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The role of psychology in the formation of emotional intelligence in Ukrainian education

Роль психології у формуванні емоційного інтелекту в українському освітньому контексті

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Abstract

Emotional intelligence is an important ability of a person that affects his development throughout his life. Therefore, the modern education system should focus on the formation of specialists with a high level of social and emotional skills. The purpose of this study is to characterize the importance of individual psychological methods in the development of emotional intelligence within the framework of modern Ukrainian education. For this, such methods as content analysis of literature, synthesis, generalization and comparison were used. On the basis of a critical approach to the selection of sources, relevant literature was selected for the study of this problem. The results showed that psychologists play an important role in the formation of social-emotional skills in the Ukrainian educational space. In particular, with the help of individual and group consultations, they contribute to the


Анотація


Емоційний інтелект - важлива здатність людини, яка впливає на її розвиток протягом усього життя. Тому сучасна система освіти повинна орієнтуватися на формування фахівців з високим рівнем соціально-емоційних навичок. Мета цього дослідження - охарактеризувати значення окремих психологічних методів у розвитку емоційного інтелекту в рамках сучасної української освіти. Для цього були використані такі методи, як контент-аналіз літератури, синтез, узагальнення та порівняння. На основі критичного підходу до відбору джерел було відібрано релевантну літературу для дослідження даної проблеми. Результати показали, що в українському освітньому просторі важливу роль у формуванні соціально-емоційних навичок відіграють психологи. Зокрема, за допомогою

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formation of emotion management skills in modern students of education. The conclusions emphasize the importance of the role of psychology and its methods in the formation of the emotional intelligence of modern education seekers. In particular, it has been determined that such psychological methods as the training of sensations, self-regulation, techniques for the development of empathy, behavioral-cognitive therapy contribute to the formation of stable emotional intelligence.

Keywords: psychological support, development of emotional intelligence, pedagogical methods, emotional literacy, Ukrainian education.

Introduction

An emotional state is a variable mental phenomenon that can range from positive to negative. A person is often unable to understand the reasons for such changes. Physical condition, moral feeling, changes in the external environment, the impact of conflicts, and rest can subjectively affect a person's state. Thus, emotions are always subjective, but they do affect a person's behaviour. For this reason, it is important to determine the importance of certain psychological methods of forming emotional skills in the Ukrainian education system.

At the same time, modern works have determined that emotions significantly affect a person's life, occupy them, influence their life and interpersonal relationships, and therefore are especially valuable for the cognitive and professional activities of any person. In this context, emotional intelligence (EI) plays a central role (Kotyk & Shkleda, 2023; Kao & Chen, 2016).

The capacity to identify, control, and make efficient use of emotions is known as emotional intelligence. High stress or anxiety levels in students might make it difficult for them to focus and remember material. For instance, a student experiencing test anxiety may find it difficult to concentrate during study sessions, which could result in subpar performance on the test.

Taking into account the current trends in the formation and development of the psychology of emotional intelligence, current scholars have focused on the problem of substantiating its axiological potential, which is carried out in the value and goal space of a person's life (Chebykin, 2023).

індивідуальних та групових консультацій вони сприяють формуванню навичок управління емоціями у сучасних здобувачів освіти. У висновках підкреслено важливість ролі психології та її методів у формуванні емоційного інтелекту сучасних здобувачів освіти. Зокрема, визначено, що такі психологічні методи, як тренінг відчуттів, саморегуляція, техніки розвитку емпатії, поведінково-когнітивна терапія сприяють формуванню стійкого емоційного інтелекту.

Ключові слова: психологічна підтримка, розвиток емоційного інтелекту, педагогічні методи, емоційна грамотність, українська освіта.

At the same time, modern studies have substantiated certain methodological prerequisites for the conceptualisation of emotional intelligence from the standpoint of neuropsychology and the newest area of psychological practice - positive psychotherapy (Fedorchenko et al., 2022; Gren & Kirsanov, 2023). These aspects demonstrate that this problem remains relevant and important for further research. For this reason, the purpose of the study is to analyse the role of psychology in the development of emotional intelligence in the Ukrainian educational environment. Hence, in order to research this problem key objectives of this analysis include:

1. Theoretical study of the phenomenon of emotional intelligence on the example of individual psychological Works.
2. Characteristics of approaches to the formation of socio-emotional intelligence in the Ukrainian education system.
3. Determining the role of psychology and individual psychological methods in the system of emotional skills development.

