

[https://doi.org/10.52058/2695-1592-2024-1\(32\)-53-61](https://doi.org/10.52058/2695-1592-2024-1(32)-53-61)

Sergii Sharov

*PhD of Pedagogical Sciences, Associate professor,
Head of the Department of Computer Science,
Dmytro Motornyi Tavria State Agrotechnological University,
Zaporizhzhia, Ukraine,
<https://orcid.org/0000-0001-5732-9980>*

Vira Kolmakova

*Senior Lecturer of the Department of Computer Science,
Information and Communication Technologies,
Pavlo Tychyna Uman State Pedagogical University,
Uman, Ukraine,
<https://orcid.org/0000-0001-5414-0939>*

THE VALUE OF EMOTIONAL INTELLIGENCE FOR FUTURE SPECIALISTS

Abstract. The article examines the importance of emotional intelligence for a future specialist. It is emphasized that emotional intelligence is essential for consciously managing oneself's emotional sphere and other people, it is a condition for creativity and quick adaptation to working conditions. It was found that emotional intelligence during training will allow to achieve constructive decisions when interacting with other participants of the educational process. During professional activity, provided that they respond adequately to the behavior and emotional state of colleagues and clients, specialists will be able to succeed at work and to adapt quickly to new conditions of work. It has been found that a low level of emotional intelligence leads to conflict situations and affects physiological and mental states. It was found that emotional intelligence is a complex integrated concept, which structurally consists of several abilities. This competence involves understanding the emotional states of oneself and other people, managing these emotional states. The study emphasizes that the development of social competence and emotional intelligence should be a necessary component of the training of a modern specialist. This especially applies to first-year students who need support and understanding from the teachers and administration of the higher education event. It was found out that it is recommended to carry out various educational and organizational activities for them, to ensure the implementation of educational and training work. The development of emotional intelligence can be carried out at the



help of advisory and familiarization work, cooperative activities, and the introduction of special programs into the educational process. Directly, the development of emotional intelligence should involve several stages of developing the certain abilities. In the future, it is planned to investigate the degree of development of emotional intelligence of students of a pedagogical university.

Keywords: emotional intelligence, social competence, students, higher education.

Formulation of the problem. One of the priority tasks of modern education is the development of a harmoniously developed personality, which has a certain list of developed professional and general competencies. In these conditions, the development of soft skills associated with the ability to communicate, constructively interact in a group, understand the interlocutor, avoid conflicts, show initiative and creativity, etc., becomes important. Most of these competencies are developed in institutions of higher education within the framework of the implementation of educational programs. Within educational activities, students communicate with each other, teachers, and representatives of the administration, learn to work in a team, acquire professional skills, etc.

In these conditions, emotional intelligence, which involves the ability to understand one's own emotions and the emotions of other people, becomes significant. On the one hand, this ability of the individual will allow them to come to constructive decisions while interacting with other educational process participants. On the other hand, after graduating from the university, the specialist will be able to attain success in the professional field, provided he/she responds adequately to the behavior and emotional state of colleagues and clients.

Considering the importance of this issue, the problem of emotional intelligence is highlighted in the works of various scientists. Peculiarities of students' emotional intelligence were studied in the works of M. Kuznietsov, T. Tsyhanchuk, V. Vins, I. Horbenko, O. Yefymets, O. Demchuk, L. Kotlova, M. Zinchenko and other scientists. Emotional intelligence in the context of professional education has been studied in the works of N. Zhyhailo, M. Stasiuk, V. Zarytska, and others. The importance of emotional intelligence for personality development has been considered in the works of I. Horvat-Ianushevska, T. Popova, S. Podofiei, and others. At the same time, attention needs to be paid to the systematization of scientific research on the essence and directions of the development of students' emotional intelligence.

The purpose of the article is to highlight the features of students' emotional intelligence and directions of its development.

Exposition of the main material. Today, the modern system of higher education is focused on training a specialist capable of effective performance of professional activities, teamwork, communication with the environment, etc. This is

achieved by the implementation of the competence approach in the education system and by the necessary general and professional competencies development. This has made it possible to strengthen the practical component of the educational process, orient it towards future professional activity and thus ensure better employment possibilities [1, P. 196]. At the same time, professional competencies differ depending on the chosen profession, and general competencies are almost the same for any specialist and are mandatory components of every personality.

