

Emotional intelligence in the future socio-economic specialists' professional psychological training

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Onufrieva L.A. Emotional intelligence in the future socio-economic specialists' professional psychological training. The article envisages the development of future socio-economic specialists' emotional competence to promote their professional development and personal improvement, updating adaptive abilities, to prevent "emotional burnout", harmonious functioning of society, life achievement. It is found that emotional competence serves as integral important feature of a true professional. It may be and must be successfully developed in order to create a more harmonious Me-concept of a professional. The emotional competence is established to consist in a progressive development of the emotional sphere of personality and is a set of knowledge and skills that enable managers to act appropriately based on the processing of all information. It enriches the experience of the personality, promotes the rapid analysis of emotogenic situations, being a condition of a human progress in all areas of life, reflecting the emotional maturity of a personality, combining the intellectual and regulatory components of the psyche.

Keywords: *emotional intelligence, emotional sphere of a personality, emotional maturity of personality, emotional competence of future specialists in socio-economic professions, integrated feature.*

The urgency of the research problem. At the present stage of psychology development the emotional competence of future socio-economic specialists is necessary condition of a personality' successfulness in a professional environment, it is a factor in personality development. The level of emotional competence can testify to the integrity of the emotional life.

According to the definition of D. Goleman, the emotional competence is the ability to recognize and acknowledge the own feelings, as well as the feelings of others for self-motivation, for managing personal emotions and relationships with others. In his view, emotional competence includes two components: personal competence (self-understanding, self-regulation and motivation) and social competence (empathy and social skills) [1; 2; 7].

The researcher K. Saarni considers the emotional competence as a set of eight kinds of abilities or skills: the awareness of personal emotional states; the ability to distinguish emotions of others; the ability to use the dictionary of emotions and forms of their expression characteristic for the culture; the capability of sympathetic and emphatic inclusion into experiences of others; the ability to understand that inner emotional state does not necessarily correspond to the external manifestation of both the individual and other people; the ability to cope with their negative feelings; the realization that the structure and the character of relationship to some extent are determined by the fact how emotions are expressed in the relationships; the ability to be emotionally appropriate, that is to make their own emotions.

The aim of the article consists in theoretical and methodological study of the emotional intelligence in the professional psychological training of future specialists in socio-economic professions.

Analysis of recent researches. Many foreign scientists (R. Bar-On, D. Goleman, D. Karuzo, D. Liusin, J. Meyer, P. Selovey and others) paid attention to the emotional intelligence. The methodological basis of the study consists of scientific studies concerning patterns of emotional sphere formation. General aspects of emotions, emotional maturity are presented in the works of H. Breslav, O. Zaporozhets, O. Kulchytska, A. Olshannikova, A. Sukhariev, O. Chebykin, O. Yakovliev and others.

Scientists distinguish various types of competencies, being in close relationship to psychological culture of personality and emotional competence in the scientific literature, in particular: social (L. Lepikhova, V. Romek, H. Syvkova); communicative (Y. Zhukov, Y. Yemelianov, Y. Kuzmin, T. Nikolaiev, L. Petrovska, Y. Sydorenko) autopsychological (T. Yehorova); socio-psychological (A. Koch); psychological (A. Derkach, V. Zazykin, L. Mitina); life-based (S. Lytvyn-Kindratiuk) and others.

Theoretical and methodological approaches to the correlation between intellectual and emotional concepts are considered in the works of B. Ananiev, L. Vyhotskyi, S. Rubinshtein, O. Miasyshev and others. The close relationships between thinking, intelligence and emotional processes are presented in the works of famous psychologists V. Viliunas, B. Dodonov who emphasized the importance of emotional processes in human behavior. The study of emotional competence is a new element in the study of personality's emotional sphere. The concept of emotional competence is included into a number of terms related to professional competence. The expediency of this phenomenon analysis is caused by emotions in professional activities of future specialists in socio-economic professions.

The main material research. The analysis of scientific sources on the study showed that a number of terms related to the concept of "emotional intelligence" are used in the psychological science, in particular: "emotional rationality" (E. Nosenko), "emotional self-realization" (O. Vlasova), "emotional thinking" (O. Tykhomyrova), "emotional literacy" (K. Steiner), "emotional talent", "emotional culture", "emotional maturity".

