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**PROMOTING THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF STUDENTS USING PEDAGOGICAL KNOWLEDGE CONTENT**

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**СПРИЯННЯ РОЗВИТКУ ЕМОЦІЙНОГО ІНТЕЛЕКТУ УЧНІВ ЗА ВИКОРИСТАННЯМ ЗМІСТУ ПЕДАГОГІЧНИХ ЗНАНЬ**

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*The article deals with the place of emotional intelligence in the process of future specialists in institutions of higher education training. The process of the development of emotional intelligence of future specialists in institutions of higher education has been studied. Stages and methods of students' emotional intelligence developing have been considered.*

**Key words:** *emotional intelligence, future specialists, training, institutions of higher education training.*

*Метою статті є проаналізувати процес розвитку емоційного інтелекту майбутніх фахівців закладів вищої освіти. Як показує досвід вивчення емоційного інтелекту, процес розвитку емоційного інтелекту є не лінійним, а концентричним і відображає певну логіку побудови фахових дисциплін у програмі підготовки майбутніх спеціалістів. Авторами статті було наголошено, що процес розвитку емоційного інтелекту студентів має включати три етапи. У процесі розвитку емоційного інтелекту було розглянуто природу перцептивних, експресивних та емпатійних навичок об'єктів навчання. У ході дослідження встановлено, що існує взаємозв'язок між проблемно-активними педагогічними методами навчання та розвитком емоційного інтелекту студентів закладів вищої освіти.*

*Розглядаючи питання створення педагогічних умов у контексті розвитку емоційного інтелекту майбутніх фахівців, авторами статті були зроблені висновки, що сучасне методичне забезпечення навчального процесу, міжособистісна взаємодія учасників освітнього процесу, психологічний мікроклімат у студентських командах робить значний внесок у підвищення рівня підготовки студентів у закладах вищої освіти. При цьому педагогам необхідно звернути особливу увагу на впровадження особистісно-орієнтованого та компетентнісного підходів до розвитку емоційного інтелекту.*

**Ключові слова:** *емоційний інтелект, майбутні спеціалісти, навчання, заклади вищої освіти.*

A question of successful future specialists' preparation has been the number one among scientists for more than one decade. Educators were looking for ways that would help the future specialist to realize themselves quickly, adapt to new conditions and be competitive in the labor market. In accordance to this at the beginning of the 21st century the problem of developing emotional intelligence is gaining popularity. Emotional intelligence is the ability of a person to be aware of his

/ her own emotions, manage them, strengthen the thinking process with the help of emotions, and also recognize the emotional states of others. Accordingly, emotional competence is a dynamic combination of knowledge, abilities, skills, ways of thinking, views, values and personal qualities that allow adequate action on the basis of processing of external and internal results of emotional information.

A person with a high level development of emotional intelligence and emotional competence is able to identify well his / her own and other people's emotions and feelings, has the skills of self-regulation of the emotional sphere, can influence feelings of others, capable of empathy. Listed characteristics allow easier adjustments of one's own behavior, increase its adaptability, which contributes to the easier achievement of the set goals between communication time, establishment of warm, trusting, long-term relationships with loved ones.

In a number of studies of foreign pedagogues and psychologists (D. Goleman, M. Brackett., J. Meyer, P. Seloway, D. Caruso, R. Warner, M. Zeidner) it has been established that a high level of emotional intelligence development contributes to success in various fields of human life. Therefore, specialists with a high level of development of emotional intelligence have expressed abilities to understand one's own emotions and the emotions of other people, to manage the emotional sphere, which causes higher adaptability and effectiveness in communication.

Despite the increasing interest of modern foreign and domestic scientists to this issue, the development of emotional intelligence of future specialists by means of disciplines of professional preparation is insufficiently covered, which determines the relevance of the study.

The purpose of the article is to analyze the process of the development of emotional intelligence of future specialists in institutions of higher education.

As experience of emotional intelligence studying shows, the process of developing emotional intelligence is not linear, but concentric and reflects the logic of building professional disciplines in curriculum of future specialists training.

The process of developing the emotional intelligence of students should include three stages [1, p. 68-74]:

Stage I – ‘Knowledge of oneself’ is aimed at awareness of one’s emotions, development of the ability to trust oneself, perform self-analysis and the ability to identify and express one’s feelings in words and establish feedback, analysis of one’s values orientations, improvement of reflection skills.

Stage II – ‘Managing one’s emotions and feelings when interacting with other people’. It involves the development of the ability to control one’s thoughts and manage one’s emotions and behavior, manage one’s state in difficult situations, the development of the ability to openly express one’s opinion and feelings, as well as the ability to identify feelings and partner’s emotions, formation of observation, etc.

Stage III – ‘Development of the ability to recognize emotions of other people, to understand the feelings of the interlocutor’. This stage is designed to ensure the development of prognostic abilities, improvement of communicative culture, development of the ability to build relationships with surrounding people, development of observation; development of the ability to understand and predict states, relations and human properties, development of skills, verbalization of the results of the display of observed states and relations.

The skills of emotional and psychological regulation include the ability to recognize one’s emotions and emotions of other people, the ability to predict the possible emotional reactions of others, states and relationships, the strength of their manifestation, the ability to adequately respond to emotional changes.

Perceptive skills in professional activity consist of managing one’s emotional perception and correctly assessing one’s emotional mood; understanding the ‘emotional subtext’ of facial movements, smiles, gestures, partners’ poses of communication.

