

ПСИХОЛОГІЯ

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THE INFLUENCE OF THE LEVEL OF EMOTIONAL INTELLIGENCE ON EDUCATION AND PROFESSIONAL ACTIVITY IN MODERN TIMES

Abstract. In the modern education system, the problem of forming emotional intelligence is one of the topical issues in terms of the necessity of the ability to recognize and control other people's emotions, understand other people, and the effect on the efficiency of the formation of intellectual abilities. In the article, the relationship between emotional intelligence levels, interpersonal relationships and academic success indicators of university students was determined and the interaction of these variables was studied. In addition, this study was conducted by grouping indicators of emotional intelligence, interpersonal relationships, and academic success in terms of some demographic factors (gender, age, and course of study). It was determined that there is a positive relationship between emotional intelligence (components), interpersonal relationships and academic success indicators. The results of our research showed that there is a positive correlation between interpersonal relationships and the components of emotional intelligence. That is, the levels of indicators of emotional intelligence and interpersonal relations of university students have increased, and their academic success indicators have also increased accordingly. Also, as the level of emotional intelligence and interpersonal relationships of university students decreased, their academic success indicators also decreased. From the results of the regression analysis, it became clear that there is an effect on emotional management, emotional evaluation, empathic sensitivity and the skills of using emotions, which are components of emotional intelligence. The ability of the studied persons to understand and control their own and others' emotions, to express themselves better, and to establish

interpersonal relationships are important factors. Proper management of emotions, positive use and emphasis on empathic sensitivities are of great importance for the development of interpersonal relationships. Also, according to the results of the regression analysis, it was determined that emotional assessment, emotional management, empathic sensitivity and positive use of emotions, which are components of emotional intelligence, affect academic success indicators. In addition, during the study, differences in emotional intelligence, interpersonal relationships and academic success indicators were determined according to gender, age and course studied by students. According to the results of the T-test analysis, it was determined that there is a significant difference between emotional intelligence and gender criteria. During the research, it was determined that the average score of emotional intelligence levels of female students is higher than the average score of emotional intelligence levels of male students. In this context, it can be said that female students can better understand, control and regulate emotions from people's facial expressions, non-verbal means of communication, and voice tones, unlike male students. In addition, according to the results of the T-test analysis, it was found that there is no significant difference between the gender criterion and the indicator of interpersonal relations and academic success. According to the results of the conducted ANOVA and T-test analysis, it was determined that there is no significant difference between emotional intelligence, interpersonal relations and academic success, and age and course of study. Based on the analysis of the scientific literature and the results of our research, we can make the following suggestions. It is very important to provide a social environment by universities to develop students' emotional intelligence and interpersonal relations system. It would be very useful for universities to organize lectures, seminars, congresses, symposia, conferences, educational programs and to evaluate students' activities in this direction in order to develop students' level of emotional intelligence, interpersonal relations and communication skills. In the research to be conducted in this direction, university students' emotional intelligence, interpersonal relations and communication skills, academic success level and various variables affecting them can be conducted. Also, modern didactic concepts that describe certain pedagogical phenomena clearly cover the problem of developing emotional intelligence, as well as propositions that allow to justify the need for the formation of emotional intelligence have been put forward. From the point of view of educational philosophy, the directions of analysis of the formation of emotional intelligence in different didactic

concepts (goal setting, choice of educational content, main methods, etc.) are briefly described.

Keywords: emotional intelligence; cognitive; teaching process; empathy; interpersonal relations.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. In modern times, there is a great need for emotional intelligence skills to understand and evaluate information, make decisions and effectively solve problems, which is one of the most important issues in the field of psychology. Research conducted in recent decades shows that practical interest in the development of emotional intelligence has significantly exceeded interest in its theoretical level of development. Although accumulated evidence emphasizes the great importance of emotional intelligence in social and professional activities, the question of how this ability affects learning and professional activity, the system of interpersonal relationships and professional communication, has not been sufficiently studied to date. It should also be noted that in the scientific and psychological literature there are many definitions regarding emotional intelligence, and in each definition the concept of emotional intelligence is explored in different directions. Just as there are researchers who define emotional intelligence as the ability to correctly understand, evaluate and express emotions, there are also researchers who define this skill as another type of intelligence that affects professional and educational activities and job performance. While some researchers described emotional intelligence as a social ability that affects the ability of employees to work, other researchers analyzed it as the ability to understand and correctly assess the inner world of a person himself and others, as well as to be able to adequately respond to changes in life, condition, behavioral and emotional reactions. In our study, a detailed chronological analysis of the essence and formation of the phenomenon of emotional intelligence, as well as the study of modern theoretical concepts, allows us to conclude that emotional intelligence is not an innate ability of an individual, but a set of abilities, which directly depends on the level of influence on them through forms of individual behavior. In other words, emotional intelligence is the acquired ability to make good decisions and manage emotions. It is also a type of ability that allows a person to process all information related to the ability to manage one's own and others' emotions, understand intrapersonal and interpersonal relationships, persuade and lead others. It is for this reason that people with high levels of emotional intelligence are able to correctly use positive and negative emotions to achieve their goals.