Literature Review

Modern scholars have developed various methodological approaches to the study of the phenomenon of emotional intelligence. Arias-Pastor, Van Vaerenbergh, Fernández-Solana & González-Bernal (2023) determined that EI is a necessary part of the training of modern teachers, the development of this quality builds resilience to changes in the learning environment. Ishii, Komatsu, Endo, Muto & Tonegawa (2017) investigated the main components of EI, described the main dimensions and how to define it. Mayer, Caruso,

Sitarenios & Escobar (2024) also described the problem of defining emotional intelligence. Koh & O'Higgins (2018) demonstrated that EI has a significant impact on leadership development. Moreover, Mikulic (2015) did emotional intelligence assessments in the educational, legal and health contexts. Moreover, Menéndez Álvarez hevia (2018) investigate the critical approach to emotional intelligence as a dominant discourse in the system of modern education.

According to Gren & Kirsanov (2023), when training future social workers, the main focus should be on the formation of a high level of emotional intelligence. The authors explain that a future social worker must adhere to the norms of business civilized ethics, a socially responsible citizen through the humanization of education and, as a result, it is possible to increase the moral and emotional level during his/her formation. Therefore, it is especially important to develop resilience to change in emotional terms (Gren & Kirsanov, 2023). At the same time, according to other studies, emotional intelligence is important in the formation of doctors, as they must both

understand the patient's emotions and remain tolerant towards them (Fedorchenko et al., 2022). In current research, important attention is paid to the theoretical explanation of the phenomenon of emotional intelligence, especially through the prism of educational and psychological studies. In particular, in the concepts of Chiorcea & Cioranu (2021), emotional intelligence is presented as a set of abilities that allow you to understand your own and other people's emotions, and therefore skilfully manage them. At the same time, according to other scholars, emotional intelligence is a stable mental quality, part of mental abilities. Some authors also see it as a substructure of social intelligence. As a mental ability, emotional intelligence is part of a broader group of personality traits (Kao & Chen, 2016). For this reason, it can be concluded that there is currently no single generally accepted term 'emotional intelligence'. However, based on the literature analysis, we can characterise important approaches to its research and understanding. In particular, we can distinguish three separate approaches to the interpretation of this concept.

Table 1.
General approaches the interpretation of EI

Approach 1	Cognitive skills and emotion-related abilities
Approach 2	A collection of cognitive abilities and personality and behavioural characteristics
Approach 3	Non-cognitive ways of cognition and exploration of the surrounding reality
Summary approach	Integration of emotional intelligence with social and relational dynamic.

Source: Author's development

The majority of authors support the first approach, so the authors of this article are also based on the first approach to explaining EI (cognitive ability related to emotions). In general, modern scholars have focused on analysing the role and peculiarities of emotional intelligence for primary or secondary school students. Babiak, Sytnik, Zharovska, Kondratyeva, Smokova & Varnava (2023) identified the main components of the formation and development of emotional intelligence for school students. At the same time, Chebykin (2023) presented an empirical study of the emotional development of modern students. According to Kotyk & Shkleda (2023), the development of emotional intelligence is important in view of modern challenges, and both teachers and parents should pay attention to it from an early age.

Thus, modern scientists have proven that emotional intelligence plays an vital role in the

development of personality. However, some studies have focused on specific practical dimensions of emotional intelligence advance in the process of becoming a doctor, teacher, manager or social worker. However, few have addressed this issue comprehensively. Therefore, the authors of this study will try to take a comprehensive approach to this work and systematise the previous results of scientists, which will determine the novelty of this study. In addition, based on the literature review, there are not many studies that have explored the role of psychology in the formation of EI. Although many of them have formed the theoretical and methodological basis of the study, not much attention has been paid to this problem. Therefore, this study will comprehensively approach the problem of determining the role of psychology in the formation of emotional intelligence in Ukrainian educational institutions.

