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IQ AND EQ SKILLS

TRAINING WITHING THE SMART EDUCATION - SMART YOUTH PROGRAM

ENTRENAMIENTO EN HABILIDADES IQ Y EQ DENTRO DEL PROGRAMA SMART EDUCATION - SMART YOUTH

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ABSTRACT

Since the knowledge load of students has increased in recent years, most of their time is spent on acquiring knowledge. This increased training load not only slows students' cognitive and emotional development, but also disrupts normal development in other spheres. Since 2014, the "Healthy Education-Healthy Nation" project has been implemented in Azerbaijan in the direction of development of sustainable education at the state level. In order to promote development on a scientific and sustainable basis, the objectives of the program were expanded from the psycho-pedagogical point of view with the objectives of the "SMART Education - Smart Youth" project. The goal of the "SMART Education - Smart Youth" project was to replace subject programs and applied learning technology in a healthy educational environment with SMART subject programs and constructive training, directing students to dynamic formation and intellectual activity instead of receiving passive knowledge. This article reflected the work carried out within the framework of the project related to the development of students' emotional intelligence at the level of research, applied technologies, levels of knowledge, and emotional and intellectual development of the students participating in the project.

Keywords: emotional intelligence, active and constructive learning, Azerbaijani program SMART-Education - SMAR -youth

RESUMEN

Dado que la carga de conocimientos de los estudiantes ha aumentado en los últimos años, la mayor parte de su tiempo se dedica a adquirir conocimientos. Esta mayor carga de entrenamiento no solo ralentiza el desarrollo cognitivo y emocional de los estudiantes, sino que también interrumpe el desarrollo normal en otras esferas. Desde 2014, el proyecto "Educación saludable-Nación saludable" se ha implementado en Azerbaiyán en la dirección del desarrollo de una educación sostenible a nivel estatal. Para promover el desarrollo sobre una base científica y sostenible, los objetivos del programa se ampliaron desde el punto de vista psicopedagógico con los objetivos del proyecto "Educación SMART - Juventud inteligente". El objetivo del proyecto "Educación SMART - Juventud inteligente" era reemplazar los programas de materias y la tecnología de aprendizaje aplicada en un entorno educativo saludable con programas de materias SMART y formación constructiva, dirigiendo a los estudiantes a una formación dinámica y actividad intelectual en lugar de recibir conocimientos pasivos. En este artículo se reflejó el trabajo realizado en el marco del proyecto relacionado con el desarrollo de la inteligencia emocional de los estudiantes al nivel de: investigación, tecnologías aplicadas, niveles de conocimiento, y desarrollo emocional e intelectual de los estudiantes participantes en el proyecto.

Palabras clave: inteligencia emocional, aprendizaje activo y constructivo, Programa Azerbaiyano SMART-Education – SMART-Youth

INTRODUCTION

The conceptualisation of intelligence has evolved over time with a clear pedagogical impact in terms of educational implications and their consequent transfer to classroom

work. This is especially the case in secondary education and is a key variable in the facilitation of other important aspects in academic performance such as motivation, satisfaction, and the assessment of intrinsic cognitive abilities. All of these factors have a great impact on current research that makes it possible to define successful pedagogical strategies. In this regard, at first, intelligence was considered to be a general and easily measurable construct from a psychometric point of view. This was the cradle of a compendium of tests with which students were academically evaluated, and important decisions were made about pertinent pedagogical orientation. These cases are still considered as indicators of the academic evolution of students, although they are no longer considered as the only premise to take into account when making decisions in the academic sphere (Vila et al., 2021).

According to Shah et al., (2018) in the education industry, Emotional Quotient or Intelligence (EQ, EI) plays an important role in helping the management of universities and lecturers to cope with challenging tasks required in the educational environment. It is crucial for educators to work with balanced or stable emotions in order to meet the needs of today's challenges. From a historical perspective, Emotional intelligence (EQ) was first described and conceptualized by Salovey and Mayer (1990) as an ability-based construct analogous to general intelligence. They argued that individuals with a high level of EI had certain skills related to the evaluation and regulation of emotions and that consequently they were able to regulate emotions in themselves and in others in order to achieve a variety of adaptive outcomes. This construct has received increasing attention from both the scientific community and the general public due to its theoretical and practical implications for daily life.

