

CONCEPTUAL ANALYSIS OF PHENOMENON “EMOTIONAL INTELLIGENCE”

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INTRODUCTION

This section reveals the views of scientists on the essence of concepts of intelligence and emotional intelligence. The theories of multiple intelligence G. Gardner, J. Stain, J. Gilford, M. Sullivan and the role of emotions in each of the distinguished types of intelligence are grounded. The author proved the legitimacy of the allocation of emotional intelligence in a separate type of intelligence, reveals the signs of its presence and signs of a high level of its development. The approaches to the structure of emotional intelligence are analyzed, the author's own theory of emotional intelligence is presented, namely: the definition of the concept of “emotional intelligence” is given, features of its existence are identified, the structure of emotional intelligence is determined.

Approaches of scientists to construct the structure of emotional intelligence and its contents in accordance with the own vision of its essence are revealed. The common features and differences in views on the totality of components, which must be included in the structure of emotional intelligence, are analyzed. The structure of emotional intelligence developed by the author of this study is presented and the expediency of the components set out in it is substantiated.

The essence of intelligence is defined as the quality with which a person is born, he depends on the genes, the closest environment or the interconnection of these two factors, notes O. Pivovarova¹. J. Piaget treats the notion of “intelligence” as biopsychic adaptation to the existing circumstances of life. The same opinion is followed by V. Stern. D. Wexler believes that intelligence is the ability of an individual to make meaningful behavior, rational thinking and effective interaction with the surrounding world.

M. Michel thinks that intelligence is a concrete ability of a person to be guided in any life situation. A. Binet defines intelligence as the general

¹ Пивоварова О.В. Методи розвитку творчого мислення / О.В. Пивоварова // Практична психологія та соціальна робота. – 2007. – № 2. – С. 52–54.

ability to understand and comprehend phenomena in different ways². Consequently, there is no single view of the concept of intelligence and its essence, and even more so on the multiplicity of intelligence and the role of emotions in it. G. Gardner³ explains this by the fact that science is being developed, supplemented by new data that needs to be studied and classified, and if the classification is not even sufficiently complete, it still gives impulse to subsequent generations of theorists and practitioners to more effectively discuss and investigate the concept of “intelligence” and “emotional intelligence” that are not fully defined until now.

The attractiveness of the approaches to defining the concept of “emotional intelligence”, its essence and significance for a person is that the ability to feel, recognize and control emotions is a skill that can be advanced and developed⁴.

1. Development of Ideas about the Phenomenon of Emotional Intelligence

In the psychology of emotional intelligence there are several theories: the theory of emotional and intellectual abilities, D. Caruso, J. Mayer, P. Salovey; the theory of emotional competence of D. Goulman, K. Saarny; non-cognitive theory of emotional intelligence R. Bar-On; two-component theory of emotional intelligence D. Lucin and others⁵. But all of these approaches arise from the theory of multiple intelligence of G. Gardner, which indicated the factors proving the legitimacy of the allocation of emotional intelligence into a separate form of intelligence.

According to G. Gardner's theory, the individual intellectual ability of a person should have certain skills, by which one can solve, or avoid, or overcome the difficulties with which he is confronted. In addition, such a set of skills should be capable of formulating the problem, thus laying the foundations for the acquisition of new knowledge. There are certain preconditions for the development of any human ability. Prerequisites are a way to make sure that the kind of intelligence that is considered, is useful and important at least in this cultural environment. Of course, attempts to give names and to describe in detail the most important types

² Ерчак Н.Т. Общая психология. Тестовые задания / Н.Т. Ерчак. – Мн. : Новое знание, 2005. – 272 с.

³ Гарднер Г. Структура разума: теория множественного интеллекта / Г. Гарднер. – М. : Вильямс, 2007. – 512 с.

⁴ Зарицька В.В. Теоретичний аналіз наукових підходів до визначення поняття «емоційний інтелект» / В.В. Зарицька // Социальные технологии: актуальные проблемы теории и практики : Междунар. межвуз. сб. науч. работ. – Киев ; М. ; Одеса ; Запорожье, 2007. – Вып. 36. – С. 100–107.

