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## FORMATION AND DEVELOPMENT OF THE PHENOMENON OF “EMOTIONAL INTELLIGENCE” IN FOREIGN AND UKRAINIAN STUDIES

*The history of the development of the phenomenon “emotional intelligence” has been examined in the article, the different views of foreign and Ukrainian scientists regarding the problem of emotional intelligence have been analyzed. Some aspects of the emergence and formation of this scientific concept have been shown. It has been revealed that the problem of emotional intelligence is relatively new in the scientific discourse and important in terms of realizing the goals of the New Ukrainian School.*

**Keywords:** *intelligence, emotion, emotional intelligence, types of intelligence.*

*У статті розглянуто історію розвитку феномену «емоційний інтелект», проаналізовано різні погляди зарубіжних і українських науковців на проблему емоційного інтелекту. Показано окремі аспекти виникнення й становлення цього наукового поняття. Виявлено, що проблема емоційного інтелекту є відносно новою в науковому дискурсі та важливою в умовах реалізації цілей Нової української школи.*

**Ключові слова:** *інтелект, емоція, емоційний інтелект, види інтелекту.*

The relevance of the study of the chosen problem is determined by the fact that the reorientation of the modern Ukrainian school from knowledge to competence is aimed at forming in students life experience, vital knowledge and skills and values necessary for the successful realization of personality in a rapidly changing society. The concept of the New Ukrainian School (2016) proclaims a person-oriented education, i.e. oriented not on the usual assimilation of knowledge, but on the formation of the personality of the child him/herself, his/her character, attitude to the world. The State Standard of Primary Education (2018) defines content guidelines for

the integral development of the personality of a junior high school child. It is assumed that by the end of primary school education, a child solves problems, thinks critically and creatively, cooperates, communicates effectively, develops his/her own emotional intelligence, researches, organizes his/her activities, reflects, reads thoughtfully.

Thus, the task of developing emotional intelligence is an important component of the content of primary education. Its mastery by primary education children as a means of successful social interaction and knowledge of themselves and others should become the most important asset in primary school age.

The scientific and theoretical basis for the study of the specified problem is contained in the fundamental works of both foreign (R. Bar-On, H. Gardner, D. Goleman, J. D. Mayer, P. Salovey, R. J. Sternberg and others), and national scientists (S. Derevianko, O. Myloslavska, E. Nosenko, M. Shpak, V. Zarytska and others).

For the successful formation and development of this phenomenon, it is necessary to clearly understand what meaning scientists put into the concept of “emotional intelligence”.

The purpose of the article is to consider the emergence and development of the phenomenon of “emotional intelligence”.

The study and analysis of scientific sources from the problematic and thematic range of issues related to the studied phenomenon of emotional intelligence requires specification, first of all, of the key concepts: “intelligence” and “emotion”.

In the “Ukrainian Pedagogical Dictionary” (1997) of S. Honcharenko, the concept of “intelligence” is interpreted as “the mental abilities of a person: the ability to navigate in the environment, adequately reflect and transform it, think, learn, learn about the world and adopt social experience; the ability to solve tasks, make decisions, act intelligently, predict. The structure of intelligence includes such mental processes as perception and memorization, thinking and speech, etc.” [3, p. 146].

“Intelligence is the cognitive ability to all levels of mental reflection, prediction and expedient transformation of reality, which permeates all spheres of a person’s

personal life and the activity of the subject of cognition,” says Doctor of Psychological Sciences, Professor L. Zasiiekina [6, p. 22].

“Intellect (from the Latin *intellectus* – knowledge, understanding, mind) – the ability of a person to think. In a number of psychological concepts, intelligence is identified with: 1) a system of mental operations; 2) with a style and strategy for solving problems; 3) with the effectiveness of an individual approach to the situation, which requires cognitive activity; 4) with a cognitive style” [14, p. 178–179].

The content of intelligence is outlined in the textbook “Pedagogical Psychology” (2004), in which it is interpreted as “the ability to understand, assess the situation, transform information, the appropriateness of decisions or the effectiveness of behavior, in particular in unfamiliar situations” [24, p. 598].

