

DOI: 10.7596/taksad.v8i4.2297

Citation: Frolova, O., Kashkaryova, L., Serbova, O., & Malykhina, T. (2019). Comparative Analysis of the Emotional Intelligence Development of Adolescents with Different Levels of Psychological Competence. *Journal of History Culture and Art Research*, 8(4), 68-78. doi:<http://dx.doi.org/10.7596/taksad.v8i4.2297>

Comparative Analysis of the Emotional Intelligence Development of Adolescents with Different Levels of Psychological Competence

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Abstract

Within the proposed article, the focus is on the development of the emotional intelligence of adolescents and the impact of their psychological competence on them. The authors state that the developed emotional intelligence provides a person with a good understanding and managing of his/her emotions and a compassionate attitude and flexible response to the emotional manifestations of people nearby. People with high emotional intelligence have developed self-awareness, self-control, social understanding and are able to manage relationships with other people. Generalization of the most famous scientific approaches to the study of emotional intelligence allowed to dwell on the model of emotional intelligence which in content and structure represents a set of such abilities: perception and identification of emotions; managing emotions and feelings, both of oneself and of others; understanding of emotions; facilitation of thinking. Human emotional intelligence is formed during his/her life. Adolescence is the most sensitive to the development of emotional intelligence, because it is at this age period that intellectualization of all mental processes occurs, when "emotions can become intelligent" and "intelligence can become emotional" due to the coordinated interaction of the right and left hemispheres of the brain. Emotionality plays an important role in the development of emotional intelligence. In adolescence, on the one hand, there is a complication and instability of the emotional sphere of personality, intensification of emotions and feelings, their intensity and diversity; and, on the other hand, the ability to self-regulate, the ability to slow them down with the help of willpower, are emerging and developing. This enables the teenager to consciously construct his / her self-concept, his / her own value system, personal outlook and develop his / her emotional intelligence. These data were confirmed by the experimental study, which was carried out by comparing two groups of adolescents: the Lyceum students – a close-knit student group and members of the circle of "Psychological Studies", who were able to increase the level of psychological competence through self-discovery and development of emotional sphere. The adolescents – members of the circle showed higher rates of most components' development of emotional intelligence than the adolescents – students of Berdiansk Lyceum, who hadn't had this training. Thus, we are convinced that the emotional intelligence of adolescents can be developed under the condition of purposeful psycho-corrective influence, with the use of interactive methods.

Keywords: Emotional intelligence, psychological competence, adolescence, facilitation of thinking, facilitation of emotions, identification of emotions, empathy, self-motivation.

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Introduction

In recent decades, scientists have been paying much attention to the study of emotional intelligence. The urgency and relevance of the content, structure, and dynamics of the emotional intelligence of the individual are conditioned by the modern stage of the society's development in the aspect of success factors in all spheres of the individual's life. The idea that emotional intelligence has advantages over cognitive when it comes to a person's life or business success has become widespread. Emotional intelligence can be considered conditionally equivalent to cognitive intelligence. The coordinated interaction of the two hemispheres of the brain, where the left provides logic and rational thinking, and the right provides intuitive thinking and emotionality, enables a person to combine rational and emotional. The effectiveness of emotional intelligence manifests itself in the process of study, work, and everyday life; it helps to establish constructive social interaction, helps to maintain physical and psychological health, provides effective communication and strengthens relationships with others in the professional field as well as in personal life. It is appropriate to emphasize the importance of exploring a person's psychological competence as a condition of increasing his or her emotional intelligence.

Today, this problem acquires the particular relevance in adolescence, as the most sensitive period of life to the development of emotional intelligence, because it is at this age that there is the intellectualization of all mental processes and the formation of basic competencies of the individual.

The lack of research on the identified problem in both practical and theoretical terms requires the intensification of the study of the connection between emotional intelligence and psychological competence of the individual. The purpose of our study was a theoretical and empirical study of the problem of the emotional intelligence development of adolescents with different levels of psychological competence.

