

MODERN STUDENT'S EMOTIONAL COMPETENCIES AND EMOTIONAL INTELLIGENCE

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Introduction. Social scientists and mental health professionals alike have long been interested in interpersonal competence and the specific components involved in effective interaction (i.e., social skills). Emotional intelligence is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions [6]. The scope of emotional intelligence includes the verbal and nonverbal appraisal and expression of emotion, the regulation of emotion in the self and others, and the utilization of emotional content in problem solving. There is converging evidence from other lines of research that emotional competencies are associated with social adaptation. A large number of studies with children suggest that the capacity to decode, understand, and regulate emotions is associated with social and emotional adaptation. Evaluations of school-based interventions emphasizing the development of

emotional competencies also suggest that emotional learning contributes to social and academic adjustment.

Analysis of literature data and problem definition. The initial, most basic, area has to do with the nonverbal reception and expression of emotion. Evolutionary biologists and psychologists have pointed out that emotional expression evolved in animal species as a form of crucial social communication. Facial expressions such as happiness, sadness, anger, and fear, were universally recognizable in human beings. Emotions researchers, evolutionary biologists, specialists in nonverbal behavior, and others, have made tremendous inroads into understanding how human beings recognize and express emotions. The capacity to accurately perceive emotions in the face or voice of others provides a crucial starting point for more advanced understanding of emotions [4].

The modern interest in emotional intelligences terms, perhaps, from a similar dialectic in the field of human abilities research. Although narrow, analytically focused definitions of intelligence predominated for much of this century, following Cronbach's (1960) often cited conclusion that a social intelligence was unlikely to be defined and had not been measured, cracks in the analytic intelligence edifice began to appearing the 1980s. For example, Sternberg (1985) challenged mental abilities researchers to pay more attention to creative and practical aspects of intelligence, and Gardner (1983/1993) even defined an intrapersonal intelligence that concerns access to one's feeling life, the capacity to represent feelings, and the ability to draw upon them as a means of understanding and a guide for behavior.

Two approaches have been taken in distinguishing components of competence. One approach involves partitioning competence according to types of interpersonal task domains (e.g., initiating conversations and refusing unreasonable demands), whereas the other approach attempts to identify the behavioral skills that determine effective interaction, such as the abilities required to decode nonverbal communication and social expressivity. Both approaches are valuable, but the current re-search focuses on identifying task domains of competence. Although there has been considerable research examining the specific skills and behavioral processes associated with certain

domains of competence (e.g., initiating interactions), less work has examined correlations with personological variables such as masculinity-femininity and loneliness. What is needed is research demonstrating that scores for different competence domains are related differentially to various aspects of social functioning. Such research would both explicate the nature of different domains of interpersonal competence and clarify the roles that these domains of competence play in various arenas of psychosocial functioning [3].

The social and cognitive benefits derived through broaden-and-build processes arising from experiencing a given positive emotion are thought to be partially dependant on the inherent nature of the emotion. For example, joy leads to reflection and schematic integration, interest leads to exploratory behaviour [2]. As a state, gratitude seems to have a 'moral' or pro-social nature (involving recognition of benefits received. As a disposition, gratitude has been shown to relate to such traits as extraversion, agreeableness, forgiveness, and empathy. Peer reports of a person's level of gratitude have also been shown to be linked to peer perceptions of other pro-social tendencies [4]. We expect gratitude to be linked with coping strategies utilizing social support. If grateful people are more aware of the benefits they receive, then they may more consciously realize that people are willing to help them, making them more likely to seek out social support in times of need [1].

Discussion. A serious hurdle for emotional intelligence theory--as well as any other approach that suggests relative merits for emotional processing--is the problem of the criterion: What is to be gauged as an "intelligent" solution to emotional regulation? As with complex intellectual problems there may be more than one correct answer, and these answers are also probably highly context sensitive. Psychologists and educators are interested in EI because they want to know its implications for people's lives. A growing body of literature suggests that moods and emotions play a central role in cognitive processes and behavior. What distinguishes moods from emotions is their intensity. Moods are pervasive and generalized feeling states that are not tied to the events or circumstances which may have caused the mood in the first place. Moods are relatively low intensity feelings which do not interrupt ongoing activities. Emotions

are high intensity feelings that are triggered by specific stimuli (either internal or external to the individual), demand attention, and interrupt cognitive processes and behaviors. Emotions tend to be more fleeting than moods because of their intensity. Emotions often feed into moods so that, once the intensity of an emotion subsides because the individual has cognitively or behaviorally dealt with its cause, the emotion lingers on in the form of a less intense feeling or mood. Hence, for example, the intense anger that a leader might experience upon learning that he or she was deceived by a follower resulting in a lost opportunity sub-sides once the leader has recovered from the shock and decides how to deal with the situation. However, the anger lives on for the rest of the day in the form of a negative mood which colors the leader's interactions and thought processes. There are a number of other EI measures that attempt to assess not only emotional 'abilities' but also a number of non-ability characteristics that relate to personality, chronic mood, and character.