In the modern period, taking into account the competency-based strategy, we can conclude that the criterion of ordinary mental development, accumulated knowledge and skills for the successful performance of current professional activities or professional responsibilities is not enough to build a successful career. There are many theories and sociological studies that prove the impact of high emotional intelligence (EQ) on productivity and success at work compared to IQ. During the analysis of the main factors influencing success and performance in the profession, it turned out that 20 % depends on mental intelligence and 80 % on emotional intelligence [17].

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. From the analysis of research conducted in the direction of studying emotional intelligence, it is clear that in order to include the concept of emotional intelligence in science, it was initially necessary to study the concepts of emotion and intelligence. This leads to an in-depth analysis of the concept of intelligence. In this regard, the first attempts in the field of research on emotional intelligence were reflected in the works of R. Thorndike [1], G. Gardner [6], D. Goleman [8], L. Vygotsky [12], A. Leontiev [14], dedicated to social intelligence. Thus, R. Thorndike noted that intelligence depends on abstract thinking and arises on the basis of abstract signs when solving problems. Psychologists have not been satisfied with studying intelligence as the ability to abstract. Because this approach limited the perceptual and motor sphere of intellectual abilities.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The *main* purpose of this article is to study the influence of the level of emotional intelligence of students of higher educational institutions on their educational activities, indicators of academic performance and the system of interpersonal relationships in modern conditions. The influence of emotional intelligence on the successful implementation of an individual's professional activity has received wide recognition in foreign scientific literature as a predictor of educational success and the basis of academic success.

According to the purpose and hypothesis of our research, it sets itself the following *tasks*:

1. Comparison of the role of emotional and mental intelligence in the successful academic activities of students.
2. Supporting students' learning and optimization through knowledge of their mental problems.
3. Creating the necessary conditions for identifying the necessary skills and abilities, promoting their development in the sphere of achievements and in society.

4. In addition to education, assistance should be provided in the areas of self-awareness, self-management, and interpersonal relationship management.

5. Provide the necessary conditions in the field of training and development of emotional intelligence.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

In modern approaches, the paradigm of the dominance of intellect over emotions has caused a paradox among researchers. This paradox first began in the 1960s as a result of socioeconomic problems in North America and Europe. Later, brain research provided new insight into the relationship between intelligence and emotion. To better understand this development, it is necessary to look at the research being done in the field of brain research. So, when considering the results of two studies conducted in 1921–1986 during the periods of studying intelligence, we witness the existence of different opinions. According to research conducted by scientists in 1921, the main skills that shape and develop intelligence are basic skills such as problem solving and decision making, as well as the ability to learn and adapt to the environment. A study conducted in 1986 emphasized that higher senses, special abilities, cultural values and the process of implementation are the main factors that shape intelligence. It appears that although the concept of intelligence includes both basic and specific abilities, other aspects may vary greatly over time. It also depends on national cultural ethnic characteristics and cultural values, which leads to various differences. Some researchers considered speed of thought to be the main element of intelligence, others considered self-awareness and understanding of a person to be the main element of intelligence. In order to study this issue, the interaction of intelligence and the higher nervous system was investigated. Recent studies have shown that intelligence is an integrated concept in relation to the brain and higher nervous activity and does not depend on physical processes and emotions. Taking into account these factors influencing the definition of intelligence, D. Wexler's approach was accepted as the most appropriate from the point of view of the requirements of the modern era. According to the definition of intelligence given by the American psychologist D. Wexler in 1944: “intelligence is the general or global ability of an individual to act purposefully, think rationally and correctly handle the environment, understand the world, think, and effectively use their knowledge and experience when faced with difficulties is the ability to use them” [2]. In addition, intelligence is a mental ability that consists of obtaining information, processing it and using it purposefully. According to another American psychologist R. Sternberg, intelligence is a mental activity consisting of

adaptation to the real environment, making choices in this environment and shaping it [3].