Ukrainian researcher M. Smulson offers a definition of intelligence as a holistic (integral) mental formation responsible for the generation, construction and reconstruction of mental models of the world by setting and solving problems. She indicates that intelligence has an inter-processual and metacognitive nature and different modalities depending on specific tasks and the specifics of the context in which they are carried out [13, p. 32].

The author of the concept of the structural and functional organization of the intellect, L. Zasiiekina, defines intelligence as the cognitive ability to all levels of mental reflection, prediction and expedient transformation of reality, which covers all spheres of human life [7, p. 109]. According to the scientist, such a representation of intelligence “makes it necessary to study intelligence as a stable personal property that is inextricably linked with motivational and emotional spheres” [8, p. 10].

Regarding the subject of our research, let’s find out the essence of the concept “emotion”. In the “Modern Interpretive Psychological Dictionary” (2007), the concept “emotion” is considered as: “a psychological reflection in the form of a direct biased experience of the content of life phenomena and situations, determined by the relationship of their objective properties to the needs of the subject” [14, p. 127].

“Emotions (from the French *émotion* – excitement) – reactions of humans and animals to the action of internal and external stimuli, which have a pronounced

subjective color and include all types of sensitivity and experiences” [3, p. 116]. Thanks to emotions, people feel, perceive, imagine, understand and experience the surrounding reality.

The emergence and formation of the phenomenon of “emotional intelligence” was influenced by the theory of Howard Gardner. Note that the researcher did not use the term “emotional intelligence”. In the work “Frames of Mind: the Theory of Multiple Intelligences”, published in 1983 [17], H. Gardner suggested that the success of a person’s life activities is determined not by one general intelligence, but by different types of autonomous intelligences: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic and personal. The latter was divided by H. Gardner into two subspecies: interpersonal (directed at the emotions of other people) and intrapersonal (directed at one’s own emotions). The scientist considers interpersonal intelligence as a person’s ability to effectively interact with other people, understand their moods, feelings, intentions, motives of behavior, and use this knowledge for the purpose of cooperation with them. It includes empathy, tolerance, sociability, congruence, dialogicity. Intrapersonal intelligence acts as a property of a person directed at oneself, for example, self-image, understanding of one’s own emotions, feelings and motives of behavior, which allows functioning more or less effectively in life. It is represented through self-awareness, reflection, self-assessment, self-control, motivation for achievements.

Another theoretical prerequisite for the emergence of the phenomenon of emotional intelligence is the triarchic theory of intelligence of the American psychologist Robert J. Sternberg, published in 1985 [27]. The scientist claims that intelligence is a form of mental self-management that ensures adaptation to the environment, the choice of means to influence it, and the creation of appropriate conditions for the functioning of a person in society. R. Sternberg distinguishes three types of intelligence: analytical (academic), creative and practical. The application of the latter is appropriate in vaguely defined conditions that require information search, high motivation to solve the problem, reliance on personal experience, consideration

of various options for solving the problem. So, the scientist associates practical intelligence with the ability to achieve a set goal.

Adjacent to the concept of practical intelligence is the concept of social intelligence, which was first used by the American psychologist Edward Lee Thorndike in 1920. According to E. Thorndike, social intelligence is the ability to understand other people and interact with them; the ability to perform wise actions in human relations [1, p. 256].

In-depth study of practical and social intelligence led to the identification of emotional intelligence itself, which includes a group of mental abilities that help to perceive, evaluate and regulate one's own feelings, as well as the feelings of other people. The level of a person's possession of a cluster of these abilities has a direct impact on one's achievement of a certain quality of life and level of subjective well-being. This indicates the importance of the development of emotional intelligence, starting from the early stages of ontogenesis.

In 1988, the Israeli psychologist Reuven Bar-On introduced the concept of the emotional quotient (EQ), by analogy with the intelligence quotient (IQ), and created a model of emotional-social intelligence (ESI) [16], which contained the following components:

- 1) intrapersonal sphere (includes awareness of one's own emotions, self-confidence, self-respect, self-actualization);
- 2) interpersonal sphere (includes the ability to interact with other people, empathy, social responsibility);
- 3) the sphere of adaptability (includes the ability to overcome difficulties, adequately assess reality, etc.);
- 4) the field of stress management (includes resistance to stress, self-control);
- 5) the sphere of general mood (presence of optimism and satisfaction with life).