Literature Review

The issues of emotional intelligence in recent decades have interested many researchers. The research on the phenomenon of emotional intelligence is one of the priority research areas in modern psychology. This concept came into scientific circulation in 1990 thanks to the psychologists (Mayer, Salovey, Caruso, 2000). They defined "emotional intelligence" as the ability of a person to perceive emotional reactions, to understand them and to adapt to them. After conducting a theoretical analysis, the researchers suggested that the higher the level of emotional competence of a person, the better he/she solves emotional problems, the clearer he/she thinks, the more often he/she has insights (Liubart, 2009: 79). J. Mayer and P. Salovey first developed the structure of emotional intelligence. Their model consists of four components:

1) distinguishing, perception and expression of emotions (the ability of a person to distinguish the emotions of the interlocutor by external manifestations: changes in facial expression, tone of voice, bodily manifestations; the ability to track and understand own feelings; the ability to name own feelings and feelings of others; expressions; to effectively use emotions when communicating);

2) facilitation of emotions (the ability of a person to effectively integrate emotions into the thought process when solving problems and making decisions; the motivating power of emotions to direct people to what they need to think at the moment);

3) understanding of emotions (the ability of a person to solve emotional problems; to understand the interdependence of emotions, thoughts, and behavior; understanding the value of emotions);

4) managing emotions (the ability of a person to be responsible for own emotions and feelings; the ability to gain experience from negative emotions and use it for personal changes; the ability to assist other people in understanding their own emotions and direct them to effective actions) (Mayer, 2000).

Daniel Goleman considers emotional intelligence as a component of success. In his opinion, it contains the qualities possessed by people who have achieved success and prosperity, namely: self-awareness, impulsiveness control, perseverance, enthusiasm and motivation, empathy (ability to sympathize) and social agility. He believes that emotion is the energy that people exchange in the process of communication (Goleman, 2005). Thus, according to D. Goleman, emotional intelligence is the ability of a person to realize his/her own emotions and emotions of the people around him/her, in order to receive information and use it for the realization of own purpose. He believes that emotional intelligence has the following components:

1) self-awareness (proper self-belief, belief and self-confidence, adequate self-esteem; understanding of one's own strengths, weaknesses, awareness of self-development opportunities);

2) self-regulation (self-control, calmness and confidence in different situations, the ability to adequately express emotions, controlling the negative and clearly manifesting the positive);

3) motivation (active life position, optimistic and positive thinking, desire to act and achieve what is desired in different areas of life and relationships);

4) empathy (understanding of the emotions and feelings of the people around him/her; awareness of the needs and motives that caused them; engaging in an interaction in which both partners feel that they are receiving a return from their contributions, that their feelings, emotions, values are accepted and shared) (Goleman, 2018).

According to Reuven Bar-On, emotional intelligence is a set of interrelated emotional and social competencies that determine how effective people understand and express themselves, understand others and interact with them, as well as cope with everyday needs and problems. R. Bar-On's conceptual model includes a detailed description of emotional competencies that fully reveal the essence of emotional intelligence, consisting of 5 common areas and 15 scales:

1) the ability to understand emotions, as well as to understand and express feelings (assertiveness, emotional introspection, independence, self-esteem, self-actualization);

2) the ability to understand how others feel and interact with them (empathy, social responsibility, interpersonal relationships);

3) the ability to manage and control emotions (stress tolerance, impulsivity control);

4) the ability to manage changes, adapt and solve personal and interpersonal problems (problem-solving, reality assessment, flexibility);

5) the ability to generate a positive effect to increase self-motivation, to promote emotional and socio-intellectual behavior (life satisfaction, optimism) (Bar-On, 2006).

There's the definition of emotional intelligence, which was created by D. Liusin. He views it as the ability of a person to understand his/her own emotions and emotions of another, as well as the ability to control them. In his model, D. Liusin introduced the concepts of "intrapersonal emotional intelligence" and "interpersonal emotional intelligence". The scientist proposes to consider the understanding of a person's own emotions and the ability to control them as his/her intrinsic emotional intelligence. The scientist suggest to regard interpersonal emotional intelligence as the understanding of the emotions of others and the ability to control them (Liusin, 2004: 129-140). D. Liusin concluded that a person's ability to understand emotions and the ability to control them arise as a result of the general orientation of the individual to the emotional sphere, which is a

manifestation of interest in the inner world (other people's and their own), the tendency to analyze behavior and values, related to emotional experiences. The development of emotional intelligence, according to the scientist, depends on the cognitive abilities of a person, his/her ideas about emotions and peculiarities of his/her emotionality (Liusin, 2004: 29-36).

Among the domestic researchers of emotional intelligence are I. Andreeva, G. Garskova, L. Kharain, O. Filatova and other psychologists (Andreeva, 2004; Garskova, 1999; Filatova, 2000; Kharain, 2017).

