EMOTIONAL INTELLIGENCE: FORMATION AND DEVELOPMENT OF THE CONCEPT IN FOREIGN STUDIES

N. A. Basiuk*

The article reflects the history of the development of the phenomenon of "emotional intelligence", analyzes the different views of foreign psychologists on the corresponding issue. The prerequisites for the emergence and formation of this scientific concept are shown. It was found that the problem of emotional intelligence is relatively new in psychological science. It appeared in the works of American researchers in the context of developing the problem of social intelligence. The innovative theory of G. Gardner about the plurality of intelligence, which led to the appearance of numerous studies of emotional intelligence, had a significant impact on the formation of the concept. The first theoretical concept of emotional intelligence is associated with the names of the American scientists J. Mayer and P. Salovey, who first used this term and described the structure of this concept. As for today, in modern psychological science the following models of emotional intelligence have become the most widespread: the model of emotional-intellectual abilities by J. Mayer, P. Selovey and D. Caruso; emotional competence model of D Goleman; non-cognitive model of R. Bar-On. Despite the differences in the definition of the concept and its content structure, all scientists are inclined to the opinion that emotional intelligence is an important integral personal formation of an individual, which is realized in their abilities to understand their own and other people's emotions and, thanks to the received information, to effectively interact with the surrounding people and achieve success in personal and professional spheres of life. Also, the researchers, through experimental work, proved the possibility of forming and developing this personality trait. The results of a short analytical review of foreign psychological research are valuable, as they form a scientific basis for researching the emotional intelligence of future primary school teachers as an individually personal and professionally significant quality, which is determined by the requirements of the profession. The article outlines the prospects for further investigations focused on studying the theoretical and empirical foundations of emotional intelligence of future primary school specialists at the stage of their professional formation.

Key words: emotional intelligence, models of emotional intelligence, general intelligence, types of intelligence, components of emotional intelligence.

* Candidate of Pedagogical Sciences (PhD in Pedagogy), Docent (Zhytomyr Ivan Franko State University)
natabasyuk@ukr.net
ORCID: 0000-0002-5964-6098
ЕМОЦІЙНИЙ ІНТЕЛЕКТ: СТАНОВАБНЕННЯ ТА РОЗВИТОК ПОНЯТТЯ В ЗАРУБІЖНИХ ДОСЛІДЖЕННЯХ

Н. А. Басюк

У статті відображено історію розвитку феномену «емоційний інтелект», проаналізовано різні погляди зарубіжних психологів на проблему емоційного інтелекту. Показано перебудови виникнення й становлення цього наукового поняття. Визначено, що проблема емоційного інтелекту є відносно новою у психологічній науці. Вона з'явилася у працях американських дослідників у контексті розробки проблематики соціального інтелекту. Значення вплив на формування поняття здійснила новаторська теорія Г. Гарднера про множинність інтелекту, яка привела до появи численних досліджень емоційного інтелекту. Першу теоретичну концепцію емоційного інтелекту пов'язують з прізвищами американських науковців Дж. Майєра і П. Селовея, які вперше використали цей термін й описали структуру зазначеного поняття. На сьогодні у сучасній психологічній науці найбільшого поширення набули модель емоційно-інтелектуальних здібностей Дж. Майєра, П. Селовея і Д. Карузо; модель емоційної компетентності Д. Гоулмана, некогнітивна модель Р. Бар-Она. Попри відмінності у визначенні поняття і його змістової структури, усі науковці є схильними до думки, що емоційний інтелект є важливим інтегральним особистісним утворенням особистості, яке реалізується в її здібностях розуміти власні і чужі емоції і завдяки отриманій інформації ефективно взаємодіяти з оточуючими людьми і досягати успіху в особистісній і професійній сферах життя. Також дослідники, шляхом експериментальної роботи довели про можливість формування і розвитку цьєї особистості. Результати короткого аналітичного огляду зарубіжних психологічних досліджень є цінними, оскільки становлять наукову основу для дослідження емоційного інтелекту майбутніх вчителів початкових класів як індивідуально-особистісної і професійної значущої якості, що обумовлена вимогами професії. У статті окреслені перспективи подальших розвідок, що зосереджені на вивченні теоретичних і емпіричних засад емоційного інтелекту майбутніх фахівців початкової школи на етапі їх професійного становлення.

