anastassiya.panevina@nu.edu.kz](mailto:anastassiya.panevina@nu.edu.kz) should be contacted. Any other questions or concerns may be addressed to the Nazarbayev University Institutional Research Ethics Committee, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

### **Statement of Consent.**

I, \_\_\_\_\_,  
give my voluntary consent to participate in this study.

The researchers clearly explained to me the background information and objectives of the study and what my participation in this study involves.

I understand that my participation in this study is voluntary. I can at any time and without giving any reasons withdraw my consent, and this will not have any negative consequences for myself.

I understand that the information collected during this study will be treated confidentially.

I agree to become part of a focus group and participate in the interviews.

I agree to participate in lesson observation.

I understand that the results of the research can be published in future and give my permission if all the information I provide the researcher will remain anonymous.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher:

Signed \_\_\_\_\_ Date \_\_\_\_\_

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### **Форма письменного информированного согласия**

#### **Введение.**

Уважаемый учитель!

Вы приглашены принять участие в исследовании под названием «Подход учителей к эмоциональной поддержке талантливых и одаренных учащихся в классе».

**Цель исследования** - изучить природу эмоциональной поддержки талантливых и одаренных учеников и изучить некоторые способы развития их эмоционального интеллекта на уроках.

#### **Процедуры исследования.**

Процесс сбора данных будет проводиться в течение одной учебной четверти, чтобы иметь возможность наблюдать за уроками. Прежде всего, потенциальные участники получают официальное письмо с приглашением принять участие в исследовании. Из списка участников, путем целенаправленной выборки, десять волонтеров будут включены в фокус-группу. Перед интервью все учителя в фокус-группе будут проинформированы о всех процедурах (интервью и наблюдения за уроками). Время и место проведения интервью будут обсуждаться индивидуально. После интервью будут проведены наблюдения урока четырех участников проекта. Они будут отобраны по результатам интервью, но в случае, если другие учителя из фокус-группы добровольно захотят, чтобы их уроки наблюдали, их уроки также будут включены. После каждого урока каждому преподавателю будет предложено поделиться результатами урока и способами его совершенствования.

Это исследование займет около двух месяцев.

#### **Преимущества.**

Это исследование будет весьма полезным для школьных практиков, поскольку в результате его выводы могут помочь учителям улучшить свою повседневную педагогическую практику, чтобы обеспечить ученикам с высокими достижениями надлежащее эмоциональное развитие на их уроках. У участников будет возможность поделиться своими мыслями и идеями об эмоциональной поддержке своих учеников и подумать о том, как они могут поддержать их на своих уроках. В заключение следует отметить, что это исследование внесет вклад в исследования в области образования, поскольку в нем будут освещены некоторые области инклюзивного образования, такие как включение талантливых и одаренных учащихся в процесс активного обучения.

#### **Компенсация.**

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Никакой материальной компенсации не предусмотрено. Копия результатов исследования будет доступна по завершении исследования по запросу через личную электронную почту.

### **Конфиденциальность.**

Право участников исследования на неприкосновенность частной жизни будет обеспечиваться гарантией конфиденциальности и анонимности. Им будет гарантировано, что все собранные данные будут закодированы и сохранены в персональном компьютере с паролем. Вся информация, которую они предоставляют, будет использоваться только для исследовательских целей и будет видна только исследователю и его научному руководителю. Если существует вероятность публикации данного исследования, все личные данные об участниках будут удалены, за исключением случая, когда участник по какой-либо причине хочет, чтобы его имя было объявлено.

### **Добровольный характер исследования.**

Участие в этом исследовании строго добровольное, и, если дано согласие на участие, оно может быть отозвано в любое время без какого-либо ущерба.

### **Точки соприкосновения.**

Предполагается, что в случае возникновения каких-либо вопросов или комментариев относительно исследования, следует связаться с Анастасией Паневиной по электронной почте [anastassiya.panevina@nu.edu.kz](mailto:anastassiya.panevina@nu.edu.kz). Любые другие вопросы или проблемы могут быть адресованы Комитету по этике Назарбаев Университета, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz).

