

8. Derevianko, N.V. (2015). Vitchyzniani ta zarubizhnyi dosvid formuvannia profesiinoho myslennia dyzainera u protsesi fakhovoi pidhotovky [Domestic and foreign experience in the formation of the designer's professional thinking in the process of professional training]. *Visnyk Zaporizkoho natsionalnoho universytetu*, №2 (25), s. 116–124. [in Ukrainian].
9. Diachenko, A. (2020). Pidhotovka fakhivtsiv z natsionalnoho dyzainu v zarubizhnykh zakladakh vyshchoi osvity [Training specialists in national design in foreign institutions of higher education]. *Ukrainskyi pedahohichnyi zhurnal*, № 2, s. 5–15. [in Ukrainian].
10. Sara, R. (2006). Sharing and Developing Studio Practice: a Cross-disciplinary Study comparing Teaching and Learning approaches in the Art and Design Disciplines. In Proc.3rd International CLTAD Conf. Center for Learning and Teaching in Art and Design, Enhancing Curricula, Lisbon, Portugal, p. 77–82.
11. Fursa, O.O. (2013). Tendentsii rozvytku dyzain-osvity v teorii i praktytsi profilnykh vyshchykh navchalnykh [Trends in the development of design education in the theory and practice of specialized higher education]. *Pedahohichnyi protses: teoriia i praktyka*, vyp. 3, s. 172–180. [in Ukrainian].

#### **Vaskevych O. Study of abroad experience of design teacher training**

*The article proves that the integration of the country into the world educational space places new demands on higher education institutions for the future professional and pedagogical activities of the graduates. The expediency of researching the experience of leading foreign education institutions and analyzing their achievements for the adaptation of global pedagogical practices of training design teachers to domestic conditions was noted. The experience of training future design teachers in European countries (Great Britain, Germany, Norway, Italy) and the USA was studied. Specific features, which are determined by the national features of the construction of the design education system, as well as common features, are determined. Based on the results of the research, the areas that are of interest in the context of the modernization of the domestic system of higher education in the field of design teacher training have been formed. Namely: active implementation of the mechanism of dual education; creating conditions for obtaining continuous education and ensuring continuity between different degrees through the development of multi-level programs; combination of theoretical and practical training, increased attention to the practical orientation of programs; taking into account the interests of applicants when choosing educational components, the prevalence of practical and specialized disciplines; the possibility of choosing specialized courses and forming an individual trajectory for applicants; the use of active learning methods aimed at forming the professional thinking of future specialists; creation of a creative atmosphere in classes, involvement of winners in various creative competitions; significant attention to project activities; use of information and communication technologies; the use of criticism as a method of evaluating the results of educational activity; increasing the level of independence and responsibility of students, increasing the time for independent work of applicants and paying significant attention to the forms and methods of its organization. It is noted that such vectors of education improvement (under the conditions of adaptation) will contribute to the improvement of the quality of professional training of future design teachers, the disclosure of their creative potential.*

**Key words:** professional education, design teachers, foreign experience, higher education institution, pedagogical technologies, professional activity, project method, educational process.

**UDC 378,147:81'4**

**DOI <https://doi.org/10.31392/NPU-nc.series5.2023.94.05>**

**Havrylenko K. M., Prykhodko D. S.**

#### **DEFINITION OF INTERNET DISCOURSE IN MODERN LINGUISTICS**

*The article analyzes the rapid development of Internet linguistics including syntax, semantics, morphology, transmission methods, psycholinguistics, as well as Internet communication as a new type of Internet discourse. The article is devoted to the analyses of linguistic studies of the term Internet discourse and presents different approaches to the interpretation of the term in the linguistic literature analyzing some constitutive features of Internet communication that confirm the validity of the selection of the discourse type.*

*Internet linguistics is based on the experience of traditional linguistics and has interests in several areas of research from general studies of the Internet language functioning to sociolinguistic and pragmatic studies. The Internet linguistics terminology features an established system of terms, which became the cognitive basis for the rapid development of Internet linguistics' conceptual apparatus including Internet communication, Internet discourse, virtual linguistic personality, virtual reality, hypertext, and others.*

*The article studies different aspects of the opposition of text and discourse presented in numerous scientific works and points out the fundamental difference between a discourse and a text, an individual-personal level is opposite to dialogue leading to the opposition of the Self to other participants in communication. Special attention is paid to the explanation of the specifics of Internet discourse, where the Internet is described as a communication platform and a complex socio-technical system without clear boundaries.*

