



DOI: 10.22363/2312-8631-2024-21-1-21-34

EDN: MYWGNU

UDC 37.04

Research article / Научная статья


Development of emotional intelligence among philology students in the practice of developing multimedia stories

Magomedkhan M. Nimatulaev¹, Svetlana Yu. Novoselova²,
Narine M. Smerechinskaya², Oksana V. Shiryayeva-Shiring³

¹Financial University under the Government of the Russian Federation, Moscow, Russian Federation

²Sochi Institute (Branch) of RUDN University, Sochi, Russian Federation

³Southern Federal University, Rostov-on-Don, Russian Federation

 mmimatulaev@fa.ru

Abstract. *Problem statement.* The effectiveness of linguistic, interpersonal, and intercultural communication depends not only on professionalism, but also on the emotional abilities of its participants (communication skills, ability to react in unforeseen situations, determine the expectations and interests of others), and skills in using digital technologies. The study aimed at justifying the need to use multimedia stories in the training of specialists in the field of philology to develop their emotional intelligence. *Methodology.* Theoretical and methodological analysis and generalization of fundamental scientific works on the research problem, processing of test results, and the structure of multimedia stories are used. Experimental work was carried out on the basis of the Sochi Institute (Branch) of RUDN University. In the pedagogical experiment 54 bachelors were taking part, the direction of training is 45.03.01. Philology. Teaching philological disciplines. Multimedia storytelling was considered an innovative narrative practice based on the creation of emotional stories using digital technology. MS PowerPoint was used as a corresponding service. At the stage of diagnosing and assessing the formation of emotional intelligence, the N. Hall test was applied. The method of statistical processing was the Pearson χ^2 test. *Results.* The use of multimedia stories in the training of specialists in the field of philology and humanities is carried out as follows: studying the digital service and its capabilities; concept development; collection and analysis of information; story creation and digital implementation; presentation and subsequent application in practice. With multimedia storytelling, philology students master the philosophy of dialogue between cultures, are aware of values (their own and others'), make moral choices, gain new social experiences, and design information and communication activities. Statistically significant differences in the qualitative changes that occurred in the pedagogical system were determined. *Conclusion.* The use of multimedia stories contributes to the development of the emotional intelligence of philology students due to the social nature of interpersonal and intercultural activities, multi-layered and non-linear circulation, multimodality, and support for an emotionally comfortable language atmosphere. The corresponding criteria for effectiveness are formulated: the presence of an idea (central element), the “mobility” of the main character, projection of the meaning of real life, structure, narrative style, etc.

Keywords: communicative activity, digital technology, storytelling, story structure, multimodality, emotionally comfortable atmosphere

© Nimatulaev M.M., Novoselova S.Yu., Smerechinskaya N.M., Shiryayeva-Shiring O.V., 2024



This work is licensed under a Creative Commons Attribution 4.0 International License
<https://creativecommons.org/licenses/by-nc/4.0/legalcode>

Conflicts of interest. The authors declare that there is no conflict of interest.

Article history: received 19 July 2023; revised 20 September 2023; accepted 29 September 2023.


For citation: Nimatulaev MM, Novoselova SYu, Smerechinskaya NM, Shiryeva-Shiring OV. Development of emotional intelligence among philology students in the practice of developing multimedia stories. *RUDN Journal of Informatization in Education*. 2024; 21(1):21–34. <http://doi.org/10.22363/2312-8631-2024-21-1-21-34>

Развитие эмоционального интеллекта у студентов-филологов в практике разработки мультимедийных историй

М.М. Ниматулаев¹  , С.Ю. Новоселова² ,
Н.М. Смерчинская² , О. В. Ширяева-Ширинг³ 

¹Финансовый университет при Правительстве Российской Федерации, Москва, Российская Федерация

²Сочинский институт (филиал) Российского университета дружбы народов, Сочи, Российская Федерация

³Южный федеральный университет, Ростов-на-Дону, Российская Федерация
 mnimatulaev@fa.ru