As pointed out by Jain (2018) EQ was hierarchically sixth within the World Economic Forum's list of the highest ten skills; that staff need to possess to thrive within today's geographic composition in the long run. Broadly speaking, EQ refers to someone's ability to understand, perceive and manage their own feelings and emotions. Scientist Daniel Goleman says, it's 5 core components are: 1) cognizance – the power to recognize and perceive your moods and emotions, and the way they have an effect on others; 2) self-regulation – the power to manage impulses and moods, and to prepare before acting; 3) internal (or

intrinsic) motivation – being driven to pursue goals for private reasons, instead of for a reasonable reward; 4) empathy – the power to recognize and perceive others' motivations that is important for building and leading groups with success and 5) social skills – the power to manage relationships and build networks.

Considerable research has shown that EI is positively associated with leadership abilities, job satisfaction, team effectiveness, and high performance in the workplace, as well as overall health and well-being. As such, many organizations have invested in interventions aimed at increasing the EI of their employees, however, much of this work has been conducted in corporate settings. Corporate settings, in particular, have focused on the benefits of EI training for team functioning and critical incident responding, noting the importance of experiential learning for this context. Research have shown a wide range of positive outcomes, including, among healthcare professionals, reduced stress and burnout, improved self-compassion, empathy, and mindfulness. Teachers have experienced similarly positive outcomes, including improved social emotional competence, greater positive emotional climate in their classrooms, greater warmth and connectedness in their relationships with students, and improved academic and social outcomes among their students (Perry et al., 2020).

There are two theoretical models of EI can be distinguished based on current scientific literature and its theoretical nature from which it starts. The first, models based on the processing of emotional information, facilitating the use of our own emotions for the management of a more intelligent thinking and its more effective reasoning; from which EI is conceived as the ability to perceive, understand, manage, and regulate emotions, both their own and those of others (Salovey & Mayer, 1990), and second, the so-called mixed based on personality traits such as the Bar-On and Parker (2000) models that describe a cross-section of interrelated socio-emotional competencies, as well as the skills and facilitators that would affect intelligent behavior. The third theoretical foundation, the tripartite model, is presented as a useful alternative to the traditional conceptualization of EI as a trait or ability. This model has three levels: knowledge, abilities, and traits (Mikolajczak, 2009). The knowledge level refers to the knowledge that the individual may have about emotional regulation techniques without being able to apply them. The ability level refers to the ability to apply emotion regulation strategies when asked to do so during an implementation exercise such as breathing exercise. This does not mean that the individual is able to apply these strategies in all emotional experiences. The trait level refers to the way the individual usually copes in emotional situations.

Related to the above, the problem of rebuilding sustainable education, renewing the educational strategy, creating a healthy and safe learning environment, applying new developmental learning technologies is one of the priority issues of education in Azerbaijan, as in the whole world. One of the works carried out in this direction is the implementation of the "Healthy Education - Healthy Nation" project in the framework of cooperation with the National Educational Technologies Center at the state level starting from 2014. The main goal of the project is the protection of the physiological and psychological health of children in schools and the development of their internal potential.

In addition to having a positive effect on the psychological stability, emotional activity, and socialization of these people, it creates conditions for the reduction of negative relationships in them. This positive effect is more extensive, that is, both emotional and cognitive. This was seen in the results of the "Transition from Teaching to Learning" project of the students of two classes. The same test was administered to students who were educated in logically structured language and mathematics programs in a constructive learning environment and students who were trained in standard state programs. Differences in the results of open-ended test items, which include academic knowledge, cognition and social skills, attracted attention. The differences were in the range of academic knowledge of students studying in a constructive environment, in the performance of assigned tasks, in the use of high cognitive skills and in having a positive emotional attitude (Shahhuseynbayova et al., 2021).

Considering the above, the objective of this work was to discuss the process of formation and development of emotional intelligence in students, highlighting in this process the SMART theory of the Azerbaijani professor F. Bunyatova. For this, the work defines what emotional intelligence (EQ) and cognitive intelligence (IQ) are and how their formation and development process is. In addition, the benefits of the implementation of Bunyatova's theories are analyzed by comparing the teaching of the Azerbaijani language using the official traditional approach used and the SMART approach with respect to training technologies, lesson structure, tasks, knowledge, and skills created as well as forms of evaluation.