Social competence should be possessed by a specialist who deals with communication and cooperation between people. Such professions include lawyer, diplomat, manager, personnel specialist and, of course, teachers. “Soft” competences, in particular social competence as an integrated personality characteristic, are of particular importance in the activities of future teachers, who, in addition to their own development and self-development, must in the future prepare the young generation for an active life. In turn, the educator must understand students, take into account their emotional state, respond adequately to their behavior, anticipate possible negative moments in communication and avoid them. At the same time, the effectiveness of educational activities often depends on the quality of interaction of all participants in the educational process. This especially applies to the interaction between the teacher and students, who in modern conditions should be partners within the educational process [2, P. 262], interact with each other to solve the educational tasks set before them.

At the same time, some teachers have not developed soft skills, in particular emotional intelligence. This is explained by the constant development of the educational process, when teachers transferred the student's social experience, but did not prepare future specialists with developed emotional intelligence [3, P. 500]. If earlier only specialists who knew the subject area were needed, now much attention is paid to teamwork. And working in a team is impossible without social competence, emotional intelligence and other soft skills.

In this context, N. Zhyhailo and M. Stasiuk [4, P. 93] note that the quality of specialist training depends not only on professionalism criteria but also on the development of soft skills, in particular emotional intelligence. It is considered by scientists as a person's ability to analyze his/her emotional states and the states of other people, to manage these states [5, P. 464]; the ability of an individual to recognize and regulate his/her own emotions, as well as other people's emotions to achieve set goals [6, P. 65]; a structural component of social intelligence, the ability to control one's own and other people's emotions [7, P. 209], to show emotions in accordance with the situation, to «recognize» positive and negative emotions, to respond adequately to them.

P. Salovey, J.D. Mayer, as early as 1990, began to investigate emotional intelligence and to reveal its influence on the individual and his surroundings. Thus, researchers have found a relationship between emotional intelligence and a person's



psychological health. A person with a developed intelligence feels good about himself, knows how to recognize his emotions and adequately react to them. At the same time, underdeveloped emotional intelligence leads to the fact that a person is unable to recognize and regulate his own emotions, they become depressed and even prone to suicide [7, P. 202].

According to E. Nosenko, in its essence, emotional intelligence can be considered as an aspect of the internal identification of the personality towards oneself and the outside world, which helps to build friendly relations with people, to regulate one's behavior based on an adequate assessment of one's own emotions and the emotional state of other people. Emotional intelligence is structurally composed of five abilities: a person's awareness of his own emotions; regulation of emotions based on their self-awareness; self-control and the ability to adjust to a certain activity; recognizing and understanding the emotional state of oneself and other people; positive attitude towards others and maintaining friendly relations with them [8, P. 103].

The advantages of emotional intelligence and the need for its development in future specialists can be considered from different angles. A person shows emotional reactions in different ways in response to situations and life events, depending on his value orientation and his/her own life experience. In turn, emotions can cause changes in physiological and mental states [9, P. 262]. From the point of view of personal qualities, T. Tsyhanchuk notes that emotional intelligence is important for consciously managing the emotional sphere of oneself and other people. It helps to control one's own activity and spontaneous emotional manifestations. In addition, emotional intelligence becomes the basis for the formation of emotional competence, which is understood as the ability of a person to build his/her own behavior depending on his/her own emotions and the emotions of others [10, P. 201].

Emotional intelligence affects professional activity. In particular, it ensures active inclusion in the team, acts as a condition for creativity, and quick adaptation to working conditions [4, P. 93]. Since most professions are associated with teamwork, communication with other people, managing one's own emotions, and understanding and managing other people's directly affect the quality of professional tasks performance. O. Yefymets and O. Demchuk also emphasize the presence of emotional problems in people with a low level of self-control. If emotions are not controlled, they can harm the performance of professional duties, interpersonal relationships, recreation, and even health [11, P. 62].