The study of intelligence as “the ability to perform certain operations abstractly and with the help of symbols” was defined by G. Gardner and other famous psychologists at the beginning of the twentieth century. G. Gardner, who was conducting research in the field of intelligence at that time, described a model of “multiple intelligences”, including seven types of intelligence, of which the concepts of intrapersonal and interpersonal intelligence were of particular interest for further research [6]. As a result of a separate analysis of the concepts of “emotion” and “intelligence”, as well as consideration of the abilities arising as a result of their joint activity, a new concept of “emotional intelligence” entered science. This concept has been the focus of many researchers since the late 19th and 20th centuries. The phenomenon of emotional intelligence was first discussed in 1985 in the dissertation of American student W. Payne. It was also the first source to use the concept of emotional intelligence as an academic term [7]. Later, in 1990, the concept of emotional intelligence was clarified by J. Mayer and P. Salovey.

According to these researchers, emotional intelligence is the basic ability to control one’s own and others’ feelings and emotions, distinguish between them and use this information in thinking and professional activities to develop leadership [7]. According to the model of P. Salovey and J. Mayer, emotional intelligence consists of three different categories.

1. A person’s assessment of his own and others’ emotions.
2. Regulation by a person of his own and other people’s emotions.
3. Using emotions to solve problems.

This model is viewed as a set of cognitive abilities that are closely related to the processing of emotional information.

Since the 90s of the 20th century, knowledge of methods for developing abilities in psychological science has led to the emergence of other studies of models of emotional intelligence aimed at strengthening the role of individual characteristics. For example, D. Goleman [8] linked cognitive abilities with personal characteristics and defined emotional intelligence as “a person’s ability to interpret his own emotions and the emotions of others in order to use the information received to realize his goals” [8]. According to D. Goleman, the abilities that form emotional intelligence are usually divided into five main categories. These categories are closely related to each other, explaining various features. We can think of these five categories under the headings: self-knowledge, self-management, empathy, self-motivation, social skills.

Looking at all the models, the rapidly growing interest in success measures raises a pressing question: how do we measure emotional

intelligence? R. Bar-On answered this question in 1985 with the introduction of the Emotional Quotient (EQ), the first psychometric instrument developed to assess the emotional and intellectual behavior of people. R. Bar-On in his work takes a different point of view and considers emotional intelligence as a set of non-cognitive abilities and skills that form the ability to successfully cope with environmental requirements and pressure [9]. In 1997, the model of J. Mayer, D. Caruso and P. Solovey was published, improving the previously developed model of emotional intelligence [7]. Emotional intelligence, according to the model under consideration, is a set of hierarchically organized abilities (“branches”) of processing emotional information. D. Goleman, R. Boyatzis and E. Macke analyzed emotional intelligence from the point of view of developing leadership qualities [8]. Having identified specific categories that contribute to the development of emotional intelligence, scientists have identified specific knowledge and skills, cognitive abilities and characteristics that indicate high emotional intelligence.

In recent years, attention has been paid abroad to the study of higher neural activity and neural systems underlying EQ [17]. O. Belokon, who conducts research in this direction, believes that managers with high emotional intelligence better understand their employees, are able to properly organize management, and also create a favorable socio-psychological climate, thereby stimulating employees to increase their motivation [17].

In interpersonal professional activities, a high level of emotional intelligence acts as a system of signals that helps to correctly analyze what is happening, analyze people’s moods, actions and emotions, and create a favorable atmosphere for joint activities. The study of the features of the targeted development of emotional intelligence is associated with an increased need for the prevention of emotional health of the individual, which is explained by the need for effective communication between representatives of the “person-to-person” profession. Emotional intelligence in this professional activity reflects the level of emotional awareness, the ability to understand the emotions of the interlocutor, professional training, and a system of signals demonstrating the specialist’s attitude to specific situations. Also, emotional intelligence, the ability of representatives of this profession to regulate their own emotions and the emotions of their interlocutor, makes it possible to predict the likelihood of conflicts and take the necessary measures. At the same time, emotional intelligence prevents professional burnout, which has a positive effect on the emotional health of representatives of this profession as a whole. It is known that human-to-human activities often involve severe and prolonged psychological stress. For example, proper organization of management, negotiating with other parties or preventing conflict situations, etc. is possible.