### **Заявление о согласии.**

Я, \_\_\_\_\_,  
даю свое добровольное согласие на участие в этом исследовании.

Исследователь четко объяснил мне цели данного исследования и что включает в себя мое участие в этом исследовании.

Я понимаю, что мое участие в этом исследовании является добровольным. Я могу в любое время и без объяснения причин отозвать свое согласие, и это не будет иметь никаких негативных последствий для меня.

Я понимаю, что информация, собранная в ходе этого исследования, будет рассматриваться конфиденциально.

Я согласен стать частью фокус-группы и участвовать в интервью.

Я согласен участвовать в наблюдении урока.

Я понимаю, что результаты исследования могут быть опубликованы в будущем и даю свое разрешение, если вся информация, которую я предоставляю исследователю, останется анонимной.

Подпись: \_\_\_\_\_ Дата: \_\_\_\_\_

## TEACHERS' APPROACH TO EMOTIONAL SUPPORT

Исследователь:

Подпись: \_\_\_\_\_ Дата: \_\_\_\_\_

**Жазбаша ақпараттандырылған келісім нысаны****Кіріспе****Құрметті ұстаз!**

Сізді «Мұғалімдердің сыныптағы дарынды оқушыларды эмоционалды қолдау тәсілдері» атты зерттеуге қатысуға шақырамыз.

Зерттеудің мақсаты - дарынды оқушыларға эмоционалды қолдаудың табиғатын зерттеу және сыныпта олардың эмоционалды интеллектісін дамытудың кейбір жолдарын зерттеу.

**Зерттеу процедуралары.**

Деректерді жинау процедурасы бір академиялық тоқсан ішінде сабақтарды бақылау үшін өткізіледі. Ең алдымен, әлеуетті қатысушыларға оларды зерттеуге қатысуға шақыратын ресми хат келеді. Қатысушылар тізімінен мақсатты іріктеу арқылы фокус-топқа он ерікті кіреді. Сұхбаттасудың алдында фокус-топтағы барлық мұғалімдерге барлық процедуралар (сұхбат және сабақты бақылау) туралы ақпарат беріледі. Сұхбаттасудың уақыты мен орны жеке талқыланады. Сұхбаттан кейін жобаның төрт қатысушысының сабақтары байқалады. Әңгімелесу нәтижелері бойынша олар таңдалады, бірақ егер фокус-топтың басқа мұғалімдері өз сабақтарының өз еріктерімен өткізілуін қаласа, олардың сабақтары да қосылады. Сабақ аяқталғаннан кейін әр оқытушыдан сабақ нәтижелерімен бөлісу және оны қалай жақсартуға болатындығы сұралады.

Бұл зерттеу шамамен екі айға созылады.

**Пайдасы.**

Бұл зерттеу мектеп практиктері үшін өте пайдалы болады, оның нәтижесінде мұғалімдер оқушылардың сабақтарында эмоционалды дамуда жоғары жетістіктерге қол жеткізу үшін мұғалімдерге күнделікті оқыту практикасын жақсартуға көмектеседі. Қатысушыларға студенттердің эмоционалды қолдауы туралы өз ойлары мен идеяларымен бөлісуге және оларды сабақта қалай қолдау көрсетуге болатындығы туралы ойлауға мүмкіндік беріледі. Қорытындылай келе, бұл зерттеу білім беру саласындағы зерттеулерге өз үлесін қосатындығын атап өткен жөн, өйткені онда инклюзивті білім берудің кейбір бағыттары, мысалы, дарынды оқушыларды белсенді оқыту процесіне қосу сияқты мәселелер қарастырылады.

## TEACHERS' APPROACH TO EMOTIONAL SUPPORT

### Өтемақы.

Ешқандай материалдық өтемақы қарастырылмаған. Зерттеу нәтижелерінің көшірмелері зерттеу аяқталғаннан кейін жеке электронды пошта арқылы сұраныс бойынша қол жетімді болады.

