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Emotional Intelligence in Teachers' Activities

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Abstract

Emotional intelligence (EQ) development is becoming a more important issue among such significant factors as competence and efficiency due to the constant and rapid social transformations, new challenges, high social norms, and setting high professional standards. The ability to control emotions and recognize them is especially important for a future teacher who faces two objectives that make a success or failure when establishing communication: developing the personal abilities that provide a basis for emotional intelligence and developing students' emotional intelligence. A future teacher should be involved in searching for new approaches and tools for understanding and controlling emotions, as well as developing the ability to empathize. The aim of this research is to help a teacher acquires effective skills to build optimal relationships with colleagues and students. This search is also due to the need to develop the skills to exercise self-knowledge, understand the motives and goals in a professional teaching environment, to influence the emotions of other people, and to improve the leadership qualities. The article describes the results of an experiment carried out at the Faculty of Pedagogy and Psychology of Naberezhnye Chelny State Pedagogical University and at the Faculty of Psychology and Pedagogy of Nizhny Novgorod State Pedagogical University named after K. Minin in 2019. The experiment was aimed at measuring the development level of students' emotional intelligence that affects the quality of various aspects of professional activity. The authors discuss the main criteria for assessing the level of future teachers' emotional intelligence and give characteristics of each criterion. We have come to the conclusion that developed skills of emotional competence are of great importance to teachers and children, and to the successful social interaction. The findings of the research can be applied when working out the programs to develop emotional intelligence in order to resolve conflicts and forecast their consequences in a professional teaching environment.

Keywords: EQ, VUCA, Emotional intelligence, Teacher, Emotions, Emotion control.

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Introduction

A modern person lives in a state of uncertainty and constant choice, responding to new challenges due to the high rates of changes in the social environment, and high professional standards. According to a well-known economist K. Schwab, the world is at the beginning of a revolution that will fundamentally change our lives, our work, and our communication. He observes changes in the ways of working and communicating, expressing ourselves, getting information, and having fun. The scientist insists that there are also changing the ways we think about how to develop our careers, build relationships, and improve our skills (Schwab, 2018).

The imperatives of the present are flexibility, a broad outlook, rejection of stereotypes and patterns, and system thinking. Meanwhile, people are provided with unlimited opportunities. Humanity is faced with the need to revise the paradigm of life, and consequently, to set the goal of training teachers for a new school.

A teacher in an educational system of the industrial world performed, first of all, the function of a mediator between the information and the next generations. That was due to the peculiarities of the mankind's information environment and the limited access to knowledge for the population. The intensive development of information technologies provides people with unlimited access to information. This means that a modern teacher is not the main source of knowledge for students to master key competencies and new skills, and therefore a teacher does not take priority when organizing the cognitive activity.

Thus, a future teacher, as a true professional, faces two objectives affecting communication in society. The first objective is to develop personal abilities that provide a basis for the emotional intelligence of an individual. And the second objective is to develop students' emotional intelligence. We will overcome the emotional "deafness" of the modern generation when achieve these two objectives.

The category of emotional intelligence has taken a prominent place among important competencies. Due to it, there are some theories arguing its danger. A teacher should be able to use children's emotions in a strategic way, to turn them into a powerful tool for different effects, for example, when teaching and educating the students. This happens most often in the process of communicating with students. The teacher's inspiring speech affects the audience. Children are easy to persuade; they do not pay attention to logical drawbacks. That's why humane purposes should prevail over a teacher's own goals. Therefore, it is so important to study emotional intelligence and explain to future teachers that it is emotional intelligence that makes it possible to achieve pedagogical goals much more effectively.

The following research objectives were set:

1. Analyzing theoretical psychological and pedagogical literature on the development of future teachers' emotional intelligence.
2. Conducting an experiment on measuring the development level of students' emotional intelligence at the Faculty of Pedagogy and Psychology of Naberezhnye Chelny State Pedagogical University and at the Faculty of Psychology and Pedagogy of Nizhny Novgorod State Pedagogical University named after K. Minin.
3. Working out the methodological recommendations to develop emotional intelligence designed for the system of professional training in the pedagogical sphere.