DEVELOPMENT

Emotional intelligence (EQ) and Cognitive intelligence (IQ)

EQ is known worldwide as Emotional intelligence (sometimes also social skills, competence, communication). According to Howard Gardner, creator of the "Theory of Multiple Intelligences", emotional intelligence is the ability

to understand people. It is the set of emotions that motivate them and determine how we work with them. According to Salovey and Mayer (1990) "emotional intelligence is the ability to recognize, understand, express and analyze emotions, use emotional knowledge, and manage emotions". According to them, emotional intelligence is also related to "self-control willful effort, insistence and ability to motivate people".

According to the words of Daniel Goleman: "since man understands the truth with emotional and rational mind, we have two minds in our brain: one thinks, and the other feels". This idea is sometimes used in our daily life when a problem is solved at work, "what mind do you think with?" "I don't know, but I feel," he confirms (Hajiyev & Hashimova, 2019). In the words of American psychologist Seymour Epstein, "while the rational mind makes logical connections between cause and effect, the emotional mind connects events that are loosely connected" (Ismayilov, 2018).

Emotional intelligence is also considered as social skills, and recently western researchers have prioritized these skills over cognitive skills. According to Daniel Coleman, "one of the reasons people are not good at essential life skills is that society does not teach every child how to deal with anger or resolve conflict constructively. At the same time, we have not taught them to feel sorry for others (Hajiyev & Hashimova, 2019).

Stanford University psychologist Carol Dweck (2006) establishes that the results of cognitive, motivational and achievement studies have changed pedagogical thinking in the world. He discovered that when students who wanted to improve their level of cognition were strongly engaged in mathematics, they outperformed their peers at the same level. With this, she laid the foundation for the formation of a new view of student achievement by saying that cognition is not a stable innate characteristic but can be developed. After discovering the influence of EQ on IQ development, he proposed to include social and emotional factors to be measured in standardized tests that measure student achievement.

Considering Jean Piaget's cognitive theory (1969) cognitive structures of an individual are built intuitively at the age of 2-8 years, concrete at the age of 8-13 years. Formal logic is formed from the age of 14 until the end of a person's life, but the pattern of their development is different. This main factor usually is not taken into account in the educational process. An individual who thinks with a "deer image" versus an individual who thinks with a "tortoise image" (F. Bunyatova, 1996) are forced to study with the same program. This can lead for example that the first

one's emotional enthusiasm for reading die because he does not receive a task that matches his speed. As for the second one, because he has a slower mindset, it can happen that he doesn't have enough time to study, and the loss caused by the program has a negative emotional effect on him. Determining the IQ of both types of individuals means that how much does the individual think? and to what level? he can apply.

Developing of IQ and EQ skills in the training process

The issue of developing IQ and EQ skills in the training process is at the forefront of the pedagogical agenda of scientists and educators. The rapid development of technology changes the form and mode of work, requiring new skills from workers. It was found that the success of adults in society depends on their academic knowledge - EQ-managing their emotional presence, their level of emotional intelligence and predicting the reactions of others to their actions. Even in economically highly developed countries, the fact that people do not feel happy and the impossibility of achieving success is in many cases related to emotional intelligence. "For this reason, it is considered important to teach and develop emotional intelligence at school. The main goal here is to develop emotional intelligence instead of using emotions for training".

Emotional intelligence is developed in the family, society and educational institutions since it is a continuous process. A child learns something every minute, not only from the teacher, but also from the family and the environment. Then building a successful EQ and IQ education depends on three factors:

1. Children have individual needs because they are different.
2. An atmosphere of support and acceptance in the family (the family is interested in the child's education, avoids evaluation and criticism).
3. Programs and teachers (strategies of the educational system).

Most of the time in the training process, specialists separate the EQ factor from the IQ and propose to develop them separately. Taking this as a premise the Azerbaijani teacher Fatma Bunyatova, took into account the individual needs of the students and created the "Cognition School" (1992) to develop their intelligence and social skills, changing the 3 important components of the education system: the structure of knowledge, learning activities, and evaluation, developing this way a new constructive learning system. The results obtained were widely reflected in his books "Interactive technologies in education and

training" and "Constructive learning: essence, principles and examples of lessons" (Bunyatova & Salamov, 2018).