### Құпиялылық.

Зерттеуге қатысушылардың жеке өмірге құқығы құпиялылық пен жасырындық кепілдігімен қамтамасыз етіледі. Барлық жиналған деректердің шифрланғанына және парольмен дербес компьютерде сақталатынына кепілдік беріледі. Олар ұсынған барлық ақпарат тек зерттеу мақсаттары үшін пайдаланылады және тек зерттеуші мен оның жетекшісіне көрінеді. Зерттеуді жазғаннан кейін бірден барлық материалдар жойылады. Егер осы зерттеуді жариялау мүмкін болса, қатысушы туралы барлық жеке мәліметтер жойылады, егер қатысушы қандай да бір себептермен жарияланғысы келмесе.

### Зерттеудің ерікті сипаты.

Бұл зерттеуге қатысу қатаң түрде ерікті болып табылады және егер қатысуға келісім берілсе, оны кез-келген уақытта зиянсыз алып тастауға болады.

### Жалпы жер.

Егер сізде осы жоба бойынша сұрақтарыңыз болса, Анастасия Паневинаға [anastassiya.panevina@nu.edu.kz](mailto:anastassiya.panevina@nu.edu.kz) электрондық поштасы арқылы хабарласуыңыз керек. Кез-келген басқа сұрақтар мен мәселелер бойынша Назарбаев Университетінің Әдеп жөніндегі комитетіне, [resethics@nu.edu.kz](mailto:resethics@nu.edu.kz) жүгінуге болады.

### Келісім туралы мәлімдеме.

Мен, \_\_\_\_\_,  
осы зерттеуге қатысуға өз еркіммен келісемін.

Зерттеуші маған осы зерттеудің мақсаттарын және менің осы зерттеуге қатысуымның нені қосатынын нақты түсіндірді.

Менің бұл зерттеуге қатысуым ерікті екенін түсінемін. Мен кез келген уақытта және себепсіз келісімді қайтарып ала аламын, және бұл маған кері әсерін тигізбейді.

Осы зерттеу барысында жиналған ақпараттың құпия түрде сақталатынын түсінемін.

Мен фокус-топтың мүшесі болуға және сұхбатқа қатысуға келісемін.  
Мен сабаққа қатысуға келісемін.

Мен зерттеу нәтижелері болашақта жариялануы мүмкін екенін түсінемін және егер мен зерттеушіге берген барлық ақпарат жасырын болып қалса, менің рұқсатымды беремін.

## TEACHERS' APPROACH TO EMOTIONAL SUPPORT

### **Appendix B: Interview protocol draft**

Interviewee (Title and Name): \_\_\_\_\_

Interviewer: \_\_\_\_\_

### **Topic: Teachers' Approach to Emotional Support of Talented and Gifted Students in Their Classrooms**

#### **Introduction:**

To facilitate our note-taking, I would like to audio tape our conversation today. For your information, I will be privy to the tapes which will be eventually destroyed after they are transcribed. In addition, I would like to remind you that (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm. Thank you for your agreeing to participate.

I have planned this interview to last no longer than 40 minutes. During this time, I have several questions that I would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

You have been selected to speak with me today because you have been identified as someone who is interested in the issues of emotional intelligence in general and emotional support in particular. My research as a whole focuses on the improvement of teaching and learning activity, with particular interest in understanding how faculty provide their students with emotional support in their classrooms. My study does not aim to evaluate your techniques or experiences. Rather, I am trying to learn more about emotional support and the ways of enhancing students' emotional development for their well-being.

Now should we start with the questions?

- 1) Is it important for you to understand the feelings of your students at the lesson? Why do you think so? Can you provide any examples when you really felt that it was important?
- 2) In your personal opinion should a teacher stay calm and passionless at the lesson, whatever happens?
- 3) Do you always treat your students with understanding even if takes time at the lesson ?
- 4) Can a good lesson plan guarantee the success of all students at the lesson?
- 5) Do you believe that it is enough for a teacher to give clear instructions during the lesson to guarantee full understanding of students?
- 6) Do you believe that high-achieving students do not need extra support or any other assistance to manage their achievements?
- 7) To what extent do you agree with the statement that students with the high level of IQ have the same level of EQ?