Аннотация. *Постановка проблемы.* Эффективность языковой, межличностной и межкультурной коммуникации зависит не только от профессионализма, но и от эмоциональных способностей ее участников (коммуникабельности, умений реагировать в непредвиденных ситуациях, определять ожидания и интересы окружающих), навыков применения цифровых технологий. Исследование направлено на обоснование необходимости использования мультимедийных историй в подготовке специалистов в области филологии для развития их эмоционального интеллекта. *Методология.* Применяются теоретико-методологический анализ и обобщение фундаментальных научных работ по проблеме исследования, обработка результатов тестирования и структуры мультимедийных историй. Опытно-экспериментальная работа проводилась на базе Сочинского института (филиала) Российского университета дружбы народов имени Патриса Лумумбы. В педагогическом эксперименте приняли участие 54 бакалавра, направление подготовки – 45.03.01. Филология. Преподавание филологических дисциплин. Мультимедийный сторителлинг рассматривался как инновационная повествовательная практика, в основе которой – создание эмоциональных историй средствами цифровой технологии. В качестве соответствующего сервиса использовался MS PowerPoint. На этапе диагностики и оценки сформированности эмоционального интеллекта применялся тест Н. Холла. Методом статистической обработки служил критерий χ^2 Пирсона. *Результаты.* Использование мультимедийных историй в подготовке специалистов в области филологии и гуманитарного знания осуществляется следующим образом: изучение цифрового сервиса, его возможностей; разработка концепции; сбор и анализ информации; создание истории и реализация в цифровом формате; презентация и последующее применение на практике. При мультимедийном сторителлинге студенты-филологи осваивают философию диалога культур, осознают ценности (свои и чужие), осуществляют моральный выбор, получают новый социальный опыт, проектируют информационно-коммуникационную деятельность. Определены статистически достоверные различия в качественных изменениях, произошедших в педагогической системе. *Заключение.* Применение мультимедийных

историй способствует развитию эмоционального интеллекта студентов-филологов за счет социального характера межличностной и межкультурной деятельности, многослойности и нелинейности обращения, мультимодальности, поддержки эмоционально комфортной языковой атмосферы. Сформулированы соответствующие критерии эффективности: наличие идеи (центрального элемента), «подвижность» главного героя, проецирование смысла действительной жизни, структура, стиль повествования и др.

Ключевые слова: коммуникативная деятельность, цифровая технология, повествование, структура истории, мультимодальность, эмоционально комфортная атмосфера

Заявление о конфликте интересов. Авторы заявляют об отсутствии конфликта интересов.

История статьи: поступила в редакцию 19 июля 2023 г.; доработана после рецензирования 20 сентября 2023 г.; принята к публикации 29 сентября 2023 г.

Для цитирования: *Nimatulaev M.M., Novoselova S.Yu., Smerechinskaya N.M., Shiryayeva-Shiring O.V.* Development of emotional intelligence among philology students in the practice of developing multimedia stories // Вестник Российского университета дружбы народов. Серия: Информатизация образования. 2024. Т. 21. № 1. С. 21–34. <http://doi.org/10.22363/2312-8631-2024-21-1-21-34>

Problem statement. The interest of the scientific and pedagogical community in the development of personal emotional intelligence is increasing taking into account the following factors:

1. Emotional intelligence is named by UNESCO as one of the skills that determine a person's success in the world of the future.

2. Dramatic changes are taking place in the labor market. Requirements for the qualifications, professional and personal qualities of workers are increasing. A list of "Top 10 skills of 2015 and 2020" was presented at the World Economic Forum 2020 "Future of Jobs Report". Among them, skills related to emotional intelligence are the ability to evaluate and make decisions, manage people, the ability to negotiate, and cooperation with other people, and emotional intelligence in general.

3. The priority of digital and emotional competencies is explained by the relevance of the social adaptability of the individual and the effectiveness of activities. For example, comprehensive research by S. Kallou, M. Kalogiannakis, N. Zacharis, A. Kikilia proves that electronic-digital mediation of social interaction prevails in a digital society. Simultaneously with the mastery of digital technologies to quickly solve personal and professional problems, the human capital society requires the development of emotional intelligence for productive collaboration with others [1].

Language activity, according to the conclusions of T. Andrienko, N. Chumak, and V. Genin, is characterized by a broad communicative orientation. This allows students to develop both professional and universal competencies, or so-called "soft (social-communicative) skills" [2].

Moreover, the very procedure of learning a language (including a foreign one) is considered by a number of scientists as a tool for the development of a person's emotional intelligence [3]. At the same time, the features of the imple-

mentation of an individual's emotional intelligence during communicative activities, according to the conclusions of N.I. Kolodina, are covered in the scientific literature mainly in the psychological, linguistic, and linguodidactic context.

V.V. Grinshkun and E. Bidaibekov propose an approach to organizing communication based on artificial intelligence tools used to clarify the characteristics of reflection of participants in the educational process. The authors also compare the results of similar procedures [4]. At the same time, D. Goleman notes the important role of reflection in the development of emotional intelligence, which manifests itself in the management of abilities.

S.Yu. Zalutskaya, and N.I. Nikonova formulate and substantiate the conclusion that for the generation of visual learners, the information and computer competence of the teacher is valuable [5]. However, “media literacy” also needs to be developed, like any other competence of a future teacher who is capable of creating a new product in the electronic environment, where the majority of modern teenagers carry out social communication.

