

Features of the student's emotional intelligence in the context of social transformations

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Introduction. Modern society is constantly in a state of transformation. This leads to change and fast integration into new existence. Accordingly, for each category differently adapts to social change. Students are future professionals who need to be able to quickly mobilize their internal resources, capture emotions and be emotionally aware. In this, emotional intelligence helps them.

Intense information, education and communication flows, which are realized with the help of Internet technologies, create enormous load on the mental activity of the student, affect his personality, and make adjustments in the social processes of society.

In modern terms of career development a requirement of the employer is a high level of emotional intelligence (EI) specialist. It is these professionals, who understand their emotions, the feelings of other people, can effectively manage their emotional sphere, and therefore, in the community, their behavior is more adaptive, and they more readily attain their goals in interaction with others, in the professional and interpersonal spheres.

During his studies at the university, the student can influence the development of his own emotional sphere, develop it, taking active part in various training programs, choosing courses (with the student's free choice) aimed at developing EI, if in the future there will be positively high levels of professional responsibility, intense interpersonal relations, stress resistance, which requires effective emotional and volitional regulation.

The necessity of EI students' development is due to the fact that it contributes to the promotes resultative and efficient interpersonal interaction in professional activity and prevention of emotional health of the future specialist.

A developed emotional culture, the foundation of which is emotional intelligence, is a guarantee of the students' resilience to the stressful minds of the period of professional standing. The development of emotional intelligence of personality is also influenced by

the ability to social and psychological adaptation in the student environment, insofar as it is emotional.

Objectives. Given the above, we can state that the development of the emotional intelligence of the student as a future specialist is an important component of positive professionalization of the individual in the context of social transformations. It should be noted that theoretical approaches to understanding the structure of emotional intelligence differ significantly among scholars. The purpose of this message is to reveal the essence, features of the emotional intelligence (EI) of the student and to consider the technologies of his development in the context of social transformations.

Results. In psychological science, the emotional intelligence of the individual is reflected in various aspects. The research of emotional intelligence involves such foreign scientists as R. Bar-On – non-cognitive theory of emotional intelligence, D. Goleman – theory of emotional competence, J. Mayer, P. Selovey, and D. Caruso – theory of Emotional and Intellectual Abilities and other.

Theory N. Hall of Emotional Intelligence views emotional intelligence as a personal characteristic allows one to recognize one's emotions, to manage one's emotions, to recognize one's emotions in each particular situation.

Hall N. focuses on the five components of emotional intelligence:

- emotional awareness or theoretical knowledge about the emotional sphere and its regulation,
- stress resistance or emotional flexibility,
- self-motivation or the arbitrary management of one's emotions,
- empathy or ability to empathize with other people,
- recognition of emotions of other people, or ability to influence the emotional mood of other people.

In domestic psychology, the idea of unity of affective and intellectual processes, which belonged to L. Vygotsky, was developed by S. Rubinstein and A. Leontiev. The essence of the idea is that the intellectual process is not possible without the participation of emotions, and thinking has an emotional affective regulation.

One of the first domestic researchers of emotional intelligence was D. Lucin. He presented a two-component theory of this phenomenon. I. Andreeva considered the

preconditions for the development of emotional intelligence, gender differences in the expressiveness of components of emotional intelligence, as well as the possibility of developing emotional intelligence in the process of psychological training and demonstrated the possibility of developing emotional intelligence through specially organized learning.

Analysis of scientific sources on the research problem showed if a number of terms related to emotional intelligence are used in psychological science, in particular: “emotional reasonableness”, “emotional self-awareness”, “emotional competence”, “emotional thinking”, “emotional enlightenment”, “emotional endowment” and other. Such branching of definition points to the polycomponentity, integrativeness of emotional intelligence and the angles at which modern scholars are studying it.

Thus, we understand emotional intelligence as an integrative personal property, which is caused by the dynamic unity of the affect of that intellect, through the interplay of emotional, cognitive, conative and motivational features. This property is aimed at understanding one's own emotions and the emotional experiences of others, it provides the control of the emotional state, the subordination of emotions of the mind, promotes self-recognition and self-realization through the enrichment of emotional and social experience.

From the theoretical analysis we can see that emotional intelligence (EI) is considered by scientists as not narrowly directed concepts, and they, in their opinion, perform certain broad-spectrum functions, namely:

- *interpretive function*, it enables a person to productively decrypt emotional information (emotional expressions of the face, intolerance of the naked face, etc.), which contributes to the accumulation and categorization of knowledge, formation of one's own emotional experience,
- *regulatory function* that contributes to the state of emotional comfort and ensures the adequacy of the external expression of human emotions,
- *adaptive and cretaceous function*, which lie in the actualization and stimulation of the human psychic reserves in the complex life situations,
- *an activating function* that provides flexible conferencing capabilities in communication.

At the expense of the ability to quantitatively measure emotional intelligence, scientists can evaluate the degree of its impact on human achievement, and there are many different technologies of developing emotional intelligence (EI) - this is also active participation in training programs, special study programs, the use of individual exercises, etc.

For example, to develop understanding and control of your own emotions, you can use the following techniques:

- not to get involved in negative emotions, to try to “switch” your thoughts to other things,
- if a person is very upset or feels guilty, ashamed or otherwise, one must try to find the cause of this state and to understand it,
- if you are in a bad mood, you can turn to friends you know for help, but not keep negative feelings in yourself,
- if negative emotions are overflowing and one does not know how to get rid of them, you should try to joke with yourself, tell yourself that it is not healthy. Many life situations can be treated with humor. It alleviates anxiety, engages critical thinking and helps control emotions.

Students of the Borys Grinchenko Kyiv University were offered a study program "Psychology of Emotional Intelligence", which included not only theoretical, but also practical-oriented material for the purpose of finding and implementing:

- Module I. "Emotional Intelligence - Historical and Philosophical Origins",
- Module II. "Science Approaches to Understanding Emotional Intelligence",
- Module III. "Emotional intelligence as an integrative personality property",
- Module IV. "Developing Emotional Intelligence".

In the practical part, students have the opportunity to get acquainted with and apply different technologies, to choose within the individual and personal approach the ones that will suit each one individually. Students can also create and implement individual and group Emotional Intelligence (EI) projects.

There is a wealth of technology to activate and develop the student's emotional and intellectual resource in his or her professional development. All technology is based on productive intellectual activity.

Here are some of the key technologies that can be embedded in the study process that will foster a student's emotional intelligence (EI):

- social technology,
- technology of personality-oriented developmental learning,
- situational modeling technology,
- project technologies,
- technology of critical thinking,
- technologies of developing emotional intelligence by means of art-methods.

It is advisable to use these technologies, because the development of educational material requires a thorough student research. Working on projects, students go through all stages of the technology of task fulfillment, providing management of emotional state, subduing emotions of the mind, promoting self-recognition and self-realization through the enrichment of emotional and social experiences. Critical thinking techniques are used to resolve the contradictions between the student's life experience and the new information.

Conclusions. Emotional intelligence as an integrative property of the personality it contributes to the effectiveness and resultative of interpersonal interaction in a professional activity, Prevention of Emotional Health of a Future Specialist.

The prospects of our future scientific explorations foresee further exploring the topic of developing emotional intelligence (EI) in student's professional development. We plan to introduce training courses and further thorough empirical research. This theoretical research does not exhaust all aspects of the problem research emotional intelligence, and requires the expansion of scientific research. Practical implementation of a training program for the development of emotional intelligence in students needs to be improved in the university at the stage of their professional formation in the context of social transformation.