**Ключові слова:** емоційний інтелект, моделі емоційного інтелекту, загальний інтелект, види інтелекту, компоненти емоційного інтелекту.

**Introduction of the issue.** Currently, the Ukrainian state is going through difficult historical trials that have affected everyone and significantly changed our lives. The emotional tension in society due to the war is very high. Most Ukrainians are in a state of affect, surrounded by many worries and stress. Fear, despair, panic from sudden artillery strikes, news, losses destroy the emotional sphere of a person, block the making of balanced decisions. Such negative emotional states and their social manifestations require correction and recovery. It is emotional intelligence that will help protect one's own psyche from injury, teach self-control to protect the body from psychological and physiological disorders, and help return to the zone of stability.

**Current state of the issue.** The theoretical analysis of the problem shows that the study of the concept of "emotional intelligence" was initiated by foreign scientists E. Thorndike, T. Hait, F. Vernon,
G. Allport, D. Wexler, L. Leeper, G. Eysenck, J. Gilford and others who studied the social intelligence of the individual. The innovative theory of G. Gardner about the multiplicity of the detection of intelligence had a significant impact on the emergence and formation of the concept, which led to the appearance of numerous studies of emotional intelligence. The scientific foundations of the concept of emotional intelligence were developed by foreign scientists: D. Goleman (theory of emotional competence), R. Bar-On (non-cognitive theory of emotional intelligence), H. Weisbach and U. Dax (emotional intelligence as the ability to "intellectually" manage one's emotional life), J. Mayer, P. Seloway, D. Caruso (theory of emotional-intellectual abilities), D. Lucin (two-component theory of emotional intelligence). These teachings differ in common and specific positions in the understanding of emotional intelligence, its structure and genesis of development.

Outline of unresolved issues brought up in the article. Despite the large number of studies, it has been established that among scientists there is no unified approach to understanding the essence of emotional intelligence. For the successful formation and development of this phenomenon, it is necessary to clearly understand what meaning scientists put into the concept of "emotional intelligence".

Aim of research is to consider the emergence and historical development of the concept of emotional intelligence in foreign psychological research, as well as to carry out a theoretical analysis of the main scientific theories and teachings, to clarify the essence of emotional intelligence.

Results and discussion. The phenomenon of "emotional intelligence" originated in psychology as a result of scientific research into the nature of cognitive and affective processes and the peculiarities of their relationship. For a long time, traditional psychology considered the emotional and cognitive spheres of the psyche as two independently functioning processes, between which there is no connection.

The first studies on the topic of emotional intelligence began at the
beginning of the 20th century. Since the 20s, intelligence and its irrational (emotional) aspects have increasingly become the subject of scientific controversy. At this time, attempts are being made in foreign psychology to connect intelligence with social interaction. The idea of studying emotional intelligence appeared in the works of American researchers in the context of developing the problems of social intelligence.

The possibility of the existence of various aspects of general intelligence was actively discussed after the publication of the article by the American psychologist E. Thorndike "Intelligence and its use" for the magazine "Harper's Magazine" in 1920. The article included a few lines, but this was enough to start a large mechanism for researching the concept social intelligence, and therefore emotional intelligence. The author of the article singled out three components of general intelligence: abstract-logical (the ability to understand abstract symbols and ideas and operate with them), concrete (things and objects of the material world), and social (people) intelligence [17]. E. Thorndike first used the term "social intelligence" to denote the ability to achieve success and efficiency in interpersonal interaction with other people. Social intelligence is interpreted by him as the ability to understand other people and behave wisely in human relationships. The scientist considered the main function of social intelligence to be prediction of behavior, and he reduced the study of the phenomenon to understanding and managing the behavior of other people.