During the last 4 years, F. Bunyatova expanded the change of training components in the "Transition from teaching to learning" and "SMART education-Smart youth" pilot projects implemented in Baku's secondary schools, creating a new educational system and adding the digital component, laying the groundwork for the mental and emotional development of students. Work carried out in the project "Transition from teaching to learning" (Ismayilov, 2018) and "Constructive learning: a fuzzy educational system" (Veysova, 2007) are important results in this regard. Thus, the 3 main educational components changed by F. Bunyatova were:

1. **The program changed the traditional structure of knowledge with a fuzzy logical structure of knowledge.** "Integrity and Fuzzy Modeling Knowledge" describes the illogical structure of program materials aimed at teaching for centuries (Goleman, 2009). It was arranged in the structure of learning in the scheme of completeness using the mechanisms of technology. The logically built program allows each student to develop according to his own cognition, and this development creates a basis for the natural development of his cognition along with bringing positive emotions. The difference here is in time: some students succeed quickly, and the others succeed at his own pace, slowly.
2. **In the course of the lesson, active learning activity of students was replaced by constructive learning activity (how will you work? and how will you think?).** The training strategy of the Azerbaijani educational concept is active (interactive) training. When students' active learning in class is changed to constructive learning, students are at the center of the lesson in the constructive learning environment that is created. Constructive training is creative, operational training. Students build and develop both academic knowledge and cognitive and social-emotional skills by reflecting on data in cooperative learning activities.
3. **Replace the one-dimensional assessment of student achievement with a 3-dimensional assessment of achievement (academic knowledge, cognitive and social skills) was done.** A one-dimensional (quantity of correct answers) assessment of student achievement is replaced by a 3-dimensional (academic, cognitive, and social skills) assessment of achievement (Ismayilov, 2018).

To show the importance of the above next we will discuss and compare between the official approach and the SMART education approach in creating knowledge, cognitive and social-emotional skills used in the teaching of Azerbaijani language (F. Bunyatova, 2007). Training

technologies, structure of the lesson, tasks, knowledge, and skills created, and forms of evaluation will be addressed.

Comparison between official and SMART education approach in the teaching of Azerbaijani language

Let's start by the knowledge and formal curricula (Nasreddin, 2003). Since the units are built vertically, students take years to achieve complete knowledge. Since the knowledge of students educated with standard knowledge structure is discrete, they remain discrete in their thinking. The knowledge included in the program is not justified, and knowledge is selected and divided into classes according to the principle of "necessity". The main appeal of the reading section of the program is "conscious reading". As a result of conscious reading training, students should acquire the following skills:

1. To understand the text, the facts in the text, the content of the events.
2. To explain the idea based on the content of the text.
3. To see the motivations of the person involved in the description of events and facts, the intention of their relations

As mentioned above, the SMART Azerbaijani language program is part of the state program "Completeness and Fuzzy Modeling of Knowledge" (IFMK) (Goleman, 2009). It should also be emphasized that F. Bunyatova put forward the idea of logical modeling of knowledge and created natural and artificial models of the Russian and Azerbaijani languages (Joritz-Nakagawa, 2003). The created program is a logical model of the Azerbaijani language built according to the completeness scheme. The structure of the SMART-Azerbaijani language program is two-layered. The first layer is the structural structure of the natural cognitive model (how does a person understand and learn by thinking?). The second layer is the structural structure of the artificial cognitive model (how should you understand and learn by thinking?) created from the first layer (that is, the natural cognitive model). In these structures, that is, in the SMART program, students deepen and expand their knowledge every year due to the horizontal arrangement in the complete scheme of knowledge. Thus, cognitive levels of SMART education – SMART Azerbaijani language program include: 1) understand; 2) to transform meaning into knowledge, 3) to apply knowledge, 4) analyze knowledge, 5) to perform operational actions on knowledge, 6) to evaluate and 7) to develop creativity.

Regarding the application of learning technologies and their different results is important to highlight the use of active as well as constructive learning. Active (interactive)

training is a training strategy of the Azerbaijani education concept adopted in 2007, and the main training goal is to find and master new knowledge in the course of the training activity. When you add interactivity to active learning, students engage in communication, search for and acquire knowledge together (Goleman, 2009). In constructive learning (CL), the goal of F. Bunyatova's technology implemented in SMART education is the operational development of the student's thinking in the created constructive environment. Constructive learning is creative learning as opposed to active and interactive learning; where each student builds new knowledge using the knowledge and experience, he/she has acquired.

