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THE PROBLEM OF EMOTIONAL INTELLIGENCE

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ПРОБЛЕМА ЕМОЦІЙНОГО ІНТЕЛЕКТУ

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The article is devoted to the problem of emotional intelligence in psychological science. The main theoretical approaches to the definition of emotional intelligence have been substantiated and its constituent components have been specified. The article contains a theoretical analysis of this concept. The prerequisites for the emergence of the concept of emotional intelligence ave been analyzed. The views of domestic and Ukrainian scientists have been presented. The main characteristics of emotional intelligence e been characterized: the ability to manage emotions, the ability to self-regulate emotional states; emotional awareness and empathy. It has been proven that emotional intelligence plays a decisive role in the development of personality.

Key words: *emotional intelligence, emotions, affect, emotional imagination, emotional thinking, empathy.*

Стаття містить теоретичний аналіз поняття емоційного інтелекту. Викладено погляди вітчизняних та українських вчених. Обґрунтовано основні теоретичні підходи до визначення емоційного інтелекту та конкретизовано його компоненти. Охарактеризовано основні характеристики емоційного інтелекту. Доказано, що емоційний інтелект відіграє вирішальну роль у становленні особистості.

Ключові слова: *емоційний інтелект, емоції, афект, емоційна уява, емоційне мислення, емпатія.*

Emotional intelligence became the subject of psychological research relatively recently thanks to the works of foreign researchers D. Golman, R. Bar-On, J. Mayer and others [2; 6]. Scientists emphasize the necessity and expediency of developing emotional intelligence, which is recognized as a factor in ensuring successful personal and professional growth of an individual, as well as a factor in building constructive social interactions.

Currently, the study of the problems of the development of social knowledge and skills, soft skills of interaction (so-called soft skills) are in demand, because social reality is constantly becoming more complicated, the number of contacts between people in the most diverse spheres of life is increasing in business interaction, career advancement, professional and personal development. Emotional intelligence is one of the significant resources of life and self-efficacy, acts as a predictor of a person's psychological well-being, and determines a person's choice of more effective coping strategies in difficult life situations.

Emotional intelligence is defined as a type of social intelligence aimed at the analysis of emotional information, which ensures successful understanding of emotions and their management. Research into this phenomenon has been ongoing for about a century, since the introduction of this concept into scientific circulation by E. Thorndike, who associated it with a person's ability to understand and control other people and engage in adaptive social behavior.

The scientific-theoretical analysis of the state of the investigated problem proves that the researchers mainly focused on the study of the leading characteristics of emotional intelligence (structural components, functions), prerequisites for its development. At the same time, much less attention was paid to the study of the impact of emotional intelligence on the professional activity of a specialist, and especially during his training at a higher education institution. Based on the relevance of the mentioned problem, the topic of our research was formulated.

Both state and foreign approaches to emotional intelligence, social intelligence, emotional and social competence, intrapersonal and interpersonal intelligence were developed by R. BarOn, G. Gardner, D. Goleman, J. Mayer, P. Seloway, D. Caruso, R. Roberte, J. Matthews, M. Seidner, I. N. Andreeva, L. D. Kamyshnikova, V. N. Kunitsyna, D. V. Lyusyn, E. A. Sergienko, and others. Empirical studies of the role of emotional intelligence in social interaction are very few (S. P. Derevyanko, R. Kaushal, S. T. Kwantes, N. Schutte), but they show that emotional intelligence is manifested both in the perception of a conflict situation and in advantages of interaction strategies in the conflict.

The premise of the emergence of the concept of emotional intelligence is considered to be the works of the American psychologist G. Gardner, who in 1983 in the work "Frames of Mind: The Theory of Multiple Intelligences" expressed the idea of multiple intelligences, separately considering interpersonal intelligence (the ability to understand intentions, motives, and desires of other people) and intrapersonal intelligence (the ability to understand oneself, evaluate one's feelings, fears, and motives). According to Gardner, traditional indicators of intelligence, such as IQ, are not

able to fully explain the cognitive abilities and characteristics of a person [4].

In Ukraine, the study of emotional intelligence received a significant boost in connection with the research of N. V. Kovryga, E. L. Nosenko, S. P. Derevyanko, I. F. Arshava, O. I. Vlasova, and others. According to M.O. Zhuravleva, the need for the term "emotional intelligence" to appear in domestic psychology was due to the development of research in the field of emotions and intelligence, the study of the connection between the mental and affective in the structure of mental activity, as well as the study of emotional abilities [3].

In modern psychological theory and practice, such features of the emotional sphere of the personality as empathy, vulnerability, emotionality, and emotional stability are widely studied.

As the scientist notes, the facts of influence on the development of a person's emotional intelligence have the following ratio: genotype of parents (40% upbringing in the family (10%) social environment (50%) [1].

Most scientists consider emotional intelligence as the ability to recognize and manage one's own emotions and the emotions of other people - as a substructure of social. The authors of one of the most comprehensive concepts of emotional intelligence, D. Meyer and P. Selovey, defined it as "the ability to process information contained in emotions: to determine the meaning of emotions, their relationships, to use emotional information as a basis for thinking and decision-making" [6].