In the past 5 years, there also has been great interest in the development of measures to assess the competencies involved in emotional intelligence. Not surprisingly, a plethora of supposed emotional intelligence scales and batteries of varying psychometric properties appeared.

The first comprehensive, theory-based battery for assessing emotional intelligence as a set of abilities was the Multifactor Emotional Intelligence Scale (MEIS), which can be administered through interaction with a computer program or via pencil and paper [6]. J. D. Mayer and his colleagues have been developing measures of individuals' life space—a description of a person's environment in terms of discrete, externally verifiable responses (e.g., How many pairs of shoes do you own? How many times have you attended the theater this year?). The Bar-On Emotional Quotient Inventory is a 133-item inventory that measures such traits as emotional self-awareness, assertiveness, self-regard, self-actualization, independence, problem solving, reality testing, flexibility, stress tolerance, happiness, and optimism. The Emotional Control Questionnaire [5] measures people's ability to control emotion in trying circumstances, and consists of scales for measuring “Aggression Control”, “Rehearsal”, “Benign Control”, and “Emotional Inhibition”. Finally, Emotional

Quotient (EQ) test endeavor's to measure emotional abilities, general social competencies, and "Character". The test contains such subscales as "knowing one's emotions", "motivating oneself" and "handling relationships".

Emotional intelligence has as one of its premises that emotional responses may be logically consistent or inconsistent with particular beliefs about emotion. Relatively "pure" emotional reactions such as those instances of happiness or fear displayed early in infancy may involve relatively few cognitions; these probably are best evaluated as adaptive or maladaptive. But as the person develops increasingly complex representations of situations, his or her emotional reactions may merge with more complex thoughts, to develop such cognitively saturated emotions as guilt or regret. Moreover, the person may develop sophisticated internal models that include standards of emotional functioning. These emotional reactions and models can be assessed according to their logical consistency, and hence, their intelligence. For example, a person who believes anger is bad in a particular situation and who repeatedly behaves angrily in spite of such beliefs may be considered emotionally unintelligent.

Among the four core emotional competencies, we expected that the ability to manage emotions would be most strongly associated with the quality of everyday social interaction for several reasons. First, the ability to regulate emotions is likely to influence the emotional valence of social inter-actions, because we infer other people's intentions from their emotional cues, use others' emotions as guides for our own behavior, or simply catch others' emotions through emotional contagion. Second, the ability to manage emotions may influence people's motivation and expectations for social interaction as well as their use of effective interaction strategies. Third, the ability to manage emotions may facilitate a flexible focus of attention, which is important for smooth communication and social interaction. Negative affect can induce self-focused attention, which is likely to make people less attentive to those around them. Fourth, the ability to manage emotions may facilitate executive functions associated with the coordination of numerous skills required for social behavior. This is apparent when unregulated social anxiety inhibits spontaneity and leads to overly constrained behavior. More generally, the capacity to regulate one's own emotions

seems to be linked to a broader capacity for self-control, including the control of impulsive behavior.

Conclusions. Emotionally intelligent people are defined in part as those who regulate their emotions according to a logically consistent model of emotional functioning. We identify and compare several models of emotion regulation; for example, one internally consistent model includes tenets such as "happiness should be optimized over the lifetime." Next, we apply that internally consistent model to the way a person can intervene in mood construction and regulation at non-, low-, and high-conscious levels of experience. Research related to the construction and regulation of emotion at each of these levels is reviewed. To summarize, we found an association between an ability measure of emotional management and the quality of social interactions, evaluated by self and peers. Further research is needed to evaluate the predictive validity of emotional competencies, the cohesiveness of EI as a theoretical construct, and the impact of emotional skills training on social relationships. We also expect that some domains will be more amenable to observation in the laboratory than others. Competence in initiation, assertion, and disclosure may be reasonably easy to assess in a laboratory in that they involve fairly public forms of social behavior. It may be more difficult to elicit reliable and valid samples of emotional support and conflict management behaviors, both of which are more private.

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Емоційна компетентність та емоційний інтелект сучасних студентів

Дана стаття присвячена проблемам формування емоційної компетентності та емоційного інтелекту студентів-психологів. Визначено історію становлення даних понять, їх роль у професійному розвитку майбутніх фахівців, акцентовано на важливості формування цих якостей в контексті професіоналізації фахівців.

Ключові слова: студентська молодь, емоційний інтелект, емоційна компетентність, професіонал, ідентичність.

Эмоциональная компетентность и эмоциональный интеллект современных студентов

Данная статья посвящена проблемам формирования эмоциональной компетентности и эмоционального интеллекта студентов-психологов. Определена история становления данных понятий, их роль в профессиональном развитии будущих специалистов, акцентировано на важности формирования этих качеств в контексте профессионализации специалистов.

Ключевые слова: студенческая молодежь, эмоциональный интеллект, эмоциональная компетентность, профессионал, идентичность.

This article is devoted to the problems of the formation of emotional competence and emotional intelligence of students-psychologists. The history of the formation of these concepts, their role in the professional development of future specialists, the importance of forming these qualities in the context of professionalization of specialists is determined.

Key words: student youth, emotional intelligence, emotional competence, professional, identity.