

The linguistic analysis of some famous people's speeches showed that persuasive communication can be impactful and with practice anybody can develop these abilities. Having studied the theoretical material on the topic and having analysed some convincing public speeches, the authors of the current research have worked out a number of tips on how to influence the listeners.

To deliver a persuasive speech the speaker should: know the needs and preferences of the audiences and skillfully appeal to their emotions; know the subject of their speech well; present a direct and concise speech avoiding beating about the bush; the speech must be logical, well-structured, justified with clear examples and evidence; take advantage of persuasive language techniques and strategies of persuasion in bringing the audience around to the speaker's point of view; be confident since unassured inarticulate speeches do not evoke trust and credibility; be emotional and passionate about what they speak as it increases the audience's engagement; remember about the role of non-verbal communication; a speaker's body language, posture, gestures and facial expressions must match what they are saying; set an eye contact with the audience as it is a sign of respect, an important display of honesty; articulate their speech loudly enough for everyone to hear.

Persuasion is a valuable skill that can elevate one's personal and professional life. Mastering the art of persuasion involves blending scientific strategies with artistic execution. By honing these skills, we can become more influential communicators achieving greater success in all aspects of our life.

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EMOTIONAL INTELLIGENCE AS A MEANS OF OVERCOMING LANGUAGE BARRIERS IN SECOND LANGUAGE ACQUISITION

Эмоциональный интеллект как средство преодоления языковых барьеров при изучении иностранного языка

One of the biggest challenges that international students face is a social-psychological barrier to speaking a foreign language. Some studies have found that emotional intelligence could aid people who are trying to learn a foreign language [2]. The link between emotional intelligence and negative emotions, especially anxiety, has been investigated in different educational contexts. However, the link between emotional intelligence and successful language learning remains underexplored, despite the growing interest of second language acquisition researchers in positive emotions, motivated by the positive psychology movement.

The goal of the research is to collect some rules, advice and exercises for those who want to eliminate social and psychological language barriers by improving some of the

components of emotional intelligence. The hypothesis is that many English learners, including Lyceum students, have difficulties in foreign language acquisition. Mastering emotional intelligence can help students overcome some of the language barriers. In order to prove the first part of the hypothesis of the research work we carried out a poll among lyceum students. 100 people were asked. The aim of the first task was to find out if they have any barriers or difficulties in foreign language acquisition. The poll showed that most lyceum students, 69 % of the respondents, have some difficulties in speaking a foreign language. Another question of the poll dealt with the particular language barriers that prevented the lyceum students from successful foreign language acquisition. The most common answers are lack of time, which, in its turn, is connected with motivation; low self-esteem and the fear of speaking in public.

A group of 12 lyceum students was chosen to take part in an experiment. First, they were asked to define their level of emotional intelligence with the help of an EI test by Daniel Goleman. It consisted of 40 statements that the students had to continue. The test was taken online. The quantitative analysis of the results of the test showed that most students in the group had a low level of emotional intelligence but 92 % of the respondents said they would like to.

Unlike intellectual intelligence (IQ), which centers on cognitive skillfulness, developing emotional intelligence (EQ) centers on relational skillfulness and is quite easy to improve. The students of the chosen group did some exercises («Elevator Breath», «Press and Let Go», «Unwind Stress», etc. [2]) to improve their emotional intelligence for two weeks. Then they were asked to take the same emotional intelligence test again. The results didn't change significantly: the majority of the group still have a low level of emotional intelligence. Most probably, it is due to the short term of the experiment, only two weeks.

Conclusion. In the course of our research work, with the help of the quantitative and statistical analysis of the questionnaire, we found out that most Lyceum students have difficulties in learning a foreign language, particularly English. At the same time, they have a low emotional intelligence level, but would like to master it. After doing a number of exercises aimed at improving emotional intelligence, the EI level slightly improved. The positive tendency in the results leads to the conclusion that the practice, being done on a regular basis, can help students improve their emotional intelligence and, therefore, help them overcome the main language barriers in learning a foreign language. Besides, all the students admit that they have become more optimistic, motivated and self-confident. We also composed a brochure with some tips and exercises for those who want to improve their emotional intelligence.

References

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2. *Kinder, W. Calm Mindfulness* / W. Kinder. – New York : Penguin Random House, 2019. – 72 p.