In 1928, T. Hait developed the first test for assessing social intelligence, which was called the George Washington Social Intelligence Test. It consisted of 7 subtests that were used to assess: prudence in social situations; memory for names and persons; human behavior; internal conditions according to statements; internal conditions by facial expression; social awareness; sense of humor. The English psychologist F. Vernon slightly expanded the concept of social intelligence, identifying it as "the ability to deal with people in general, social techniques and freedoms in society, взаємодією. Ідея вивчення емоційного інтелекту з'явилася у працях американських дослідників у контексті розробки проблематики соціального інтелекту.

Про можливість існування різних аспектів загального інтелекту активно заговорили після публікації статті американського психолога Е. Торндайка "Intelligence and its use" для журналу "Harper's Magazine" у 1920 р. Стаття включала декілька рядків, однак цього було достатньо, щоб запустити великий механізм з дослідження поняття соціального інтелекту, а відтак, і емоційного інтелекту. Автор статті виокремив три складові загального інтелекту: абстрактно-логічний (здатність розуміти абстрактні символи та ідеї і оперувати ними), конкретний (речами і предметами матеріального світу) і соціальний (людські) інтелекти [17]. Е. Торндайк вперше використав термін "соціальний інтелект" на позначення здатності дослідити успіх та ефективність в міжособистісній взаємодії з іншими людьми. Соціальний інтелект трактується ним як здатність розуміти інших людей і поводитись мудро в людських взаєміннах. Основною функцією соціального інтелекту вчений вважав прогнозування поведінки, а вивчення феномена зводив до розуміння й управління поведінкою інших людей.

У 1928 р. Т. Хаїт розробив перший тест для оцінювання соціального інтелекту, який називався "Тест соціального інтелекту Джорджа Вашингтона". Він складався з 7 субтестів, за якими оцінювали: розсудливість у соціальних ситуаціях; пам'ять на імена та осіб; поведінку людини; внутрішні стани за висловлюваннями; внутрішні стани за виразом обличчя; соціальну поінформованість; почути гумору.

Англійський психолог Ф. Вернон дещо розширив уявлення про соціальний інтелект, розуміючи під ним «здатність поводитись з людьми загалом, соціальною технікою і свободами в суспільстві, знати соціальних матерій, сприйнятливість до поведінки інших членів групи, а також розуміння тимчасових настроїв або прихованих особових рис незнайомців» [12].
knowledge of social matters, susceptibility to the behavior of other members of the group, as well as understanding temporary moods or hidden personal traits of strangers” [12].

H. Allport (the initiator of the development of a systematic approach to the study of personality) in 1937 singled out and described eight personal qualities that an individual needs in order to be well understood by other individuals: experience, similarity, intelligence, deep self-understanding, complexity, detachment, aesthetic inclinations, social intelligence. The scientist characterized social intelligence as a special ability to correctly assess people, predict their behavior and ensure adequate adjustment in interpersonal interactions. He calls social intelligence "a special gift" necessary for a fine balance in behavior that ensures equality in human relations. The merit of H. Allport in developing the problem of emotional intelligence lies in the fact that he was the first researcher to pay attention to the interpersonal relationships of people, and the personal qualities defined by him reflected the interaction of certain social abilities with the aim of better understanding another person.

D. Wexler made a significant contribution to the development of the theory and methodology of intelligence assessment. He called intelligence "the ability of an individual to behave appropriately, think rationally, and interact effectively with the world around him". The psychologist proposed the existence of different types of thinking as parts of general intelligence. This point of view is considered a challenge to the traditional scientific concept on intelligence at the time.

Without denying the concept of general intelligence, D. Wexler singled out two of its components: verbal and non-verbal intelligence. In 1940, in the article "Non-intellectual factors in general intelligence", the scientist expressed the opinion that for an integrative assessment of intelligence, it is necessary to take into account non-intellectual aspects of thinking. By "non-intellectual elements" he understood not only the general working capacity of the
Psyche, but also its affective-regulatory components, thanks to which a person can keep his attention on a task for a long time. This article also discussed the abilities that D. Wexsler labeled as "cognitive" and "affective" that are responsible for a person's success in life. In essence, they reflect the content of social and emotional intelligence. Although the researcher insisted on the inclusion of "non-intellectual aspects of general abilities" in the test, this did not find support in the scientific community, because at that time society was not ready for such changes.