The research hypothesis is as follows: the level of emotional intelligence of students is at the initial stage of development and is insufficient for professional performance in the future. The confirmation of this hypothesis will mean the necessity to develop measures for its development.

Materials and Methods

In 2019, our study involved 106 students of Naberezhnye Chelny and 106 students in Nizhny Novgorod. They were aged between 19 and 20 (second- and third-year students). The diagnostic unit was developed to measure the level of emotional intelligence. When selecting methods, we assumed that the level of emotional intelligence is determined by the following indicators: self-awareness, self-control, social understanding, and relationship management. The empirical data were handled using the standard methods of mathematical processing, the data obtained were calculated in total for both universities. A set of interrelated research methods was used to achieve the objectives and confirm the hypothesis:

– “Social Intelligence” test developed by J. Guilford and M. Sullivan and adapted by E.S. Mikhailova (Aleshina); the test consists of 4 subtests that measure the level of predicting and understanding the behavior of other people, as well as expressed interest in self-cognition and the ability to reflect.

Subtest 1 measures the ability to anticipate the consequences of an individual’s behavior in a particular situation, and to predict what may happen in the future.

Subtest 2 measures the ability to logically generalize, distinguish some common essential features in various non-verbal responses of an individual.

Subtest 3 measures the ability to understand changes in the meaning of similar verbal responses of an individual depending on the context of the situation that cause them.

Subtest 4 measures the ability to understand the logic in developing situations and the reason of people’s behavior in these situations.

The test measures the ability to obtain maximum information about people’s behavior, understand non-verbal communication language, to make quick and accurate judgments about people, to successfully predict their reactions in given circumstances, and to have the foresight in relationships with others, which results in successful social adaptation (Mikhailova (Aleshina), 1996).

– “Diagnostics of the Empathy Level” questionnaire developed by I. M. Yusupov measures the level of empathy tendencies. There are five levels of empathy (from “very high” to “very low”). When summing up the received points (from 0-5), we determine the tendency of an individual's empathy. The more scores a student gets, the more a student is able to sympathize (Yusupov, 2002).

The 16-PF questionnaire (16 factor personal questionnaire developed by R.B. Kettell) comprises several factors that are aimed at diagnosing self-awareness related to emotional intelligence (factor C, factor G, factor Q3). The data obtained were analyzed and treated using Student’s t-test, and the significance of the differences of the scales included in the questionnaire was obtained (Vyboyshchik & Shakurova, 2000).

Literature Review

The theoretical basis for researching emotional intelligence is: cross-cultural researches done by P. Ekman (2011), social intelligence researches (Thorndike, 1920), the conception of multiple intelligence developed by H. Gardner (2007), the approach to intelligence research developed by R.J. Sternberg (1985), and a number of Russian studies of the relationship between emotions and thinking

(Andreyeva, 2012; Vasilyev, 1980; Druzhinin, 2008; Lyusin, 2010; Frolova, Kashkaryova, Serbova, & Malykhina, 2019).

There have not been generally accepted definitions of the concept's "intelligence", "ability", "emotional intelligence" in Russian and foreign psychology. V.N. Druzhinin (2008) thinks that "the main criterion for considering intelligence as an independent reality is its function in the behavior regulation".

The concept of multiple intelligence developed by G. Gardner (2007) made a significant contribution to developing the ideas about emotional intelligence. According to G. Gardner, there are 7 types of intelligence: linguistic intelligence, musical intelligence, logical and mathematical intelligence, spatial intelligence, body-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence.

Cross-cultural studies of emotions and the relationship between emotions and thinking have also become basis for researching emotional intelligence. Cross-cultural studies of emotion made by P. Ekman showed the universal character of expressing and recognizing the basic emotions, cultural determination of emotion reflection in social situations (Ekman, 2011). J.D. Mayer and his colleagues, the founders of the theoretical approach to emotional intelligence, point out that there are different opinions on studying the emotional abilities in western science. Scientists study the accuracy of emotion perception; the importance of emotions in thinking: issues of decision-making, including and excluding the emotional information when thinking; the relationship between emotions and creativity; evaluating and categorizing the emotions; emotion controlling (Mayer, Roberts, & Barsade, 511). This theoretical approach considers emotional intelligence to be "the ability to understand emotions and show emotions and emotional knowledge to make thinking effective" (Mayer, Roberts, & Barsade, 511). And emotions are treated as "coordinated changes in physiology, motor potential, behavior, thinking, and subjective perception in response to perceived or actual changes in the environment" (Mayer, Roberts, & Barsade, 510).