In active learning the structure of the lesson is conducted with the following stages:

1. Activating the class.
2. Using motivation - before starting any research, motivation is used to set the thinking process in motion, to formulate a research question by the students based on their knowledge.
3. Conducting research. Research can be done with the whole class, in small groups, in pairs or individually.
4. Information exchange. Listening to the answer to the research question posed.
5. Organization and discussion of information. The obtained facts are systematized, and connections are revealed.
6. Generalization and conclusion.

Regarding constructive training technology F. Bunyatova based on her own experience and based on J. Piaget's theory of cognition established 6 principles. These are (Veysova, 2007):

1. Searching for the meaning of the topic (the title of the topic succinctly describes the content). Search is a kind of awakening of awareness.
2. Completeness scheme of knowledge structures (learn what you learn in the completeness scheme).
3. Bunyatova's logical structures of knowledge (each knowledge contains past knowledge and builds a bridge to future knowledge).
4. Logical thinking operations (continuous mental actions on knowledge).
5. Students' mental model (according to which level intelligence is applied).
6. Training activities.

Also, students participate in 4 activities in the lesson organized with CT by:

1. Answering the motivational questions posed by the teacher to reveal the meaning and core of the topic, the students reveal their meaning and emotions about the knowledge to be learned (an activity aimed at the development of thinking).
2. Interactive work of the teacher with students on the topic, additions and transformation of meaning into new knowledge through mental actions (cognitive practical activity).
3. Reflecting about students' knowledge on the subject (reflection of the level of understanding).
4. Doing emotional presentations and assessment of knowledge created by students (creativity assessment).

The difference between constructive training and active training is seen in the following:

1. In active learning, student activity is aimed at acquiring knowledge by searching for it. In the two-layer (mental and educational) activity of constructive learning, students strengthen it by creating new knowledge based on their acquired knowledge and skills.
2. In active learning, knowledge is learned discretely as a unit of knowledge. In constructive learning, knowledge is learned as a knowledge structure, in an integrative manner with knowledge that is consistent with it. Psychologically, this knowledge means the creation of a multifaceted neural connection, and didactically, it means going beyond the programs. When each student performs mental operations on this knowledge in a cooperative or individual case, in addition to establishing the operability of his thinking, he also creates an emotional feeling corresponding to this knowledge.

Regarding the created knowledge and skills, in active (interactive) training skills students activate their consciousness, think for the purpose of mastering and understanding the educational material; remember the received information and relate it to previous knowledge. In constructive training students are involved in two-layered activities in class: mental and cooperative learning activities. In mental activity, students learn to perform mental actions on knowledge, build mental structures in their thinking and gradually turn them into cognitive skills.

In a cooperative learning activity, students learn how to do a given task together. At this time, if the result of cognitive activity is seen in the creation of new knowledge, the result of emotional-social activity is that students refine their morals (Dryden & Vos, 2005). They create soft movements in their behavior. In order to create this flexibility, the learning activity structures of the students are built step by step and regulated by moral values and become

socio-emotional knowledge and skills (A. B. Bunyatova, 2002). Constructive training is based on the development of social-emotional skills together with cognitive skills. That is, to think and act, to be aware of why the act is like that and to understand it. In order for the students to acquire these skills, the teacher indicates in the purpose of the lesson which cognitive and social skills he will develop in each constructive lesson. And for this purpose, he selects thought-provoking tasks and training activities for performing these tasks.

Evaluation is an important part of any activity, it is well known that what is not measured cannot be improved. In active training, in order to develop self-assessment skills, students evaluate their own learning in front of the class. Assessment in constructive training is carried out in the presentation of worksheets. Student achievement is measured in three dimensions and three-way (the teacher, the team presenting the task, and the whole class). Attention is paid at the following evaluation measures:

1. To what extent academic knowledge is correct and correctly applied.
2. At what level of development is creativity (mental ability).
3. Level of development of social-emotional skills.

Active and/or constructive learning?