Working with text (in a Russian language and literature lesson, during foreign language activities) will be fruitful if the teacher can interest teenagers in a creative approach to processing and presenting information. If he can infect students with his love and passion for reading, he will become a role model, using, among other things, the living word of a professional and new multimedia technologies [6].

The development of components of emotional intelligence, according to the conclusions of B. Gopalakrishnan, S. Vijayakumar, helps not only to achieve the goals that language and literature teachers have, but also to make both the educational process itself and each individual lesson more effective [7]. Undoubtedly, the introduction of elements of digital technology into teaching will require additional training for existing teachers and philology students. And, probably, a revision of methods and techniques. However, the result of such a transformation will meet the requirements of current educational standards and the needs of students.

I. Khoutyz presents a study that substantiates that an effective method of linguodidactics is the method of teaching based on stories, through stories, or otherwise storytelling [8]. If previously it was used primarily for teaching young children, it is now considered as universal. According to the author's conclusions, storytelling is suitable for any student population, including adults, with different language levels [9].

Analysis of the above scientific works allows us to identify a problem associated with the need for additional study of the development of emotional intelligence among philology students in the practice of developing multimedia stories.

The study **aimed** at substantiating the effectiveness of using multimedia stories in training philology students to develop their emotional intelligence.

Methodology. To clarify the structure and features of the formation of emotional intelligence of specialists in the field of philology and humanities, language, interpersonal, and intercultural communication, a theoretical analysis and generalization of the scientific and methodological literature of domestic and foreign researchers was carried out.

Comparative analysis was also used when choosing a tool for multimedia storytelling. Digital services, their functionality, and didactic potential in terms of

developing emotional intelligence (Google Slides, PowerPoint, Prezi, PIC LITS, PowToon, and others) were reviewed. Since the development program is only a tool for visualizing history, it was decided not to use a complex technical solution. Any story or narrative can be presented well even in a simple PowerPoint presentation. The main thing is to choose a beautiful and eye-catching template.

Other advantages of this component of the Microsoft Office application suite are wide functionality, versatility, and widespread use. You can place virtually any type of digital object on each slide of the project you create. At the same time, creating them directly in the program or importing them from other software.

Additional advantages of the product include cross-platform and the ability to access the Microsoft ecosystem – this makes it possible to edit a project from many different devices and collaborate on it. There is a huge library of slide templates and objects, a large selection of effects, and other templates, which greatly facilitates the search for ideas and the process of creating presentations. An informative help system helps you master the program and get answers to your questions.

In identifying the factors influencing the quality of the use of multimedia storytelling for the formation of skills and abilities that form the basis of a person's emotional intelligence, experimental work was organized and carried out on the basis of the Sochi Institute (branch) of RUDN University. With the support of the Department of Russian Language and Methods of Teaching, Faculty of History and Philology, Center of Russian Language and Culture.

54 bachelors in the field of study 45.03.01 Philology were involved in the research. Teaching philological disciplines.

The program aims to ensure the formation of highly qualified specialists in the field of philology and humanities, linguistic, interpersonal, and intercultural communication, competitive in the educational services market.

In total, the study involved 54 students, future specialists in the field of philology and humanities, language, interpersonal, and intercultural communication. The average age is 20 years (66% girls, 34% young people).

Control and experimental groups were formed from all respondents. Each has 27 people.

Comparative analysis was also used when choosing a methodology for assessing the formation of skills and abilities that form the basis of the emotional intelligence of specialists in the field of philology (WLEIS test for the emotional intelligence model of J. Mayer, P. Salovey and D. Caruso, “EmIn” questionnaire by D.V. Lyusin, N. Hall test and others). It was the latter that was chosen to process the results of the presented experimental work. The choice is justified by the fact that this technique is valid and opens the way to a reliable assessment of emotional intelligence in all participants in communication in the Russian language and literature lesson (teenagers, students, and teachers).

The technique is a questionnaire containing 30 situation questions. By analyzing the respondents' answers, one can assess the level of development of emotional awareness, managing one's emotions, self-motivation, empathy, and recognizing the emotions of other people.

Pearson's χ^2 criterion was used at the stage of statistical processing of the research results.

Results and discussion. Returning to UNESCO's educational initiatives to save languages in the context of globalization, we note that experts use several parameters to assess the viability of a language: the total number of native speakers; percentage of people speaking the language; spheres of life in which language is used, etc. This is also pointed out by T.I. Sokolova, who analyzed the language policy of the Russian Federation [10]. According to her conclusions, the role of UNESCO in the framework of cooperation with the UN Alliance of Civilizations and the International University Network for Media and Information Literacy and Intercultural Dialogue is invaluable. They are actively expanding the field of activity in the development of international cooperation, and the formation of multi-lingual skills and skills in working in the digital environment.