⁵ Деревянко С.П. Развитие эмоционального интеллекта в тренинговых группах / С.П. Деревянко // Психологический журнал. – 2008. – № 2. – С. 79–84.

of intelligence were made repeatedly, beginning with medieval trivium and quadrivium, and up to five models of communication, allocated by psychologist L. Gross (lexical, social-gesture, iconic, logical-mathematical, musical), and also to seven separate forms of knowledge, proposed by the philosopher P. Hirst (mathematics, physical sciences, interpersonal understanding, religion, literature and figurative art, morals, philosophy). A priori these classifications are all correct and they can be useful for the classification of the intellect, but the greatest difficulty is that all of them are the most a priori attempt of a thoughtful person (or culture) to establish the existing differences between types of knowledge. Here G. Gardner advises to identify those types of intelligence that meet certain biological and psychological requirements, which will complement the existing knowledge about intelligence, its types and criteria for their definition. If we use the notions of intelligence and its types from published sources, then we can say that in most cases this is a “subjective” analysis of facts. G. Gardner tried to rely on well-known scientific judgments, highlighting eight “signs” of intelligence. The very word “sign” is understood as a criterion that is characteristic of this type of intelligence. One of the signs of a certain type of intelligence may be the potential isolation of individual ability as a result of injuries. Referring to a neuropsychologist's study of lesions in certain parts of the brain, he argues that the consequences of such an injury can be the most evident to confirm the presence of clearly expressed specific abilities that underlie human intelligence. The second sign is the presence of the mentally retarded, the wunderkinds and other unusual individuals. These people are endowed with the most expressive individual abilities in the full or partial absence of others. In the case of a wunderkind, we are dealing with a particularly gifted person in a certain field of knowledge, and in working with a mentally retarded person (idiots and other people with mental disorders, including children with autism), we often see how on the background of inhibited indicators in some spheres one of the abilities is kept in a unique cleanliness. This fact proves that there is a presence of different types of intelligence, although some attribute to such phenomena the genetic nature. The third sign of intelligence (central, according to G. Gardner) is the presence of a person with one or more basic operations or mechanisms for processing information that work with different types of information received. They even express the idea that human intelligence can be defined as a neutron mechanism or information processing mechanism that is genetically programmed to be activated by

means of internal or external information. And, for example, it gives sensitivity to the height of sound as the basis of musical intelligence or the ability to simulate movements as the main skill of the physical (kinesthetic) intelligence. The fourth sign of intelligence is that each type of intelligence has its own special history of development, through which both “normal” and gifted people pass in the process of ontogenesis. Expanding the history of the development of a particular type of intelligence, it is necessary to pay attention to what role it plays in human life. In addition, it is necessary that, in the development of intelligence, separate levels of mastering them, from the universal fundamentals through which each person passes, to the outstanding competence heights available to those people who are extremely talented or undergo special training can be identified. It is also necessary to highlight critical periods in the history of development and individual milestones associated with learning or physical development of the individual. This attribute is very important for those who are involved in educational problems, the study of processes of human perception of change, changes in attitude to education, etc. The fifth sign of intelligence is evolutionary history and evolutionary plasticity. Some types of intelligence appear so clearly that you can identify their evolutionary ancestors, including those abilities that are common to other organisms. In addition, attention is also required to those special abilities that function in isolation from other biological species, given that rapid changes have occurred in different historical periods of human development, as well as stagnation in evolutionary processes. The sixth sign of intelligence is in that giving preference to research in certain areas of psychological science sheds light on the work of certain types of intelligence. So, using the methods of cognitive psychology, one can, with a great degree of accuracy, study the details of information processing (linguistic and spatial). You can investigate the relative autonomy of a particular type of intelligence: the problem of interference in the activities of each other; Identify the forms of memory, attention, perception, which may be specific to a particular type of information that a person receives.

Taking into account that various mechanisms of information processing work in a coordinated way, experimental psychology helps to identify ways in which specific skills for a certain cultural sphere interact while complex tasks are performed. The seventh sign of intelligence is support from the side of psychometry. The results of psychometric experiments are another source of information that can be used to talk