I. Andreeva distinguishes in emotional intelligence the following components: the ability to recognize own emotions, the ability to possess emotions, the ability to understand emotions, self-motivation. The ability to understand emotions means that a person recognizes and identifies an emotion; understands the results that caused it and the consequences it may cause. The ability to control emotions indicates that a person controls their intensity and external expression and can evoke the necessary emotion (Andreeva, 2004: 24).

O. Filatova's contribution to the study of emotional intelligence is that she drew attention to the connection between emotional intelligence and self-control. In her opinion, it is self-control that provides a person with the ability to "dose emotions", based on empathy and manifested in the process of communication. Self-control is a form of a positive attitude's manifestation of the person to the world (internal recognition of it as favorable for successful life); to others (internal recognition of others worthy of kindness); to oneself (internal recognition of oneself worthy of self-esteem, capable not only to set life goals but also to be active in achieving them) (Filatova, 2000: 101).

G. Garskova presented her vision of emotional intelligence. She believes that it is the ability of the individual to understand the attitude to himself/herself, which is expressed through emotions, to carry out his/her intellectual analysis and synthesis, and on that basis to manage own emotional sphere (Garskova, 1999: 26).

Taking into consideration the diversity of scientific approaches to the content and structure of emotional intelligence, we will hereafter define it as a set of such capabilities:

- 1) perception and identification of emotions – the ability to determine their own emotions and emotions of others by physical changes, external signs, actions, feelings, thoughts, through works of art, speech, etc.;

- 2) managing emotions and feelings, both own and of other people, their reflexive regulation for the purpose of emotional and intellectual self-development, which allows the individual to be open to positive and negative emotions, to consciously evoke or avoid them;

- 3) understanding emotions – the ability to classify emotions and understand the connection between them and words; explain the content of emotions regarding interpersonal relationships; to understand ambivalent (opposite) feelings and dynamics of emotions;

- 4) facilitation of thinking – the ability to evoke the necessary emotion with its subsequent control.

Adolescence is very important in the development of the emotional intelligence of the individual. During this age period, the intellectualization of all cognitive processes takes place, which enables a teenager to consciously construct his/her own value system, his/her personal worldview and the I-concept.

Adolescence is characterized by the complexity and instability of the emotional sphere of personality. Adolescents are better able to recognize and identify their emotions in more parameters than younger students; the list of emotions in them is greatly expanded; the intensity and brightness of the experience increases, which is characteristic of both positive and negative

emotions. The teenager is experiencing any emotion violently, irresistibly; he/she can feel both infinitely happy and deeply unhappy. Moreover, these conditions can change rapidly. Teenagers often feel upset even on a minor occasion; they often feel clumsy or ugly (dissatisfaction with adolescents is called body dysmorphic disorder); they often get bored and have apathy. Any event of their lives causes a bright emotional surge in teens. They are not able to calm down quickly due to their physiological characteristics, because during this period the nervous process of excitation increases and the nervous process of inhibition weakens.

As K. Isard (2012) notes, adolescents are able to mediate their knowledge of emotions with respect to these emotions. The peculiarity of the age is that teenagers are not inclined to trust their experiences to anyone. Stormy emotions and feelings characterize their inner life for the most part, and outwardly they express them to a lesser extent than younger students. Teens are able to experience ambivalent (counter-directed) emotions and feelings, such as loving and hating the same object at the same time. Teens are more likely to show positive emotions and feelings (e. g. joy, interest) than negative ones (e. g. anger, fear, sadness). E. Ilyin remarks that emotions play a positive role because they help people regulate their own behavior. But emotions can also be harmful if they are too intense or inadequate (Ilyin, 2001).

Psychologists also highlight the state of "emotional zero": when any emotions are absent, a teenager may experience boredom. If the teenager does not find an interesting thing for himself/herself, then irritation, anger, and anguish will join the boredom. It can push the teenager into the pursuit of entertainment or adventure, to encourage aggressive actions (Dandarova, 2007).