According to S. Nassim, today when teaching a language, it is necessary to use such methods of presenting information that will be effective means of building external and internal communications, conveying information to the audience by telling a touching, funny, sometimes instructive story with real or fictional characters [11].

Ateş considers storytelling as a technology for influencing people with different goals through texts presented in the form of fascinating stories [12].

V. Nair, M. Yunus define storytelling as the interactive art of using words and actions to identify elements and images of a story to awaken the listener imagination [13].

The spread of storytelling in a digital society (society of screen culture) is determined, according to I.N. Berleva, D.A. Belyaev, by two factors [14]:

- moving away from the so-called “big narratives” (ideologies, teachings, treatises, etc.) and moving towards “small narratives”, small, private stories that evoke more confidence in the reader;

- a return to syncretism and pre-rationality, facilitated by an increase in the number of new communication channels. Such channels contribute to the fact that the information consumer is immersed in the environment of the preliterate era, except a significant arsenal of possibilities for consuming information.

F. Akdoğan clarifies the term “multimedia storytelling” as part of digital storytelling, which also includes cross-media and transmedia storytelling [15]. V. Nair and M. Yunus give digital storytelling the following definition: a method of electronic communication based on organizing multimedia content around one story [13]. M. Ateş understands it as a means of conveying one’s history through the use of multimedia tools [12].

S. Nassim explores digital storytelling as a creative process in which conventional storytelling is combined with digital technologies, including a computer, video camera, and voice recorder [11]. The author also notes that by mastering a foreign language, a student expands not only his horizons but also the boundaries of his worldview and attitude. Moreover, how he perceives the world and what he sees in it is always reflected in concepts based on his native language.

It is also valuable, in our opinion, that students, at the same time, master rational techniques for studying foreign language culture and universal skills: working with various dictionaries, finding information on the Internet, and using electronic educational resources. The result may be the formation of a multicultural linguistic

personality in the process of emotionally comfortable communication in a multimedia environment.

At the same time, emotional intelligence, according to P. Salovey, J. Mayer, is “a person’s ability to track one’s own and others’ feelings and emotions, distinguish between them, and use this information in thinking and action.”

The emotionally comfortable atmosphere of the language educational process (including foreign language) – the immediate surrounding of its participant with a specific aura, the establishment of interpersonal relationships and contacts with partners, free access to information resources, and the voluntary nature of joint activities.

The organization of an emotionally comfortable atmosphere of language activity is possible through changes in the goals and objectives of communicative activities and the introduction of new digital technologies and storytelling techniques.

In the presented study, we will understand multimedia storytelling as an innovative narrative practice of creating emotional connections, based on the creation of multimodal stories and promoting the development of communication as well as digital skills. In the process of writing multimedia stories, the teacher receives additional opportunities to control the attention of students and place the necessary emotional accents.

Next, we note the main objectives of the training program “Philology. Teaching philological disciplines”:

- to ensure the training of a high-level professional, purposeful, organized, hardworking, responsible, tolerant, ready to continue education and engage in innovative activities based on mastering general cultural and professional competencies, an individual capable of navigating the complex realities of the modern world and independently making adequate decisions;

- to provide training for a professional who has a culture of thinking, is capable of generalization, analysis, perception of information, setting goals, and choosing ways to achieve them;

- to prepare a specialist who is distinguished by the desire for self-development, improving his qualifications and skills, the ability to critically evaluate his strengths and weaknesses, outline ways and choose means of developing advantages and eliminating disadvantages, the ability to work with information in global computer networks, knowledge of his rights and responsibilities as a citizen of your country.

The important characteristics of the program are the creation of a digital educational environment, the development, and updating of textbooks and teaching aids (including electronic ones) under the requirements of the educational standard, and ensuring the development of an electronic library and access to Russian and world information resources.

The program is implemented with elements of e-learning and distance learning technologies. E-learning and distance learning technologies used in teaching disabled people and persons with limited health capabilities (hereinafter referred to as disabled people and persons with disabilities) must provide for the possibility of receiving and transmitting information in forms accessible to them. The implementation language is Russian.

The program is adapted for training disabled people and people with limited health capabilities.

The main goal of the experimental work was to test the effectiveness of using multimedia stories in training philology students to develop their emotional intelligence.

At the preparatory stage, the authors of the study conducted a comparative analysis of digital services, their capabilities, and potential in terms of developing emotional intelligence (Google Slides, PowerPoint, Prezi, PIC LITS, PowToon, and others).