*It is emphasized that the combination of discourse and the Internet helps to conclude the concept of Internet discourse as a special type of communication carried out through the Internet and is a channel of communication and information exchange between communication participants. Internet discourse attracts great research interest in linguistic studies emphasizing the computer-mediated nature of Internet discourse since the Internet has a huge direct impact on modern languages and is*

characterized by an unlimited number of participants, numerous topics and options for argumentation. The concepts of Internet discourse as a new type of discourse and a form of communication are studied in the article in combination with the functional environment, new linguistic forms and the dominant role of the Internet.

**Key words:** communication, context, Internet, internet linguistics, internet discourse, internet communication, language features, language interaction, linguistics, speech, term.

(статтю подано мовою оригіналу)

The rapid development of information technologies and the Internet have led to changes in the language environment as the Internet has become not only a source of information but also a dominant means of communication. The electronic revolution entailed a linguistic one, which, in turn, led to the appearance of a new electronic language.

Internet linguistics is developing rapidly and nowadays there are many areas in the field of Internet linguistics research: Internet syntax, Internet semantics, Internet morphology, analysis of Internet discourse, methods of transmission, psycholinguistics, etc. Modern linguistics studies feature Internet communication through a new type of discourse – Internet discourse, which does not have an unambiguous interpretation yet.

In linguistics, most researchers understand discourse as a text in a communication situation [1; 7]. Among many definitions of the term, we have chosen several of the most widely known and most frequently cited. According to T. van Dijk, discourse is a complex unity of linguistic form, meaning and action, which corresponds to the concept of *communicative event* [12, p. 212].

One of the definitions of discourse as a speech representation of life was made by D. Crystal [3]. According to J. Gee discourse is the result of the integration of language, actions, interactions, ways of thinking, belief, and evaluation, necessary for the implementation of a certain type of socially recognizable identity [7].

According to R. Facchinetti, Internet discourse is a polyhedral type of communication, which, depending on the situation, participants, goals of communication, etc. may include various subdiscourses: general, business, scientific, advertising, etc.” [5].

P. Choubey, A. Lee and others consider Internet discourse as a special new type of speech, which develops original communicative genres and the main linguistic feature of communication in the global network is the synthesis of written and oral speech [2].

This same feature is emphasized by S. Herring, who regards the Internet discourse as a hybrid of oral and written discourse [9]. This constructing characteristic of Internet discourse made possible the development of such concepts as written colloquial speech, oral-written speech, oral-written communication system, etc [8; 11; 12].

From our point of view, W. Chafe formulated the most precise definition of discourse, which reflects the modern understanding of the term in linguistics: Discourse is verbalized speech and mental activity, understood as a combination of process and result and possessing both proper linguistic, and extralinguistic [1, p.11].

**Aim and objectives.** The aim of the article is to analyse the definitions of internet discourse given in modern linguistics.

Internet linguistics belongs to integrative areas and uses terminologies and research methods of related sciences, as well as develops its tools. Internet linguistics, like the vast majority of modern linguistic areas, is based on the experience of linguistics and the other humanities. Considering the development of linguistics on the Internet, we can apply several general scientific universal methods.

Among the areas of research in Internet linguistics, we can distinguish the study of the Internet language functioning at all levels from phonetics to the main discourse; sociolinguistic and pragmatic studies of the Internet language, e.g. studying gender characteristics in social network communication; a discursive studying of which of new speech practices in a given communicative space or virtual genre studies. The last area is of particular interest for Internet linguistics since the genres are the most common at describing Internet communication when individual genres of the Internet are most often considered.

The terminology of Internet linguistics is an established system of terms related to different branches of linguistics, which include functional, communicative-pragmatic, cognitive, etc. In Internet linguistics, this terminology became the cognitive basis for the rapid development of Internet linguistics’ conceptual apparatus. This includes Internet communication, Internet discourse, virtual linguistic personality, virtual reality, hypertext, etc.

In modern linguistic literature, the opposition text-discourse is still actively studied, although all discourse is a text, not all text is a discourse. The fundamental difference between a discourse and a text is its dynamic and interactive nature. In various studies, discourse is presented as an opposition to discourse. Discourse is traditionally compared with speech and language, finding features of both in the concept of discourse. It is believed that discourse is similar to speech in action and differs by systemic language features. However, language, unlike discourse, is more abstract and discourse differs from language in a sociocultural context.

