

EMOTIONAL LITERACY SKILLS AND EDUCATIONAL ACTIVITIES IN AFFECTIVE EDUCATION PROCESS

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Abstract

This study aims to describe the significance of emotional literacy education in relation to affective education and to provide sample educational practices. This study is designed as a document analysis which is a type of qualitative research method. In line with the literature, descriptive analysis was used in the analysis of the collected data, and the data were organized, interpreted, and presented in detail in a reader friendly way. The findings of the study indicate that the negligence of affective education and emotional literacy seems to cause some problems in society. In the new process, affective education and emotional literacy skills should be given more place in school programs, and the related goals and outcomes should be included in the planning of the process in accordance with the characteristics of individuals' developmental characteristics and grade levels. In addition to the cognitive and psychomotor gains of individuals, social, emotional and spiritual support can provide a fully holistic development in terms of affective education and emotional literacy skills. First of all, emotional awareness training should be given importance. In addition, the shareholders' understanding, and approaches of education should be common in the education process, and in this way, common feelings, thoughts and behaviors should be developed among individuals. At the same time, some practical examples of emotional literacy education used in affective education process should be put forward concretely. It is expected that the educational practices included in the study will be used in the educational environments and contribute to the related studies.

Anahtar Kelimeler: Affective education, Emotional literacy, Educational practices.



DUYUŞSAL EĞİTİM SÜRECİNDE DUYGUSAL OKURYAZARLIK BECERİLERİ VE EĞİTİM UYGULAMALARI

Özet

Bu araştırma, duyuşsal eğitim sürecinde duygusal okuryazarlık eğitiminin önemine ve örnek eğitim uygulamalarına yer vermeyi amaçlamaktadır. Araştırma, nitel araştırma yöntemlerinden doküman incelemesine uygun olarak tasarlanmıştır. Alanyazında var olan bilgiler doğrultusunda toplanan verilerin analizinde betimsel analizden yararlanılmış, okuyucunun anlayabileceği şekilde düzenlenip yorumlanarak, detaylı olarak ortaya konulmaya çalışılmıştır. Araştırmanın sonucuna göre; toplumda yaşanan sorunların temelinde, duyuşsal eğitimin ve duygusal okuryazarlığın ihmal edilmiş olması söylenebilir. Yeni süreçte

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sürecin planlaması bireyin gelişim dönemi özelliklerine ve sınıf düzeylerine uygun olarak amaç ve kazanımlara yer verilmesi gerekmektedir. Bireyin bilişsel ve devinişsel kazanımlarının yanında, özellikle sosyal, duygusal ve ruhsal anlamda desteklenmesi duyuşsal eğitim ve duygusal okuryazarlık açısından tam olarak bütünsel gelişimini sağlayabilir. Öncelikle duygusal farkındalık eğitimlerinin önemsenmesi, verilecek eğitim sürecinde eğitim paydaşlarınca eğitim anlayış ve yaklaşımları ortak bir anlayışla birlikte düşünülebilir, ortak duygu, düşünce ve davranışlar geliştirilebilir. Aynı zamanda duyuşsal eğitim sürecinde duygusal okuryazarlık eğitiminin uygulama örnekleriyle somut olarak ortaya konulması önemsenmelidir. Bu eğitim uygulamalarının, eğitim ortamlarında kullanılması, yararlanılması ve alanyazına katkı sağlaması beklenmektedir.

Keywords: Duyuşsal eğitim, Duygusal okuryazarlık, Eğitim uygulamaları.



Introduction

Technological devices have begun to take place in daily life since 1950s. Such a change has led to the conceptualization of various types of literacy which have been defined and suggested in accordance with the needs of the society (Özbay & Çelik, 2013). The research indicates various types of literacy. In our age, as a result of the development in information technologies, information and fields that have emerged due to continuous changes and developments have led to the formation of their own types of literacy. It is thought that these literacy types will increase even more.

With the development of information technologies, information can be accessed rapidly from many sources. In other words, information is constantly changing, and new information is continuously produced. Therefore, education has recently become being emotion-centered rather than being knowledge-centered. In short, the emphasis on affective education has highlighted emotional intelligence, emotional literacy and emotion-centered education (Aktepe & Gündüz, 2021). Today, education programs attach more importance to the acquisitions related to affective skills. In addition, more time is allocated to the teaching of these skills. Emotional literacy program aims to discover some problems experienced at the schools through experiences and requires students to work actively collaboratively, and to talk about situations and problems which they come across (Park, 2003).