Psychologists have noted that there are gender differences in adolescent boys' and girls' emotional development. Certainly, girls are more emotional, have more intense experiences, talk about their feelings more often, their mood changes more often, they are more "weepers". Boys are more likely to avoid expressing emotions, instead, they change behavior, can harass, behave more noisily, movably and aggressively. According to the the study by L. Regush, the greatest emotional instability is observed in 13-year-old adolescents (boys aged 11-13, and girls aged 13-15). It is during this period that they are the most undisciplined, sinister, hostile to people and peers, who have some defects or something different from the normal ones general (Regush, 2006). Teens can get caught up in their emotions: some of them like to feel "immensely happy" or "infinitely miserable". They may ignore attempts by adults to "switch" them to any useful activity instead of constant worries.

Adolescents' greatest experiences are related to relationships with parents and peers. The importance of relationships with parents is necessary as a test ground for adolescents to affirm their adulthood, as feelings of adulthood are the leading new forms of adolescence. The importance of relationships with peers is explained by the fact that the leading activity of adolescents is intimate-personal communication with peers (Bradberry, 2017).

Leisure and school attendance also cause anxiety and worries for adolescents, but to a lesser extent. Emotional feelings about own personality and relationships with people of the opposite sex are of least concern to adolescents. Most adolescents are worried about their future, especially those with high overall anxiety and those with relatively high intellectual development. The emotional sphere of adolescents is characterized by the following:

- 1) great emotional excitement, which is manifested in the inflammation, passion, rapidity of feelings' expression;
- 2) the resilience of emotional experiences, in particular, the can remember the images for a long time;

- 3) increased anxiety;
- 4) contradictory feelings: for example, they can passionately protect a friend, knowing that he/she is worthy of punishment;
- 5) are keenly concerned about their peers' assessment of themselves;
- 6) are worried about their position in the group, afraid of being neglected by their peers;
- 7) make increased demands for friendship, which are based on common interests and moral feelings;
- 8) are concerned about their own self-esteem;
- 9) civic feelings, in particular feelings of patriotism, appear.

The adolescent period is characterized by increased emotionality, which is associated with both physiological changes in the growing body and psychological factors, namely: a change in the social situation of development, leading activity and new growths in the personality consciousness.

Results and Discussions

An empirical study of the development level of adolescents' emotional intelligence was conducted in the city of Berdiansk, Zaporizhzhia region in 2018. The total sample size was 40 people (20 students of the 9th grade of Berdiansk Municipal Lyceum and 20 students of 8-9 grades, students of the group "Psychological studies" of the Center for children's and youth creativity).

A sample of the subjects was made on the following grounds.

1. Ninth graders – 14-15 year old students. Their mental processes are intellectualized, which creates the basis for the development of emotional intelligence.

2. Berdiansk Municipal Lyceum accepts students from the 7th grade. By grade 9, a fairly cohesive student team is formed. This is facilitated by the psychological climate of the institution, in which students and teachers collaborate as partners, show mutual respect and friendly support for one another.

3. "Psychological studios" were created as a circle of the center of children's and youth creativity of social and rehabilitation direction. It brings together older teens and young people from different educational institutions in the city who would like to know more about their inner world and learn how to control their behavior. The first-year students who had attended about 10-15 classes at the time of the survey took the main part in it.

4. The compared groups had a different level of psychological competence: the Lyceum students were at the level of previous experience analysis and its adequate use in actual situations, and the students of the circle were at the level of assimilation and adequate use of psychological means of cognition and self-knowledge.

To achieve the goal of the study we have used the following techniques:

- to identify the components of emotional intelligence we used D. Liusin's EmIn method (Liusin, 2006), which is based on the idea that the cognitive component of emotional intelligence combines the cognitive abilities of a person and his or her personal characteristics, in particular, interest in knowing the inner world, and manifests itself as an ability to understand and manage own emotions and those of others;

- to determine the level of emotional intelligence we used N. Hall test (Ilyin, 2001: 633-634; Dandarova, 2007), designed to measure the level of emotional intelligence through a person's ability to understand relationships that are reflected in the emotions of others, to manage their emotions, and to affect the emotional sphere of people with whom the interaction occurs;

- for diagnostics of "obstacles" in establishing emotional contacts, we used V. Boyko's

method "Determination of obstacles in establishing contacts by means of emotions" (Boyko, 1996: 345-347), designed to determine the types of emotional obstacles, such as: inability to manage emotions, distribute them; inadequate expression of emotions; inflexibility, underdevelopment and fuzzy emotions; dominance of negative emotions; unwillingness to approach people on an emotional basis.