In our opinion, the most theoretically developed and methodologically confirmed model among the Russian models is the conception of emotional intelligence developed by D.V. Lyusin, who defines emotional intelligence as "the ability to understand and control both one's own, and others' emotions" (Lyusin, 2009). According to the approach developed by D.V. Lyusin, emotional intelligence is understood as a cognitive ability that closely relates to the general orientation of the individual to the emotional sphere, to the value of emotions for the individual, to the ability to do a psychological analysis of both one's own behavior and the behavior of surrounding people.

The researches done by E.V. Sidorenko (2008) consider emotional intelligence to be the ability to understand one's own feelings and feelings of a partner, as well as controlling one's own feelings and feelings of a partner. From the researcher's point of view, emotional intelligence is closely related to personal characteristics. Like D. Goleman (2010), he regards emotional and social intelligence as a whole type of intelligence.

Empirical researches show that emotion suppression has a negative impact on the physical and psychological health of an individual, on interpersonal interaction, and interpersonal relationships (Groos, 1998; 2003). When an individual cannot precisely express the feelings or hides them, an inappropriate form of emotion can also negatively affect interpersonal interaction.

The importance of social situations in social interaction is thoroughly considered in the researches done by the prominent American psychologists L. Ross and R. Nisbett (1999). S.P. Derevyanko regards emotional intelligence as "the integrative ability of a person to understand emotions and control them" (Derevyanko, 2009). The author considers the issues of emotional

intelligence actualization in the context of social situations. It seems reasonable to us, since the behavior of an individual is determined both by personal characteristics and by characteristics of the social situation. Having done the meta-analysis of researches on emotional intelligence, S.P. Derevyanko discusses the following three aspects of how social situations affect emotional intelligence: “the effect produced by the situation characteristics on the quality of understanding the emotions, appropriateness of emotional knowledge and skills to the context of the situation, peculiarities of emotional response to the content of the situation” (Derevyanko, 2009). The author also argues that the respondents demonstrating a high level of emotional intelligence are likely to express positive emotions in various social situations, while the respondents with low emotional intelligence tend to express negative emotions in similar situations (Derevyanko, 2009).

The question arises: who needs emotional intelligence and can it be developed? The scientists who study this issue say that people with high EQ are likely to understand their feelings and control them, able to understand the emotions of other people and get on well with different people.

Therefore, the educational systems of such countries as Japan and Singapore teach their students to adapt to different characters of people, to establish relationships and cooperate with them, and to achieve common educational outcomes. In Russia, the Federal national educational standard involves developing such significant competencies as personal and meta-subject ones, and achieving the outcomes presented by universal learning skills. It is assumed that such meta-subject outcomes as the abilities to regulate activities, control behavior should be of great importance to students in the future when adapting to life in society (Safina, 2019).

It is known that people take responsibility for the feelings of other people together with developed emotional intelligence. Empathy, activity, initiative, and self-confidence of high level are the main components of EQ – emotional intelligence. It helps to express optimism and warmth when communicating and cooperating with other people. In addition, it involves the ability to start the right conversations at the right time, i.e. take into account the interests of other people. We think that when assessing the professional competencies of new teachers, it is necessary to measure their EQ level as teachers have to interact with parents and the administration of an educational institution. Thus, for teachers, a high EQ has the advantage of successful and effective interacting.

There are two aspects of developing the emotional intelligence: 1) as the main indicator of the suitability for the profession (development of future teachers’ emotional intelligence); 2) as an indicator of the maturity level of a teacher, who is able to educate a mature personality (development of emotional intelligence of students).

A teacher with a high level of emotional intelligence will be better able to interact with students, because such a teacher has a developed sense of understanding and therefore is able to adequately comprehend the situation when communicating. A professional is also able to avoid provocations by anticipating and evaluating the intentions and goals of participants in pedagogical communication.