So, the key features of MS PowerPoint 2023 for creating digital stories:

- use of artificial intelligence to improve slide layouts;
- support for multimodality, i.e. simultaneous use of text, image, sound, and video;
- introduction of new analytics and accessibility tools to control the quality of presentations;
- integration with web services;
- support for teamwork: tracking changes and comments, sharing presentations;
- integration with video: adding a frame from a video to a presentation, adding audio tracks, trimming video files without using third-party programs, etc.;
- improved animations and transitions;
- the use of a “cornerstone” to indicate the main ideas of the story.

Methods for assessing the formation of emotional intelligence were also analyzed: “EQ-i” by R. Bar-On, questionnaire by N. Schutte, the WLEIS test for the model of emotional intelligence by J. Mayer, P. Salovey, and D. Caruso, questionnaire “EmIn” by D.V. Lyusina, M.A. Manoilova’s method, N. Hall’s test. As noted earlier, it was the N. Hall test that was chosen as the main method for testing the effectiveness of the proposed work system.

Next, testing was carried out according to the conditions of N. Hall’s method. Participants were given a list of statements. Next to each statement, they wrote down a number based on agreement/disagreement on its content (from “–3” to “+3”): completely disagree (“–3”); mostly disagree (“–2”); somewhat disagree (“–1”); I somewhat agree (“+1”); mostly agree (“+2”); I completely agree (“+3”).

The test results allow you to assess the level of:

1. Emotional intelligence for each component separately: emotional awareness; managing your emotions; self-motivation; empathy; and the ability to influence the emotional state of other people.

2. Emotional intelligence in total (for all components): 70 or more – “high” level; 40–69 – “average”; 39 or less – “low”.

Level “High” – a participant in linguistic, interpersonal, and intercultural communication is aware and understands emotions (both his own and others), and controls them voluntarily. Constantly replenishes its vocabulary of emotions. Able to empathize with the current emotional state of the partner (interlocutor), ready to provide support. Including influencing the emotional state with the help of information resources and technical means.

Level “Average” – a participant in linguistic, interpersonal, and intercultural communication quite often recognizes and understands emotions (both his own and others) and, in most cases, successfully manages them. When necessary, he replenishes his vocabulary of emotions. Able to empathize with the current emotional state of the partner (interlocutor) but is not always ready to provide support. Knows and uses information resources and technical means to influence the emotional state of collaboration participants.

Level “Low” – a participant in linguistic, interpersonal, and intercultural communication, in most cases does not realize or understand his own and others’ emotions. He doesn’t know how to manage them. He replenishes his vocabulary of emotions very rarely. He does not always “read” a person’s state by facial expressions, words, and gestures. Makes mistakes when using information resources and technical means to influence the emotional state of others.

Based on the testing materials, control (27 respondents) and experimental (27 respondents) groups were formed.

Philology students of both groups, within the framework of the discipline “Informatics”, studied the sections: “Information, computer science, information processes, and technologies”, “Structure of information science, information technologies”, “Technical means of implementing information processes”, “Functional organization of a personal computer”, “System and application software”, “Computer networks. Fundamentals and methods of information security”, etc.

Next, in the computer science classes, students from the experimental group studied the key concepts and principles of multimedia storytelling and digital services for its implementation.

Let us describe the basic principles of multimedia storytelling that they adhered to:

1. The story should be short and memorable. Long, convoluted stories with many sudden twists and turns can be confusing even if you play them for fun. In the learning process, you shouldn’t even get close to this. This can mislead the listener and discourage them from delving into the essence of what is happening.

2. The story needs to be told in informal, accessible language. No matter how valued complex words and their various derivatives and phrases are among the scientific community, they can only scare students away.

3. Trust in the narrator. This is the foundation of any dialogue. Without trust, there is no proper understanding of the story by the listener, as well as the establishment of strong connections between the facts presented by the storyteller and their reliability.

4. A story without moralizing. Students can provoke rebellion that will block all possible positive contributions from storytelling.

5. The plot should not be boring. The story should capture the imagination and keep you on your toes.

6. It is important to “make a point.” History must have completeness. The story must not be allowed to raise questions after its completion, such as: “What was that? What was all the talk about? What did the author mean? What next?”

An example of a story that participants in the experimental group developed during classes under the guidance of the course facilitator: “The hero (heroine) is

returning home from school alone when he sees a robot just standing in the middle of the street. At first, he/she is scared. Then there are “Getting Acquainted”, “Walk Around the City”, “Meeting with Family”, “Reading Books”, “Registration for the Interactive Robot Festival”, and “See You Soon!”.