R. Leeper (1948) was one of the first to point out the motivational functions of emotions. In his motivational theory of emotions, it was emphasized that emotion can cause, direct human behavior, and determine the effectiveness of activities. In his opinion, human behavior is guided by two types of motives: 1) physiological motives that depend on the internal state of the body (hunger, thirst) or on external stimulation (pain from a mechanical impact); 2) emotional motives, which are based on mental processes.


The German-British psychologist H. Eisenk indicated the existence of biological, psychometric, and social intelligence. Biological intelligence, in his opinion, is related to the structures and functions of the cerebral cortex; these are innate abilities to process information, without which the understanding of behavior is not possible, and which are responsible for individual differences in people's intelligence. Psychometric intelligence was understood as intelligence that can be researched and measured by tests (according to C. Spearman, this is general intelligence (g)). Social intelligence, according to H. Eisenk, is the result of the development of general intelligence under the influence of socialization and external sociocultural factors, which, in his opinion, include culture, upbringing, education, socioeconomic status, and others.

The American psychologist J. Guilford categorically denied the idea of a single
intelligence. In the 1960s, he developed a theoretical model of intelligence in the form of a cube (hence the name "cubic model of intelligence"), which combines 120 highly specialized, independent of each other, intellectual abilities. In J. Gilford's model, human intelligence is reflected in three dimensions: content, operations, results. Each of the components has its own components. The author of the theory noted that the particular component of his system corresponds to particular (practical) intelligence, the symbolic and semantic component to abstract, and the behavioral component to social intelligence, which is related to the perception and processing of information about behavior.

J. Gilford and M. O'Sullivan characterized social intelligence as an ability that determines the success of an individual in communication and social adaptation [9].

According to the J. Gilford’s definition, social intelligence represents a system of intellectual abilities independent of the factor of general intelligence, and primarily related to the knowledge of behavioral information [9]. In his research, the scientist singled out only one operation - cognition, and focused his research on the study of social intelligence on the cognition of behavior, which was designated as "CB" (cognition of behavior). This process includes the following components [3: 208]:

1. Cognition of behavioral units (CBU) is the ability to distinguish verbal and non-verbal expressions of behavior from the context.

2. Cognition of behavioral classes (CBC) the ability to recognize common properties in a stream of expressive or situational behavioral information.

3. Cognition of behavioral relations (CBR) the ability to understand the relationships that exist between units of information about behavior.

4. Cognition of behavioral systems (CBS) is the ability to understand the logic of the development of integral situations of human interaction, the content of their behavior in these situations.

5. Cognition of behavioral transformations (CBT) is the ability to understand changes in the meaning of
similar behavior (verbal or non-verbal) in different situational contexts.

6. Cognition of behavioral implications (CBI) is the ability to predict the consequences of behavior based on available information.

Thanks to the research of J. Guilford and a group of scientists under his leadership, two important aspects of social intelligence were highlighted: understanding people's behavior (cognition of behavioral content) and adaptive interaction with them (production of behavioral content) [9]. His teachings gave a powerful impetus to the development of tests and tools for measuring social intelligence.

The results obtained in the research of social intelligence have aroused the increased interest of scientists in the problem of emotional intelligence. The study of the nature of social intelligence contributed to the development of ideas about emotional intelligence and the gradual formulation of this concept.

H. Gardner’s theory of multiple intelligences is of great importance in the formation of the scientific concept of "emotional intelligence". In 1983, in the work "Frames of Mind: the theory of multiple intelligences" ("Frames of Mind: the theory of multiple intelligences"), the scientist questioned the "classical" views on intelligence, according to which the latter was considered as a unitary basic intellectual ability, which could be applied in all spheres of human life. It was believed that a person is endowed with only one intelligence (g-factor) that he is born with, which cannot be changed, but can be measured. Such a concept existed in science for almost three decades. In his teaching, H. Gardner considers intelligence as "a person's ability to solve problems and create new products" [7]. He expands the concept of intelligence, pointing out its multiple character. According to H. Gardner, "multiple intelligences" are different intellectual abilities, which include "intrapsychic" (in terms of identical abilities to self-observation or self-awareness) and interpersonal abilities. Unlike his predecessors, the author of the theory, without denying the genetic
component of intelligence, emphasized the possibility of its development under the influence of social norms, education, experience, environment, cultural, political, social, geographical conditions, etc.