The development of emotional intelligence is correlated with the process of professional training of future specialists. In this context, V. Zarytska notes that in order to effectively perform their professional duties, future specialists have to develop emotional stability, which is one of the indicators of a high level of emotional intelligence. The researcher emphasizes several regularities: socially significant professional activity causes positive emotions; positive emotions from

the satisfaction of interests regarding the choice of professional activity; attitude to professional activity affects human behavior; a person's emotional state and the ability to control it affect personality qualities, such as memory, attention, thinking [12, P. 48].

Structurally, emotional intelligence involves empathy, the ability to recognize and manage one's own emotions, recognize and manage other people's emotional states, and use emotions to manage motivation and solve problems [9, P. 262]. T. Tsyhanchuk divides emotional intelligence into several components: intra-personal emotional intelligence involves understanding and managing one's own emotions; interpersonal emotional intelligence involves understanding and managing other people's emotions [10, P. 202]. I. Horvat-Ianushevska, T. Popova include cognitive, emotional, personal and social abilities as part of emotional intelligence [6, P. 64]. M. Kuznietsov and N. Diomidova identify five main abilities that emotional intelligence covers: awareness of one's own emotions (allows to identify the causes of emotions, their intensity, manage them); regulation of emotions based on the self-awareness of the emotional state, the ability to calm down; directing emotions for good, using them to achieve a certain goal; recognizing emotional states in other people, taking them into account when communicating with them; the ability to maintain friendly relations with people based on understanding their emotional states [13, P. 11].

It should be noted that the combination of social intelligence and emotional competence during study helps students to communicate with classmates and solve educational problems, to interact constructively with teachers and the administration of the educational institution. Social competence is considered an important component of the human socialization process. Usually, this integrative characteristic of a person implies the presence of a set of social knowledge, skills, experience, values, orientations, and other properties that allow effective interaction with society [14, P. 154], with individuals, social groups, social institutions, etc. As noted in the work [15, P. 201], some students have a low level of social competence. As a result, they cannot communicate freely with their classmates, effectively solve educational tasks, and work in a group. At the same time, the level of development of emotional intelligence affects interaction with others and one's behavior. As noted by L. Kotlova and M. Zinchenko [16, P. 49], a tendency to cooperate and mild forms of conflict behavior are characteristics of students with a high level of emotional intelligence. A neutral form of conflict behavior and the formation of compromise solutions during interaction are characteristics of students with an average level of emotional intelligence. On the other hand, students with a low level of emotional intelligence are prone to conflict behavior and manifestation of competition within the conflict situation.

On the other hand, in the process of learning, students may periodically experience negative emotions, which affect their mental and physical condition. For



example, this applies to receiving a low grade during classes, failure to complete homework assignments within a specific discipline, poor living conditions, etc. All these can lead to academic stress, which is especially evident during the exam session. In turn, educational stress can cause neuropsychological overload, lead to a decrease in the level of work capacity, a decrease in academic success, etc. [13, P. 34].

Considering this, the development of social competence and emotional competence (emotional intelligence) should be a necessary component of a modern specialist training. According to O. Yefymets and O. Demchuk, the development of students' emotional intelligence will allow them to develop such personal qualities as individuality and a critical attitude to their lives. Researchers note that in this case, the individual will be able to respond adequately to various life and professional situations [11, P. 62]. In this context, N. Zhyhailo and M. Stasiuk point out that the introduction of measures for the development of emotional intelligence into the professional training system will allow to shift priorities to the comprehensive development of the individual, and not only to the activity component [4, P. 93].

According to researchers [6, P. 65], it is necessary to introduce psychological and pedagogical technologies into the educational process, which allow the development of emotional intelligence and emotional competence in general. They consider the professional and formative prerequisites for the development of emotional intelligence - the understanding of this process's importance, its significance for resolving conflict and stressful situations, knowledge of individual characteristics of professional activity that are accompanied by emotional processes, awareness of the causes of emotional balance loss during professional activity, knowledge of ways to prevent emotional fatigue and emotional balance loss, awareness of one's own goals regarding professional development and ways to achieve it.