Methodology

The study of the role of psychology in the formation of emotional intelligence in educational institutions of Ukraine will be based on a qualitative research approach. Accordingly, the study was implemented in a phased and structured manner.

Data collection

At this first stage, data were collected in modern scientific and metric databases (Google Scholar, Ebsco, Scopus). Key words were entered into these databases, including “emotional intelligence”, “education”, “psychology”, and “Ukraine”. Since a small number of papers were found due to geographical restrictions, it was decided to consider other papers without a geographical component. Therefore, the term “Ukraine” was removed from the search databases. A total of 211 materials were selected.

Tools and procedure

After data collection, a preliminary literature review was conducted. The main data of each paper were entered into an Excel spreadsheet: year of publication, abstract, keywords, and conclusions. Based on this, those papers older than 2016 were excluded. However, this criterion did not apply to fundamental and methodologically important works. Also excluded were those studies that did not relate to the educational system. Thus, 81 items were selected.

After this stage, the following inclusion criteria were formed:

1. The study deals with the theoretical foundations of emotional intelligence.
2. The importance of emotional intelligence in Ukrainian (or global) education is described.
3. The paper describes the source base of the study.
4. The methodology is clearly defined.

Following these criteria, 33 items of the most relevant literature to this study were selected.

Data analysis

The method of content analysis of the selected materials was used in the study. Using the Exel software, indicators such as the main results, opinions, were entered into tables. After that, the

main components of emotional intelligence were identified. Thus, on the basis of content analysis, the main trends in the development of emotional intelligence were outlined, and its main components were identified. The synthesis allowed us to combine the data and outline the importance of psychological instruments. The comparative method was important in comparing the results obtained with the views presented in other contemporary selected works.

Several steps were taken to guarantee the quality and dependability of the content analysis in this investigation. Take the triangulation approach, for example. This required cross-checking and validating results utilizing a variety of data sources and researchers. The authors made sure that conclusions are solid and independent of a particular approach by comparing data from many sources or approaches. Additionally, the content analysis procedure was pilot tested by the article's writers, which helped to find problems with the coding scheme and guarantee that it appropriately captured the phenomenon of interest.

A number of biases could affect the study, such as selection bias, which would cause the sample to not be representative of the general population. Additionally, the study's conclusions might not be generalizable beyond the specific context in which the research was conducted.

Results

The tradition of studying emotional intelligence as an important type of intelligence begins with the study of intelligence as a general mental ability aimed at successful adaptation of a person to the process of solving complex problems and new life tasks. In the field of psychology, intelligence has been studied within the framework of genetic, phenomenological, regulatory and structural-functional approaches. The latter formed the basis of a characteristic conceptualisation of its system, functions, and later types. The fundamental ideas of the phenomenon of EI were formed in the concept of Mayer, Di Paolo & Salovey (1990). These authors believed that emotional intelligence is the awareness and understanding of both personal and other people's emotions. At the same time, they explained that this phenomenon is a person's ability to perceive emotions in ambiguous cases and situations. Thus, they proposed a four-component system for developing emotional intelligence (see Figure 1).

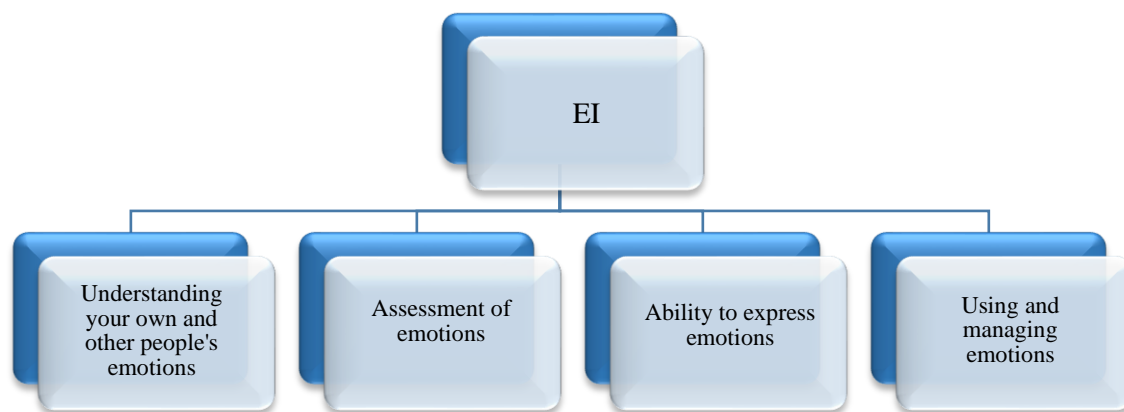


Figure 1. Four components of emotional intelligence.