In elementary school with active learning the purpose and progress of each lesson, the achievements of the students according to the standards in the "Methodical tool for the teacher" (Nasreddin, 2003) was reflected. In 2007, alternative programs and textbooks were used only in 2019. In constructivist learning, lessons are designed by the teacher based on the seven elements of the lesson. Each lesson is characterized as a creative lesson, since each teacher sets the logical questions and creative tasks of these elements based on his own vision. Students who answer questions and perform tasks become creators of their own knowledge

In order to highlight the development of cognitive and social skills in the training process, the subject was taught in two classes, one with active training and in the other with constructive training. Refinement of sample lessons results from the creation and comparison of students' academic, social and emotional knowledge and skills in the learning environment. The main purpose of using examples of fiction in the teaching process is to analyze the actions, thoughts, and emotions of the characters and reveal their positive and negative aspects and take advantage of them.

It was used Mischief-3 classes, a story based on the poem "Seven Beauties" by Nizami Ganjavi. The way to conduct each lesson in the textbooks written according to the state programs in use, in the methodological materials for teachers – MMV [17] were given. Action verbs in the content standards indicated the ways in which students acquire academic knowledge. In terms of training objectives, it was shown in what form they will present the knowledge they have mastered. Although it does not seem that these knowledge-acquiring and presentation actions are directed to the students' lifestyle, life skills - in a word, their social-emotional development. By working on topics for students in the Azerbaijani language-3 textbook3 open questions were asked to achieve these standards, such as:

1. Why was Bahram Shah angry at Fitna?
2. Why didn't the general kill Fitna?
3. If Fitna is indeed right, then what can be considered a skill?

The answer to the first and second questions was clearly given in the text. The anger of the Shah and the mercy of the generals are shown as a fact so is expected that students to correctly confirm this fact by answering these questions. The answer to the 3rd question comes from the students' understanding of the word mercy. In addition to the 3 questions addressed to students in the textbook, along with 10 close questions to actively spend the stages of the lesson in the teacher's manual discussion in the form of a debate was also given. The authors also give the answers to the questions. In this way, they put both the teacher and the students in their (authors') thinking frameworks and exclude them from the process of self-understanding. In the way shown in this exclusion process, the students learn better and draw conclusions based on their own meanings and visions and not on the meaning of others.

With constructive training three goals were set in the SMART lesson: the development of academic knowledge, intellectual activities and social-emotional skills. When we say the development of academic knowledge, it is intended to reveal the students' prior knowledge about Nizami Ganjavi and to expand it by adding an artistic example. Thus pupils mutually develop their cognitive and social skills in the training and intellectual activities chosen by the teacher in accordance with the purpose of the lesson. When training is conducted in the process of cognitive and emotional understanding, the knowledge and skills created can be seen transformed into life knowledge and skills. When analyzing the progress of a typical SMART lesson, the components of this process are as follows:

1. **From a cooperative learning activity.** Students answer the questions by discussing in teams and in class; they present the knowledge and skills created by answering the questions and tasks in the worksheets. Social and emotional skills created and developed in this activity: speaking in a low voice; quiet listening skills; to come to a common opinion; accepting each other's opinion, praise, critical and positive thinking, tolerance, etc.
2. **Unraveling the meaning of the topic. Information about the author.** It is aiming at uncovering the meaning of the name of each subject read and studied by the students. Here, the topic is called "Fitna" and since fitna is a word of Arabic origin, the teacher explains it (Mayer et al., 1999). "Fitna - confusion, disruption, confusion; It means to make people and people fight with each other, to break their relationship.
3. **Keyword research.** The teacher takes four key words to unlock the meaning of this lesson: 'activity', 'skill', 'habit' and 'skill' and explores what students think about these words. After the research, the students learned that it is about human nature, how people communicate with each other. Since these emotional aspects are not revealed in the textbook, they are revealed through the questions posed in the analysis of the actions of the characters.

A questionnaire with multiple questions was administered to the students. After the comprehension activity, students are involved in three levels of cognitive activity: 1st level) it is taken as a fact that the students know what the characters' activities and the results of these activities; 2nd level) how was the result of these facts? and 3rd level) what emotional skills were observed in the performance of these facts and how would the students evaluate them? Since the cognitive activity in the first process is with content knowledge, the result of this activity is mastering the content.