about certain types of intelligence. Since it is a fact that the tasks by which an estimation of a particular type of intelligence is closely interrelated and not related to those tasks that should be evaluated by another type of intelligence, proves the probability of the existence of their different types, although, as the research shows, the interpretation of psychometric research does not always give a reliable and complete picture. The eighth sign of intelligence is the ability to decipher symbolic systems. It is known that a significant part of the presentation and transfer of knowledge between people occurs through symbolic systems, formed in certain cultural conditions, which contain important types of information. The main three systems of symbols (language, figurative images, mathematics) are considered, which became especially important for the survival and development of mankind. G. Gardner believes that one of the features through which the initial ability to process information was used by a person is its ability to perceive coding in the form of a symbolic system recognized in this culture. Although intelligence can function without its symbolic system or without any other cultural find, the primary feature of human intelligence is that it “naturally” tends to be embodied as a symbolic system. The intelligence should be taken wider than the specialized mechanisms of information processing, but more narrowly than the general abilities such as analysis, synthesis, or the feeling of “I”. Yet in the very nature of intelligence it is laid down that each of them operates according to its program and has its biological basis. Therefore, it is groundless to allocate each type of intelligence to all the above-identified features, they can be eight or less. Each type of intelligence should be perceived as a separate system with its own rules, although human beings have different types of intelligence in one form or another. It is appropriate to carry out analogies with the work of the eyes, heart, kidneys and other organs in the human body, where each organ performs its own functions, only their interaction provides the vital functions of the whole organism.

In the process of learning skills and abilities, it became a tradition to distinguish between knowledge of “how” (hidden knowledge of how to perform a task, they are also called procedural knowledge) and knowledge of “what” (this is the available knowledge of the actions required to perform a particular operation – proposal or meaningful knowledge). Proceeding from the above, the essence of intelligence represented by G. Gardner in the form of a set of knowledge “as” – operations to perform actions. With regard to the available knowledge of intellect, which in

some cultures is given special attention, while in others, it is not given much importance, he argues that in nature there can be no clear distinction between types of intelligence. All of them are explored and described separately in order to give them scientific justification and show practical significance in human life. In the process of scientific activity aimed at the development of the theory of multiple intelligence, G. Gardner identified three meanings of the term “intelligence”. First, intelligence is a peculiar feature of all human beings (each of us has, to a certain extent, all kinds of intelligence). Secondly, intelligence is a quality, on the basis of which people are different from each other (no two people, even twins, do not have absolutely identical intellectual profiles). Third, intelligence is a way of fulfilling a person's task in the light of his interests, opportunities. G. Gardner considers the third definition is the closest to his theory, and defines intelligence as the ability to solve problems or create products that are of value in a particular or several cultures. In this definition, nothing is said about the sources of these abilities, nor about the methods of testing them.

G. Gardner identified seven types of intelligence: linguistic; logical and mathematical; musical; spatial; bodily-kinesthetic; two forms of personal intelligence, one of which focuses on the surrounding people, and the other – on the individual itself, that is, interpersonal intelligence and intrapersonal intelligence. Based on these data, we will try to analyze what place in each type of intelligence is allocated to human emotions and which features features and functions of emotions in each group of types of intelligence. The characterization of the first group of types of intelligence (“objective”) indicates that in each of them a certain place is given to the sensation and sensitivity of a person to the one with which he is in contact. The second group of types of intelligence (“non-objective”) of linguistic and musical characterizes the sensitivity to the meaning of words and sounds, to different speech functions. It is the ability to feel certain linguistic phenomena that determine the level of development of linguistic intelligence in parallel with linguistic knowledge (rhetorical aspect, mnemonic potential, ability to explain their activities and activities of others). Speaking about the development of linguistic intelligence, G. Gardner also talks about the development of human sensitivity to the corresponding phenomena of speech as an important tool – a means to achieve a certain vital purpose. By revealing the essence of musical intelligence, he explains the influence of music on emotions and the sense of man, and proves that music is the embodiment of the feelings of a person

who creates or performs a musical composition, and the influence on the feelings of other people who listen to music. Psychologists have shown that different sounds cause people different feelings: sounds can calm people, thaw, believe in something good, or despair, even in the sense of life. All this speaks of the decisive role of emotions for the development of musical intelligence, and the level of development of musical intelligence is determined by the ability to express feelings by means of music. In particular, spatial intelligence is manifested not only in clearly expressed but almost elusive spatial abilities, which G. Gardner explains as sensitivity to different forms of perception of images or forms and shows the significance of the senses as mechanisms for the development of spatial intelligence. In logic-mathematical intelligence G. Gardner focuses attention on logical and abstract thinking and does not clearly show the role of emotions in this process, although, from the point of view of psychology, the effectiveness of thinking, logical operations affects the emotions and emotional state of personality as well as the process of execution these operations. Body-kinesthetic intelligence implies the ability to convey feelings and emotions with the help of body movements. Body movements are an important mechanism for manifestation of their feelings and aspirations, the expression of attitude towards others. As for personal intelligences (in-person and interpersonal), they are based on feelings and emotions. Through them, the person manifests itself "I", shapes the attitude toward others, models his behavior in different life situations, and so on. In general, the analysis of the significance of feelings and emotions in the structure of each type of intelligence suggests that they permeate the development of each type of intelligence, manifesting in different ways in each particular situation. From this we can conclude that feelings and emotions are the mechanisms without which productive thinking, decision-making, the implementation of certain operations, the implementation of personal or group plans, achievement of goals is impossible. This can be conditioned by the need to highlight the emotions and feelings and the ability of the individual to feel, manifest, manage them in accordance with a particular life or professional situation in a particular type of intelligence and give him the name: emotional intelligence. Although emotions and feelings play a significant role in the development and manifestation of almost all types of intelligence allocated by G. Gardner, the allocation of emotional intelligence as a separate type of intelligence will enable to distinguish its features in order to develop ways to improve this process and determine the criteria for its development.