Thus, discourse is both a process of linguistic activity (communication, context) and its result (text). T. Lopez-Soto, analyzing the concepts of dialogue and discourse, concludes that discourse in a social context is speech or text in the form of a dialogue brought back to life [9]. Discourse on an individual-personal level is opposite to dialogue since it leads to the opposition of the Self to other participants in communication. P. Choubey, A. Lee and others talk about the discrepancy between the functional style and discourse since style is the object of study in functional

stylistics, and discourse in its modern understanding is studied by communicative stylistics [2]. So, discourse is a special independent linguistic form, which is not identical to speech, text, style, or dialogue, but includes some of their features.

To understand the term Internet discourse, it is necessary to refer to two key concepts – discourse and the Internet. The Internet is a global social and communication computer network designed to satisfy personal and communication social needs through the use of telecommunication technologies [8]. In other words, the Internet is a communication platform with verbalized speech-thinking activities. Nowadays, it is generally accepted that the Internet is a complex socio-technical system that does not have clear boundaries. Information in this system can be transmitted in different ways and includes a considerable amount of web data, multimedia, three-dimensional images, infographics, etc. This system is a rapidly changing and continuously functioning environment.

The combination of two concepts – discourse and the Internet – leads to the conclusion that Internet discourse is a special type of communication carried out through the Internet and is a channel of communication and information exchange between communication participants. It should be noted that the term Internet discourse is not generally accepted and in the English-language linguistic literature we can find such analogues as computer-mediated communication, Netspeak, chatspeak, web discourse, electronic communication, etc.

The identification of Internet discourse as a separate type of discourse is not recognized by all researchers. D. Šarić and M. Stanojević mention a national discourse and regard Internet discourse as a particular manifestation of national discourse [10]. However, in general, linguists do not deny the existence of Internet discourse but also show great research interest in the study of global network communication. In the very term Internet discourse is related to the Internet and the computer and this type of communication includes three sides: the user, the computer and the Internet. Emphasizing the computer-mediated nature of Internet discourse, S. Herring defines it as texts, implemented in an artificially created communicative space, involving distant interactive communication of virtual communicants [8]. She believes that, despite the variety of terms, in general, these are identical concepts that represent communicative actions associated with the exchange of information and communication between people via a computer and various means of communication [7].

It should be noted that the most appropriate is the term Internet discourse since the concept of the Internet contains all the shades of meaning presented in other versions and is one of the most popular means of communication, the Internet has a huge direct impact on modern language. D. Crystal describes the Internet discourse as a speech situation (text) immersed in a communicative situation within the World Wide Web space [3].

Internet discourse is characterized by an unlimited number of participants, numerous topics for discussion and options for argumentation. Networked discursive space manifests virtualized claims to significance and approval and thus, it can build a platform for the public legitimation of Internet linguistics as a new direction in linguistics.

Modern linguistic schools widely study computer-mediated communications. However, currently, Internet discourse is a new area for linguistics and is still in the process of development. Some researchers express the opinion that Internet linguistics has just recently appeared as a new area of linguistics supporting this evidence by such factors as the identification of typological features at all levels of Internet communication (systemic; discursive; conceptual, socio-linguistic, gender); changes in the terminological system supported by evidence of a conceptual apparatus emerging in the Internet discourse; specifically designed types of communication, which are now subjects of study of the Internet linguistics (Internet communication, virtual linguistic personality, virtual discourse, hyper-text, etc.).

Nowadays, the main types of Internet linguistics studies can be distinguished depending on the following aspects: determination of the linguistic status of the Internet language description according to the paradigm of language and speech, text and discourse; functional and stylistic differentiation of Internet discourse, text classification according to the degree of implementation of the language basic functions and distribution channel; Internet language typology, range of genre-type classification, identification of the main types of texts (news, analytics, comment, advertising, etc.); linguistic and stylistic features of the main types of Internet texts; extralinguistic components of Internet discourse, such as production, distribution and perception of media texts, sociocultural and ideological context, Internet speech interpretation, metamessage realization, culture-specific features; Internet language technologies influencing individual and mass consciousness (linguistic component of propaganda techniques, manipulation, information policy and management, communications with the public, etc.); comparative studies of Internet language in different countries [1; 3; 10; 11; 12].