Here is a version of one of the plot developments in the “Getting Acquainted” block “I walked up to him and said: ‘Hello.’ He turned his head towards me and replied, ‘Hello, man.’ I was shocked. I’ve never talked to a robot before. We talked a little and I found out that his name is R0b0t. I asked why he was standing on the street, and he replied that he was waiting for his human friend. I said I didn’t have any robot friends, but I could be his friend. R0b0t replied that he would like that. Since then, R0b0t and I have become best friends. I’m no longer afraid of artificial intelligence – a robot can be as good a friend as anyone else.”

In the “Registration for the interactive robot festival” block, experiment participants work with the rules of netiquette and information security. A scenario for the approximate distribution of blocks is presented in Figure.



Multimedia story script

Source: created by Magomedkhan M. Nimatulaev, Svetlana Yu. Novoselova, Narine M. Smerechinskaya, Oksana V. Shiryayeva-Shiring.

- Thus, in the practice of multimedia storytelling, philology students:
- mastered the philosophy of dialogue of cultures;
 - were aware of their own and other people’s values;
 - made a moral choice;
 - gained new social experience and practice of virtual communication;
 - designed their own and others’ activities.

However, students in the control group were not involved in the study of digital tools with multimedia storytelling capabilities and their subsequent use for designing an emotionally comfortable environment for linguistic, interpersonal, and intercultural communication. For example, within the framework of the discipline “Modern trends in methods of teaching the Russian language” they: used video recordings of lesson materials; conducted lessons online; selected information resources for webinars and seminars; when quoting, it was necessary to indicate

links to sites; analyzed the capabilities of dictionaries, reference books, and encyclopedias for enhancing linguistic, interpersonal and intercultural communication.

They also created computer-free mind maps and diagrams. For example, in the basic plan scheme for “The Quiet Don” (author M.A. Sholokhov), philology students identified the main plot lines of the work, determined the dynamics of the historical line of the novel, and the line of the hero, built a system of images and composition of the text. They also analyzed ancient Cossack songs.

Philology students from the experimental group within this discipline, for example, developed a multimedia story about the moral choice of Grigory Melekhov.

Philology students used the resulting stories in production and teaching practice. Moreover, as all participants in linguistic, interpersonal, and intercultural communication noted, the interpersonal aspect of emotional intelligence is formed most effectively in professional activities and communication.

The results of assessing the level of development of emotional intelligence “before” and “after” the use of multimedia stories for future specialists in the field of philology and humanities, linguistic, interpersonal, and intercultural communication information are presented in Table.

Dynamics of development of emotional intelligence among future specialists in the field of philology in the practice of developing multimedia stories

Level of emotional intelligence development	Groups			
	Experimental group (27 future specialists)		Control group (27 future specialists)	
	Before the experiment	After the experiment	Before the experiment	After the experiment
Low	15	6	14	13
Average	9	9	10	11
High	3	12	3	3

For $\alpha = 0.05$, χ^2_{crit} is 5.991. It is determined that $\chi^2_{observ.1} < \chi^2_{crit}$ ($0.087 < 5.991$), and $\chi^2_{observ.2} > \chi^2_{crit}$ ($8.179 > 5.991$). Consequently, the shift towards increasing the level of emotional intelligence of future specialists in the field of philology and humanities, language, interpersonal, and intercultural communication in the experimental group can be considered non-random.

Comparison of the method indicators for subgroups allowed us to draw the following conclusions:

- “before” the experiment, the number of students (future specialists in the field of philology and humanities, language, interpersonal and intercultural communication) with a high level of emotional intelligence is much lower than “after”. They do not have the necessary skills and abilities related to understanding their own and others’ feelings/emotions, and the ability to control the state of another to harmonize it and relieve emotional tension.

- the greatest increase (indicators after practicing multimedia stories) at the “high” level was recorded among philology students in the experimental group (by 9 people or 34% in the sample).

These facts confirm the importance of using multimedia stories for the development of the emotional intelligence of participants in linguistic, interpersonal, and intercultural communication.

The findings about the potential of using multimedia stories for philological education, providing a rich emotional background for the process of mastering language culture, confirm the results of the works of I. Khoutyz [8]. A significant result of the study is a description of the basic ideas of the approach, expanding the ideas of V. Nair, and M. Yunus about the influence of digital storytelling and foreign language education on the intellectual and creative abilities of students [13].

Conclusion. The results of the study made it possible to highlight the following positive aspects of the use of multimedia stories in the training of philology students to develop their emotional intelligence:

- a multimedia story can be embedded in any information resource and accessed repeatedly. At the same time, both the content of the story (plot, new characters, plot lines) and the emotional background (new emotions, relationships, values) will be enriched;

- sociality – a multimedia story can be viewed by a large number of students, commented on and assessed;

- multimodality, i.e. the use of several modes (media) to create a single cultural image (value system);

- aesthetic education – development of accuracy, aesthetics of perception. The student has the opportunity to show creativity and individuality.