The theory of multiple intelligence was also developed by well-known British psychologist J. Stein⁶, who says that this theory is so new that experts still can not determine the exact number of existing types of intelligence. One can accept that the six types of intelligence identified by it play a key role in our everyday lives, defining success or failure in any beginning.

They include: emotional intelligence that covers the sphere of feelings of both their own and the feelings of other people, including all internal and interpersonal relationships; verbal intelligence that covers the sphere of words: conversation, writing, reading and listening, visual intelligence, which covers the sphere of vision and visual images; logical intelligence that encompasses the sphere of reflection, consciously guided thinking and some aspects of problem solving, creative intelligence that covers the scope of originality, innovation, insight, generation of new ideas; physical intelligence that covers body coverage, coordination, and acquiring physical skills. J. Stein, unlike G. Gardner, clearly distinguishes emotional intelligence as a separate type of intelligence. Of all six kinds of intelligence, she places the emotional intelligence first, considering that it covers every aspect of our relationship with other people: from family and friends to leaders, colleagues and subordinates. The author emphasizes that the types of intelligence he has allocated are not separate components of one intelligence, but six separate, independent systems of the brain that develop and function independently of each other.

In addition to the allocated G. Gardner and J. Stein types of intelligence J. Gilford and M. Sullivan⁷ identified as a separate form of social intelligence. They interpret it as an integral intellectual ability that determines the success of communication and social adaptation. Social intelligence, in their research, provides an understanding of human actions and actions, understanding speech production of man, as well as non-verbal reactions (facial expressions, gestures). It is a cognitive component of communicative personality abilities and professionally important quality in professional activities. Social intelligence includes the emotional component of communicative abilities – empathy and arises later than emotional manifestations.

In recent decades, the emotional intelligence as a separate type of intelligence was studied by such scholars as I. Andreeva, V. Barabanshchikov, R. Bar-On, N. Bilkina, G. Garskova, D. Goleman, J. Caprara,

⁶ Стайн Д. Язык интеллекта / Д. Стайн. – М.: ЭКСМО, 2006. – 352 с.

⁷ Михайлова (Алешина) Е.С. Тест Дж. Гилфорда и М. Салливена: диагностика социального интеллекта : метод. руководство / Е.С. Михайлова (Алешина). – СПб., 2001. – 89 с.

N. Kovriga, D. Lucien, J. Mayer, E. Nosenko, M. Ponomariova, P. Salovey, D. Cervon, K. Saarny, J. Stein and others.

The concept of “emotional intelligence” was introduced into the scientific circulation by P. Salovey and J. Mayer and was disseminated through the book of D. Goleman, in which he analyzed the concept of “intelligence” and the relationship of intellectual operations with emotions. According to the statements of P. Salovey, emotional intelligence includes the combination of such abilities: the exact recognition of their and others' emotions, empathy, management of their own and others' emotions, the strategic use of emotions to motivate and solve problems. Later, along with J. Mayer and D. Caruso, they came to the construction of a four-component structure of emotional intelligence.

D. Goleman regards emotional intelligence as a set of seven components: self-consciousness, self-motivation, stability in the presence of adverse circumstances, control of excitements, mood regulation, empathy and optimism, which enable an individual to comprehend their feelings and feelings, manage emotions and use them in relationships with others.⁸

J. Staine defines emotional intelligence as the ability to perceive their own feelings and feelings of other people. It includes the four most important skills in the emotional intelligence: self-awareness, emotional control, receptivity and positive interactions.