The development of emotional sphere in the context of personality formation is presented in the domestic psychology (H. Braslaw, F. Vasyliuk, V. Viliunas, Y. Gippenreiter, A. Zaporozhets, V. Zinkivskyi, V. Kotyrla, A. Kosheleva, O. Leontiev, M. Lisina, Y. Neverovych, S. Rubenstein, L. Strelkova, D. Elkonin, P. Jacobson and others).

According to many authors (V. Polischuk, V. Rybalka, O. Sannikova etc.), emotional intelligence is defined with the ability of the individual to perceive and feel emotionally the world. The psychologist V. Semychenko consid-

ers culture of emotions and distinguishes its main features such as: appropriateness of emotions display, that is certain functionality; relevance, i.e. matching emotions with a situation in a whole, taking into account the social environment; temperance, naturalness and compliance with accepted norms.

The practical value of the emotional intelligence is closely connected with the area through which the concept has become widespread. It means the theory of leadership. However, our emotional intelligence can be useful as a part of psychotherapeutic practice [6].

The concept of emotional intelligence is closely related to the concept of emotional maturity. The problem of the personality's emotional maturity was considered in domestic and foreign psychology and psychotherapy (O. Chebykin, O. Alborova, D. Abrakhamson, J. Meyer and others). In general emotional maturity is seen as an integrated quality of personality that reflects the optimal development of the emotional sphere at the level of adequacy of emotional response in certain socio-cultural and intrapersonal circumstances. It is a necessary component of building a successful professional activities, harmonious interpersonal relationships, achievements of integrity of the personality, support of mental and physical health. The emotional maturity is characterized by a predominance of positive sign of emotional activity and human reactivity in the interaction with internal and external world.

The analyst K. Steiner proposed the concept of "emotional literacy". He associates it with the system of capabilities and life skills, especially the ability to understand their emotions, listen to others and empathize with their emotions, express them productively [2, p. 100-103].

The emotional competence consists of four components: self-consciousness as the awareness of oneself as a person – a moral view and interests, values, character, temperament, emotions and motives of behaviour. The considering of one's own feelings is a key element of emotional competence. Having no ability to listen to the feelings, it is more comfortable for a man to believe that he is well aware of what is happening to him at any time, in what condition he is in, and that is going through. But in reality, our understanding of what is happening is superficially. In this regard, you can set three main functions of emotional realization: consolidation of experience, interpersonal communication, emotional expression.

The nature of personality's emotions is noted to be changed relating to the formation of social motives of activities (the desire to do something necessary, useful not only for themselves but also for others). The sphere of emotional competencies of the specialist's personality, his professionally significant properties includes enthusiasm of a job, sincerity, peace, balance, emotional stability. As well as the following competencies can be included: to understand the emotional sphere impact on the vital activities, emotions to perceive as a value; to perceive the reality, other people objectively; to show interest in knowing the world, its laws, and in self-knowledge; to be open to new experiences, events and life changes; to strive for harmony, psychological well-being, healthy relationships; creative attitude to life, interpersonal relationships; to appreciate and recognize objectively the advantages and disadvantages through introspection; to be responsible for

the own emotional reactions; to identify emotions experienced at a particular time; to analyze personal emotions, feelings, their causes; to use emotions for self-motivation; to think optimistically – to focus on the positive aspects of life; to understand oneself as equivalent subject of communicative interaction, to be responsible for its process and the result; to identify the emotions of others; to analyze emotions and feelings of others, their causes; to perceive and understand non-verbal language of body and movements (gestures, facial expressions, tone of voice); to have active listening skills; to understand emotions, feelings of another person by putting yourself in her place (empathy); to accept and provide emotional support; to verbalize emotions; to resist immediate desires to throw out the emotions (to control impulses); to ask questions to understand the emotional state of another person; to respond to positive and negative emotions from the others side with tolerance and adequacy; to defend the personal point of view constructively; to refuse without offending the other person; to provide both motivating positive and negative feedback connection: to express praise, compliments sincerely, to express criticism, complaints and dissatisfaction tactfully; to perceive feedback from others adequately: as criticism, complaints and dissatisfaction, so compliments, praise; to choose appropriate ways of emotional expression; to forgive, to exempt from abuse; to collaborate, to have ways of joint activities, to reach agreement; to resolve emotional tensions, conflicts, to overcome barriers to communication; to detect high levels of emotional stability and self-control in stressful situations, etc. [1; 5]. In order to become a true professional, to be emotionally competent, one should master the mentioned competencies.

