



The Concept and Psychological Features of Emotional Intelligence Development

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Abstract: The article explains in detail the psychological characteristic of emotional intelligence and its development. The meaning of emotional intelligence is analysed and different concepts are theorized by a number of foreign scientists. The issues of stages of development of emotional intelligence and its different types are considered.

Key words: psychology, intelligence, emotion, emotional intelligence, types of intelligence.

Аннотация: В статье подробно раскрывается психологическая характеристика эмоционального интеллекта и его развитие. Анализируется значение эмоционального интеллекта и теоретизируются различные концепции, предложенные рядом зарубежных ученых. Рассмотрены вопросы этапов развития эмоционального интеллекта и его различных видов.

Ключевые слова: психология, интеллект, эмоции, эмоциональный интеллект, виды интеллекта.

Annotatsiya: Maqolada emotional intellektning psixologik xususiyatlari va uning rivojlanishi batafsil ochib berilgan. Emotional intellektning ma'nosi tahlil qilinib, bir qator xorijiy olimlar tomonidan taklif qilingan turli tushunchalar nazariy jihatdan asoslab berilgan. Emotional intellektning rivojlanish bosqichlari va uning turlari masalalari ko'rib chiqiladi.

Kalit so'zlar: psixologiya, intellekt, hissiyotlar, emotsional intellect, intellect turlari.

The idea of emotional intelligence grew out of the notion of social intelligence developed by E. Thorndike, J. Guilford, G. Eysenck and The idea of emotional intelligence grew out of the concept of social intelligence, which was developed by E. Thorndike, J. Guilford, G. Eysenck and others.

The prerequisite for this was the development of humanistic psychology, focusing on the individual. They were the first to talk about the three-component model of intelligence, which includes:

- The ability to understand and operate with ideas (abstract intelligence);
- the ability to understand and operate on concrete objects. (mechanical intelligence);
- the ability to understand and operate with people (social intelligence).

One of the first to put forward the concept of multiple intelligence X. Gardner was one of the first to put forward the concept of multiple intelligence, to the presence of intellectual abilities alone. According to his he believed that certain areas of the cerebral cortex were



responsible for different types of intelligence, different kinds of intelligence. The author distinguishes independent types of intelligence[5]:

1. linguistic or verbal intelligence (verbal and predictive components).
2. Musical intelligence (understanding and recognising the meaning that is embedded in music, as well as the qualitative characteristics of sound (timbre, tonality, etc.).
3. Logical and mathematical intelligence (this is mental ability, as well as abstract thinking) as well as abstract thinking).
4. Spatial intelligence (visual imagery and spatial information, creating images in three-dimensional space).
5. Bodily-kinesthetic intelligence (fine and gross motor skills, ability to manipulate environmental objects).
6. Personal intelligence (essentially emotional intelligence).

The author also considered emotional intelligence as a more private offshoot of social intelligence, which was understood as the ability to observing and distinguishing one's own and others' emotions in order to control behavior and thinking process [5].

But this concept has been criticised due to the small amount of research and the equation of intelligence with ability and equating intelligence with a person's abilities, talents. Other researchers, such as J. Meyer, P. Salovey, D. Caruso, believe that emotional intelligence is a group of mental abilities that contribute to the realisation and understanding of one's own abilities abilities that contribute to the realisation and understanding of one's own emotions and the emotions of others emotions and emotions of people around [33].

The authors identified a number of components of emotional intelligence [33]:

- 1) the ability to perceive or feel emotions (both their own and that of another person);
- 2) the ability to direct one's emotions to help the mind;
- 3) the ability to understand what a particular emotion expresses;
- 4) the ability to manage emotions.

It was P. Salovey who was the first to publish an article on the subject of emotional intelligence, recognising the importance of the emotional side of human life in the development of intelligence.

Later on, D. Caruso wrote that intelligence and emotion are not opposing phenomena, emotional intelligence is not opposed to intellect, but lies at the intersection of the two spheres of human life. Thus, P. Salovey and J. Meyer were the first to develop a model of social intelligence, comparing their own works [14]:

- 1) identification and expression of emotions,
- 2) emotion regulation,
- 3) use of emotional information in thinking and activity.

D.V. Lyusin has a different understanding of emotional intelligence. Lucin, he understands emotional intelligence as "the ability to understanding and management of one's own and others' emotions". Understanding of emotions understanding of emotions is defined by the author as a set of skills of an individual to recognizing emotions (to establish the fact of their presence at a given moment of emotional experience in oneself and in others) emotional experience in oneself and in others), to identify them (find the modality of emotions and depict them in verbal language), understand the initial causes and effects of emotions. Emotion



management is understood by him as a person's ability to keep under control the intensity of the emotions, control over their external manifestations, the ability, if necessary, to specifically to specifically cause the necessary emotions if necessary [8].

The author believes that emotional intelligence can not be considered one-sidedly, as it is connected with cognitive abilities and with in the same to the same extent with individual characteristics and qualities of personality.

As a result of empirical study, D. V. Lyusin and D. V. Ushakova came to the opinion that emotional intelligence is formed in the process of the whole life activity of a person under the influence of various factors [9]:

- biological (which determine the characteristics of the level of emotional intelligence of parents, right-hemispheric type of thinking, hereditary assignments of emotional susceptibility, properties of temperament, peculiarities of information processing, genetics in general, etc).
- social (level of development of self-consciousness of a person, confidence in the emotional awareness, level of education of parents and family income level, emotionally favourable or unfavourable relations between the parents or dysfunctional, external locus of control, etc.).