According to H. Gardner's concept, the structure of emotional intelligence must consider intrapersonal (directed at one's own emotions) and interpersonal (directed at other people's emotions) components. The first is characterized by such components as self-awareness, reflection, self-evaluation, self-control, motivation for achievements. The second component includes empathy, tolerance, sociability, congruence, dialogicity. It should be noted that theoretical approaches to understanding the structure of emotional intelligence also differ significantly among authors [4].

Daniel Goleman's model of emotional intelligence consists of five components: self-awareness, self-regulation, motivation, empathy, and social skills [2].

So, emotional intelligence (Eng. Emotional intelligence) is a group of mental abilities that are involved in awareness and understanding of one's own emotions and the emotions of others. People with a high level of emotional intelligence understand well their emotions and the feelings of other people, can effectively manage their emotional sphere, and therefore in society their behavior is more adaptive and they more easily achieve their goals in interaction with others. Emotional intelligence acquires special importance in the structure of professional abilities of a psychologist.

According to the ideas of the authors of the original concept of emotional intelligence J. Meyer, P. Salovey, D. Caruso, emotional intelligence is a group of mental abilities that contribute to the awareness and understanding of one's own emotions and the emotions of others. Emotional intelligence is considered as a substructure of social intelligence, which includes the ability to observe one's own emotions and the emotions of other people, distinguish them and use this information to manage thinking and actions [6, p. 774].

The authors proposed a four-component, hierarchical model of EI: 1) perception, identification of emotions, their expression (the ability to perceive, identify emotions, notice the fact of the presence of an emotion; the ability to differentiate true and false expressions of emotions); 2) facilitation of thinking (ability to evoke a certain emotion, control it); 3) understanding of emotions (ability to understand emotions, connections between emotions, transitions from one emotion to another, causes of one or another emotion, analysis of emotions, ability to classify emotions, interpret their meaning); 4) management of emotions (ability to control emotional states, ability to reduce the intensity of negative emotions) [7, p.775]. It is important to note that each component relates to both one's own emotions and the emotions of other people.

After analyzing the EI model of J. Meyer, P. Salovey and D. Caruso, we can conclude that it is a model of abilities, since the authors interpret EI as a cognitive ability [6].

Another example of a mixed model of emotional intelligence is the idea of R. Bar-On. The author offers the following definition of EI: "many non-cognitive abilities

and skills that affect the ability to successfully cope with the demands and pressures of the environment." R. Bar-On identified five components of EI, each of which consists of several subcomponents:

- 1) self-knowledge: awareness of one's emotions, self-confidence, self-respect, self-actualization, independence;
- 2) interpersonal communication skills: empathy, interpersonal relationships, social responsibility;
- 3) ability to adapt: problem solving, connection with reality, flexibility;
- 4) stress management: resistance to stress, control of impulsivity;
- 5) prevailing mood: happiness, optimism [5].

According to D. Goleman's theory, emotional intelligence is explained 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 own goals" [2, p.31]. The structure of D. Goleman's EI is hierarchical and includes five components:

- 1) identification of emotional states, understanding of relationships between emotions, thinking and action;
- 2) emotional state management – controlling emotions and replacing unwanted emotional states with adequate ones;
- 3) the ability to enter emotional states conducive to success;
- 4) the ability to identify the emotions of other people, to be sensitive to them and to manage the emotions of others;
- 5) the ability to enter into interpersonal relationships with other people and support them [2, p.76-77].

So, the analysis of scientific literature on the research topic showed that emotional intelligence is an irreplaceable quality that makes the process of social interaction of individuals successful. Emotional intelligence can be developed and this process in the professional field should be done already during studies at a higher education institution. Empathy as a component of the emotional intelligence of an individual is a mechanism of social perception in social interaction. Therefore, in the

process of training future specialists, it is important to develop this ability to form professional competencies.

We see prospects for further research in the development and implementation of training aimed at developing emotional intelligence.

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PSYCHOLOGICAL CHARACTERISTICS OF COMMUNICATIVE BARRIERS WHILE STUDYING ENGLISH

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ПСИХОЛОГІЧНА ХАРАКТЕРИСТИКА КОМУНІКАТИВНИХ БАР'ЄРІВ У ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ

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In this article the psychological specificity of communicative barriers in learning English, their characteristics and ways of overcoming are investigated. National and foreign publications related to communicative barriers are analysed. The main reasons for the appearance of blocks during communication in students are revealed. In addition, the basic tips for overcoming communication barriers are developed.

Key words: *communicative blocks; external, internal and basic barriers; reflection; empathy; self-confidence; motivation.*

У цій статті досліджено психологічну специфіку комунікативних бар'єрів при вивченні англійської мови, їх характеристику та способи подолання. Проаналізовано вітчизняні та іноземні публікації пов'язані із комунікативним бар'єрами. Виявлено основні причини появи блоку під час спілкування в учнів. Крім того, розроблено основні поради щодо подолання комунікативних бар'єрів.

Ключові слова: *комунікативні блоки; зовнішні, внутрішні і базові бар'єри; рефлексія; емпатія.*

Man is a social creature, and he has to communicate with many people every day.



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