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- 8) Have you ever been afraid or felt uneasy because of students' emotions at the lesson?
- 9) Do you agree that if students cannot control their emotions they need special extra support? Who can you refer to in case of students' sudden emotional outburst?
- 10) What techniques do you usually use to build positive rapport with students?
- 11) How often do you have informal conversations with your students?
- 12) Have you got any experience of dealing with emotional outbursts at the lesson? What exactly could help you solve such problems in the classroom?
- 13) Do your students know that they can share their feelings and talk to you about their problems?
- 14) Do you know when your students need a break? What do you do to reduce classroom stress?
- 15) How often do you praise your students? What approaches do you use to do it?
- 16) How often do you use team-work? Have ever joined any team during your lesson?

## TEACHERS' APPROACH TO EMOTIONAL SUPPORT

**Проект протокола интервью**

Интервьюируемый (имя и должность): \_\_\_\_\_

Интервьюер: \_\_\_\_\_

**Тема: Подход учителя к оказанию эмоциональной поддержки талантливым и одаренным ученикам на уроке.**

**Введение:**

Чтобы облегчить ведение заметок, я бы хотела сегодня записать нашу беседу на диктофон. Еще раз хотела бы довести до Вашего сведения, все записи будут храниться в специальной папке, защищенной паролем и, в конечном итоге, будут уничтожены после их расшифровки. Кроме того, я хотела бы напомнить вам, что (1) вся информация будет считаться конфиденциальной, (2) Ваше участие является добровольным, и Вы можете прекратить его в любое время, если вам некомфортно, и (3) я не намерена причинять Вам какой-либо вред. Спасибо за Ваше согласие на участие.

Я планирую, что это интервью не займет более 40 минут Вашего времени. За это время я задам Вам несколько вопросов по теме исследования. Если время начнет сокращаться, я могу прервать Вас, чтобы иметь возможность задать все вопросы и закончить интервью.

Вы были приглашены на это интервью, потому что Вы проявили свой интерес к вопросам эмоционального интеллекта в целом и эмоциональной поддержки учащихся в частности. Мое исследование в целом направлено на улучшение качества преподавания и обучения с учетом эмоциональной поддержки талантливым и одаренным учащимся на уроках. Мое исследование не направлено на какую-либо оценку Ваших методов или опыта. Скорее, я пытаюсь узнать больше об эмоциональной поддержке и способах повышения эмоционального интеллекта, учащихся на уроке.

Могу я задать свои вопросы?

- 1) Насколько Вам важно понимать чувства и эмоции своих учеников на уроке? Почему Вы так считаете? Можете ли вы привести примеры, когда Вы действительно чувствовали, что это важно?
- 2) По Вашему личному мнению, учитель должен оставаться спокойным и бесстрастным на уроке, что бы ни случилось?
- 3) Всегда ли Вы относитесь к своим ученикам с пониманием, даже если на это понимание уходит время?
- 4) Может ли хороший план урока гарантировать успех всех учеников на уроке?
- 5) Считаете ли Вы, что учителю достаточно дать четкие инструкции во время урока, чтобы гарантировать полное понимание учащихся?