Today, emotional literacy is included in education programs as much as other basic scientific concepts in many countries. On the other hand, with the introduction of emotional literacy education, there has been some advantages, such as a decrease in violence at schools, improved relations and tighter bonds among students and an increase in student achievement in regard to the basic sciences (Faupel et al., 1998; Cornwell & Bundy, 2008). Emotional literacy supports school connectedness by providing relational learning and forms the basis of the sense of quality and trust. Educational psychologists and school counsellors at school can contribute to the capacity building and change of school culture in supporting and developing school programs to improve school culture with professional knowledge and skills on social and emotional learning (Roffey, 2008). Everything will go better if a climate of care and interest can be established in the classroom in the context of emotional literacy (Noddings, 2012), it will contribute to teachers' appropriate pedagogical orientation, social and emotional development, and support children's academic development and life success (Reeves, & Le Mare, 2017).

In the study, it is aimed to examine the studies on affective education, emotional literacy and educational practices, and to design exemplary activities and educational practices for emotional literacy skills. In accordance with these aims, the study attempts to answer the following research questions:

1. What is the relationship between emotion and affective education?
2. What is the relationship between literacy and emotional literacy?
3. How should educational practices related to emotional literacy be?

A. LITERATURE REVIEW

1. Emotions

The emotions include situations in which individuals express their feelings or unique states in a certain way as a biological reaction (Reeve, 2009). The emotions are physical reactions and physiological events that occur in the body according to the emotion we experience. In the related processes the significant changes occur in the secretions produced by the glands, our body temperature, our breathing, our blood flow and the chemical properties of the blood (Hebb, 1946). It is obvious that the emotions experienced by individuals have certain consequences such as adapting or not being able to adapt to the environment, and these emotions can strengthen or weaken individual (Cüceloğlu, 2019). On the other hand, there are many distinct positive and negative emotions which affect individuals' educational life or social life.

Some examples of the **negative emotions** are as follows: hate, sadness, pain, fear, anger, fright, grief, shame, disgust, regret, anxiety, stress, resentment, jealousy, grudge, arrogance, selfishness, loneliness and inadequacy. The **positive emotions** can be exemplified as follows: love, respect, trust, joy/happiness, interest, pleasure, self-confidence, courage, calmness, sharing, modesty and humbleness. There is also a third category of emotions which are both **positive and negative** based on the context. Such emotions can be given as follows: Curiosity, pride, embarrassment, neediness, excitement, comfort, pity, shyness and surprise (Aktepe & Gündüz, 2021, p. 76). Emotions are mental, biological, and psychological tendencies or feelings of individuals. Emotions can be grouped such as anger, sadness, fear, pleasure, surprise, disgust and shame (Goleman, 2003).

Emotions are considered to be of vital importance in the intercultural learning process (Jokikokko, 2016). In this sense, social and emotional skills of education stakeholders and education leaders at schools come into prominence. Emotional literacy can be promoted at schools by focusing on relational flexibility with school stakeholders, positive discourse, and valuing each member of the school community (Roffey, 2008). The emotions of individuals are mostly reflected into their acts **based on their experience** in the society. Such effects may be positive or negative. The latter may be harmful to their social relations. Individuals may reflect their emotions into their behaviors as being happy, crying, laughing, being sad, sulking, shouting or being silent due to several reasons. Therefore, managing emotions at schools and in society is considered important for creating a happy individual and a happy society. Managing these emotions can be possible through emotional literacy skills (Aktepe & Gündüz, 2021). It can be argued that individuals with emotional literacy skills will be more successful and happier individuals socially

and emotionally. Cingisiz & Murat (2010, p. 101) argued that expressing emotions at the proper place and time requires first being aware of one's own emotions, directing his emotions, understanding the emotions of others, taking action in line with their emotions, and having social skills.

The ability of an individual to manage his/her behaviors correctly, being comfortable in terms of mental sense, establishing healthy relationships with other people and being successful in his/her job depend on his/her ability to manage his/her emotions in a correct manner. Therefore, it is important for individuals to receive affective education at the schools and to educate themselves in this sense. Affective education is related to areas such as emotional literacy, value education, character education, social skills education, current events education, art and aesthetic education, environmental education, disaster and earthquake education, democracy education, citizenship and human rights education. Affective education provides individuals and society with an opportunity to develop their potential and have happy life. In this sense, reducing the conflicts that individuals experience among themselves and solving the problems in the society can be possible only by attaching importance to affective education.