G. Garskov's⁹ value of emotional intelligence suggests that emotions reflect the attitude of man to different spheres of life and to himself, and intelligence is precisely what serves to understand these relationships, therefore, emotions can be the object of intellectual operations. These operations are carried out in the form of verbalization of emotions, based on their awareness and differentiation. In her opinion, emotional intelligence is the ability to understand the personality relationships represented in emotions, and to manage the emotional sphere on the basis of intellectual analysis and synthesis.

Analyzing the approaches of different scholars to the interpretation of the concept of “emotional intelligence” and the disclosure of its essence, I. Andreeva¹⁰ gives a definition of some of them. Her explanation of the essence of emotional intelligence, she gives this way: emotional

⁸ Goleman D. Sex roles reign powerful as ever in the emotions / D. Goleman // New York Times. – 1988.

⁹ Новикова Л.М. Эмоциональный интеллект и его развитие у детей / Л.М. Новикова // Народное образование. – 2007. – № 3. – С. 186–195.

¹⁰ Андреева И.Н. Эмоциональный интеллект: исследование феномена / И.Н. Андреева // Вопросы психологии. – 2006. – № 3. – С. 78–86.

intelligence reflects the inner world and its connections with the behavior of the individual and interaction with reality, and the final product of the emotional intelligence is the decision-making on the basis of reflection and comprehension of emotions, which is a differentiated assessment of events that have a personal meaning. O. Yakovleva¹¹ and R. Buck¹² define the emotional intelligence as the ability to deal with the inner environment of their feelings and desires; P. Salovey, J. Mayer define it as the ability to understand the attitude of the individual, represented in emotions, and to direct the emotional sphere on the basis of intellectual analysis and synthesis; as the ability to effectively control emotions and use them to improve thinking¹³ and other. I. Isaev determines emotional intelligence, based on his interpretation of D. Caruso, who wrote that emotional intelligence is not the opposite of intelligence, not the triumph of feelings above reason, it is a unique intersection of both processes, which include a set of skills such as: the accuracy of evaluation and the manifestation of emotions, the use of emotions in the thinking activity, understanding their emotions and others, managing their emotions and others¹⁴. L. Vinogradova¹⁵ defines emotional intelligence through two main characteristics: the clarity of awareness, that is, the ability of a person to recognize and identify their own emotional reactions in a particular situation, the ability of an individual to evaluate their emotions. She proved that people with a developed ability to identify their own emotional reactions that clearly perceive and assess their thoughts in complex, and even stressful situations, are less likely to exhibit cognitive difficulties and operate more effectively. She noted the above qualities of emotional intelligence as the most important indicators of psychological regulation of emotions and behavior. E. Nosenko and N. Kovryga¹⁶ define emotional intelligence as a very important integral characteristic of the individual, realized in the ability to understand emotions, to summarize their content, to isolate emotional subtext in interpersonal relationships, to regulate emotions in such a way as to

¹¹ Яковлева Е.Л. Эмоциональные механизмы личностного и творческого развития / Е.Л. Яковлева // Вопросы психологии. – 1997. – № 4. – С. 27–32.

¹² Buck R. Motivation: emotion and cognition: A developmental-interactionist view / R. Buck, Strogman K.N. (ed.) // International review of studies on emotion V.T. – Chichester : Willey, 1991.

¹³ Mayer J.D. Emotional intelligence: Theory, Findings, and Implications / J.D. Mayer, P. Salovey, D. Caruso // Psychological Inquiry. – 2004. – Vol. 15. – № 3. – P. 197–215.

¹⁴ Исаев И.Ю. Алхимия эмоций: немного о природе чувств и страстей / Игорь Исаев. – М. : Беловодье, 2009. – 256 с.

¹⁵ Виноградова Л.В. Интеллектуальный контроль как способ интерпретации эмоционально-трудных жизненных ситуаций / Л.В. Виноградова // Психологический журнал. – 2004. – № 6. – С. 21–28.

¹⁶ Носенко Е.Л. Емоційний інтелект: концептуалізація феномену, основні функції : монографія / Е.Л. Носенко, Н.В. Коврига. – К. : Вища шк., 2003. – 126 с.

promote through successful emotions a successful cognitive cognitive activity and overcome negative emotions that interfere with communication or achieve individual success.