Expressive skills are characterized by artistic skills qualities of a teacher and consist of the enrichment of verbal information with gestures and facial expressions; the ability to sense the state of a partner, as well as organize the contact with students using non-verbal manifestations, orientation in the environment, the ability to self-regulation.

Empathic skills are observed in the ability to understand the emotions and

feelings of another person and their motives, person's eagerness to help another person using all possibilities [2, p.80-85].

In course of our study it was established that there is a relationship between problem-oriented and active pedagogical methods of learning and the development of emotional intelligence of students of these specialties.

The important thing is that emotional intelligence is not a judgment, but an opportunity. People are not born with a high level of emotional intelligence, so it can be learned. And of course, the best time for this is childhood. However, today, unfortunately, many things still remain somewhat problematic in determining the coefficient of emotional intelligence of a person and methods of its measurement. Among the psychodiagnostic methods and tests of foreign authors, the most famous are the following [3, p. 17-22]:

1. Methods that are aimed at studying individual characteristics of a person that are a part of emotional intelligence. They include the MEIS multifactor scale of emotional intelligence, which was developed in 1999 by J. Mayer, P. Salovey and D. Caruso [4, p. 3-31].

2. Methods based on self-analysis and self-assessment of the subjects. For example, the EQ-i questionnaire for determining the emotionality coefficient of R. Bar-On. It defines five main components of emotional intelligence: intrapersonal (self-esteem), interpersonal (compassion, responsibility), adaptation (ability to adapt one's emotions to new conditions), stress management (tolerance to stress) and general well-being, mood (level of optimism) [4, p. 3-31].

3. 'Multi-assessment' methods, which involve interviewing not only the subject, but also experts', i.e. people a person knows (parents, friends, colleagues). One of them is the Ei-360 test, which was developed in 2000 by J.P. Pauliu-Fry [5, p. 185-211].

The psychodiagnostic methods for researching emotional intelligence, which were developed by domestic scientists, deserve attention: the EmIn questionnaire by D. Lyusin, the method by M. Manoilova [3, p. 17-22]. Domestic researcher A. Kostiuk defines a number of development methods of emotional intelligence, namely

[2, p.80-85]:

1. Development of self-awareness and the ability to manage emotions, i.e. skills of self-control, distraction from disturbing thoughts and direction of energy to action, not to anxiety. It helps to keep the pressure normal (of course, when it is not related to physiological reasons). Self-awareness promotes understanding of exchange of other people's emotions and draw correct conclusions in specific situations, which contributes to the choice of adequate behavior. One can develop self-control without giving too much importance to the situation. A person should remember that actual feelings are not always correct, so there is no need to worry.

2. Formation of the ability to realize and evaluate one's emotions and their intensity, starting from basic states, to perceive the surrounding world from different points of view. To do this, you need to ask yourself the question: 'What do I feel right now?', 'Why do I feel this?', 'Am I perceiving the situation correctly?', 'Do I like the way I feel', 'How to change the feelings that cause discomfort for me and those around me with its manifestation?'

3. To learn to determine the source of emotions and the degree of intensity of emotion. The strength of an emotion can be measured on a scale from 1 to 10: from minimal intensity, when emotion management does not require effort, to very high, when the emotion is uncontrollable. This scale allows you to consciously assess the nuances of one's feelings and helps to learn to reduce the relationship to this emotion to the optimal level.

4. The next step is to expand the range of emotions. It is important to make one's own alphabet of emotions or use those already developed by specialists and experts; figure out which emotional state is most characteristic of you and how long a person feels an emotion he / she doesn't like. Determine which positive function is performed by this emotion and what unresolved issues are you focusing on?

5. Attending trainings conducted by specialists in this field. The main means of training work are related to socio-psychological techniques reflection and socio-psychological perception – understanding of one's own experiences, experiences of others in the process of communicative interaction [6, p. 116-123].

Among other methods that can be effective both for the teachers themselves and students in the process of emotional and social intelligence development are: respiratory exercises, art therapy, cinema therapy, mindfulness practices, non-violent methods communication, of course trainings.

Active learning through training practices is an important component of the method of educating students' emotional intelligence. They denote educational strategies and methods that involve the active participation of students in the process of assimilation of the material, and not its passive and static consumption. Active learning has the following components: collective learning (group projects, discussions initiated by students, joint games); creative expression (art, music, writing, public actions). Active learning complements the rest of the educational trajectories and gives students the opportunity to directly, in practice, try and explore what they learn at the level of concepts, as well as participate in practical exercises, which can then be reflected on [6, p. 116-123].

Games are of special importance in the development of students' emotional intelligence and training lessons. Games develop a sense of empathy for other participants, contribute to the development of emotional competence. Which form of the game will be chosen by teacher, depends on a number of factors, such as the age of the participants, the amount of time, topics and goals, the professionalism of the teacher himself / herself, sometimes situations in the classroom, which students often encounter and which must be analyzed in a playful way, etc. Combining game forms with art therapy methods is also interesting. A teacher can classify training activities with students depending on the role teacher-trainer, so the researchers distinguish such training paradigms as: training-dressage, training-tutoring, training-mentoring and training as the development of subjectivity. The last option is the most effective in developing of development of students' emotional intelligence development. In any case, the teacher should remember that training is aimed at the process of development, and not at a certain result.

Thus, considering the issue of the creation of pedagogical conditions in the context of the development of emotional intelligence of future specialists, we came to

the conclusion that modern methodical support of the educational process, interpersonal interaction of its participants, and the psychological microclimate in the students' team will contribute significantly to the improvement of its level. At the same time, teachers need to pay special attention to the introduction of personally oriented and competence-based approaches to the development of emotional intelligence.

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