The teacher should possess a moral charm, be able to influence students, establish friendly relationships, encouraging children to participate in cognitive activities. Teaching and educating involves love for children, warmth, understanding, care, and sensitivity. The formal communication and lack of love and understanding have a negative effect on students. Therefore, the emotional characteristics of the future teacher’s personality are of key importance. Unlike indifferent teachers, emotional ones tend to be more popular and loved, and they are more likely to inspire their students and lead them.

A number of researches are devoted to the personality characteristics and qualities that are significant for the professional teaching activity and included in the structure of emotional intelligence. For example, F.N. Gonobolin (1951) points out that the ability to understand students, quickly respond to current pedagogical situations and handle them correctly are significant professional qualities. A professional teacher demonstrates high verbal understanding of students, emotional stability, interest in contacts and goodwill, efficiency and responsibility, and a sympathetic attitude to students. Those teachers who interact with children, demonstrating these qualities, are less likely to be neurotic and doubtful.

In addition, an important ability of a modern teacher is the ability to involve students in the cognitive activity, to organize their learning activity when interacting with students rather than to transfer knowledge. Emotional intelligence is the ability of a future teacher to understand own and other people's emotions and control them. Emotional intelligence is the ability to handle information that is gained through emotions that are the "shell" of information. The emotions in a class or a group constantly change, becoming strong or weak due to root causes and consequences. Any change in the surrounding environment makes the body respond by expressing emotions.

J. Mayer and his co-authors (2008) think that emotional intelligence comprises four sets of skills:

- accuracy when assessing and expressing emotions,
- making use of emotions in mental activity,
- understanding emotions,
- controlling emotions.

The second indicator directly relates to what a teacher teaches students. It is important for a teacher to develop both own emotional intelligence, and students' intelligence as the society is in need of citizens who are able to build positive relationships with each other. The ability to work in a team is vital today. Many corporations require their employees to be able to collect team-workers to make a profit.

According to the authors (Mayer, Roberts, & Barsade, 2008), people with high emotional intelligence are characterized by:

- concentrating on the positive, i.e. focusing on real problems and ways to solve them, without regretting the missed opportunities in case of failures;
- being open to changes, and easy to adapt to new conditions. This makes it possible to treat instability as a part of social life and accept the changing circumstances more easily than an ordinary person;
- high resistance to stress;
- striving for balance;
- admitting that it is possible to be wrong, and there is no ideal solution to the problem.

Lack of understanding the emotions, inability to control the emotions, and to use their resources can cause difficulties on the way to success. On the contrary, acquiring these skills is the key to success, especially in the VUCA world, where uncertainty has become the only certainty. VUCA concern for own and other people's emotions, as well as the ability to treat them as a source of useful information that allow a person to be quite flexible. The researches done by western psychologists (Groos, 2003; Palmer, Donaldson, & Stough, 2002) have shown that students who early start acquiring

the emotional competence in Canada, the United States, Norway, Belgium, and other countries have improved their school performance and well-being. This contributes to the positive development of children, their personal development, a friendly and productive environment, and lack of aggressive tendencies, including those related to ethnic diversity. Today psychologists regard the skills of emotional competence as a passport to the future, as a tool that can help to adapt to any job, any field of professional activity, as well as a guarantee that robotics and digitalization will not replace a person. A person who understands own emotions, controls them, empathizes, and, therefore, acquires effective relationship skills is not only able to understand own motivation, but also to control the emotions of other people, and to improve the leadership qualities.

Results

Having done our empirical research, we obtained data that show significant differences using Cattell factors. A number of characteristics of emotional intelligence, including C – emotional instability/emotional stability; G – susceptibility to feelings/rule-consciousness; O – self-confidence/apprehension; Q2 – conformism/non-conformism; Q3 – low self-control/high self-control; Q4 – relaxation/tension, etc. were measured.

For example, according to our data, such a factor as C (emotional instability/emotional stability) shows $7,86 \pm 1,55$, i.e. the norm limit is lowered by 1,86 points. It shows that there are problems with self-control, emotional maturity, and facing reality calmly. This trait is very significant for the future professional activity, but the students have not developed it yet. The overall results are shown in Table 1.