The isolation of emotional intelligence as a separate type of intelligence of a person above the designated researchers confirms its right to exist, the ability to identify, manifest and measure the level of his development in the individual. Before we give our interpretation of the concept of “emotional intelligence”, we consider it appropriate to distinguish the main features that, in our opinion, prove the legitimacy of the allocation of emotional intelligence in a separate form of intelligence: the presence of reactions in the individual to objects, objects, with which faces a person in the process of life. These reactions may be adequate or inadequate; assessment of the personality of reactions to objects, objects, situations of other people; the ability to determine the role of emotions in human life; the ability to show emotions according to or contrary to the situation; the ability of the individual to control their emotions; the ability of the individual to recognize and control the emotions of other people; the ability of an individual to use emotions to achieve the goal; the level of development of the emotional sphere can be measured by specific methods, as evidenced by experimentally tested psychological studies; the very fact of the allocation in psychological science of emotions as “a special class of subjective psychological states of the person, reflected in the form of direct experiences, feelings of a pleasant or unpleasant attitude of man to the world and to people, to the process and the result of its practical activity¹⁷”.

A person with a high level of development of emotional intelligence is characterized (according to the researches of A. Mitch) by the most significant, clearly expressed features: expressing a feeling clearly and directly; is not afraid to express uncertainty and fears; can explain nonverbal signals used in communication; can express disappointment without offending the interlocutor; is able to control their fears, excitement, uncertainty; is attentive to the dangers, worries and thoughts of other people; during communication he is able to recognize the motives emotions or hidden emotions; cautious and tactful in their emotional reactions; balances feeling with reason, logic and reality; independent, self-confident, morally stable; acts in accordance with his claims, and not under the influence of duty, feelings of guilt, pressure or violence;

¹⁷ Былкина Н.Д. Развитие представлений детей об эмоциях в онтогенезе / Н.Д. Былкина, Д.В. Люсин // Вопросы психологии. – 2000. – № 1. – С. 38–48.

optimistic, does not allow failures to oppress themselves internally¹⁸. All of our features are not contrary to the signs of intelligence, which, based on the well-known scientific judgments, identified G. Gardner.

Taking into account all the signs of emotional intelligence that we have highlighted and the signs of a high level of emotional intelligence, we propose the definition of “emotional intelligence” in this edition. **“Emotional intelligence is the integral property of the individual to recognize, control, regulate their own emotions and emotions of others and use these abilities in activity and communication”**.

2. Structure of Emotional Intelligence

In order to develop emotional intelligence, researchers of this problem identify the most important of its components and offer a structure, depending on which components they include in the set, which determines the content of emotional intelligence.

The structure of emotional intelligence R. Bar-On¹⁹ includes the following main components: internal personality sphere, interpersonal sphere, adaptability, stress management, general mood. R. Bar-On is one of the most important components of emotional intelligence which must be developed and developed, considers internal personal and interpersonal spheres, adaptability and ability to manage stress, and the fifth component – the general mood – acts as a consequence of the first four and manifests itself in the form of an optimistic mood and a feeling of happiness that is extremely important for human life.

A slightly different structure of emotional intelligence is offered by P. Salovey and J. Mayer, which includes four main components: understanding emotions, accuracy of evaluation and expression of emotions, emotional thinking and thinking emotion management.

A proper variant of the structure of emotional intelligence was proposed by D. Goleman, which includes four structural elements: emotional self-consciousness; self-control; social sensitivity; relationship management. These components combine a certain group of knowledge, skills, abilities and abilities. In the structure of D. Goleman there is an emotional self-awareness and social sensitivity, which is not emphasized in previous structures, as well as self-control and emotion management in relationships, which include other scientists in the structure of emotional

¹⁸ Митч Энтони. Тренинг эффективных продаж. Уникальные подходы к использованию эмоционального интеллекта / Энтони Митч. – М. : Вершина, 2004. – 304 с.

¹⁹ Андреева И.Н. Эмоциональный интеллект: исследование феномена / И.Н. Андреева // Вопросы психологии. – 2006. – № 3. – С. 78–86.

intelligence. Thus, D. Goleman complements the previous structures of emotional intelligence by two important components: emotional self-awareness and social sensitivity that need to be developed.

I. Andreeva offers her own structure of emotional intelligence, which includes four main components: the recognition of person's own emotions; owning your emotions; understanding the emotions of other people; self-motivation. Each of them gives reasons and reveals their content. Compared with the structures of the aforementioned authors, I. Andreeva more specifically focuses on such key points as: the ability to adequately describe, express, identify, differentiate, isolate, control, register in the mind, anticipate their power, include in their cultural experience, motivate manifestations, move according to the situation, excite before the assimilation of emotions, etc. All of these elements are better measurable than others, so it is possible to determine the level of development of emotional intelligence by appropriate techniques and develop ways to improve their development on the basis of the data. In this we see the great practical value of the structure of the emotional intelligence of I. Andreeva.