2. Affective Education

Affective education covers the following: democracy education, values education, moral education, character education, human relations education, peace education and sexual education. On the other hand, the cognitive education is connected to logic and mental state whereas affective education is related to emotions (Bacanlı, 2005). Similarly, Goleman (2003) argued that cognitive education is related to thought and affective education is related to feelings, and that they are interrelated. Affective education is very significant for individuals' future. If individuals improve themselves emotionally, they feel themselves more comfortable and can express themselves better. This will make their life much easier. Therefore, by giving an emotionally enriched education, individuals can be taught to analyze their emotions and affective characteristics and to use their emotions correctly (Gömleksiz & Kan 2012, p. 1159). Research suggests that affective education and learning produce some problems to be eliminated. For instance, the affective learning take place at schools and also at home and in social circles.

In order to improve affective education, views and emotions of individuals should be known and given importance. The affective education may support individuals' social skills, spiritual, national and universal values and emotional literacy skills. The basis of affective education is the idea that both individuals and society should have positive behaviors. One of the major aims of affective education is to provide better educational settings for individuals and to make the society and world better. If students encounter negative attitudes, behaviors and practices such as fear, blame and punishment at school, they feel themselves inadequate and worthless. Then, they cannot realize their potential and self-respect which lead to negative mood. Students who are raised in this way feel themselves excluded from the society due to their battered and injured feelings. They may become disinterested in attending school and participating in class activities. Therefore, some become withdrawn, depressed, and some may be more cruel and unsympathetic (Aktepe & Gündüz, 2021).

In the education system, besides the cognitive and psychomotor education of individuals, affective education should be given in order to improve their development as a whole. In the education process, individuals' social and emotional needs should be met, and their desire to learn should be improved. In

affective education, it is important to find and employ those learning strategies that enrich the social and emotional world of individuals and highlight their feelings/emotions, artistic and aesthetic pleasures in terms of the formation of their creative and critical thinking. In short, in addition to the mental development of individuals, the development of their social and affective skills can be supported and their development as a whole can be achieved (Aktepe, 2014, p. 94).

Valett (1974 cited in Bacanlı, 2005) argues that the affective goals may vary in terms of the orientation, content and process in different periods of life. Therefore, for him, a single version of affective education cannot be offered in all these periods. Based on this assumption he developed a guide called "Guide for developmental affective education program". The content and other related points of this guide are given in Table 1.

Table 1. A Guide for The Developmental Affective Education (Valett, 1974 cited in Bacanlı, 2005, p. 87)

Life period	Personal orientation	Primary effect	Content of the affective program	Educational process
Maturity	Idealism:	Ideal ego	Improving the social and personal maturity (self-actualization)	Questioning the goals and demands Reality
	-Orientation of "others"	Significant others		Work experience
Puberty	-Reasonable-expressive acts	Society	Being aware of the humanistic values	Selective programming
	-Social awareness	Friends (Peers)	Self awareness and control	Social experience Computing
	-Social motivation			
Childhood	Assimilation:	Parents	Expression of emotions	Modelling and imitation
	- Identification - Accommodation			
Infancy	Egocentrism:	Ego	Understanding the individuals' basic feelings	Meeting the needs
	- Self-satisfaction - Impulsive emotion dominance	(Physical identity)		

Everyone needs to do a self-criticism and spare time to affective education. When each school determines the need for affective education and teachers, students and parents agree on what is needed and what works well or not, it can be possible to plan the studies to be carried out and realize them. In addition, curriculum/program materials and resources and examples of good practices at schools can be published, as well as guidelines on affective education that we hope to develop at school. As a result, multi-educational services can be organized, encouraged and hypotheses can be tested comprehensively by making use of these standards and guidelines developed for emotional literacy. Thus, in the process of emotional literacy activities, education can be revived and made fun by giving importance to the human aspect of education (Sharp, 2000).

3. Emotional Literacy

Recently, the concepts of emotional intelligence and emotional literacy have been frequently emphasized. Education is a process which is realized largely through mind and emotions. In this process, individuals' having emotional literacy skills contributes to their solving most of their social and emotional problems in daily life (Aktepe & Gündüz, 2021). The concepts of emotional intelligence and

emotional literacy are important in solving the social and emotional problems experienced by individuals. Kandemir & Dündar (2008) argued that intelligence is an innate potential of individuals, and emotional literacy is an acquired trait. Therefore, emotional literacy is the sum of all skills related to the affective processes. For instance, the potential of individuals to empathize is acquired at birth and can be associated with emotional intelligence. However, developing some strategies for individuals to use empathy skills in their interpersonal relationships over time can be associated with emotional literacy. In individuals with a high level of emotional literacy, behaviours such as high levels of emotional intelligence, socialization/social skills, self-regulation/regulation of emotions, emotional fatigue, problem solving, and displaying supportive emotions are observed (Bozkurt Yükçü & Demircioğlu, 2021).