H. Gardner proposed to use the term "multiplicity of detection of intelligence" as the one that most fully reflects the concept of a single intelligence that existed before. He suggested that the success of a person’s life is determined not by one general intelligence, but by seven types of autonomous intelligences: spatial, musical, linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, and intrapersonal [8: 281]. A little later, in 1998, H. Gardner supplemented his theory with naturalistic and existential intelligences.

Of special interest to us are two types of intelligence distinguished by H. Gardner [8]: interpersonal (directed at the emotions of other people) and intrapersonal (directed at one’s own emotions). As "interpersonal intelligence" the researcher identified a person’s ability to effectively interact with other people, understand their moods, feelings, intentions, motives of behavior, and use this knowledge for the purpose of cooperation with them. It includes empathy, tolerance, sociability, congruence, dialogicity. Intrapersonal intelligence, according to the scientist, is the ability of a person to understand himself, his own emotions, and feelings and, on this basis, to regulate his own behavior. In H. Gardner’s understanding, intrapersonal intelligence acts as a self-directed property of a person, that is, the ability to form an accurate and adequate model of one’s own "I" and use it for effective life activities. It is represented through self-awareness, reflection, self-assessment, self-control, motivation for achievements.

Let’s note that among scientists who studied the problem of intelligence and emotions, H. Gardner came particularly close to the concept of emotional intelligence. Abilities that characterize interpersonal and intrapersonal intelligence are directly related to emotional intelligence.

H. Gardner’s theory of multiple political, social, and geographical conditions...
Intelligences was the basis for the creation of the first theoretical concept of emotional intelligence, which was proposed by such American researchers as professor of psychology and dean of the Higher School of Arts and Sciences of Yale University P. Seloway and professor of the University of New Hampshire J. Mayer. In a joint article published in 1990, scientists first used the term "emotional intelligence" and gave the following definition to this concept: "... the ability to analyze one's emotions in order to improve the thinking process. It includes the ability to accurately perceive emotions, evaluate and generate them in such a way as to aid thinking, understand and identify emotions, and reflexively direct emotions in order to contribute to one's emotional and intellectual growth" [13]. Later, scientists defined emotional intelligence as a group of mental abilities that help a person perceive and understand his own emotions and the emotions of others. In the understanding of scientists, emotional intelligence is the ability to perceive, express and connect emotions and thoughts, to be aware of the causes of emotions and to control one's own emotions and the emotions of others [15]. J. Mayer, P. Seloway, D. Caruso [14] presented a four-component model of emotional intelligence, which was called the "model of emotional-intellectual abilities." The model includes a combination of the following capabilities:

1) acceptance, identification of emotions and their expression - the ability to recognize one's own and other people's emotions by feelings, physical condition, appearance, thoughts, behavior;

2) the use of emotions to increase the efficiency of thinking and intellectual activity - the ability to generate certain emotions, to use them for the purpose of controlling feelings in cognitive processes;

3) understanding of emotions, which is considered as the ability to determine the source of emotions, the causes of emotional experiences, their classification, interpretation;

4) management of one's emotions and the emotions of the surrounding people, the ability to evoke and restrain emotions, if necessary, to use the received emotional...
In 1988, the Israeli psychologist of American origin R. Bar-On substantiated the non-cognitive model of emotional intelligence. He introduced the concept of emotional quotient EQ (emotional quotient, by analogy with IQ – intelligence quotient) and the concept of "emotional-social intelligence", which combines personal and interpersonal abilities, skills and abilities that determine human behavior. According to the definition of R. Bar-On, emotional intelligence is a set of non-cognitive (personal, emotional, and social) competencies and skills that help to effectively cope with the demands and pressure of the environment [5: 378]. The model developed by him [6] consists of five spheres identified with the structure of emotional intelligence. Each of the components consists of several subcomponents (personal qualities):

1) the intrapersonal sphere (self-knowledge) includes awareness of one’s own emotions, self-confidence, self-respect, self-actualization;
2) the sphere of interpersonal relations (communicative potential) includes the ability to interact with other people, empathy, social responsibility;
3) the field of adaptability (adaptive abilities) includes the ability to solve problems, overcome difficulties, emotional lability;
4) the field of stress management (anti-stress potential) includes resistance to stress, self-control;
5) the sphere of general mood (positive perception of life) is characterized by the presence of optimism and satisfaction with life.