Among Ukrainian researchers, the problem of emotional intelligence is quite clearly represented in a five-factor model, developed by E. Nosenko and N. Kovriga. They believe that a person who can be characterized as having an emotional intelligence, has five basic abilities: awareness of a person's own emotions, regulation of their own emotions; the ability to adjust to work; recognition and understanding of emotions that arise from other people; ability to maintain benevolent relationships with other people.

Considered above five structures of emotional intelligence indicate that it is considered as a set of appropriate human abilities, which serve as criteria for determining the level of their formation in the individual. Comparing the above-mentioned approaches of scientists to the structure and content of emotional intelligence, one can distinguish their common features, namely:

- everyone agrees that emotional intelligence is a set of components, each of which is a list of basic abilities, personality abilities, but their list is somewhat overloaded, which makes it difficult to apply methods for determining the level of their development;
- everyone believes that emotional intelligence can be developed, but does not show how to build this process;

- everyone proposes to begin development of emotional intelligence for the development of the intrinsic sphere, only call it differently (recognition of their own emotions, understanding their own emotions, owning their own emotions and simultaneously developing the interpersonal sphere (to recognize and understand the emotions of others, to evaluate them, to take into account in communication and activities);

- everyone thinks it is necessary to teach a person to manage emotions, understanding the management ability to use emotions to establish a positive relationship with others, for making decisions, choosing a model of behavior, attracting attention. engaging others in a particular job, and more. However, each of the variants of the structure has its own special, characteristic only for this structure of the components as a definite result:

- general mood (optimism and sense of happiness) – R. Bar-On;

- taking into account emotions in cognitive activity (for justification of own thoughts, for solving specific problems, at critical moments of communication or activity, for organizing creative activity, etc.) – J. Mayer and P. Salovey;

- social sensitivity (sensitivity to changes in the surrounding life, a person's perception of the attitude towards others, the level of satisfaction with relationships with her, etc.) – D. Goleman;

- self-motivation – I. Andreeva;

- the ability to adjust to activity and maintain positive relations with others in activities and communication (N. Kovryga and E. Nosenko).

Based on the extremely valuable ideas of the above-mentioned researchers, we have proposed our own vision of the structure of emotional intelligence, based on the fact that it should be the basis for the development of emotional intelligence of students in the process of their training.

The structure of emotional intelligence is developed by us includes four basic components: an understanding of own emotions; self-control and self-regulation of emotions; understanding of the emotions of others; use of emotions in activity and communication, the level of development of which is determined by specific criteria. Based on which capabilities in the first place require detailed research and development, we have identified a minimum number of the most important indicators for determining the levels of development of each component in the structure of emotional intelligence. To determine the level of understanding of our own emotions, we have identified the following

indicators: the ability to recognize their own emotions, the ability to assess their emotional state, the ability to determine the cause of emotions, the ability to explain the significance of emotions, the ability to positively perceive the evaluation of their emotions by others. To determine the level of self-control and self-regulation of emotions, we have identified the following indicators: the ability to restrain emotions, the ability to show emotions in accordance with the situation, the ability to remain calm in difficult situations, the ability to control their emotions, the ability to regulate their own emotions. To determine the level of understanding of the emotions of other people, we recognized the expediency of such indicators: the ability to realize the emotional states of others, the ability to understand the unspoken emotions of others, the ability to empathy; the ability to positively influence the emotional states of others, the ability to predict the power of others' emotions, their duration, their consequences. The following indicators are used to determine the ability to use emotions: emotional stability; ability to extraterrestrial sensitivity; flexibility of communication in communication; domination of positive emotions; the ability to get closer to people on an emotional basis.

From our structure of emotional intelligence it is clear that the indicators of the level of development of each of the structural components are detailed to such an extent that it would be possible to give as complete a description of the level of development of each of them, which will make a general conclusion about the level of development of emotional intelligence of the individual. Yes, such a component as an understanding of our own emotions, we are supplemented by the ability to evaluate our own emotions and explain their meaning, on the basis of which develops the ability to positively perceive the evaluation of their emotions by other people. Such a component of emotional intelligence as self-control and self-regulation of emotions is supplemented by the ability to restrain emotions and show them in accordance with the situation. Understanding the emotions of others in our structure is not limited to empathy, it is supplemented by the ability to perceive the emotions of others, to understand even unexpressed emotions (nonverbal manifestations), as well as the ability to positively influence the emotions of others, to predict their strength, duration, and consequences. A necessary component of emotional intelligence, we consider the ability to use emotions in activities and communication, which involves emotional stability, the ability to extravert sensitivity; flexibility

of manifestation of emotions in communication; domination of positive emotions; A desire to get closer to people on an emotional basis.