Emotional intelligence covers more individual processes of individuals' emotions and focuses on their emotional development. All social and individual processes are within the scope of emotional literacy (Gillum, 2010; Matthews, 2006). Therefore, it is possible to argue that **emotional intelligence** is a personal construct, but **emotional literacy** has effects on individual and it is an affective and social process. Given that emotional intelligence supports emotional literacy, it is highly possible that those individuals with higher levels of emotional intelligence have also higher levels of emotional literacy. Because **individuals having emotional intelligence** are aware of their emotions, understand the emotions of others and can guide their relations with others. If individuals do not recognize their own feelings, they do not attach importance to the feelings of others, and cannot manage their social relations with other people, they may have some difficulties in terms of **emotional intelligence**. Developing emotional intelligence and overcoming such difficulties experienced by individuals can only be possible through education. Therefore, individuals can overcome these difficulties through **emotional literacy** by regulating their interpersonal relationships and improving their social and emotional skills (Aktepe & Gündüz, 2021).

Research suggests many distinct definitions of emotional literacy. For instance, Steiner (2014) defines it as a skill to recognise, understand and overcome emotions and to express them in an appropriate manner. Bocchino (1999) argues that emotional literacy refers to a sum of strategies, skills and perceptions that individuals acquire from birth. Weare (2004) states that emotional literacy is individuals' ability to understand, express, respond appropriately, and manage their own and others' emotions. The related studies have suggested that emotional literacy improves interpersonal skills, contributes to social cohesion, and helps individuals to cope with stress more effectively (Barnfather & Amod, 2012).

Emotional literacy enables individuals to gain skills such as empathy, self-regulation, self-motivation, developing social skills, gaining emotional awareness, managing emotions, eliminating emotional damage (emotional regulation), problem solving, and the awareness of affective processes related to oneself and others. Such achievements also provide positive contributions to individuals' academic skills, friendship relations, mental health, social skills, attitudes towards school and self-perceptions (Kandemir & Dündar, 2008, p. 87-88). Emotional literacy skills can affect the behavior of individuals at school and in the classroom. The contemporary understanding of education, which puts the students in the center, questions the contribution of the school to the students with a humanistic approach, and also expresses an environment that limits the freedom of individuals with an empathetic

classroom atmosphere (Özbay & Şahin, 1997). Therefore, for a safe school and classroom environment, a humanistic education is important for emotional literacy skills (Nemec & Roffey, 2006).

4. Educational Activities Related to Emotional Literacy

Since Turkish education system is knowledge-centered and examination-oriented, it can be argued that affective education and emotional literacy are not given so much importance in the system. In order to gain the knowledge, values and skills of affective education, the current knowledge-based and examination-based education system should be modified. The well-being and happiness of all the stakeholders of the society can be achieved through the adoption of affective education and emotional literacy. In this sense, schools have an important place in the education of the society. Aktepe & Gündüz (2021, p. 76-77) argues that education attempts to improve individuals' cognitive, affective and psychomotor development as a whole based on the certain purposes and to facilitate their social life. At the same time, education is a discipline that supports the social relations of individuals and enables them to acquire morals, values, knowledge and skills, and supports them emotionally in the learning process. Çakır et al. (2000) defined the education as a lifelong process that takes place by living, feeling, learning, changing, transforming and progressing and as a way to improve the mental, emotional and physical aspects of individuals.

Until recently, education was mostly carried out with precise teaching based on improving the cognitive skills of individuals. This situation caused the social and emotional skills of individuals to be deficient (Espelage & Swearer, 2003). However, achieving affective goals has an important place in the socialization of individuals, in increasing their own and society's welfare, and in adapting to the political order of the country they live in. Schools play an important role in achieving these goals (Akbaş, 2004).

Education is a process that develops and improves the potential of individuals. In this process, the holistic development of individuals can be achieved by gaining emotional literacy skills. The suitability of the educational environment is important in gaining emotional literacy skills. In order for the educational environment to be suitable, human resources such as teachers, parents and students, who are the main actors, must be ready, volunteer and sufficient in terms of knowledge and emotions. Therefore, in this context, the information, feelings, rules, instructions and activities to be given in the process of emotional literacy education should be handled with a common understanding by these parties. These stakeholders should think together, have common feelings and develop common solutions and behaviors in the face of the problems they encounter in this process.

During the process of supporting emotional literacy skills, the emphasis should not be only on affective awareness education but also on education towards individuals' self-control, self-confidence and self-esteem. Through affective awareness training, individuals can become aware of their own and others' emotions and can understand their own and others' feelings they experience. These individuals can be more successful both in their educational life and in their social life. It is thought that individuals can control their own emotions through the self-control training and improve their self-confidence and respect through the self-confidence and self-esteem training.