The results of an experimental study using these techniques make it possible to examine in detail the interaction of components of emotional intelligence, to analyze the types of emotional impediments that adolescents experience with their peers, and to determine the level of expression of emotional intelligence in adolescence, depending on the psychologist's competence.

The comparative survey results of the two groups of respondents as per D. Liusin Emln method are presented in Table 1.

Table 1. Components of Emotional Intelligence of Students as per D. Liusin Emln method (%)

Components of emotional intelligence	Levels of development									
	Very high		High		Average		Low		Very low	
	Members of the circle	Lyceum students								
Understanding other people's emotions	20	0	15	0	20	40	20	25	25	35
Managing other people's emotions	10	5	20	25	40	25	10	30	20	15
Understanding own emotions	0	15	10	10	45	40	25	30	20	5
Managing own emotions	5	5	15	5	30	50	25	30	25	10
Expression managing	10	10	20	35	20	40	50	15	0	0
Interpersonal emotional intelligence	15	5	30	35	20	10	20	20	5	30
Intra-personal emotional intelligence	0	15	10	5	40	50	35	25	15	5
Understanding emotions	5	0	15	15	50	40	15	15	15	30
Managing emotions	0	5	20	20	50	45	15	30	15	0
General emotional intelligence	0	5	15	15	60	45	5	15	20	20

As can be seen from Table 1, the members of the circle have a better understanding of others' emotions than the Lyceum students: 35% of them have a very high and high level of component development (the Lyceum students – 10%). However, in the component of "managing

other people's emotions" the difference between the members of the circle and the Lyceum students is not so big: they have very high and high levels as a whole (30%), and the average levels of the members of the circle are higher by 15%, the Lyceum students have by 15% more people with low and very low levels of development.

The Lyceum students have a better understanding of their emotions than the members of the circle: 25% vs. 10% have very high and high levels of development, that is, they better understand the causes of their emotions and can explain them verbally. Instead, the members of the circle better manage their emotions: 20% vs. 10% showed a very high and high level of development of this component, which indicates the ability to cause and maintain the desired emotions and control the undesired. The Lyceum students have the best performance in the expression managing component: only 15% have a low level, and half of them (50%) are among the members of the circle, so the Llyceum students have good control over the external expression of their emotions, unlike the members of the circle.

Interpersonal emotional intelligence is generally higher in the members of the circle: very low rates were found here in 5% (1 student) versus 30% in the Llyceum students (6 students). Intra-personal emotional intelligence is somewhat higher in the Lyceum students: 30% of respondents have low and very low levels, compared to 50% of the members of the circle. In general, the "understanding of emotions" component is slightly higher in the members of the circle, and the "emotion managing" component in the two groups under research is equivalent. The overall emotional intelligence in both groups has slight differences at developmental levels.

The comparative results of two groups of respondents testing as per N. Hall's test are given in Table 2.

Table 2. The level of development of students' emotional intelligence as per N. Hall test (%)

The parameters of emotional intelligence	Development level					
	Low		Average		High	
	Members of the circle	Lyceum students	Members of the circle	Lyceum students	Members of the circle	Lyceum students
Emotional awareness	70	100	30	0	0	0
Managing personal emotions	80	95	20	5	0	0
Self-motivation	75	85	25	15	0	0
Empathy	55	70	45	30	0	0
Recognizing other people's emotions	60	60	40	40	0	0

As can be seen from Table 2, the emotional awareness of the members of the circle is higher than that of the Llyceum students: 30% of them have an average level and 100% of the Llyceum students show a low level. A high level of emotional awareness is not revealed at all. The members of the circle are better managed by their own emotions: 20% of them have an average level, and only one person from the Lyceum (5%) has it. A high level of managing personal emotions is not

revealed at all. The self-motivation of the members of the circle is also higher than that of the Llyceum students: the average level here is 25% versus 15%. A high level of self-motivation is not revealed at all. Empathy is also better developed among the members of the circle: the average level was shown by 45% versus 30% of the Llyceum students. A high level of empathy is not detected at all. Recognizing the emotions of other people, as per N. Hall's test, the members of the circle and the Llyceum students have the same: the average level was found in 40% of the respondents in each group; low level – in 60% of respondents. A high level of emotions' recognition of other people is not revealed at all.