Source: Mayer, Di Paolo & Salovey (1990)

Given the current trends in education, the Ukrainian education system now recognizes the importance of developing emotional intelligence for students of different specialties and profiles. Modern approaches to Ukrainian education involve a transition from the traditional form of knowledge acquisition, where the teacher plays an important function and role, to classes where all participants in the learning process play an equally important role (Kuzheliev et al., 2023). This is especially true in integrated forms of learning, where pair or group work, discussions, brainstorming, and role-playing games come to the fore.

Such interactive activities contribute to the development of communication skills, conflict competence (easy and quick resolution of conflict situations), humanitarian thinking, which are necessary for the adaptation of the student to the challenges of modernity and in solving certain social problems (Mikulic, 2015). It has been proven that students with a high level of communication skills find a quick solution to a problem and cope with any complex tasks much faster than those with a low level of communication competence (Malik, 2021). Also, such students have fewer difficulties in adapting to new learning environments.

At the same time, students with low communication skills get lost in a situation of communication in seminars or practical classes, may not be able to cope with their emotions, and have difficulty concentrating. This, in turn, significantly slows down the process of acquiring new knowledge and skills. On the contrary, those

students who are able to manage their emotional state are more likely to start communicating on various educational topics and engage in various educational discussions. Modern scientists prove that the ability to control oneself allows you to make your speech coherent, emotionally attractive, clear, logical, and helps to avoid communication errors and unnecessary gestures. As mentioned above, having emotional intelligence also implies the ability to manage the emotions of other people; students with high emotional intelligence attract the attention of others and study with confidence. Thus, they contribute to the audience listening to them with attention and interest (Menéndez Álvarez Hevia, 2018).

Therefore, modern Ukrainian educational institutions are introducing various interactive classes (in the form of conversations, discussions), in which not only academic material is important, but also social and emotional learning. In particular, the disciplines of mediation, communication, ethics, and the development of cooperation and collaboration are important in the Ukrainian education system (Skrypnyk et al., 2020). These disciplines may have different names and focus on different areas, but their goal is the same: to develop students' social and emotional skills. An important area of improvement in Ukrainian education is training for teachers. Such activities include the development of specific areas and teaching methods that influence the development of emotional intelligence. Table 2 summarises the main approaches to developing emotional intelligence in Ukrainian education.

Table 2.
Key approaches to developing emotional and social skills in Ukrainian education

Approach	Description
Integrated classes	Cover not only the development of academic knowledge, but also social and emotional skills of students.
The use of innovative methods	The use of brainstorming, conversations, discussions and other modern methods helps students to express their thoughts, develop communication skills and, consequently, emotional intelligence.
Special classes	Special group classes, in particular in the form of art therapy, music therapy and other methods related to mediation, emotional competence, contribute to the formation of a high level of socio-emotional skills.
Trainings for teachers	To introduce modern teachers to the latest methods and techniques those promote the development of emotional intelligence.
Consultations with psychologists	Contemporary institutions provide opportunities for students to consult and communicate with psychologists who can provide support and advice on the development of emotional skills.

Source: Author's development

Thus, as can be seen from Table 2, in addition to special educational methods and approaches, working with a psychologist plays an important role in the development of emotional intelligence. Modern psychologists have a set of knowledge and skills necessary to support and develop emotional and social abilities. They can also participate in the creation of curricula that

will promote these abilities. In addition, psychologists can organise trainings for teachers and students in Ukrainian educational institutions to introduce the phenomenon of emotional intelligence. Table 3 outlines the main areas of work of psychologists in Ukrainian educational institutions on the development of socio-emotional skills.