B. METHOD

1. Design of The Study

The study was designed in accordance with document analysis which is one of the qualitative research methods. The document analysis can be used as an independent data collection method or as a method combined with other data collection methods. In the cases where the researchers cannot directly reach the institutions or persons related to the subject, it can be an important method of collecting data using the written materials containing information about the facts and events that are aimed to be investigated (Yıldırım & Şimşek, 2016). Document review is a systematic method that is used to examine and evaluate printed and electronic documents (Corbin & Strauss, 2008).

2. Data Collection and Analysis

The sample of the research is the studies carried out regarding emotional literacy. According to the purpose of the research, printed and electronic documents such as articles, theses and books in the literature were examined, the data were compiled in a certain order, evaluated and tried to be presented in a comprehensible way. In addition, activities related to emotional literacy were designed by the researcher, and sample educational practices were included in the research.

The descriptive analysis was used in the analysis of the data collected. In the descriptive analysis process, the data are defined and explained in detail. The aim is to present the data to the reader by organizing and interpreting in detail in a comprehensible way. In this manner the findings are obtained by examining the data in a comprehensible way taking into account the cause-and-effect relationships (Yıldırım & Şimşek, 2016).

Some activities have been developed to help education stakeholders acquire emotional literacy skills and use them in the educational environment. In this sense, some sample activities designed by drawing on the learning outcomes in the curriculum are presented below.

C. ACTIVITIES

1. Activity

Course: Life Science

Topic: Emotional literacy

Aim: To allow students to able to recognize and name their emotions.

Outcome: Students are able to recognize and name their emotions.

LS.2.1.8. Students express themselves in a comprehensible and plain language while communicating at school.

Implementation of the activity: When the lesson starts, the teacher ensures that the students pay attention to the topic they will cover that day by asking interesting questions about the topic and presenting interesting materials. In addition, he puts the cloth bag he brings with him on the table making the students wonder. There are many table tennis balls in the cloth bag. The teacher arouses the curiosity

of the students who begin to ask what is in this bag. After a while, the teacher takes the table tennis balls out of the bag and tells the students that they are going to play.

Seeing the students' screams of joy, the teacher distributes the balls to the students and asks them to draw facial expressions on the table tennis balls that describe how they feel at that moment including different emotions. After allocating a certain time, the teacher assigns a student who goes around his friends and collects the balls from them. Then the teacher tells the students to choose a ball at random from the bag. The students are also asked to imitate the facial expression on the ball with their own facial expressions and to label the name of that emotion. In addition, the students briefly describe a memory about that emotion. After the activity is completed, the teacher asks the students to evaluate what they have learned in this lesson. Thus, the students learn to recognize and name different emotions they experience.

2. Activity

Course: Life Science

Topic: Emotional literacy

Aim: To allow student to acquire a sense of responsibility.

Outcome: Students can acquire a sense of responsibility.

LS.2.1.7. They obey the rules of working with the group in classroom and school activities.

Implementation of the activity: Sude Teacher enters the class and waits for the students to sit down, and then she starts the lesson. She says that she will give group assignments to her students and that she wants everyone to take part in the groups she determines. She says that she will form the groups by drawing lots. But some students say, "I do not want to be in the same group with Ayşe.", "I want to be in the same group with Sevgi.", "We want to be in the same group with Mert, Ali and Mehmet." The teacher responds to them as follows: "Children, for a good project or job in the future, you may sometimes have to work together with people you do not want or do not know at all. What you need to do is to complete your duties by always doing your best. Now, no matter who you are with in the same group that I will create by lot, I ask you to fulfill your duties in the best way you can and present me a good homework."

The students who carefully listen to these words, come together and start working. The students are asked to prepare fables, poems, stories and slogans until the next lesson based on the themes given by the teacher. The students share tasks in groups. In the next lesson, the teacher asks the students to present what they have prepared. But the faces of the students in a group are very sullen. Realizing this situation, the teacher asks the students what the problem is. One of the group members, Ayşe, says, "My teacher, the task of Sevgi and mine was to compose poetry together. But Sevgi left me alone and I could not prepare it on my own." Then teacher asks Sevgi the reason for it. Sevgi tells the teacher, "My teacher, I did not want that task. Instead, I wanted to write down a story. I did not do the task since I did not want." Then the teacher tells the class the following: "Dear children, as I told you at the beginning, we can sometimes be in the same group with people we do not know and have to work with them. Regardless of the circumstances, we must take responsibility and fulfill our responsibility as best you

can.” Later, Sude teacher tells the group,” The other groups did their homework, but as this group did not do it, their grade would be low”. Thereupon, Sevgi wants to speak and says that she understands her mistake and apologizes to her groupmates. She also states that she will fulfill her responsibilities in the future. The lesson ends with the homework presentations of the groups in turn.