CONCLUSIONS

Theoretical analysis of scientific approaches to the definition of the concept of “emotional intelligence”, which included the disclosure of the essence of emotional intelligence and approaches of modern scientists to its structure, allowed to draw such conclusions. The close relationship between emotions and intelligence makes it possible to talk about emotional intelligence as a separate type of intelligence, based on the theory of multiple intelligence, which G. Gardner determined and substantiated. He has proved on numerous examples that there are a number of intelligences that form a cognitive profile peculiar to each person, and identified seven types of intelligence: linguistic, logical and mathematical, musical, spatial, physical, kinesthetic, internally personal, interpersonal, and also highlighted the list signs that confirm the presence of certain types of intelligence or several of them and calls them criteria, by which you can determine not only the type of intelligence, but also the level of its development. Based on the analysis of all types of intelligence allocated by G. Gardner, it has been established that each of them plays a role in the emotions and depends on the ability of the individual to recognize them and to manage them depends on the success of the chosen human activities. These abilities can be developed regardless of the level of development of one or another type of intelligence, because this development takes place according to its rules and the level of development is determined by its criteria, which proves the legitimacy of distinguishing emotional intelligence into a separate form of intelligence.

The only interpretation of the concept of “emotional intelligence” in scientific literature does not exist, therefore, on the basis of the analysis of definitions of this concept by different scientists and their own vision of the essence of this phenomenon, we formulate the definition of the concept of “*emotional intelligence*” as *an integral property of the individual, which manifests itself in the ability to recognize, control, own emotions and emotions of other people and use these abilities in activity and communication.*

For the development of emotional intelligence it is necessary to structure its components and to select a list of criteria for each component, so that one can identify the level of its development. There is no single

approach to the construction of the structure of emotional intelligence, since each of the authors builds it, depending on its own interpretation of the essence of this phenomenon. On the basis of the analysis of the approaches of our scientists to the structure of emotional intelligence considered by us, it has been established that everyone agrees that emotional intelligence is a set of components, each of which represents a list of basic abilities of the individual, but their list is somewhat overloaded, making it difficult to apply methods for level detection. their development, all believe that emotional intelligence can be developed, but does not show how to build this process; all of fer to begin development of emotional intelligence for the development of the internal personality sphere, although it is known that the development of intra personal and interpersonal emotions intertwined and not go one by one, all feel the need to teach the person to manage emotions, show why it is necessary, but do not show how to implement. In each of the structures we have reviewed, we have our own criteria for them: optimism and sense of happiness – R. Bar-On; taking into account emotions in cognitive activity – J. Mayer and P. Salovey; social sensitivity – D. Goleman; self-motivation – I. Andreeva, adjusting oneself to activity, establishing positive relations – E. Nosenko and N. Kovriga, but they are not easy to trace, because they are not specified to determine the level of their development. Taking into account the positive aspects and disadvantages of the structures analyzed for our emotional intelligence, we proposed a structure of emotional intelligence, which includes clearly identified four most important *components of emotional intelligence: the understanding of their own emotions; self-control and self-regulation of own emotions; understanding of the emotions of others; use of emotions in activity and communication.*

SUMMARY

This section reveals the views of scientists on the essence of the concepts of intelligence and emotional intelligence. The theories of multiple intelligence by G. Gardner, J. Stein, J. Guildford, M. Sullivon are analyzed and the role of emotions in each of the identified types of intelligence is substantiated. The author proved the validity of the allocation of emotional intelligence as a separate type of intelligence, reveals signs of its presence and signs of a high level of its development. The approaches to the structure of emotional intelligence are analyzed, the author's own theory of emotional intelligence is presented, namely:

the definition of the notion “emotional intelligence” is given, signs of its presence are highlighted, the structure of emotional intelligence is defined. Scientists' approaches to determining the structure of emotional intelligence and its content in accordance with their own vision of its essence are disclosed. The general signs and differences in views on the set of components that need to be included in the structure of emotional intelligence are analyzed. The structure of emotional intelligence developed by the author of this research is presented and the expediency of the set of components selected in it is grounded.

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