The following reasons permit electronic communication to be considered as a functional variety of language: the use of language variations is delimited by the spheres of communication, implemented through technical electronic means and mediated by them; these language variations are used for implementations of specific communicative; under the influence of these variations, a new system of multimedia genres and genre formats appears, which in turn, led to the development of a new direction in conventional genres and virtual genre studies; the linguistic means of a given functional variety of language have a certain set of easily distinguishable and formalized lexical and grammatical characteristics that form a single pragmatic complex [4].

It should be emphasized that changes rapidly take place in the language of the Internet at the vocabulary level, rules for constructing statements and coherent text, genre and stylistic norms, the correlation between oral and written speech patterns, communicative strategies and tactics. The most frequent changes are mixing speech strategies

in all communicative Internet formats (blog, forum, chat, personal page, etc.); active use of computer slang, elements of which can also be found in general vocabulary; mixture of oral and written language forms; a high level of dynamism, interactivity, inter- and hypertextuality is typical for all formats of Internet communication [8].

The analyses of the Internet texts indicate the wide application of such concepts as abbreviation since the typing speed of messages is important and for this reason, people began to use abbreviations with the same meaning. All communities use borrowed words from other languages, most frequently from English, which is the basis of the international computer language. Also, we can find a lot of borrowed words from the Japanese language, which is caused by the influence of very popular Japanese animated movies. The Internet texts easily use neologisms or invented new words. They might contain the author's neologisms, created by a specific person and the words and expressions, which origin is impossible to find out.

The main features of Internet linguistics comprise the following leading characteristics: language description via the language-speech, text-discourse paradigm; possibilities of functional and stylistic discourse differentiation and text classification according to the basic language functions; speech typology, range of genre text classification, identification of the main text types; linguistic and stylistic features of the main types of texts; extralinguistic discourse components, such as production, distribution and perception of media texts; comparative study of language discourse of different countries [5].

Thus, the status of Internet discourse as a separate type of discourse and a new form of communication is confirmed by the specific features determined by the functional environment, new linguistic forms and the dominant role of the Internet in the life of modern society.

**Conclusions.** The existing linguistic studies and methodology for studying computer-mediated communication discourse have been developed for a comparatively short period. However, some researchers express the opinion that Internet linguistics has appeared as a new area of linguistic knowledge, as evidenced by several factors. Among them could be mentioned typological features of different levels of identified Internet communication and the developing terminological system of Internet linguistics, which is possible nowadays due to the appearance of a discourse exclusively for Internet communication.

However, it should be noted that attempts to describe and evaluate the impact of Internet discourse is not an easy task, and this issue will have to be considered by the next generation of scientists.

#### **Bibliography:**

1. Chafe W. L. *Discourse, consciousness, and time: the flow and displacement of conscious experience in speaking and writing*. Chicago : University of Chicago Press, 1994. 327 p.
2. Choubey, P. K., Lee, A., Huang, R., & Wang, L. Discourse as a function of event: profiling discourse structure in news articles around the main event / P. K. Choubey et al. *Proceedings of the 58th annual meeting of the association for computational linguistics*, Online. Stroudsburg, PA, USA, 2020. URL: <https://doi.org/10.18653/v1/2020.acl-main.478>.
3. Crystal, D. (2002). Language and the internet. *IEEE Transactions on Professional Communication*, 45(2), 142–144. <https://doi.org/10.1109/tpc.2002.1003702>
4. Crossley S. Linguistic features in writing quality and development: an overview. *Journal of writing research*. 2020. Vol. 11, no. 11 issue 3. P. 415–443. URL: <https://doi.org/10.17239/jowr-2020.11.03.01>.
5. Facchinetti R. News discourse and the dissemination of knowledge and perspective: from print and monomodal to digital and multimodal. *Journal of pragmatics*. 2021. Vol. 175. P. 195–206. URL: <https://doi.org/10.1016/j.pragma.2021.01.015>.
6. García Montes P. A., Sagre Barboza A. M., Lacharme Olascoaga A. I. Systemic functional linguistics and discourse analysis as alternatives when dealing with texts. Profile issues in teachers' professional development. 2014. Vol. 16, no. 2. P. 101–116. URL: <https://doi.org/10.15446/profile.v16n2.38113>.
7. Gee J. P. *An introduction to discourse analysis. Theory and practice*. – Routledge, 2014. 209 p.
8. Herring S. C. The coevolution of computer-mediated communication and computer-mediated discourse analysis. *Analyzing digital discourse*. Cham, 2018. P. 25–67. URL: [https://doi.org/10.1007/978-3-319-92663-6\\_2](https://doi.org/10.1007/978-3-319-92663-6_2).
9. Lopez-Soto T. The cognitive construction of dialog: language and mind. *Logic, argumentation & reasoning*. Cham, 2021. P. 23–41. URL: [https://doi.org/10.1007/978-3-030-61438-6\\_3](https://doi.org/10.1007/978-3-030-61438-6_3).
10. Šarić, L., & Stanojević, M.-M. *Society and the internet* / ed. by M. Graham, W. H. Dutton. Oxford University Press, 2019. URL: <https://doi.org/10.1093/oso/9780198843498.001.0001>.
11. Van Dijk T. A. *Discourse and context: a sociocognitive approach*. Cambridge : Cambridge University Press, 2008. 267 p.
12. Гавриленко К. Лінгвістичні дослідження мови Інтернету. *Проблеми гуманітарних наук Серія Філологія*. 2022. № 48. С. 26–31. URL: <https://doi.org/10.24919/2522-4565.2021.48.3>.