Table 1. Students' Personality Traits Scores (16 Personality Factor Questionnaire by R. B. Cattell)

Average (X) and standard deviation (σ)	A*	C	E	F	G	H	I	L	M	N	O	Q2	Q3	Q4
Student's X and σ	10,8	7,71	5,24	5,1	7,67	7,73	7,24	4,29	6,19	5,57	6,38	4,62	7,62	5,71
	\pm													
	2,02	1,68	1,87	1,97	1,71	1,65	2,34	1,76	1,81	1,96	1,72	1,77	1,77	2,17

Note: (A) – closeness/sociability, (C) – emotional instability/emotional stability, (E) – subordination/dominance, (F) – restraint/liveliness, (G) – susceptibility to feelings/rule-consciousness, (H) – timidity/social boldness, (I) – rigidity/sensitivity, (L) – trustfulness/vigilance, (M) – abstractedness/developed imagination, (N) – straightforwardness/diplomacy, (O) – self-confidence/apprehension, (Q2) – conformism/non-conformism, (Q3) – low self-control/high self-control, (Q4) – relaxation/tension.

The G factor (susceptibility to feelings/rule-consciousness) that is equal to $7,67 \pm 1,71$ shows that students consciously observe the norms and rules of behavior, display persistence in achieving goals, and take responsibility.

The N factor (straightforwardness/diplomacy) equal to $5,57 \pm 1,96$ confirms that students are more likely to be naive, informal, and frank. These students may find it difficult to interact with other students due to the tense communication.

The O factor (self-confidence/apprehension) with the values of $6,38 \pm 1,72$ is average. In this case, a person is more likely to experience such feelings as anxiety, depression, and impressionability.

The Q2 factor (conformism/non-conformism) has low values that are equal to $4,62 \pm 1,77$. It shows that the students are group-oriented and follower dependent, coordinating their actions with other people when interacting or making decisions.

The Q3 factor (low self-control/high self-control) has a fairly high average value that is equal to $7,62 \pm 1,77$. The students who are at this score tend to be perfectionists who are organized, self-disciplined, and socially precise. In this case, the internal level of behavior control is high.

The Q4 factor (relaxation/tension) is equal to $5,71 \pm 2,17$. These values are below the normal limit by 0,71 points. The students being low on Tension tend to show calmness, tranquility, and patience.

Meanwhile such personality traits as A (sociability/closeness) with the values of $10,8 \pm 2,02$; I (hardness-sensitivity) with the values of $7,24 \pm 2,34$; L (trustfulness/vigilance) with the values of $4,29 \pm 1,76$; H (timidity/social boldness) with the values of $7,73 \pm 1,78$; M (abstractedness/developed imagination) with indicators of $6,19 \pm 1,81$ have high scores.

The score of the F factor (restraint/liveliness) is low with the values of $5,1 \pm 1,97$. The individuals demonstrating the trait are more likely to complicate everything, to be concerned and pessimistic when facing reality. When selecting the research methods, the main attention was paid to their maximum reliability and adequacy.

We have done a correlation analysis to determine and interpret the interrelationships between the personality traits. Having done the qualitative and quantitative analysis of the content of personal factors and their interrelationships, we have obtained the following groups of factors:

- 1) emotional-volitional factors C, G, I, O, Q3, Q4;
- 2) communication skills and trait-factors A, H, F, E, Q2, N, L.

Let us consider the interrelationships in the first group of factors.

The correlation analysis of all the dimensions under consideration showed the different groups of correlating characteristics.

Table 2. "R" Correlation Coefficients between the Factors Characterizing the Emotional and Volitional Abilities of Students of the Pedagogical Faculty

	C	G	I	O	Q3	Q4
C	-\\-	0,557	0,133	-0,498	0,466	-0,175
G		-\\-	0,357	-0,516	0,219	0,161
I			-\\-	-0,210	-0,025	0,232
O				-\\-	-0,245	0,232
Q3					-\\-	-0,432
Q4						-\\-

We have found that the G factor (susceptibility to feelings) interrelates the C factor (emotional stability) as close as at $r=0,557$. The C factor (emotional stability) and Q3 (low self-control/high self-

control) are interrelated with $r=0,466$ and the C factor and the O factor (self-confidence/apprehension) are interrelated with $r=0,498$.