3. Activity

Course: Life Science

Topic: Emotional literacy

Aim: Being able to be aware of the positive and negative emotions experienced in the past and the experiences related to these emotions.

Outcome: Students can become aware of the positive and negative emotions experienced in the past.

LS.3.1.2. They realize how their behaviour affects themselves and their friends.

Implementation of the activity: The teacher chooses an educational game in accordance with the topic to be covered that day and explains the rules of the game to the students. Students are both excited to play and also curious because they do not know which game to play. The teacher asks the students to think about the positive (being happy, cheerful, appreciated, etc.) and negative emotions (fear, anger, sadness, disappointment, etc.) they have experienced in the past. In fact, he says that this is just a game and whoever has more positive and negative emotions in the past will win the game. In particular, the teacher says that only he can read the feelings and that their friends or parents cannot read them in order to enable the students to express all their feelings sincerely. In this way, students can express the positive and negative emotions they have experienced in the past more easily. Each student writes down the positive and negative feelings they have experienced in the past on a piece of paper.

At the end of the game, the teacher collects papers and says that the winner of the game will be determined tomorrow after reading the papers. All students excitedly wonder who will win the game. The students ask the teacher who won the game the next day. The teacher says that everyone won the game. He distributes the gifts he brings with him to the students and says that you all deserved these gifts. The students cannot understand this situation and the teacher makes an explanation and says, “You all won this game. Each of you mentioned too many positive and negative emotions you have experienced in the past. The number of emotions was not important, I just wanted to know all the feelings you had in the past”. Seeing that the students are happy, the teacher finally tells the students:

“Children, do not keep the positive and negative emotions you experience. Especially do not keep negative emotions. Make those feelings positive instead of keeping them. Share them with your family, friends and people you love. Because feelings are beautiful when they are shared with others.

4. Activity

Course: Life Science

Topic: Emotional literacy

Aim: To improve the ability to control emotions in the face of defeat and victory.

Outcome: Students can control their emotions in the face of defeat and victory.

LS.2.1.10. They obey the rules while playing games with their friends at school.

Implementation of the activity: The teacher enters the class with four colored balloons in his hand to draw attention to the topic that will be covered that day. Naturally, students get excited when they see the balloons and ask the teacher what they are going to do with these balloons. The teacher says that they will both play games and teach in a fun way. After the teacher manages to draw the students' attention, he divides the class into four heterogeneous groups and makes them sit in a cluster. While forming the groups, he makes arrangements to bring together students from different levels. He even explains in an appropriate manner that he will not allow students to be in the same group even if they want. Teacher wants the groups to choose an animal and to draw a picture of it on the balloon. The groups are named as lions, cheetahs, cats and rabbits. Afterwards, the teacher tells the groups about the topic that they will cover that day. After the groups study among themselves for a while, the teacher tells the students about the activity as follows: "Dear students, now I will choose one of your friends from each group and ask questions about the subjects you have just been working on. Your friends will also compete among themselves and will receive points for their correct answers. The points they get will also be the group score. In this activity, since the teacher employs the "team game tournament" activity, he pays attention to race the students at the similar level while determining the students from the groups. In addition, due to the activity, a different student competition is required on behalf of the group each time. In this way, after each group member competes with their friends in the other group, the points are collected, and the winning group is determined. The prize of the competition will be to burst the balloons of the friends in the other group, as the teacher has stated before. The first group experiences extreme joy while popping the balloons of the other groups. The students in the other group are a little upset about this situation and their facial expressions changes. The group winning the competition exaggerates the event a bit, starting to shout by making noises. Seeing that the morale of the other groups is very low, the teacher makes the following statement: "Dear students, I ask you to listen to me a little. The group that won the competition deservedly began to rejoice. But other groups could have won the competition as well. Especially the students who won the competition, you showed a bit too much joy, did not you? If you had lost the competition and your other friends would have been as happy as you were, how would you feel? The students who lost the competition; yes, you were upset, but if you had won, you would definitely be happy, right?". Then, he poses questions to the students. After thinking for a while, the students realize their mistakes and apologize to each other and feel that there could always be winners and losers in competitions. The students who lose the competition congratulates the winners. The winning students also eliminate the unpleasantness by telling their friends that they actually competed very well and that they could win in the next competition. The teacher congratulates the students for

their behavior. He also says that the important thing is not to win or lose. He concludes the lesson by saying that the important thing is your respect for each other.

5. Activity

Course: Life Science

Topic: Emotional literacy

Aim: To allow students to recognise and label their feelings.