The following criteria for the effectiveness of multimedia storytelling are formulated:

1. The idea, the central element of every story. For the selected service, such a function was previously noted – “cornerstone”. The narrator’s task is to reflect the main idea in the digital environment during the narrative, demonstrating the idea from different angles. Then an understanding of the story comes to the listener.

2. The story must retain its key messages across multiple retellings.

3. The main character is the engine of the story. The hero doesn’t always have to be likable, but he does have to be whole. The hero should not stand still. Action is needed, ideally aimed at solving the problem. Without the “development” of the image (emotions), storytelling is unthinkable.

4. Projection of the meaning of real life. Analogies and metaphors in the real world will help the listener identify universal problems and contradictions and find effective and unsuccessful ways to solve them. In the selected service, participants used both built-in templates (“emoji”) and created their own images.

5. Structure. Following the classic development of the plot: plot, description, climax and denouement – contributes to the competent development of the story.

6. Logic and coherence of the narrative. Implemented through a sequence of slides in a multimedia story. The logical connection of all episodes of the story, the presence of descriptions and metaphors are important. This allows you to hold the audience's attention and keep them interested in the story.

7. Narrative style (aesthetics, design). This criterion is responsible for creating the overall mood of the story.

Other parameters that determine the effectiveness of using multimedia stories for the development of skills that form the basis of a person’s emotional intelligence include: temperamental properties, characteristics of information processing, range of reading interests, information literacy, development of digital skills, parenting and communication styles in the family.

The results obtained can be used to improve training programs in pedagogical, philological and cross-cultural disciplines at the Southern Federal University and partner universities.

References

- [1] Kallou S, Kalogiannakis M, Zacharis N, Kikilia A. Emotional intelligence development: the implementation of transformative learning through digital technologies in tourism – a study protocol. *International Journal of Technology Enhanced Learning*. 2023;15:180. <http://doi.org/10.1504/IJTEL.2023.10054332>
- [2] Andrienko T, Chumak N, Genin V. Emotional intelligence and acquisition of English language oral communication skills. *Advanced Education*. 2020;7(15):66–73. <http://doi.org/10.20535/2410-8286.201013>
- [3] Kolodina NI. Components of the concept and emotional state (based on the interdisciplinary study of everyday consciousness). *Philological Sciences. Questions of Theory and Practice*. 2020;13(8):228–233. (In Russ.) <http://doi.org/10.30853/filnauki.2020.8.42>
Колодина Н.И. Компоненты понятия и эмоционального состояния (на материале междисциплинарного исследования обыденного сознания) // Филологические науки. Вопросы теории и практики. 2020. Т. 13. № 8. С. 228–233. <http://doi.org/10.30853/filnauki.2020.8.42>
- [4] Grinshkun VV, Bidaibekov E. How the education system should respond to the technological development and informatization of the society. *Communications in Computer and Information Science*. 2021;1024:26–33. http://doi.org/10.1007/978-3-030-78273-3_3
- [5] Zalutskaya SYu, Nikonova NI. Professional training of future teachers of the Russian language and literature: advertising technology and students' reading interests. *Perspectives of Science and Education*. 2020;(3):114–125. (In Russ.) <http://doi.org/10.32744/pse.2020.3.9>
Залуцкая С.Ю., Никонова Н.И. Профессиональная подготовка будущих учителей русского языка и литературы: технология рекламирования и читательские интересы обучающихся // Перспективы науки и образования. 2020. № 3 (45). С. 114–125. <http://doi.org/10.32744/pse.2020.3.9>
- [6] Soboleva EV, Vekua NN, Novoselova SYu, Yang G. Achieving personal educational results of secondary school students in the conditions of integrated informatization in teaching Chinese as a foreign language. *Perspectives of Science and Education*. 2022;(1):284–300. <http://doi.org/10.32744/pse.2022.1.18>
- [7] Gopalakrishnan B, Vijayakumar S. Emotional intelligence and values in digital world through emoticons among indian students and faculty. *International Journal of Asian Education*. 2021;2:267–276. <http://doi.org/10.46966/ijae.v2i2.142>
- [8] Khoutyz I. Storytelling in English and Russian-language lecture discourse. *Moderna Språk*. 2020;114(2):73–90. <http://doi.org/10.58221/MOSP.V114I2.7399>
- [9] Sabari N, Hashim H. Sustaining education with digital storytelling in the English language teaching and learning: a systematic review. *International Journal of Academic Research in Business and Social Sciences*. 2023;13:214–231 <http://doi.org/10.6007/IJARBS/v13-i4/16860>
- [10] Sokolova TI. Language policy in the Russian Federation: main directions, problems and prospects. *Social Space*. 2021;7(5). (In Russ.) <http://doi.org/10.15838/sa.2021.5.32.5>
Соколова Т.И. Языковая политика в РФ: основные направления, проблемы и перспективы // Социальное пространство. 2021;7(5). <http://doi.org/10.15838/sa.2021.5.32.5>
- [11] Nassim S. Digital storytelling: an active learning tool for improving students' language skills. *Pupil*. 2018;2:14–29. <http://doi.org/10.20319/pijtel.2018.21.1429>
- [12] Ateş M. Using digital storytelling in language education: a systematic review study. *Pamukkale University Journal of Education*. 2022;59:340–364. <http://doi.org/10.9779/pauefd.1101722>
- [13] Nair V, Yunus M. Using digital storytelling to improve pupils' speaking skills in the age of COVID-19. *Sustainability*. 2022;14:9215. <http://doi.org/10.3390/su14159215>