The emotional competence consists of the following components:

- self-consciousness;
- self-control;
- empathy;
- relationship skills.

The basic ingredient of emotional intelligence is self-consciousness. A person with high level of self-consciousness knows his strengths and weaknesses and can understand his emotions. Self-understanding means a deep understanding of oneself, one's needs and motives.

The second component is self-control. It is a consequence of consciousness. Despite the fact that our emotions are driven by biological impulses, we may manage them. Self-regulation is an important component of emotional intelligence. It allows people not to be "prisoners of their feelings". Such people will always be able not only to calm their emotions, but direct them in a useful way. The first two components of emotional intelligence are the skills of self-management, the next two are empathy and communication skills (skills of relations). They belong to the person's ability to manage relationships with others. Successful interaction with other people is not possible without empathy. It is the ability to put oneself in the other's place, considering feelings and emotions of others in the decision-making process. Communication skills are the ability not as simple as many people may think. It is not just the friendliness, but the friendliness with a purpose: to encourage people in the desired direction.

The scientists distinguish the levels of emotional intelligence formation. The emotional intelligence enables positive attitude to the world, to evaluate it as such, which can secure success and prosperity; to other people (as deserving such treatment); to oneself (as a person that is able to determine the purpose of his life and actively work towards their implementation, and worthy of self-respect). Everyone has a certain level of development of one's emotional intelligence.

The main principles of emotional intelligence development are as follows. Regarding to the possibility of the emotional intelligence development in psychology there are two distinct opinions. The scientist J. Meyer holds the position that the increasing of the level of the emotional intelligence is impossible, because it is relatively stable ability. However, it is possible to increase emotional competence through training. The opponent D. Goleman believes that emotional intelligence can be developed. The argument for this position is the fact that the neural pathways of the brain continues to develop until the middle of life [7].

The psychologists define emotions as a special class of subjective psychological states, reflecting the process and the results of practical activities directed at their urgent needs satisfaction in the form of experience. Emotions are the specific reaction of organism to changes in the internal or external environment. Affect fully captures the entire human psyche and causes a reaction to the situation in general. Affect is the most powerful emotional reaction; it appears as a strong, rapid and short emotional experience. Having analyzed the concept of affect we took into account the correspondence between stimulus power and result, being in inverse proportion: the more powerful is the initial incentive motivational behavior, and the more effort had to be expended on its realization rather than the result obtained as a result of all this, the stronger affect is. Affects occur rapidly, quickly, followed by strongly pronounced organic changes and motor reactions. They tend to distort the normal behavior organization. It is not quite reasonable. Moreover, emotions leave strong and stable traces in long-term memory.

The psychologists prove that emotions, unlike affects, are longer states. The emotions are not just a reaction to the occurred events, but on probable or mentioned events. If affects arise until the end of the action and reflect the total final assessment of the situation, the emotions are shifted to early action and provide the result. Most of emotions, such as fear, are anticipatory in nature, and the person displays events in the form of a generalized subjective assessment of the situation related to the needs. In addition, the emotions accompany and generally promote purposeful behavior.

The scientists prove the fact that positive emotions are more common than negative ones. They arise when actual result of a perfect behavioral act matches or exceeds the expected useful result, and conversely, the lack of real result leads to negative emotions.

A step towards control over emotions is the realization of personal emotions. People need to listen to themselves and realize that they really feel the nuances of feelings, their origin and modification. Perhaps the most important step in this stage is to analyze and find out the reasons why they feel themselves like that. The comprehension of

own feelings promotes sociability, because it allows to adequately identify, describe, process and continue to express emotions. To manage the emotions means to do not suppress them and subdue them and make it work for the cause. Sometimes people cannot express positive emotions. Typically, men are more restrained than women. A gift to respond to emotional experiences of others is called empathy. A man capable of such highly empathy can put himself in the other person's place. Self-control primarily involves blocking of negative feelings.