Outcome: Students can recognise and label their feelings.

LS.1.1.1. They participate in in-class acquaintance activities. They introduce themselves and meet their teacher and friends.

LS.1.1.15. They are willing to participate in games and play them. They are guided to have fun through the game, to adapt to the rules of the game, to demonstrate appropriate behaviours in the game, to make friends, to get to know themselves and others etc.

Implementation of the activity: After the teacher enters the class, she tells the students: “Dear children, today, everyone will share a memory with us, and while one of your friends is telling his memory, we will identify the emotions he experienced and then write them on the board. At the end of the lesson, we will reveal the emotions we experience the most and determine the emotions that guide us in our lives”. Then the teacher asks who wants to tell his memory first. Many students raise their fingers saying they want to share their memories. However, Ayşe who is a little sad and does not raise her hand, draws the teacher’s attention. Then the teacher asks Ayşe whether she wants to tell a memory or not. Ayşe says that although she wants to share a memory, she is very sad. When the teacher tells Ayşe, “Maybe you will be relieved if you tell why you are”, Ayşe says, “Okay, let me tell you why I am sad and says, “My teacher, I had a cat that I had been feeding for a long time and she suddenly died this morning. Her name was Minnoş. She loved me very much, she would come to me and play with me. We had a very good friendship. But when she died this morning, I become very sad. That’s why I am very unhappy right now”. The teacher says, “Thank you Ayşe for sharing why you are sad.” and gives the other students the right to speak in turn. Some statements of the students in this context are as follows:

Ali: Teacher, one day, when I went home, my father surprised me since he had bought me my favorite skates. I was very happy and hugged my father (Joy).

Fatma: Teacher, we bought a wheelchair for a disabled friend by collecting money. She cried with happiness when she saw the wheelchair. I hugged her and cried with her. Another friend of ours told me did not cry, we would get it for you too. I got very angry with him saying it was not the time to joke (Anger).

Zeki: Teacher, one day my little brother was a little far from the front of the house. At that time, I did not look at him. My mother panicked when she could not see my brother all of a sudden. I thought he was lost too and I was very curious about him (Anxiety).

Songül: *Teacher, my grandfather who had spent a lot of time with me and had played constantly with me passed away last year. I am still very sorry. I have not gotten used to his absence yet. Moreover, I was very touched when I saw the teddy bear he bought me by chance recently (Sadness).*

Rıza: *Teacher, one day my mother sent me to the bakery to buy a bread. I saw an injured dog on the road while I was returning from the bakery. My mother wanted me to get the bread right away and come back. So I just left the dog where I saw it and went home right away. I am still mad at myself for not helping that dog. (regret).*

Ayten: *Teacher, one day my mother and father went somewhere. My siblings and I were at home. But my parents did not come until the evening. Then someone knocked the door. I thought that if they were my parents, they would open the door using the key. They continued to knock the door. We were thoroughly alarmed. Finally, I said to my siblings, be quiet and let them not know that we were at home. Then when we did not open the door, they finally left. (fear).*

The teacher listens to the memories told by the students and together with the other students, determines the emotions experienced by these students and writes them on the board. At the end of the lesson, the teacher says, "Dear students, as you can see, we can all have different feelings about different events. As a matter of fact, people cannot always have the same feelings, right?"

D. CONCLUSION AND RECOMMANDATIONS

The conflicts and problems at schools and in society today are largely due to the neglect of affective education. The basis of these conflicts and problems lies in the fact that individuals show a selfish approach and do not understand each other. If it is accepted that the characteristics of individuals are different and tolerance is shown and individual differences are respected, such problems can be solved or, at least, reduced. Affective education can be given more room at the school programs and educational programs, and therefore, the development and spread of emotional literacy in society, especially at the schools, can be achieved. In the education/training programs to be developed, individuals are expected to be cooperative, respectful, participatory, unifying, tolerant, peaceful, democratic, and to be able to express themselves, think and communicate. Sharp (2000) states in his project that some studies are needed to develop emotional literacy skills of all school stakeholders (school principal-teacher-student-parents-other staff). Coppock (2007), on the other hand, recommends developing a number of strategies and approaches related to emotional literacy, and carrying out both local and national studies and extending them in order to promote positivity and emotional well-being of children, young people and families.