- [14] Berleva IN, Belyaev DA. Dialogue of screen and book cultures: film adaptations of literary texts. *Context and Reflection: Philosophy of the World and Human Being*. 2023;12(1–1):370–376. (In Russ.) <http://doi.org/10.34670/AR.2023.40.57.034>
Берлева И.Н., Беляев Д.А. Диалог экранной и книжной культур: киноэкранизации литературных текстов // *Контекст и рефлексия: философия о мире и человеке*. 2023;12(1–1):370–376. <http://doi.org/10.34670/AR.2023.40.57.034>
- [15] Akdoğan F. Enhancing English Vocabulary and reading skills through digital storytelling method. *Innovational Research in ELT*. 2023;4:60–72. <http://doi.org/10.29329/irelt.2023.558.5>

Bio notes:

Magomedkhan M. Nimatulaev, Doctor of Pedagogical Sciences, Professor of the Department of Business Informatics, Financial University under the Government of the Russian Federation, 49 Leningradskii Prospekt, Moscow, 125993, Russian Federation. ORCID: 0000-0003-4290-6073. E-mail: mnimatulaev@fa.ru

Svetlana Yu. Novoselova, Doctor of Pedagogical Sciences, Associate Professor, Professor of the Department of the Russian Language and Methods of Its Teaching, Sochi Institute (Branch) of RUDN University, 32 Kuibysheva St, Sochi, 354340, Russian Federation. ORCID: 0000-0002-2289-6878. E-mail: novoselovaapk@mail.ru

Narine M. Smerechinskaya, Candidate of Philology, Associate Professor, Head of the Department of the Russian Language and Methods of Its Teaching, Sochi Institute (Branch) of RUDN University, 32 Kuibysheva St, Sochi, 354340, Russian Federation. ORCID: 0000-0002-3467-3604. E-mail: mss.narine@gmail.com

Oksana V. Shiryaeva-Shiring, Doctor of Philology, Professor of the Department of Russian as a Foreign Language and Teaching Methodology, International Institute of Interdisciplinary Education and Ibero-American Studies, Southern Federal University, 105/42 Bolshaya Sadovaya St, Rostov-on-Don, 344006, Russian Federation. ORCID: 0000-0002-7846-2702. E-mail: shirayeva.oksana@gmail.com

Сведения об авторах:

Ниматулаев Магомедхан Магомедович, доктор педагогических наук, профессор департамента бизнес-информатики, Финансовый университет при Правительстве Российской Федерации, Российская Федерация, 125993, Москва, Ленинградский пр-т, д. 49. ORCID: 0000-0003-4290-6073. E-mail: mnimatulaev@fa.ru

Новоселова Светлана Юрьевна, доктор педагогических наук, доцент, профессор кафедры русского языка и методики его преподавания, Сочинский институт (филиал) Российского университета дружбы народов, Российская Федерация, 354340, Сочи, ул. Куйбышева, д. 32. ORCID: 0000-0002-2289-6878. E-mail: novoselovaapk@mail.ru

Смеречинская Наринэ Мисаковна, кандидат филологических наук, доцент, заведующая кафедрой русского языка и методики его преподавания, Сочинский институт (филиал) Российского университета дружбы народов, Российская Федерация, 354340, Сочи, ул. Куйбышева, д. 32. ORCID: 0000-0002-3467-3604. E-mail: mss.narine@gmail.com

Ширяева-Ширинг Оксана Витальевна, доктор филологических наук, профессор кафедры русского языка как иностранного и методики его преподавания, Международный институт междисциплинарного образования и иберо-американских исследований, Южный федеральный университет, Российская Федерация, 344006, Ростов-на-Дону, ул. Большая Садовая, д. 105/42. ORCID: 0000-0002-7846-2702. E-mail: shirayeva.oksana@gmail.com