#### **References:**

1. Chafe, W. L. (1994). *Discourse, consciousness, and time: the flow and displacement of conscious experience in speaking and writing*. University of Chicago Press.
2. Choubey, P. K., Lee, A., Huang, R., & Wang, L. (2020). Discourse as a function of event: profiling discourse structure in news articles around the main event. *Y Proceedings of the 58th annual meeting of the association for computational linguistics*. Association for Computational Linguistics. <https://doi.org/10.18653/v1/2020.acl-main.478>
3. Crystal, D. (2002). Language and the internet. *IEEE Transactions on Professional Communication*, 45(2), 142–144. <https://doi.org/10.1109/tpc.2002.1003702>
4. Crossley, S. (2020). Linguistic features in writing quality and development: an overview. *Journal of writing research*, 11(11 issue 3), 415–443. <https://doi.org/10.17239/jowr-2020.11.03.01>
5. Facchinetti, R. (2021). News discourse and the dissemination of knowledge and perspective: from print and monomodal to digital and multimodal. *Journal of pragmatics*, 175, 195–206. <https://doi.org/10.1016/j.pragma.2021.01.015>

6. García Montes, P. A., Sagre Barboza, A. M., & Lacharme Olascoaga, A. I. (2014). Systemic functional linguistics and discourse analysis as alternatives when dealing with texts. *PROFILE issues in teachers' professional development*, 16(2), 101–116. <https://doi.org/10.15446/profile.v16n2.38113>
7. Gee, J. P. (2014). An introduction to discourse analysis: Theory and method. Routledge.
8. Herring, S. C. (2018). The coevolution of computer-mediated communication and computer-mediated discourse analysis. У *Analyzing digital discourse* (с. 25–67). Springer International Publishing. [https://doi.org/10.1007/978-3-319-92663-6\\_2](https://doi.org/10.1007/978-3-319-92663-6_2)
9. Lopez-Soto, T. (2021). The cognitive construction of dialog: language and mind. У *Logic, argumentation & reasoning* (с. 23–41). Springer International Publishing. [https://doi.org/10.1007/978-3-030-61438-6\\_3](https://doi.org/10.1007/978-3-030-61438-6_3)
10. Šarić, L., & Stanojević, M.-M. (Ред.). (2019). *Metaphor, nation and discourse*. John Benjamins Publishing Company. <https://doi.org/10.1075/dapsac.82>
11. Van Dijk, T. A. (2008). *Discourse and context: A sociocognitive approach* (Vol. 10). Cambridge: Cambridge University Press.
12. Havrylenko, K. (2022). Lnhvistychni doslidzhennia movy internetu. [Linguistic studies of the language of the Internet.] *Problemy humanitarnykh nauk Serii Filolohiia*. (48), 26–31. <https://doi.org/10.24919/2522-4565.2021.48.3>

### **Гавриленко К. М., Приходько Д. С. Визначення інтернет-дискурсу в сучасній лінгвістиці**

У статті аналізується стрімкий розвиток інтернет-лінгвістики, зокрема синтаксису, семантики, морфології, методів передачі, психолінгвістики, а також інтернет-комунікації як нового типу інтернет-дискурсу. Стаття присвячена аналізу лінгвістичних досліджень терміна «інтернет-дискурс» та представлено різні підходи до тлумачення цього терміну в лінгвістичній літературі, проаналізовано деякі конститутивні ознаки інтернет-комунікації, які підтверджують обґрунтованість виділення типів дискурсу.