This model combines personal and interpersonal abilities, skills and abilities that determine human behavior.

In the article published in 1990, John D. Mayer, M. DiPaolo and Peter Salovey first used the term "emotional intelligence" [20]. American psychologists considered

emotional intelligence as the ability to perceive, express and connect emotions and thoughts, to be aware of the causes of emotions and to control one's own emotions and the emotions of others [21]. Later publications were co-authored with D. R. Caruso and others. The authors proposed a four-component model of emotional intelligence, called the "model of emotional-intellectual abilities". The model includes a combination of the following capabilities:

- perception of emotions – the ability to recognize one's own and other people's emotions by appearance, physical condition, feelings, thoughts;
- using emotions to increase the efficiency of thinking and intellectual activity – the ability to generate certain emotions, using them to control feelings in cognitive processes;
- understanding of emotions – the ability to determine the causes of emotional experiences, their classification, interpretation;
- managing one's emotions and the emotions of the people around – the ability to effectively manage one's own and others' emotions, use positive emotions, perceive pleasant and unpleasant feelings, if necessary, use the received emotional information [19, p. 294].

The four components of the model of emotional intelligence by J. Meyer and P. Salovey form a hierarchical structure, where the lowest level reflects relatively simple abilities to perceive and express emotions, and the highest level – the conscious regulation of emotions.

The phenomenon of emotional intelligence gained popularity after the publication in the USA in 1995 of the book "Emotional Intelligence. Why it can matter more than IQ" by the American journalist and psychologist Daniel Goleman [18], which is addressed to a wide audience. D. Goleman, indicates that a person with highly developed emotional intelligence is able to identify and name emotional states, understand the relationship between emotions, thinking and actions, manage emotional states. The researcher believes that emotional intelligence is the ability to be aware of one's own emotions, the ability to manage them, the ability to motivate oneself to work, to recognize and understand the emotions of other people, to show

empathy and the ability to maintain friendly relations with others. In the structure of emotional intelligence, D. Goleman identified four areas of competence: self-awareness, self-control, social sensitivity, managing relationships with surrounding people.

In particular, self-awareness includes accurate self-assessment – understanding one's own strengths and limitations; emotional self-awareness – analysis of one's emotions and awareness of outside influence, use of intuition when making decisions; self-confidence, which is based on a sense of self-worth and an adequate assessment of one's own giftedness; a sense of humor and a calm acceptance of criticism.

Self-control, according to D. Goleman, involves: taming emotions – the ability to control emotions; openness – sincere expression of one's feelings and beliefs, honesty in relationships; adaptability – flexible adaptation to changing conditions and overcoming difficulties; will to win – orientation to high personal standards, self-improvement, desire to learn in order to achieve high goals; initiative – readiness for action and the ability to actively and effectively use one's own capabilities; optimism – a positive perception of the world; emotion management – the ability to manage one's own emotions, as well as the emotions of the surrounding people.

Social sensitivity allows one to understand people's unspoken feelings, empathize with them, and mentally put oneself in their place.

The success of influencing other people, motivating them to friendly teamwork, inspiring by one's own example depends on the management of relationships as a component of emotional intelligence.

The effectiveness of influencing other people, motivation for joint teamwork and inspiration by one's own example depend on the skills of managing relationships, as a component of emotional intelligence. Relationship management includes: leadership – the ability to lead others; influence – mastery of various methods of persuasion; assistance in self-improvement – encouraging the development of abilities and expanding the competences of other people through the provision of feedback and advice; facilitating changes – the ability to initiate innovations, improve management methods and direct employees to achieve new goals; strengthening

personal relationships – cultivating and maintaining social ties; teamwork and cooperation – formation of cohesion, value orientation unity, favorable moral and psychological climate in the team.