V. Boyko's methods for diagnosing "obstacles" in establishing emotional contacts contain 25 judgments, to which the students must give a "yes" or a negative "no". The answers to the questions are 5 measurement parameters, which relate to the possible emotional impediments that arise in the communication process, namely: inability to manage emotions and dosage their number and intensity, inability to adequately express emotions, inability to express emotions flexibly and expressively, dominance in the communication of negatively colored emotions, unwillingness to approach people under the influence of negative emotions. The sum of points on all parameters leads to four major "obstacles" in establishing emotional contacts with the people around the respondent.

For comparison of diagnostics' results in both groups of respondents we give the comparative table (see table. 3).

Table 3. "Obstacles" in establishing emotional contact between adolescents as per V. Boyko's method (%)

Obstacles	Members of the circle	Lyceum students
Emotions prevent from contacting people	55	10
Your emotions complicate the interaction to some extent	35	45
You have some emotional problems in everyday communication	10	40
Emotions do not usually prevent you from communicating	0	5
Total	100	100

As one can see from the table, emotions usually do not prevent from communicating for only one Lyceum student (5%). Accordingly, the last 39 students (95%) have some emotional "obstacles" in communication.

Some emotional problems in everyday communication are faced by 40% of the Lyceum students and 10% of the members of the circle. Emotions to some extent complicate the communicative interaction of 45% of the Lyceum students and 35% of the members of the circle. Emotions prevent 10% of the Lyceum students and 55% of the circle members from making contact with other people, which has a direct correlation with the scale "expression managing" as per D. Liusin Emln method, expression of circles' members brings information about their bad mood or reflects unpleasant stable personality traits, that are understood by others and have a negative

effect on contacts. As one can see, circles' members have more "obstacles" in establishing emotional contacts than the Lyceum students.

Analyzing the results of the empirical study of the emotional intelligence of adolescents, we can conclude that in general the level of its development is generally low or average. A high level of development of emotional intelligence was not revealed in any subject. Most of the components of emotional intelligence are developed in students at the average level, while some components are developed at high or low levels. Summarizing the above, we can speak about the need to take certain measures to develop emotional intelligence in adolescence.

Conclusions

The purpose of our work was a theoretical and empirical study of the problem of emotional intelligence development of adolescents with different levels of psychological competence. Theoretical analysis of scientific approaches to the problem of emotional intelligence development of adolescents, consideration of the emotional intelligence structure, proposed by such recognized Western psychologists as John Mayer and Peter Salovey, Daniel Goleman, Reuven Bar-On, as well as the Russian psychologist D. Liusin, allowed to dwell on a model that contains a set of capabilities: perception and identification of emotions; managing emotions and feelings (own and other people's); understanding of emotions; facilitation of thinking.

Considering the emotional sphere of adolescents, we identified the following features: first, complications and instability, intensification of emotions and feelings, their intensity and diversity; second, the emergence of the capacity for self-regulation, the ability to inhibit emotions through volitional efforts. Analyzing the peculiarities of the mental processes of adolescents, we came to the conclusion that adolescence plays an important role in the formation of emotional intelligence of the individual, because it is during this period that the intellectualization of all mental processes occurs, when "emotions can become intelligent" and "intelligence can become emotional" due to interaction of the right and the left hemispheres of the brain.

The experimental study was carried out by comparing two groups of adolescents: the Lyceum students – a close-knit student group and the members of the circle of "Psychological Studies", which had the opportunity to increase the level of psychological competence through self-discovery and development of the emotional sphere.

Investigating the components of emotional intelligence, it was found out that the members of the circle have a better understanding and control of others' emotions; better manage their emotions; they have better developed interpersonal emotional intelligence and a component of "understanding emotions". The Lyceum students have a better understanding of their emotions; have better performance in the expression managing component; they have better-developed intrapersonal emotional intelligence. The members of the circle have a slightly higher level of development of emotional awareness, better manage their own emotions; they have higher self-motivation and empathy. The Lyceum students have fewer obstacles connected with emotions in communication than the members of the circle. We associate this with the fact that they have a better developed intrapersonal emotional intelligence and they have a better understanding of their emotions. In general, the level of development of the emotional intelligence of adolescents in both groups is generally average and low. No high level of development was found in any parameters. The study has found out that most components of emotional intelligence, especially those related to the emotions of others, are better developed in the members of the circle. We explain this by the fact that at every lesson, the students are encouraged to speak their own emotions and listen to what

others are saying about their emotions, which helps to increase their psychological competence.

In general, the emotional intelligence of adolescents needs further development, and our further efforts will be directed at this.

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