Social and emotional competencies have a low priority in teacher training programs. In this sense, educational and training courses can be organized for children to become competent in these skills by supporting the social and emotional learning contents of their undergraduate programs (Waajida, Garner & Owen, 2013). Improving students' social and emotional skills depends on including these skills more comprehensively in the curriculum (Esen Aygün & Şahin Taşkın (2021). In addition, educational programs that support emotional literacy skills of parents can be prepared and the effects of these programs on both parental behaviours and child development can be examined (Bozkurt Yükçü & Demircioğlu, 2021). As stated above in Turkey the educational programs allocate less room for affective education in contrast to the cognitive education. In addition to the cognitive and psychomotor

acquisitions of individuals, supporting their social, emotional and spiritual achievements is necessary for their holistic development. This necessitates giving enough space to the affective goals and acquisitions in the educational programs. While planning affective education programs, it is necessary to determine those goals and acquisitions that are suitable for the characteristics of the developmental periods of individuals or children and their grade levels.

The development of emotional literacy skills can be achieved through attaching importance to affective education. All segments of society, especially parents and educators, should be sensitive to emotional literacy skills. Only in this way can individuals become emotionally literate, develop the characteristics of being virtuous and complete their development as a whole. It should be added that some individuals such as society, family, teachers and students should be ready, volunteer and sufficient in terms of knowledge and feeling/emotion in the acquisition of emotional literacy skills. To this end in the process of emotional literacy education at schools, information, feelings, rules, values and skills should be handled with a common understanding through the proper planning, the proper activities and training practices. In addition, common solutions and behaviors should be developed. Gomez-Diaz, Delgado-Gomez, & Gomez-Sanchez (2017) affective education is more and more present every day at schools and universities. Practical workshops are held to develop students' socio-emotional skills. After these practices, positive results were obtained, and it was seen that more importance was given to emotional care. In addition, Alemdar & Anılan (2020) it is important to see emotional literacy as a vital skill based on the values of the school and the behaviours of teachers. For this reason, it is valuable to evaluate teachers' emotions in school environment.

Research suggests that there are certain skills that are closely related to emotional literacy which are major qualities of individuals with emotional literacy skills (Aktepe & Gündüz, 2021). These skills are as follows: ability to think about emotions, ability to listen to emotions, ability to read emotions, ability to understand emotions, ability to express emotions, ability to interpret emotions, ability to analyze emotions, ability to synthesize emotions, ability to evaluate emotions, ability to control emotions, ability to manage emotions, emotional awareness skills, sensitivity skills, emotional well-being skills, intellectual well-being skills, self-control skills, self-awareness skills, empathy/sympathy skills, motivation skills and healthy communication skills. The acquisition of these skills through formal education is significant. Esen Aygün & Şahin Taşkın (2021) state that the linguistic and cognitive development of people with advanced social and emotional skills are positively affected along with their emotional and social lives. According to the results of their research, Alemdar & Anılan (2022) state that the competencies that enable teachers to interact effectively with others can contribute to their emotionally positive relationships with others and their well-being, and emotional literacy has positive effects on emotional labor and emotional labor has positive effects on social capital.

During the process of supporting emotional literacy skills the emphasis should not only on affective awareness education but also on education towards individuals' self-control, self-confidence and self-esteem. Through affective awareness training, individuals can become aware of their own emotions and those of others and can understand their own and others' feelings they experience. As a result, these individuals can be more successful both in their educational life and in their social life. It is thought that individuals can control their own emotions through the self-control training and improve

their self-confidence and self-respect through the self-confidence and self-esteem training. For this reason, it is important that emotional literacy education is put forward concretely with activities, that these activities should be used in the educational settings, and that the education stakeholders should benefit from these activities.

The following suggestions may be made according to the findings of the research:

- Affective education could be given more importance in the educational programs. Affective goals and outcomes could be sufficiently integrated into the educational programs. Therefore, the development and spread of emotional literacy in society, specifically at schools, can be achieved.
- Individuals should be encouraged socially, emotionally, and spiritually, and their holistic developments should be supported.
- By acknowledging that each individual has unique traits, conflicts can be resolved and tolerated by respecting these individual differences.
- In addition to emotional awareness education of individuals, they can be presented the self-control, self-confidence, and self-esteem education. Therefore, through such education activities individuals are equipped to regulate their emotions with the help of self-control training and can develop self-confidence and self-esteem with the help of self-confidence and self-respect training.
- The society as a whole, particularly parents and teachers, should have an awareness about emotional literacy skills in the course of the development of emotional literacy skills among children.
- In the acquisition of emotional literacy skills, the educational setting should be proper for such an education, and stakeholders should be ready and volunteer. The process of education should be managed and implemented using a mutual understanding, and common behaviours should be established.
- It can be suggested that the activities used for emotional literacy education should be concrete and that stakeholders should also employ these activities in the educational environment.

Ethics Committee Permission

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The authors contributed equally to the article.

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There is no conflict of interest between the authors.



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