

DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN THE CONTEXT OF PROJECT-BASED LEARNING

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Abstract. *This report examines the opportunities for developing students' emotional intelligence within the context of Project-Based Learning (PBL). In contemporary education, there is a growing interest in social-emotional skills as a key factor for successful social adaptation, academic achievement, and personal development.*

The aim of the study is to analyze how participation in project-based activities supports the development of the main components of emotional intelligence – self-awareness, self-regulation, empathy, motivation, and social skills.

A pedagogical model for integrating project-based activities into the learning process is presented. The empirical part describes the research methodology conducted among students at the lower secondary education level. Data from observations, questionnaires, and assessments of project activities were analyzed.

The results indicate that project-based learning creates a favorable environment for the development of communication skills, collaboration, and emotional self-regulation. The conclusions of the study confirm that the integration of educational technologies and project methods can significantly support the development of emotional intelligence within the school environment.

Key words: Emotional Intelligence, Project-Based Learning, Social-Emotional Learning, Educational Technologies, Teamwork

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