Table 3.
The role of psychologists in the development of emotional intelligence in Ukrainian education

Role	Description
Participation in the development of programmes	Participation in the development of educational programmes, including components that promote the development of emotional intelligence.
Organisation of trainings for teachers	Psychologists conduct trainings that help to introduce the phenomenon of emotional intelligence, as well as its formation and development.
Individual and group counselling	Individual and group counselling for students to help them develop their communication, social and emotional skills.
Monitoring	Psychologists evaluate the results of social and emotional skills development programmes. They study the impact of individual techniques on the emotional state of students.
Ongoing psychological support	In Ukrainian educational institutions, psychologists provide ongoing, stable psychological support to students with social or emotional problems.

Source: Author's development

Consequently, the role of psychologists in the development of socio-emotional skills is multifaceted; they can both contribute to the development of curricula, monitor results, and provide individual or group psychological counselling.

Besides, there are many psychological methods that contribute to the development of socio-emotional skills. These methods can be used both by psychologists and teachers in the classroom (see Figure 2).



Figure 2. Psychological methods that contribute to the development of socio-emotional skills

Source: Author's development

In particular, methods of training the senses are important. For example, the 'rose-coloured glasses' exercise, where students need to name only the good qualities of other applicants. Such exercises contribute to the development of both their own emotions and understanding of the emotional state of other students. At the same time, self-regulation techniques are important. They can include breathing exercises, visualisation, meditation, which help to reduce stress and therefore control emotions (Hasiuk et al., 2022).

It has also been proven that self-regulation techniques help to increase students' concentration and form a stable emotional state. There are also separate methods for developing empathy. Such methods include various role-playing games, discussions, and discussions of emotionally difficult cases. Thus, the development of empathy is aimed at developing the ability to correlate one's emotions and understand the emotional state of others.

Another important area is the development of social skills (Pozo-Rico et al., 2023; Vostrotin & Litovchenko, 2023). With the help of modern methods of active learning, active listening, and conflict resolution methods, important skills are formed that contribute to the growth of a stable emotional component. Another important method is therapy through various types of art (in particular, music, art, and theatre therapy). As a result of the creative process, students learn to

express and manage their emotional state. At the same time, cognitive behavioural therapy is also important, based on the fact that human thoughts influence behaviour and emotions. Therefore, using certain methods, students learn to think positively and be confident in their statements and actions (Mercader-Rubio et al., 2023). In this system, relaxation techniques are important, including the use of calming methods, such as deep breathing, muscle therapies. They help to reduce stress, anxiety and understanding of the body.

Discussion

Comparison of the obtained results with the works of other scientists

This study has demonstrated that in the modern Ukrainian education system, the expansion of soft skills, in particular socio-emotional skills, plays an important role. Such traits as empathy, stress resistance, creativity, communication, cooperation, and curiosity are defined in the modern scientific literature as soft skills (or socio-emotional skills). Contemporary scholars, such as Vijayalatha (2019) and Yasien (2016), interpret them as abilities for effective adult life, as they are important in many areas. In particular, in the context of education, these are academic performance and learning outcomes, and in adult life, the performance of various complex and emotionally challenging tasks.

Thus, it has been proven that modern emotional skills enhance resilience, improve mental health, and promote social cohesion and cooperation. They are especially important in the training of specialists such as teachers, doctors, social workers, military personnel, etc. This is reflected in contemporary works. In particular, Arias-Pastor, Van Vaerenbergh, Fernández-Solana & González-Bernal (2023) found that emotional intelligence is an important skill for modern teachers, as those who have it are more adaptive and stress-resistant. At the same time, Gren & Kirsanov (2023) believe that when training future social workers, the focus should be on rising a high level of emotional intelligence, as the future specialist must adhere to the norms of business ethics, be a socially responsible citizen and have a high level of stress resistance.

At the same time, other scientists emphasise that emotional intelligence is important in the training of doctors, as they must control both their own emotions and those of patients. At the same time, they must remain stress-resistant in any situation (Fedorchenko et al., 2022). At the same time, this work has demonstrated that the advance of EI is important in the training of any specialist, as people use emotional skills every day. The modern globalised world is transforming rapidly, and a large number of people will need not only to change their retraining and profession, but also to build up new skills that can become an integral part of a person's qualification (Filipova et al., 2021; Kubiv et al., 2020; Shpykuljak & Mazur, 2014). This aspect is also emphasised by other scholars.