The Q3 factor (low self-control/high self-control) has a weak feedback with Q4 (relaxation/tension): $r=-0,432$. The G factor (susceptibility to feelings/ rule-consciousness) has a weak feedback with the O factor (self-confidence/apprehension): $r=-0,516$.

In addition, people with a low level of tension are able to establish warm and trusting relationships with others, to support them, to understand the thoughts and feelings of another person, and to be satisfied with such a style of communication. The fact is that communication of this kind helps to relieve tension and anxiety and it is one of the foundations of emotional intelligence.

Using the technique developed by I.M. Yusupov our research has found that there are three personality types of students depending on their empathy features. The developed empathy involves the high ability of the subjects to perceive other people. The subjects of the second type (have an average level of empathy) are able to involve themselves in other people's problems, but they do not do it often. The subjects of the third type have a low or very low level of perceiving other people (Yusupov, 2002).

The findings of our research obtained when using the techniques developed by J. Guilford (1960) and I.M. Yusupov (2002) show that students of the Faculty of pedagogy and psychology of Naberezhnye Chelny State Pedagogical University and the Faculty of psychology and pedagogy of Nizhny Novgorod State Pedagogical University named after K. Minin are characterized by incomplete integration processes of perceiving the world due to the limited individual experience:

- 44,3 % of students (94 subjects) have the low abilities to verbalize emotional states. That is characteristic of a low level of self-awareness which is a subjective characteristic of a personality;
- 64,1 % of students (136 subjects) are at a high level of psychological safety, which demonstrates a higher level of self-control;
- 87,7 % of students (186 subjects) are at a lower level of empathy, and 16 % (34 subjects) of them are at the lowest level, demonstrating a high level of emotional rigidity;
- 8,5% of the surveyed students (18 subjects) reach an average level of psychological stability, the rest are characterized by a low level of psychological stability (20,7 % of students (44 subjects) are at a very low level), and 85,8% of students (182 subjects) are in the phase of "resistance", demonstrating lack of emotions.

The analysis of the data obtained leads to the conclusion that according to the criteria used there is a high level of emotional intelligence among 13,2% of the surveyed students (28 subjects), while 60,4 % (128 subjects) of students are at a low level of emotional intelligence development.

Thus, the main hypothesis of our research, i.e. the level of emotional intelligence development of the surveyed students of both pedagogical universities is low, has been confirmed. To develop high-level emotional intelligence, a number of measures that include studying subjects of pedagogical, social, and humanitarian sciences, as well as improving teaching practice are needed.

Also, our research has concluded that a current level of emotional intelligence shows that the students are ready for further developing this important professional competence.

Conclusion

The presented findings of the research make it possible to regard emotional intelligence as a complex dynamic functional system consisting of interrelated and mutually complementary

components. Emotional intelligence is an internal resource. A personality should be aimed at developing emotional intelligence. A self-sustained personality, who demonstrates the system of experiences, and, moreover, is willing to change it, compares different systems, keeps own life in perspective, tolerates frustration experience, reaches a high level of emotional intelligence.

The empirical data of the research show an insufficient level of emotional intelligence of the surveyed students. The results of the experiment are brought together in the methodological guide “The Fundamentals of Professional Adaptation of New Teachers” (Safina, 2020) designed as the recommendations to develop a system of professional training in the pedagogical sphere, and to ensure effective professional activity. For example, some of these techniques include instilling one’s self-esteem (by training and practicing the appropriate skills); developing one’s feelings (5 sensory abilities); stimulating one’s professional motivation (the ability to set goals and to strive for new achievements); developing one’s outlook (intelligence, information block); demonstrating one’s skills (analyzing one’s achievements).

Summarizing the findings of the research, we point out that emotional intelligence is a principal component of successful involving a personality in the social life of society, becoming a professional, an organizer, and a participant of modern communication systems and interactions. Also, it determines a personality’s route of effective self-identity and way of life; provides a successful adaptation, self-organization, self-development, building life plans, and adequate perspectives on life.

Therefore, it is necessary to give an additional impetus to developing the emotional intelligence of students when studying psychological and pedagogical sciences and doing teaching practice at higher education institutions. Developed emotional intelligence, being one of the main factors of professional suitability for teaching, makes it possible to develop children’s emotional intelligence, to enhance the social adaptation and promotion of a personality.

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