According to S. Podofiei's research, first-year students in new conditions of university study feel the need for recognition and support, vigorous activity and new experiences. Satisfying these needs causes positive emotions in students [9, P. 265]. As a result, it is necessary to provide the implementation of occasions aimed at supporting first-year students, familiarizing them with the rules of educational process organization, and involving them in various educational and organizational activities, to ensure the implementation of educational and training work. To reduce the negative impact of academic stress during the exam session, especially in the initial courses, it is recommended to conduct familiarization work during consultations, to inform students in advance about the evaluation criteria and types of control measures. In this case, they will be able to activate internal reserves in a timely manner and better prepare for tests/exams. M. Kuznietsov and N. Diomidova propose to implement a special development program in the educational process, which will allow optimizing the mental states of students during studies, in particular during exams. During the course of the program, students have to master the skills

of self-regulation of psycho-emotional states and acquire theoretical information on specific problems [13, P. 31].

O. Marukhovska-Kartunova and others note that emotional intelligence can be developed, and they divide this process into several stages: knowledge of oneself (development of self-awareness, understanding of the individual's inner world, one's feelings and emotions); managing emotions (developing the ability to manage one's own emotional state); recognizing the emotions of others (developing the ability to understand the emotional states of other people); managing the emotional states of partners (developing the ability to manage other people's emotions); development of psychological professionalism (formation of skills necessary for psychological activity) [3, P. 504].

V. Vins et al. determine several stages of the development of emotional intelligence in youth, which is more character for students. Based on this, they offer appropriate methodological advice. The first stage involves self-knowledge when the student begins to understand his/her feelings and emotions. During this period, teachers are recommended to create a favorable atmosphere for communication and reflection. At the second stage of the development of emotional intelligence, the use of specially organized situations is envisaged, where students will be able to regulate their emotions and feelings and apply appropriate behavior to simulated situations. The third stage involves establishing interpersonal relationships, recognizing and taking into account the emotional states of other students. Here can be used role-playing games, mini-training, and interactive training. In the fourth stage, students should develop the ability to manage the emotional states of other people through purposeful exercises [5, P. 467].

Conclusions. Therefore, modern specialists must form professional and general human competences, carry out educational activities effectively and interact with the surrounding environment constructively. Emotional intelligence is significant for recognizing and managing the emotional states of oneself and others. Within studying in higher educational institutions, emotional intelligence allows students to adapt to new conditions faster and communicate effectively with classmates and teachers. The development of emotional intelligence can be carried out in various directions due to advisory and familiarization work, joint activities, and the introduction of special programs into the educational process.

References:

1. Sharov, S. (2018). Kompetentnisnyi pidkhid: perevahy, struktura ta osoblyvosti [Competence approach: benefits, structure and features]. *Naukovyi visnyk Mykolaivskoho natsionalnoho universytetu imeni V.O. Sukhomlynskoho. Pedagogichni nauky – Scientific Bulletin of Mykolaiv National University named after V.O. Sukhomlynskyi. Pedagogical sciences*, 4(63), 194-199 [in Ukrainian].
2. Stavvytska, K.V., & Sharova, T.M. (2017). Vplyv innovatsiinykh tekhnolohii na osvittii protses vyshchoi shkoly [Impact of innovative technologies on the educational process of a higher school]. *Informatsiini tekhnolohii v osviti ta nauksi – Information technologies in education and science*, 1(9), 260-263 [in Ukrainian].

3. Marukhovska-Kartunova, O., Ryshchak, N., & Haponchuk, O. (2023). Rol emotsiinoho intelektu yak soft skills u suchasnomu osvithnomu protsesi [The role of emotional intelligence as soft skills in the modern educational process]. *Visnyk nauky ta osvity – Herald of science and education*, 6(12), 496-508 [in Ukrainian].

4. Zhyhailo, N., & Stasiuk, M. (2016). Rol emotsiinoho intelektu v protsesi profesiinoi osvity [Role of emotional intelligence in professional education]. *Pedahohika i psykholohiia profesiinoi osvity – Pedagogy and psychology of professional education*, 4, 87-97 [in Ukrainian].

5. Vins, V.A., Horbenko, I.V., & Krasnozhon, A.O. (2022). Rozvytok emotsiinoho intelektu studentiv pershoho kursu u protsesi navchannia [Development of emotional intelligence of first-year students in the learning process]. *Perspektyvy ta innovatsii nauky – Perspectives and innovations of science*, 10(15), 460-472 [in Ukrainian].