Analyzing the questions and answers to these three levels of cognitive training, the following cognitive, social-emotional skills are formed and strengthened in 8-9-year-old students:

1. The students answered the teacher's thought-provoking questions as they understood the key words of the topic and tried to justify them logically. When the team answered the questions, they demonstrated the common idea created, and this mental activity shows the formation of social and emotional skills, such as accepting each other's opinion and coming to a common idea.
2. The students who answered the questions about the content were in the activity of assimilation and memorization, which shows the low level of cognition, in short,

finding the idea of the content correctly, remembering what they read in relation to each other, accepting the emotions of the characters as a fact.

3. Thought-provoking questions asked at levels 2 and 3 prompt students to analyze the cause of events and the emotional response to these events. In this mental activity, what is put in front of the students? for what reason? open questions such as the shah's arrogance, the general's patience, Fitna's indifference to the shah, that she is a strong woman, analyzed and explained their actions as they thought. This self-awareness process creates in them the high cognitive ability of imagining what emotional feeling an action creates or what emotion will create what actions.
4. The students who chose one of the three heroes of the work, Sarkarda, whose actions were positively evaluated, applauded choosing good from evil, being patient, philanthropic, correct, and condemned lying, arrogance, impatience, and cruelty to people. With this choice, they have revealed their inner moral values that they have thoughtfully constructed and the emotional feelings that these values create.
5. Answering the last two questions of the teacher, the students wanted to say "your name, you are yourself" by showing how well the actions of the name given to a person correspond with their own actions. In Nizami's work, they heard the call to acquire the ability to "make people understand each other".
6. It can be seen from these views and emotions of the students that the process of creating social and emotional skills is going on based on these views and emotions during the self-understanding of the questions.

During this questioning, students added what they have seen and understood in life to the knowledge they have acquired in class, and they were hungry for the cause of the action and its emotional color with their own views. The results of the use of active and constructive learning are positive since:

- The center of the lesson was the students, not the teacher. Their different answers to the questions are due to their different ways of thinking, and the students involuntarily take advantage of this difference.
- The questions asked in the lesson were aimed at the development of students' inner being. Students who answer these questions reflect their level of cognitive development with feelings and words as well as the emotional level of this development.
- The teacher does not ask the students to think and answer a question. He said, "What is this?" "How do you imagine it?" what does that tell you What do you think about this?" By expanding it with questions, it awakens the lower- and upper-layer knowledge and

skills of students of different thinking levels. The personal knowledge that is selected and created from this awakening is detailed and distinct.

Finally, it is important to point out that New Zealand and American researchers analyzed more than 500 new teaching methods and concluded that 2-3% of students' minds were involved in the learning process. According to them, if 15% of the mind is involved in the learning process, then there will be a revolution in education. In our opinion F. Bunyatova has contributed to this revolution in education, by involving a higher per cent of students' mental activity in learning by establishing a smart learning process. This evolution is the transformation of students' acquisition and application of lower cognitive skills into higher cognitive skills: analysis, continuous mental action, creativity, and critical evaluation.

CONCLUSIONS

Academic literature has repeatedly demonstrated the benefits of the use of emotional intelligence in educational processes, so its development is of vital importance for both teachers and students. For this reason, in order to raise a generation with intelligent and social-emotional skills according to the demands of our time, the components of the education system must change and education itself must be intelligent and emotional. The teacher's skills of teaching by imparting knowledge should be replaced with learning skills such as posing logical questions, creating creative and thought-provoking tasks. The training process should become a constructive environment for the development of students' IQ and EQ through self-awareness and self-understanding. In order for students to reflect on knowledge and develop them with emotional feelings in a new way by performing mental operations, program knowledge should be arranged in a complete scheme, with a new logical structure.

The purpose of teaching should be replaced by the purpose of learning, the number of closed or open knowledge-oriented questions given to students should be reduced, and the number of thought-provoking and creative questions should be increased. Students' knowledge and skills should be evaluated with three dimensional criteria (capacity of academic knowledge, level of development of cognitive and social skills) and the ready-made knowledge transfer structure of textbooks should be transformed into a creative learning structure. This way every student should succeed in education by using his inner strength. In this sense, the use of active and/or constructive learning is prominent.

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