In such situations, an insufficient level of emotional intelligence can lead to emotional exhaustion and stress, which makes work irregular and impairs professional performance.

In our digital age, the value of the relatively developed emotional intelligence of representatives of this profession is expressed in their ability to quickly adapt to a significantly changed work environment. Both the presence of high cognitive abilities and the manifestation of a person's individual characteristics lead to more successful results in the work environment.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

In order to determine the relationship between the level of emotional intelligence and indicators of academic success of university students in the study, students' grade point average (GPA) was also included in the study. The study procedure was carried out within a specific time frame and a serious attempt was made to meet the requirements of each technique. The interpretation of the results of each methodology was considered appropriate for the purpose, and the overall results were compared. In processing the results, the data prepared on a five-point Likert scale was evaluated using SPSS 18 software and mathematical statistical calculations. Based on the results of the study, descriptive statistics (demographic characteristics) were determined, and correlation and regression analyzes were carried out to test the relationship and dependence between the variables in the research model. In addition, using ANOVA and T-test, it was determined whether the level of emotional intelligence, interpersonal relationships and indicators of academic performance of university students differ significantly depending on gender diversity in the I–IV years. From a theoretical point of view, we chose a set of methods as a means of studying the measurement of the level of emotional intelligence of students. It was considered appropriate to use the following methods in the study:

1. EMD methods by D. Lucy.
2. N. Hall's methods for diagnosing emotional intelligence.
3. MSCEIT methods developed by J. Mayer, P. Salovey and D. Caruso.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

In the modern era, students' direct contact with their immediate environment and society plays an important role in enhancing the effectiveness of education and learning. Based on this, especially in the field of education, it is very important for students to use the opportunities created by emotional intelligence to achieve success in educational activities and in the system of interpersonal relationships. In the scientific literature, the measurement of academic achievement is discussed in two ways:

1. Mental intelligence through success in solving IQ tests and problems: In general, those who use this method give preference to academic indicators. Many researchers have indicated that this method is the most suitable method for determining academic performance and that this method is used by many researchers.

2. Through perceived academic success. Because this method is based on people's perceptions of their own level of success, methods developed by researchers are used to measure academic success. Some researchers suggest using both methods simultaneously.

There are many factors that influence academic success, and these factors are expressed differently depending on the approaches of different researchers. According to most scholars, academic achievement may vary due to the following reasons.

- Reasons coming from students: These reasons include the intellectual level of the student, physical development, social maturity, emotional and spiritual characteristics of the student.

- Family-related reasons. These reasons include: parental attitude, academic discipline and understanding, and motivation to learn.

- Reasons arising from the school environment: These reasons include: the teaching process, teacher behavior, curriculum, program and method of teaching. Additionally, some studies have suggested that students' participation rates in classes influence academic achievement.

- Socio-cultural factors. These include low motivation, influence of family and friends, influence of gender role, influence of school and teacher.

- Psychological factors. This is one of the main negative reasons that complicates the learning period. In 2010, their study in China suggested that aggressive behavior negatively affects learning and, as a result, academic achievement.

- Incompatible family relationships. Examples of this include fear of failure, violence, and negative behavior. Additionally, many scholars in their 2009 studies suggested that family academic performance is influenced by the academic performance of homeless and frequently moving students given their lower level of academic performance.

Another factor influencing students' academic performance is their physical and mental health. Health has a direct impact on educational activities, working capacity and labor productivity, the country's economy, the moral climate in society, the education of the younger generation, and reflects lifestyle and quality of life. Maintaining a healthy lifestyle is the most important preventive measure in promoting health. Attention to health, the ability to apply individual preventive measures for health problems, a conscious orientation

towards health in various forms of lifestyle – all these are indicators of a person's general culture. Recently, more and more attention has been paid to the problem of student health. According to numerous studies conducted in European countries, the presence of psychosomatic diseases has been confirmed in 65 % of students. It is no secret that one of the main reasons for this is that students do not pay enough attention to their health. This, in turn, leads to negative events.