In 1985, the American psychologist R. Sternberg put forward a triarchic theory of intelligence, in which he argued that the ability to achieve success depends on a person’s ability to accumulate their strengths or compensate for their weaknesses with the help of analytical, creative, and practical abilities. According to the theory, there are three types of intelligence: analytical, creative, and practical. R. Sternberg considered practical intelligence as the ability to adapt, change or re-understand situations that arise in
real life. According to the scientist, one of the important forms of practical intelligence is "implicit" knowledge, i.e. "implicit knowledge". The researcher defines them as 'action-oriented knowledge obtained with the help of others, as well as such that allows subjects to achieve a personally significant goal" [16]. R. Sternberg emphasizes the role of emotions and interpersonal relationships that arise in the process of obtaining information and that affect the success of decision-making. Thus, a scientist associates practical intelligence with the ability to achieve a set goal. R. Sternberg's concept has been repeatedly criticized as having no empirical basis.

The phenomenon of emotional intelligence gained popularity after the publication in the USA in 1995 of the book by the American journalist and psychologist D. Goleman "Emotional intelligence: why it can matter more than IQ?" ("Emotional intelligence: Why it can mean more than IQ"), which is addressed to a wide audience. Thanks to the book, the concept of emotional intelligence became extremely popular and attracted the attention of scientists and representatives of practical fields. A person with highly developed emotional intelligence, emphasizes D. Goleman, is able to identify and name emotional states, understand the relationship between emotions, thinking and actions, manage emotional states, namely: control emotions and enter emotional states, which contributes to achieving success, understand other people's emotions, show empathy and the ability to maintain harmonious relations with the environment, which opens up wide opportunities for self-realization and revealing of one's potential.

D. Golman [1; 2; 11] believes that emotional intelligence is the ability to be aware of one's own emotions, the ability to manage them, the ability to motivate oneself to work, to recognize and understand the emotions that arise in other people, to show empathy and the ability to maintain friendly relations with others. In the structure of emotional intelligence adaptability, minimize or reduce overestimation or underestimation of situations, that arise in the real world. One of the important forms of practical intelligence is "implicit" knowledge, i.e. "implicit knowledge". The researcher defines it as 'action-oriented knowledge obtained with the help of others, as well as such that allows subjects to achieve a personally significant goal" [16]. R. Sternberg emphasizes the role of emotions and interpersonal relationships that arise in the process of obtaining information and that affect the success of decision-making. Thus, a scientist associates practical intelligence with the ability to achieve a set goal. R. Sternberg's concept has been repeatedly criticized as having no empirical basis.

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intelligence, the researcher [11] singled out four areas of competence, to which he attributed: self-awareness; self-control; social sensitivity; managing relationships with surrounding people. Thus, D. Goleman’s model of emotional intelligence, called the "emotional competence model", shows the importance of the simultaneous development of emotional, cognitive, and personal characteristics in a person.

Conclusions and research perspectives. Thus, a short analytical review of foreign research in a psychological format testified to the emergence and gradual development of the concept of "emotional intelligence" as an element that combines cognitive and emotional processes in the personality structure. Representatives of numerous teachings and theories for many decades have conducted active research, trying to understand the essence and nature of emotional intelligence at the conceptual level and from the point of view of measurement. Different conceptual approaches of scientists to understanding this phenomenon only complement each other, forming the scientific and theoretical basis of the outlined phenomenon. The results of the conducted analysis are important for further research into the emotional intelligence of the future primary school teacher as an individually personal and professionally significant quality of their pedagogical activity. We see the prospect of further research in the in-depth study of scientific theoretical approaches to the problem of the formation of emotional intelligence in future primary school specialists and their empirical research.

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