6. Popova, T.S., & Horvat-Ianushevska, I.I. (2014). Teoretychni zasady doslidzhennia emotsiinoho intelektu [Theoretical foundations of the study of emotional intelligence]. *Naukovi pratsi. Serii: Sotsiologhiia – Scientific works. Series: Sociology*, 232, C. 63–66 [in Ukrainian].

7. Salovey, P., & Mayer, J.D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185–211.

8. Nosenko, E. (2004). Emotsiinyi intelekt yak sotsialno znachushcha intehralna vlastyvist osobystosti [Emotional intelligence as a socially significant integral property of the individual]. *Psykhologhiia i suspilstvo – Psychology and society*, 4(18), 95-109 [in Ukrainian].

9. Podofiei, S.O. (2019). Emotsiinyi intelekt osobystosti y osoblyvosti yoho stanovlennia [Emotional intelligence of the individual and peculiarities of its formation]. *Naukovyi visnyk Khersonskoho derzhavnoho universytetu. Seriiia “Psykhologhichni nauky” – Scientific Bulletin of Kherson State University. Series “Psychological Sciences”*, 1, 260-265 [in Ukrainian].

10. Tsyhanchuk, T.V. (2017). Emotsiinyi intelekt v strukturi stresostiikosti studentiv [Emotional intelligence in structure of student's stress stability]. *Naukovyi visnyk Mykolaivskoho natsionalnoho universytetu imeni V.O. Sukhomlynskoho. Psykhologhichni nauky – Scientific Bulletin of Mykolaiv National University named after V.O. Sukhomlynskyi. Psychological sciences*, 2, 200-204 [in Ukrainian].

11. Yefymets, O.O., & Demchuk, O.O. (2014). Do problemy emotsiinoho intelektu studentiv [To the problem of emotional intelligence of students]. *Psykhologhiia: realnist i perspektyvy – Psychology: reality and prospects*, 3, 62-64 [in Ukrainian].

12. Zarytska, V.V. (2014). Emotsiinyi intelekt yak skladova hotovnosti osobystosti do profesiinoi diialnosti [The emotional intelligence as part of readiness of the person for the professional activity]. *Visnyk Kharkivskoho natsionalnoho pedahohichnoho universytetu imeni H.S. Skovorody. Psykhologhiia – Bulletin of Kharkiv National Pedagogical University named after H.S. Skovoroda. Psychology*, 49, 42-51 [in Ukrainian].

13. Kuznietsov, M.A., & Diomidova, N.Yu. (2017). *Emotsiinyi intelekt yak chynnyk psykhoemotsiinykh staniv studentiv v umovakh ispytu [Emotional intelligence as a factor of psycho-emotional states of students in exam conditions]*. Kharkiv: “Disa plus” [in Ukrainian].

14. Sydoruk, I. (2020). Formuvannia sotsialnoi kompetentnosti maibutnykh sotsialnykh pratsivnykiv zasobamy informatiino-komunikatsiinykh tekhnolohii [Formation of social competence in future social employees by means of information and communication technologies]. *Zbirnyk naukovykh prats Umanskoho derzhavnoho pedahohichnoho universytetu – Collection of scientific works of the Uman State Pedagogical University*, 1, 152-158 [in Ukrainian].

15. Sharov, S.V. (2019). Definityvnyi analiz i sutnist sotsialnoi kompetentnosti [Defiitional analysis and the essence of social competence]. *Naukovyi chasopys natsionalnoho pedahohichnoho universytetu imeni M.P. Drahomanova. Seriiia 5. Pedahohichni nauky: realii ta perspektyvy – Scientific journal of the National Pedagogical University named after M.P. Drahomanova. Series 5. Pedagogical sciences: realities and prospects*, 66, 200-203 [in Ukrainian].



16. Kotlova, L., & Zinchenko, M. (2019). Psykholohichni osoblyvosti konfliktnykh form povedinky studentiv z riznym rivnem emotsiinoho intelektu [Psychological peculiarities of students' behaviour conflictive forms with a different level of emotional intelligence]. *Naukovyi chasopys Natsionalnoho pedahohichnoho universytetu imeni M.P. Drahomanova. Seriiia Psykholohiia* – Scientific journal of the National Pedagogical University named after M.P. Drahomanov. *Series Psychology*, 12(8), 49-56 [in Ukrainian].