Thus, this article emphasises the important role of psychology in the progress of socio-emotional skills in modern Ukrainian education. It is proved that modern programmes contribute to the development of emotional intelligence in students, and thus develop their communicative and emotional competence. Modern scholars also recognise the importance of certain psychological methods in maintaining emotional stability (Babiak et al., 2023). Certain psychological methods, such as emotional development, communication, and socialisation training, help to manage one's emotional state.

At the same time, they enable students to use and manage their emotions more effectively both in their studies and in personal situations. However, some studies also emphasise the importance of other disciplines in the system of developing socio-emotional skills. In particular, artistic techniques play an important role in this process. The study by Dobrovolska, Moroz, Shpak,

Tsekhmister & Vovchenko (2021) used discriminant analysis to determine which indicators are important for the level of emotional intelligence development. According to the authors, the most important factors that form emotional learners are broad humanistic, prosocial, altruistic motives, interpersonal communication, and so on. In addition, the home environment, educational environments, cultural backgrounds, and socioeconomic status are only a few of the contextual elements that have a substantial impact on the development of emotional intelligence. These elements influence how people view, understand, and deal with their own and other people's emotions.

At the same time, prosocial motivation is multidimensional, and its presence emphasises the tendency to help others. Caring for others also implies understanding the needs of others, which also requires a high level of emotional skills. Therefore, the development of emotional intelligence is multifaceted, but psychological methods help to make its formation more effective and stable. Modern scholars also emphasise that the use of modern interactive teaching methods contributes to the development of social skills and makes learning more effective (Bobro, 2024). The researchers determined that the use of modern digital technologies contributes to more effective learning. This is also demonstrated in other works, in particular, Sanakuiev (2022) describes the role of artificial intelligence in the modern education system. The importance of using modern digital technologies, including augmented reality, is also emphasised by other reputable scholars (Tsekhmister et al., 2021; Tsekhmister et al., 2022a; Tsekhmister et al., 2022b). In general, modern works emphasise the importance of using artificial intelligence in the system of training modern specialists.

Limitations and prospects for future research

A number of biases could affect the study, such as selection bias, which would cause the sample to not be representative of the general population. Additionally, the study's conclusions might not be generalizable beyond the specific context in which the research was conducted.

However, as can be seen from the discussion, the main limitations of this study lie in its narrow perspective. Therefore, future research should focus on an interdisciplinary approach and characterise the role of different disciplines in the formation of emotional intelligence. At the same time, an important further direction is to highlight the effectiveness of individual

programmes in developing students' emotional skills through a special empirical study. These aspects will require a broad discussion of the results, and this paper only opens up many issues that will require further coverage.

Conclusions

Hence, the Ukrainian education system focuses not only on the development of hard skills, but also on the development of certain soft skills (i.e. socio-emotional skills). In this system, an important role is played by the formation of emotional intelligence, which is developed within Ukrainian education with the help of special psychological methods and approaches.

The study found that methods of training feelings, self-regulation, empathy development techniques, and behavioral cognitive therapy contribute to the formation of stable emotional intelligence. Pedagogical methods that facilitate the implementation of these psychological approaches include conversations (both group and individual), brainstorming, discussions, visualisations, discussions of emotionally difficult situations, debates, etc. Another important area is the development of social skills. With the help of modern methods of active learning, active listening, and conflict resolution, important skills are formed that contribute to the development of a stable emotional component.

However, as the debate makes clear, this study's primary flaws stem from its limited scope. Future studies should thus adopt an interdisciplinary perspective and characterize the distinct roles that other disciplines play in the development of emotional intelligence. Simultaneously, a significant avenue for future research is to demonstrate, via a unique empirical investigation, how successful individual programs are in helping students enhance their emotional intelligence. These features necessitate a thorough analysis of the findings, and this work merely touches on a large number of the issues that will need more attention. However, this study has also shown that an important area for further study, and therefore for wider discussion, is the study of the role of other disciplines in the system of emotional intelligence formation in the modern Ukrainian education.

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