It should also be noted that the occurrence of a number of complications with the health of students during their studies at universities is associated primarily with the negative impact of social and hygienic factors. It is known that after entering universities, most students experience changes in their usual life stereotypes. This is more obvious in changing social roles. The new status sets new goals and requirements for students. Some students change their place of residence and are forced to live in dormitories and rent housing. In this case, changes are manifested in changes in the diet and quality of nutrition. Thus, some students work, and the vacancies offered to students mainly occur in the evening and at night. This usually leads to disruption of daytime and sleep patterns. According to surveys conducted among students, only 1/3 of students take hot food only once a day and practically do not consume fruits and vegetables. A more Western diet is popular among students, including more dry foods (doners, hamburgers, etc.) and sugary carbonated drinks. About 70 % of students report low physical activity, and there are also a significant number of students who use tobacco and alcohol.

The problem of emotional maladaptation of students attracts the attention of specialists in various fields of medicine and psychology. High pace, intense training loads, and mental stress place high demands on the compensatory and protective mechanisms of the psyche, the failure of which leads to the emergence of mental and social conflicts. The relevance of studying the physical and mental health of students is determined by the presence of stress factors in the student environment. On the one hand, information stress, on the other, a disproportionate distribution of academic workload and lack of time, problems with sleep, exam and social adaptation period, the need for self-realization in a future profession, etc. leads to stress. Incorrect alternation of time allocated for study and rest leads to disorders, depression, psycho-vegetative disorders, neuroses and the occurrence of various psychosomatic diseases. Every year, the physical and mental health of students and some diseases (affective, neurotic disorders), for example, suicidality, which occurs as a complication of depression, are deteriorating. The fact that attempts are more common among young people is the main factor determining the relevance of this problem. Many

studies have shown that emotional intelligence (EQ) is even more important than mental intelligence (IQ) for people to achieve happiness and success.

CONCLUSIONS / ВИСНОВКИ

Based on the statistical analysis of our study, we came to the following conclusions:

1. In-depth study, development and analysis of emotional intelligence is one of the important issues in order to increase the effectiveness of students' educational activities: a) modern social demands require an integrated approach to improving student performance and actively improving the education system; b) the task of determining the influence of emotional and mental intelligence on academic performance requirements should be included in the educational process as an important independent structural component.

2. Emotional intelligence is the ability to perceive, understand and manage one's own and others' emotional states, contributes to students' educational activities and the formation of emotional competence.

3. Determining the prerequisites for the development of emotional intelligence is one of the current and controversial issues for teachers and psychologists. Unlike genetic intelligence, which is reflected in a person's achievements and is stable throughout a person's life, the development of emotional intelligence depends on the environment. The level of emotional and mental intelligence of children is influenced by proper family relationships, level of education of parents, socio-economic status and culture of family and society.

4. Educational institutions are able to develop their educational process, mental (cognitive) abilities, increase the emotional intelligence of students, since teachers can influence students by establishing the right relationships, teach them optimally, control their emotions, implement educational programs and ensure educational achievements.

5. The development and formation of emotional and cognitive intelligence of students is influenced by the following factors: heredity, family, environment, existing moral and material values, individual personal qualities of a person, features of training in pedagogical educational institutions, requirements of standards, programs, textbooks increase the intelligence of each student. The gender factor, the course of the mother's pregnancy, the composition and social status of the family, and the personal qualities of the parents also have a certain influence. Unfortunately, in modern times in the field of education, more attention is paid to the development of children's mathematical abilities, which reduces attention to the development of other intellectual abilities.

6. The modern educational process is aimed at students mastering the basic concepts of specific academic subjects and developing mental practical

skills. Average student performance indicators, monitoring and evaluation of their achievements are the main components of practical pedagogy and form the basis of the dynamics of the development of each student.

7. The study found that emotional intelligence has a greater impact on academic performance than mental intelligence. The results obtained refer to the average level of cognitive intelligence of students. This shows the significant impact of emotional intelligence on the mental intelligence of students.

Future Research Directions Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. Based on statistical analysis of the data obtained, we proved that mental intelligence factors have a significant positive impact on academic performance. It should be noted that many scientists have proven that about 80 % of success in the social and personal spheres of life is determined by the level of development of emotional intelligence. Only 20 % belongs to the famous part of intelligence IQ, which measures the degree of a person's mental abilities. This conclusion of scientists changed ideas about the nature of personal success and the development of human abilities in the mid-90s of the twentieth century. From this we can conclude that improving students' logical thinking and worldview is not the key to their future success in life. It is more important that they master emotional intelligence skills.