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- 6) Считаете ли Вы, что учащиеся с высокими достижениями не нуждаются в дополнительной поддержке или какой-либо другой помощи для управления своими достижениями?
- 7) В какой степени вы согласны с утверждением, что учащиеся с высоким уровнем IQ имеют такой же уровень EQ?
- 8) Вы когда-нибудь боялись или чувствовали себя неловко из-за эмоций учеников на уроке?
- 9) Согласны ли Вы с тем, что если студенты не могут контролировать свои эмоции, им нужна особая дополнительная поддержка? К кому Вы можете обратиться в случае внезапного эмоционального взрыва у учащихся?
- 10) Есть ли у Вас опыт борьбы с эмоциональными вспышками на уроке? Что именно может помочь Вам решить такие проблемы в классе?
- 11) Как часто Вы проводите неформальные беседы со своими учениками?
- 12) Какие приемы Вы обычно используете для налаживания позитивных отношений со студентами
- 13) Знают ли Ваши ученики, что они могут поделиться своими чувствами и рассказать Вам о своих проблемах?
- 14) Знаете ли Вы, когда Вашим ученикам нужен перерыв? Что Вы делаете, чтобы уменьшить стресс в классе?
- 15) Как часто Вы хвалите своих учеников? Какие подходы Вы используете для этого?
- 16) Как часто Вы используете командную работу? Приходилось ли Вам присоединиться к какой-либо команде на уроке?

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**Жоба бойынша сұхбат журналы**

Сұхбат алушы (аты-жөні, лауазымы): \_\_\_\_\_

Тілші: \_\_\_\_\_

**Тақырыбы: Сабақта дарынды оқушыларға эмоционалды қолдау көрсетуге мұғалімнің көзқарасы.****Кіріспе:**

Жазбаларды алуды жеңілдету үшін, мен бүгінгі әңгімемізді диктофонға жазып алғым келеді. Тағы да назарларыңызға барлық жазбалар парольмен қорғалған арнайы папкада сақталатынын және, ақырында, олар шифрланғаннан кейін жойылатынын ескертемін. Сонымен қатар, сіздерге еске салғым келеді: (1) барлық ақпарат құпия болып саналады; 2) сіздің қатысуыңыз ерікті болып табылады, және сіз кез-келген уақытта ыңғайсыз болсаңыз, оны тоқтата аласыз, және (3) сізге ешқандай зиян келтіргім келмейді. зиян келтіреді. Қатысуға келіскеніңіз үшін рахмет.

Мен бұл сұхбат сіздің уақытыңыздың 40 минутынан аспайды деп жоспарлап отырмын. Осы уақыт ішінде мен сізге зерттеу тақырыбына бірнеше сұрақтар қоямын. Егер уақыт қысқара бастаса, мен сіздерге сұрақтар қойып, сұхбатты аяқтай алу үшін кедергі жасай аламын.

Сізді бұл сұхбатқа шақырды, себебі сіз эмоционалды зияткерлік мәселелеріне, әсіресе студенттерге эмоционалды қолдау мәселелеріне қызығушылық таныттыңыз. Менің зерттеуім тұтастай алғанда сыныптағы дарынды және дарынды оқушылардың эмоционалды қолдауын ескере отырып, оқыту мен оқудың сапасын арттыруға бағытталған. Менің зерттеуім сіздің әдістеріңізді немесе тәжірибеңізді бағалауға арналмаған. Қайта, эмоционалды қолдау және сабақта оқушылардың эмоционалды интеллектісін арттыру жолдары туралы көбірек білуге тырысамын.

Мен сұрақтарымды қоя аламын ба?

- 1) Сабақта оқушылардың сезімдері мен эмоцияларын түсіну сіз үшін қаншалықты маңызды? Неге олай ойлайсыз? Сіз бұл өте маңызды деп сезінген кезде мысалдар келтіре аласыз ба?
- 2) Сіздің жеке пікіріңізше, мұғалім сабақта қандай жағдай болмасын, сабырлы және ымырасыз болуы керек пе?
- 3) Сіз өз оқушыларыңызға әрқашан түсіністікпен қарайсыз ба, бұл түсіну үшін уақыт қажет болса да?
- 4) Сабақтың жақсы жоспары барлық оқушылардың сабақтағы жетістіктеріне кепілдік бере ала ма?
- 5) Сіздің ойыңызша, мұғалімге сабақ барысында оқушыларға толық түсінік беру үшін нақты нұсқаулар беру жеткілікті деп ойлайсыз ба?