In the business environment the empathy makes constructive interaction between the client and advisor. Empathy involves entering into the personal world of another and staying there like "at home". It includes a permanent sensitivity to changing emotions of communication partner. It's like a temporary "interfering" in the inner world of another person, delicate staying in it without judging and condemnation. However, there are no attempts to reveal unconscious feelings, since they can be traumatic. It should also notice your impressions about the feelings of another, when you watch quietly those elements exciting or scaring your friend. To be emphatic means to be responsible, initiative, strong and at the same time delicate and sensitive. Traditionally, women are better able to experience emotional mood of another person than men. The man, sensitive to the emotions of others, is able to hear, see and consider emotions of other, can understand the views of people who think differently. Sociability implies a positive life mood, ability to get along with people, smooth over conflicts, ability to listen and understand, and a talent to manage relationships and adapt in a team.

The emotional intelligence formation corresponds to voluntary activities and dialogue on the basis of certain willpower. There is the high level of self-control, a certain emotional response strategy, the feeling of psychological well-being, positive attitude to oneself. The high self-esteem is preferable for emotional intelligence formation. The high level of emotional intelligence corresponds to the highest level of man's inner world development. This means that a person has certain settings that reflect the individual system values. And this value system was developed by a person and was clearly understood by them [3]. This man clearly knows how he should behave in different life situations and thus he feels free from various situational requirements. The choice of behavior, adequate situation, is made by the person without excessive willpower. The motivation for this behavior is carried out not from outside, but only from within. This man is difficult to manipulate. And the most important is that the person experiences high level of psychological well-being and lives well in harmony with himself and other people [4]. Every type of professional activities requires specific competencies that ensure effective implementation of this subject's professional activity. In the context of the studied problems the emotional competence of a specialist of socioeconomic professions consists in its conscious readiness for implementation of emotional competencies necessary for effective professional activities and solving social problems.

Conclusions. In the result of the study we made a conclusion that emotional intelligence consisted in the emotional competence, including empathy, self-control, self-

consciousness and other skills. The development of emotional competence of specialists in socio-economic professions will promote to their professional formation and personal improvement, updating of adaptive abilities, prevention of "emotional burnout", harmonious functioning in the society, life achievements. Emotional competence involves integral progressive development of the personality's emotional sphere and is a set of knowledge, abilities and skills that enable managers to act adequately on the basis of processing of all information. It enriches the experience of the personality, promotes rapid analysis of emotional situations, acts as a condition for human success in all areas of life, reflects the emotional maturity of a personality, combining the intellectual and regulatory components of the psyche.

The prerequisite of emotional intelligence is the comprehension of emotions by the subject. The final product of emotional intelligence is a decision based on reflection and understanding of emotions, which are differentiated

appraisals of the events that have personal meaning. The emotional intelligence factor is defined as the total figure of the following skills: self-awareness, self-motivation, resistance to frustration, impulse control, mood regulation, empathy and optimism. Emotional intelligence positively affects the activities: the higher emotional intelligence is, the more successful activities are. So, the attention is paid to the emotional competence as the integrated important feature of a true professional; it may be and must be successfully developed in order to create a more harmonious Me-concept of a professional. In general, the explicated material suggests that the emotional component is very important in the educational process and is necessary for professional psychological training of future professionals, because it promotes the formation of their general culture, empathy, understanding of that in the emotional sphere there are driving forces of human active attitude to life, to different types of activities.

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Онуфриева Л.А. Эмоциональный интеллект в профессиональной психологической подготовке будущих специалистов социэкономических профессий. Доказано, что развитие эмоциональной компетентности будущих специалистов социэкономических профессий способствует их профессиональному становлению и личностному совершенствованию, актуализации адаптивных способностей, предотвращению «эмоционального выгорания», гармоничному функционированию в социуме, жизненным достижениям. Установлено, что эмоциональная компетентность выступает интегральным значимым свойством настоящего профессионала, ее можно и нужно успешно развивать с целью создания более гармоничной Я-концепции специалиста. Установлено, что эмоциональная компетентность предполагает целостное прогрессивное развитие эмоциональной сферы личности и представляет собой набор знаний, умений и навыков, которые позволяют адекватно действовать руководителям на основе обработки всей информации; она обогащает опыт личности, способствует быстрому анализу эмоциогенных ситуаций, выступает условием успешности человека во всех сферах жизни, отражает эмоциональную зрелость личности, объединяя в себе интеллектуальные и регулятивные составляющие психики.

Ключевые слова: эмоциональный интеллект, эмоциональная сферы личности, эмоциональная зрелость личности, эмоциональная компетентность будущих специалистов социэкономических профессий, интегральное свойство.