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ВПЛИВ РІВНЯ ЕМОЦІЙНОГО ІНТЕЛЕКТУ НА ОСВІТУ ТА ПРОФЕСІЙНУ ДІЯЛЬНІСТЬ СУЧАСНОСТІ

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Анотація. У сучасній системі освіти проблема формування емоційного інтелекту є один із необхідних актуальних поглядів уміння розпізнавати та контролювати емоції інших людей, розуміти їх, а також впливу на ефективність формування інтелектуальних здібностей. У статті визначено взаємозв'язок між рівнями емоційного інтелекту, міжособистісними стосунками та показниками академічної успішності студентів університету та досліджено взаємодію цих змінних. Це дослідження було проведено шляхом групування показників емоційного інтелекту, міжособистісних стосунків і академічної успішності з погляду деяких демографічних факторів (стать, вік і курс навчання). Визначено позитивний зв'язок між емоційним інтелектом (компонентами), міжособистісними стосунками та показниками академічної успішності. Результати нашого дослідження показали, що існує позитивна кореляція між міжособистісними стосунками та компонентами емоційного інтелекту. Тобто підвищилися рівні показників емоційного інтелекту та міжособистісних стосунків студентів ЗВО, а також відповідно зросли показники їх академічної успішності. Також зі зниженням рівня емоційного інтелекту та міжособистісних стосунків студентів ЗВО знизилися й показники їх академічної успішності. З результатів регресійного аналізу стало зрозуміло, що існує вплив на емоційний менеджмент, емоційну оцінку, емпатичну чутливість і навички використання емоцій, які є компонентами емоційного інтелекту. Важливими факторами є здатність досліджуваних осіб розуміти та контролювати власні та чужі емоції, краще виражати себе та встановлювати міжособистісні стосунки. Правильне управління емоціями, позитивне використання та наголос на емпатичній чутливості мають велике значення для розвитку міжособистісних стосунків. Також за результатами регресійного аналізу встановлено,

що емоційна оцінка, управління емоціями, емпатична чутливість та позитивне використання емоцій, які є складовими емоційного інтелекту, впливають на показники академічної успішності. Крім того, під час дослідження визначали відмінності в емоційному інтелекті, міжособистісних стосунках і показниках академічної успішності відповідно до статі, віку та курсу, який вивчали студенти. За результатами аналізу Т-тесту встановлено, що існує значна різниця між емоційним інтелектом і гендерними критеріями. У ході дослідження встановлено, що середній бал рівня емоційного інтелекту студентів-жінок вищий за середній бал рівня емоційного інтелекту студентів чоловічої статі. У цьому контексті можна сказати, що студенти-жінки можуть краще розуміти, контролювати та регулювати емоції щодо міміки людей, невербальних засобів спілкування та тонів голосу, на відміну від студентів чоловічої статі. Крім того, за результатами аналізу Т-тесту виявлено відсутність суттєвої різниці між гендерним критерієм та показником міжособистісних стосунків та академічної успішності. За результатами проведеного дисперсійного аналізу та Т-тесту було встановлено, що немає істотної різниці між емоційним інтелектом, міжособистісними стосунками та академічною успішністю, віком і курсом навчання. На основі аналізу наукової літератури та результатів наших досліджень можна зробити наступні пропозиції. Дуже важливо забезпечити університетами соціальне середовище для розвитку емоційного інтелекту студентів та системи міжособистісних стосунків. Було б дуже корисно, щоб університети організовували лекції, семінари, конгреси, симпозіуми, конференції, освітні програми та оцінювали діяльність студентів у цьому напрямку з метою розвитку у студентів рівня емоційного інтелекту, міжособистісних стосунків та комунікативних навичок. У дослідженні, яке буде проводитися в цьому напрямку, можуть бути проведені емоційний інтелект студентів університету, міжособистісні стосунки та комунікативні навички, рівень академічної успішності та різні змінні, що впливають на них. Також сучасні дидактичні концепції, що описують певні педагогічні явища, чітко висвітлюють проблему розвитку емоційного інтелекту, а також висунуті положення, які дозволяють обґрунтувати необхідність формування емоційного інтелекту. З погляду філософії освіти стисло описано напрямки аналізу формування емоційного інтелекту в різних дидактичних концепціях (постановка мети, вибір змісту освіти, основні методи та ін.).

Ключові слова: емоційний інтелект; когнітивний; навчальний процес; емпатія; міжособистісні стосунки.

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