In the works of Russian scientists (L.S. Vygotsky, S.L. Rubinstein, A.N. Leontiev), emotional intelligence was considered in the context of the position on the unity of affect and intellect; they defined emotional intelligence, as a dynamic system defining this unity.

A.V. Karpov put forward his position concerning the definition of the essence of emotional intelligence, having defined it as a productive manifestation of the system of metaprocessual processes of personality system of metaprocessual processes of personality, i.e. emotional intelligence is a metaprocessual process of personality intelligence is a metaprocessual phenomenon[7].

The author considers this education to be cognitive (in terms of The author considers this formation to be cognitive (in terms of a person's understanding of his/her own emotions and the feelings of others) and regulatory (which allows the subject to regulate his/her emotional behaviour) regulatory (which allows the subject to regulate his/her own emotional processes and control the emotions of others)[6].

A similar opinion is held by I.N. Andreeva, who understands emotional intelligence as "a totality of mental abilities, connected with processing of incoming emotional information". She believes that emotional intelligence is related to leadership[1].

N.A.Vyskochil connects the level of development of emotional intelligence with introversion-extroversion. According to her works, emotional intelligence determines the characteristics of the emotional sphere and different strategies of interaction with the human world [4].

There are the following types of emotional intelligence, according to A.M. Beloborodov: academic (theoretical) emotional intelligence emotional intelligence, which can be developed through seminars and lectures classes, and practical emotional intelligence, which can be developed through social-psychological training [2].

The stages of development of emotional intelligence were studied by N.V. Bibarasova. B In the process of emotional intelligence development through group training she identifies a number of stages [3]:



- Explanation of theoretical material on the psychology of emotions, the role of emotional intelligence;
- practising the material by means of fulfilment of tasks and exercises on formation of emotional intelligence in interpersonal relationships;
- control of learning the material at the level of each activity and programme as a whole with the help of the case study method.

The author also says that the development of emotional intelligence in the student age is realised through self-development and professional development. Emotional intelligence of a highly productive student can be conditioned by Formation of communicative tolerance, empathy, adequacy of the level of pretensions and self-esteem, the ability to realise the ability to recognise their feelings and emotions, confidence in themselves and their competence, in the ability to manage their feelings and emotions the ability to manage one's own feelings and emotions, to recognise the feelings and emotions of the companions in the interaction emotions of interaction companions and their regulation A different position is held by I.N. Meshcheryakova, who points out, that the emotional intelligence of students of psychology is a complex

integrative formation, which includes in its structure cognitive, behavioural and exactly emotional components, which provide comprehension, comprehension and regulation of their own emotions and the emotions of others and influencing the success of interpersonal interactions and personal development interpersonal interactions and personal development[10].

The components of the emotional component, according to I.N. Meshcheryakova, are empathy, emotional responsiveness, "useful" anxiety, motivation to achieve success;

The components of the cognitive component are awareness about emotional qualities, emotional self-consciousness, adequate self-esteem, reflexivity, and reflexivity self-esteem, reflexion;

The components of the behavioural component are the ability to the ability to manage their emotions, psychological flexibility in building up relations, productive interaction with other people[11].

The development of emotional intelligence of psychology students will be successful, as the author believes, only when the programme is implemented in the together with taking into account the peculiarities of the formed emotional intelligence.

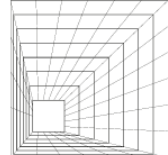
To the peculiarities of emotional intelligence of students the author attributes gender and sex differences. For example, it is established that girls

try to take control of their own manifestations of aggression and guilt, which is not characteristic of young men guilt, which is not characteristic of young men. As a result of her research it was found that in the group of high school students more than 70 per cent of boys and girls poorly understand and feel other people's emotions and mental states states, are not able to empathise with people. Whereas in students the opposite tendency is revealed.

I.N. Meshcheryakova identifies 5 stages of emotional intelligence development in psychology students [11].

intelligence in psychology students [11]:

The first stage is cognition of oneself. Learning to manage their emotions and feelings.



The second stage is the development of emotional intelligence.

The third stage is the development of psychology students' ability to to recognise the emotions of other people, to understand the feelings of the partner in communication as it is difficult for a psychologist, who is concentrated only on himself, to stand in the position of another, to imagine the world through the eyes of another the other person's position, to visualise the world through the eyes of another person.

The fourth stage of development of emotional intelligence of students of psychology
- mastering the ability to manage the states of their communication partners communication.

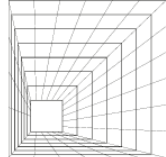
The fifth stage of formation of emotional intelligence of students of psychologists - development of psychological professionalism[10].

Thus, emotional intelligence can be considered as a a complex of emotional and cognitive abilities, which are directed to the Socio-psychological adaptation of the personality. In psychological science it is possible to distinguish two directions of studying emotional intelligence:

- proponents of mixed models view emotional intelligence see emotional intelligence as a key factor in success,
- and proponents of ability models see emotional intelligence are seen as a predictor of prosocial behaviour.

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