Інтернет-лінгвістика базується на досвіді традиційної лінгвістики та має інтереси в кількох сферах досліджень від загальних досліджень функціонування мови інтернету до соціолінгвістичних та прагматичних досліджень. Інтернет-лінгвістична термінологія має усталену систему термінів, що стало когнітивною основою стрімкого розвитку понятійного апарату інтернет-лінгвістики, включаючи інтернет-комунікацію, інтернет-дискурс, віртуальну реальність, гіпертекст та ін.

У статті досліджуються різні аспекти протиставлення тексту та дискурсу, представлені в численних наукових працях, і вказується на принципову різницю між дискурсом і текстом, індивідуально-особистісним рівнем діалогу, що призводить до протиставлення особистого Я іншим учасникам спілкування. Особливу увагу приділено поясненню специфіки інтернет-дискурсу, де інтернет описується як комунікаційна платформа та складна соціотехнічна система без чітких меж.

Наголошується, що поєднання дискурсу та інтернету дозволяє скласти поняття інтернет-дискурсу як особливого виду комунікації, що здійснюється через інтернет і є каналом спілкування та обміну інформацією між учасниками комунікації. Інтернет-дискурс викликає великий дослідницький інтерес, зокрема комп'ютерно-опосередкованої природи інтернет-дискурсу, оскільки інтернет має величезний безпосередній вплив на сучасні мови та характеризується необмеженою кількістю учасників, численними темами та варіантами аргументації. У статті досліджуються поняття інтернет-дискурсу як нового типу дискурсу та форми комунікації у поєднанні з функціональним середовищем, новими мовними формами та домінуючою роллю інтернету.

**Ключові слова:** інтернет, інтернет-лінгвістика, інтернет-дискурс, інтернет-комунікація, комунікація, контекст, мовна взаємодія, лінгвістика, мовлення, термін.

УДК 378.091.3:37.091.12.011.3-051]:78

DOI <https://doi.org/10.31392/NPU-nc.series5.2023.94.06>

Гожельник І. В.

## **ФЕНОМЕН ЕМОЦІЙНОГО ІНТЕЛЕКТУ В ДІЯЛЬНОСТІ МАЙБУТЬОГО ВЧИТЕЛЯ МУЗИЧНОГО МИСТЕЦТВА**

У статті розкрито поняття, сутність та значення емоційного інтелекту у різних сферах життєдіяльності. На сьогоднішній день підвищення інтересу до вивчення питання феномену емоційного інтелекту спостерігається не лише у психології, а й у філософії, бізнесі, медицині та сферах управління. Особливу увагу приділено значенню феномену емоційного інтелекту саме у музичній педагогіці, визначено поняття, зміст та функції емоційного інтелекту майбутнього вчителя музичного мистецтва, а також особливості його прояву, зумовлені специфікою даної професійної діяльності; висвітлено феномен емоційного інтелекту майбутнього вчителя музичного мистецтва.

Актуальність дослідження зумовлена теоретичними міркуваннями, що пов'язані з визначенням особистісних властивостей, на яких ґрунтується успіх життєдіяльності майбутнього вчителя музичного мистецтва.

Емоційний інтелект майбутнього вчителя музичного мистецтва розглядається як структурний феномен, ментальні складові якого дозволяють розуміти свої емоції й емоції інших, усвідомлювати їх та управляти ними. Аналіз наукових досліджень проблеми емоційного інтелекту підтверджує неоднозначність теоретичних підходів до його дослідження. В сучасних психолого-педагогічних дослідженнях основний фокус уваги дослідників спрямований на розуміння сутності цього феномена, виокремлення його структурних компонентів. Значення розвиненого емоційного інтелекту в діяльності вчителя музики визначається широким колом нмжчезазначених функцій: евристична (пізнання,