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- 6) Сіздің ойыңызша, үлгерімі жоғары оқушыларға өз жетістіктерін басқаруда қосымша қолдау немесе басқа көмек қажет емес пе?
- 7) IQ деңгейі жоғары студенттердің EQ деңгейі бірдей деген пікірмен сіз қаншалықты келісесіз?
- 8) Сіз сабақтағы оқушылардың эмоцияларынан қорқып немесе ұялдығыз ба?
- 9) Егер студенттер өз эмоцияларын басқара алмаса, оларға арнайы қосымша қолдау қажет болады деген пікірмен келісесіз бе? Оқушыларда кенеттен эмоционалды жарылыс болған жағдайда кіммен хабарласуға болады?
- 10) Сабақта эмоционалды өршулермен күресу тәжірибеңіз бар ма? Сыныптағы осындай мәселелерді шешуге нақты не көмектеседі?
- 11) Сіз студенттеріңізбен қаншалықты жиі ресми емес сұхбаттасасыз?
- 12) Оқушылармен жағымды қарым-қатынас орнату үшін сіз әдетте қандай әдістерді қолданасыз?
- 13) Сіздің студенттеріңіз өздерінің сезімдерімен бөлісе алатындығын және проблемалары туралы айта алатындығын біле ме?
- 14) Оқушыларыңызға үзіліс қажет болған кезде білесіз бе? Сыныптағы күйзелісті азайту үшін не істейсіз?
- 15) Оқушыларды қаншалықты жиі мақтайсыз? Ол үшін қандай тәсілдерді қолданасыз?
- 16) Сіз топтық жұмысты қаншалықты жиі қолданасыз? Сабаққа кез-келген топқа қосылуға тура келді ме?

## TEACHERS' APPROACH TO EMOTIONAL SUPPORT

**Appendix C: Lesson observation protocol**

Observer: \_\_\_\_\_

Observation Date: \_\_\_\_\_

Length of the Observation: \_\_\_\_\_ Started: \_\_\_\_\_ Finished:

Subject: \_\_\_\_\_

## Observation Notes:

Here as a researcher I would like to take detailed notes in real time as I observe classroom activities.

1) How does the teacher interact with students?

What I see:

What I think:

2) Does the teacher give students an opportunity to interact with each other?

What I see:

What I think:

3) How does the teacher build rapport with students? Do they demonstrate their trust in them?

What I see:

What I think:

4) How does the teacher manage if something goes wrong? Are they able to adapt a lesson plan? Are they able to find ways of solving the problem? What are the ways of solving conflicts in this case?

What I see:

What I think:

5) How does the teacher create collaborative atmosphere during the lesson?

What I see:

What I think:

6) How does the teacher deal with students' misbehavior, if there is any?

What I see:

What I think:

7) Does the teacher stay calm in case of any students' misbehavior?

What I see:

What I think:

8) How does the teacher approach to each student? What techniques do they use to involve them into active learning?

What I see:

What I think:

9) How does the teacher give instructions? What types of questions/ tasks do they use?

What I see:

What I think:

10) How does the teacher evaluate their students' success? What kind of techniques do they use to assess them?

TEACHERS' APPROACH TO EMOTIONAL SUPPORT

What I see:

What I think:

11) Does the teacher give students time to think and reflect? What kind of techniques do they use?

What I see:

What I think:

Other Notes:

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Teacher's Reflection:

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## TEACHERS' APPROACH TO EMOTIONAL SUPPORT

**Протокол наблюдения за уроком**

Наблюдатель: \_\_\_\_\_

Дата наблюдения: \_\_\_\_\_

Время наблюдения: \_\_\_\_\_ Начало: \_\_\_\_\_ Конец: \_\_\_\_\_

Предмет: \_\_\_\_\_

Замечания по наблюдению:

Здесь, как исследователь, я хотела бы сделать подробные записи в режиме реального времени, наблюдая за уроком.

1) Как учитель взаимодействует со студентами?