Emotional intelligence received new coverage in the works of K. V. Petrides, Anriam Furnham, and others [22; 23]. They consider emotional intelligence as an integral personal trait-disposition, like emotional self-efficacy, in the presence of which a person feels confident, considering oneself sufficiently empathetic, sincere, frank, stress-resistant, etc. The authors highlight a number of aspects of the manifestation of emotional intelligence. Therefore, the aspect of adaptability corresponds to the flexibility and speed of adaptation to new living conditions; aspect of assertiveness – directness, frankness; the aspect of awareness of emotions – the ability to adequately perceive both one's own emotions and feelings, as well as those of the surrounding people; aspect of emotional expression – a kind of emotional and communicative congruence (the ability to adequately convey one's feelings to other people in the process of communicating with them); the aspect of regulating other people's emotions – the ability to influence other people's feelings; aspect of emotional self-regulation – self-control of emotions; aspect of impulsivity – inflexibility to impulses; the aspect of interpersonal relations – benevolence and harmony in relationships; aspect of self-esteem – confidence and feeling of being a successful person; aspect of self-motivation – orientation towards achieving a high level of self-esteem; aspect of social awareness – high social abilities; aspect of stress management – stress resistance; the aspect of empathy as a trait – willingness to sympathize; the aspect of happiness as a trait – a feeling of joy and satisfaction with life; aspect of “optimism as a trait” – confidence in the future.

The characterized models of emotional intelligence can be combined in three directions of research into this phenomenon:

- model of abilities (J. D. Meyer, D. R. Caruso and P. Salovey), in which emotional intelligence is defined as a set of cognitive abilities to identify, understand and manage emotions;



- the dispositional model (model of personal traits) by K. V. Petrides and A. Furnham, in which the emotional functioning of an individual depends on the presence of appropriate settings and characterological features;
- mixed models (R. Bar-On, D. Goleman), in which emotional intelligence is considered as a combination of cognitive abilities and personality traits.

At the end of the 20<sup>th</sup> century, concepts that specify individual components of emotional intelligence appear. They include the concept of emotional competence by Carolyn Saarni as a set of certain abilities and skills important for ensuring emotional regulation of everyday communicative situations [25]. According to C. Saarni, emotional competence includes: awareness of one's own emotional states; recognition of other people's emotions; the use of a vocabulary of emotions and various forms of their expression acceptable in this culture; manifestation of sympathy and empathy as ways of joining other people's experiences; understanding that the internal emotional state does not always correspond to its external expression; emotional self-regulation, in particular of one's own negative experiences; understanding the importance of emotional mediation of interpersonal relationships; adequate expression of emotional attitude towards partners in interpersonal communication.

The concept of emotional literacy is related to the concept of emotional competence, which was considered by the American psychologist and psychotherapist Claude Michel Steiner [26]. Being emotionally literate, in his opinion, means possessing a system of life-necessary abilities and skills (the ability to understand one's emotions, hear others and show them sympathy, adequately and appropriately express one's own emotions, etc.).

In Ukraine, the study of the phenomenon of emotional intelligence is associated with the name of Professor E. Nosenko, who considers emotional intelligence as a socially significant integral property of the individual, which "reflects the degree of reasonableness of a person's attitude to the world, to others and to oneself as a subject of life" [11, p. 107].

The peculiarities of emotional intelligence are also investigated by other modern Ukrainian scientists: T. Kotyk [9], M. Shpak [15] (in primary school age), S. Derevianko [4], O. Myloslavska [10] (in student age), Yu. Breus [2] (in the process of professional training of future specialists of the socio-economic profile), V. Zarytska [5], V. Romanova [12] and others (humanitarian profile).

So, a short analytical review of foreign and Ukrainian research has proven the emergence and development of the phenomenon of “emotional intelligence” as an indicator of the ability to communicate, the ability to be aware of one’s own emotions and understand the feelings of other people; as an element that combines emotional, cognitive, behavioral and motivational features of the individual, aimed at understanding one’s own emotions and the emotional experiences of other people, subordinating emotions to the mind, which contributes to self-knowledge and self-realization through the enrichment of emotional and social experience. Scientists have established the fact that well-being depends on emotional perception. It is worth noting that most researchers consider emotional intelligence as a set of emotional abilities, which brings it closer to emotional competence, which can and should be developed. We see the prospect of further research in the study of scientific theoretical approaches to the problem of the development of emotional intelligence in future primary school specialists.

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## **МАРКЕТИНГОВІ ТЕХНОЛОГІЇ В УПРАВЛІННІ СУЧАСНИМ ЗАКЛАДОМ ОСВІТИ**

*У статті розкрито сутність маркетингових технологій. Подано аналіз найбільш*



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