Что я вижу:

Что я думаю:

2) Дает ли учитель возможность ученикам взаимодействовать друг с другом?

Что я вижу:

Что я думаю:

3) Как учитель строит отношения со студентами? Он демонстрирует свое доверие к ним?

Что я вижу:

Что я думаю:

4) Как учитель справляется, если что-то идет не так? Может ли он адаптировать план урока? Может ли найти способ решения проблемы? Каковы пути разрешения конфликтов в этом случае?

Что я вижу:

Что я думаю:

5) Как учитель создает атмосферу сотрудничества во время урока?

Что я вижу:

Что я думаю:

6) Как учитель справляется с плохим поведением учеников, если оно есть?

Что я вижу:

Что я думаю:

7) Сохраняет ли учитель спокойствие в случае плохого поведения учеников?

Что я вижу:

Что я думаю:

8) Как учитель подходит к каждому ученику? Какие методы использует, чтобы вовлечь их в активное обучение?

Что я вижу:

Что я думаю:

9) Как учитель дает инструкции? Какие типы вопросов / заданий он использует?

Что я вижу:

Что я думаю:

10) Как учитель оценивает успехи своих учеников? Какие методы использует для их оценки?

## TEACHERS' APPROACH TO EMOTIONAL SUPPORT

Что я вижу:

Что я думаю:

11) Дает ли учитель время для размышлений? Какие методы использует?

Что я вижу:

Что я думаю:

Другое:

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Рефлексия учителя:

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## TEACHERS' APPROACH TO EMOTIONAL SUPPORT

**Сабақты бақылау хаттамасы**

Бақылаушы: \_\_\_\_\_

Бақылау күні: \_\_\_\_\_

Бақылау уақыты: \_\_\_\_\_ Бастау: \_\_\_\_\_ Соңы: \_\_\_\_\_

Сабақ:

Бақылау жазбалары:

Міне, зерттеуші ретінде сабақты бақылап, нақты уақытта нақты жазбалар жасағым келеді.

1) Мұғалім студенттермен қалай қарым-қатынас жасайды?

Мен не көремін:

Менің ойымша:

2) Мұғалім оқушыларға бір-бірімен қарым-қатынас жасауға мүмкіндік бере ме?

Мен не көремін:

Менің ойымша:

3) Мұғалім студенттермен қарым-қатынасты қалай қалыптастырады? Олар оларға деген сенімдерін көрсете ме?

Мен не көремін:

Менің ойымша:

4) Егер бірдеңе дұрыс болмаса, мұғалім қалай әрекет етеді? Ол сабақ жоспарын бейімдей ала ма? Мәселені шешудің жолын таба аламын ба? Бұл жағдайда жанжалдарды шешудің қандай жолдары бар?

Мен не көремін:

Менің ойымша:

5) Мұғалім сабақ барысында ынтымақтастық атмосферасын қалай жасайды?

Мен не көремін:

Менің ойымша:

6) егер бар болса, мұғалім оқушылардың заңсыздықтарымен қалай айналысады?

Мен не көремін:

Менің ойымша:

7) Оқушының іс-әрекеті нашар болған жағдайда мұғалім сабырлы бола ма?

## TEACHERS' APPROACH TO EMOTIONAL SUPPORT

Мен не көремін:

Менің ойымша:

8) Мұғалім әр оқушыға қалай қарайды? Оларды белсенді оқуға тарту үшін қандай әдістер қолданылады?

Мен не көремін:

Менің ойымша:

9) Мұғалім нұсқауларды қалай береді? Ол қандай сұрақтар / тапсырмаларды қолданады?

Мен не көремін:

Менің ойымша:

10) Мұғалім шәкірттерінің жетістігін қалай бағалайды? Оларды бағалау үшін қандай әдістерді қолданады?

Мен не көремін:

Менің ойымша:

11) Мұғалім рефлексияға уақыт бере ме? Ол қандай әдістерді қолданады?

Мен не көремін:

Менің ойымша:

Басқа:

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Мұғалімнің рефлексиясы:

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