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ҚАЗАҚСТАН РЕСПУБЛИКАСЫ
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Х А Б А Р Ш Ы С Ы

ВЕСТНИК

НАЦИОНАЛЬНОЙ АКАДЕМИИ НАУК
РЕСПУБЛИКИ КАЗАХСТАН

THE BULLETIN

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ALMATY, NAS RK

NAS RK is pleased to announce that Bulletin of NAS RK scientific journal has been accepted for indexing in the Emerging Sources Citation Index, a new edition of Web of Science. Content in this index is under consideration by Clarivate Analytics to be accepted in the Science Citation Index Expanded, the Social Sciences Citation Index, and the Arts & Humanities Citation Index. The quality and depth of content Web of Science offers to researchers, authors, publishers, and institutions sets it apart from other research databases. The inclusion of Bulletin of NAS RK in the Emerging Sources Citation Index demonstrates our dedication to providing the most relevant and influential multidiscipline content to our community.

Қазақстан Республикасы Ұлттық ғылым академиясы "ҚР ҰҒА Хабаршысы" ғылыми журналының Web of Science-тің жаңаланған нұсқасы Emerging Sources Citation Index-те индекстелуге қабылданғанын хабарлайды. Бұл индекстелу барысында Clarivate Analytics компаниясы журналды одан әрі the Science Citation Index Expanded, the Social Sciences Citation Index және the Arts & Humanities Citation Index-ке қабылдау мәселесін қарастыруда. Web of Science зерттеушілер, авторлар, баспашылар мен мекемелерге контент тереңдігі мен сапасын ұсынады. ҚР ҰҒА Хабаршысының Emerging Sources Citation Index-ке енуі біздің қоғамдастық үшін ең өзекті және беделді мультидисциплинарлы контентке адалдығымызды білдіреді.

НАН РК сообщает, что научный журнал «Вестник НАН РК» был принят для индексирования в Emerging Sources Citation Index, обновленной версии Web of Science. Содержание в этом индексировании находится в стадии рассмотрения компанией Clarivate Analytics для дальнейшего принятия журнала в the Science Citation Index Expanded, the Social Sciences Citation Index и the Arts & Humanities Citation Index. Web of Science предлагает качество и глубину контента для исследователей, авторов, издателей и учреждений. Включение Вестника НАН РК в Emerging Sources Citation Index демонстрирует нашу приверженность к наиболее актуальному и влиятельному мультидисциплинарному контенту для нашего сообщества.

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THE ROLE EI IN PROFESSIONAL DEVELOPMENT OF PSYCHOLOGIST

Abstract. The personal, professional success, undoubtedly, depends on knowledge, skills, erudition, and ability to think in general. However, in most cases, the high level of the general intelligence (IQ) appears insufficiently. The professional efficiency of the young psychologist in "B2B" sector rely on his ability to understand the emotions and to distinguish feelings of other people as show D. Goleman's researches; professional and vital success could be a result of the high level of emotional intelligence. The concept of emotional intelligence (EI) which arose in the early nineties reflects the idea of the unity of affective and intellectual processes. It refers to Emotional Awareness, Self-Motivation, Empathy and ability to understand and manage moods and emotions in the self and others. The existence of two types of EI models – mixed and models of abilities – leads to different approaches to its measurement, and these approaches yield the results which are not coordinated with each other. Four major aspects of emotional intelligence, the appraisal, and expression of emotion, the use of emotion to enhance cognitive processes and decision making, knowledge about feelings, and management of emotions, are described.

Keywords: emotional intelligence, professional activity, future teacher, anxiety, emotion.

Introduction. The changes of modern society requires in professional education of future psychologists. The Soviet scholars considered that emotions only accompany cognitive processes of the person. The recent studies proved the fact that emotional reactions often proceed rational. The emotionality is a critical factor of achievement of success the personality, more essential, than mental abilities.

We understand phenomenon the culture of psychologist emotions as the complete dynamic personal system having own structure. This system includes psychologist's knowledge of emotional development, abilities, and analysis of emotions, management of them, rendering emotional support to the people who asked for the help; psychologist's emotional openness and empathy.

The emotional component carries out not only informative but also unique function in the structure of motivation. The emotion arising as a part of motivation plays a vital role in the determination of behavior (Vygotsky, Izard, Leontyev, Lengle). The emotion in the form of direct experience reflects not the objective phenomena, but the personal relation to them.

The display of emotions is not always desirable as at the redundancy they can disorganize activity or can embarrass the person. On the other hand, delight, good mood helps people in their behavior and communication. The emotional control succeeds in career, and private life as the successful solution of widespread problems depends on the understanding of emotions and control over them. The majority of emotional situations contains circumstances which have to be estimated by common sense.

Control and management of emotions are especially important ability of psychologists cause their work assumes continuous contact with a large number of people. For the psychologist it is critical to be able to understand and explain the nature of the emotions, it is also essential to understand feelings of others correctly and work with them.

Problem Statement. The understanding of a role and the extraordinary importance of emotions caused emergence in psychological science of such concepts as "emotional ability," "emotional competence" (R. Bak), "emotional intelligence" (G. Gardner, P. Salovey).

Emotional Intelligence (EI) is currently a flourishing area in positive psychology and research has shown it is associated with academic achievement (Banchard in press, Bracket, Mayer & Warner, in press, Lam & Kirby, 2002), a decreased likelihood of aggressive behavior (Bracket & Mayer, 2003) and positively relating to others (Cote, Lopes, Salovey & Bears, 2003).

Additionally EI has potential use in education (Sel, Elias, Hunter & Kness, 2001, Payton et al., 2000) human resource management including teamwork and building positive relationships with others (Cote, Lopes & Salovey, 2003), and in politics including the effect of emotion on decision making and behavior (Marcus, Neuman, & Mackuen, 2000) and family dynamics (Elias, Tobias, & Friedlander, 1999). Thus EI is an important subject to examine with many useful applications.

The professional success of the person based on knowledge, skills, erudition, and ability to thinking. However, in most cases, the high level of the general intelligence appears insufficiently. The efficiency of professional activity of the young specialist occupied in the sphere "the subject - subject» where relations caused by the ability to understand the emotions and to recognize feelings of other people. According to D. Goleman professional and vital success of the personality is promoted in many respects by the high level of emotional intelligence. The phenomenon of EI, its structure, and prerequisites of development was considered as foreign scientists (J. Mathews, R.D. Roberts, S. J. Steyni other), and domestic (I.N. Andreyeva, D.V. Lyusin, M.A. Manoylova, M.A. Spasskaya, etc.).

The concept of the emotional intelligence (EI) which arose in the early nineties reflects the idea of unity of affective and intellectual processes. EI refers person abilities to the identification, understanding of emotions and further management of it (his own and others).

First of all, it concerns the definition of the concept EI. The existence of two types of the EI models – mixed and models of abilities – leads to different approaches of its measurement, and these approaches influence on the results aren't matching with each other. The scholars didn't clear on what cognitive processes EI based and what EI role was in the person adaptation to the world around.

One of the first models of EI was model of abilities (Mayer, Salovey, 1997). They understand EI as a set of hierarchically organized abilities connected with processing of information which unites in four "components" see the figure 1.

Figure 1 – Salovey and Mayer's EI model

The hierarchical structure of EI based on the following principles. The ability to distinguish and express emotions (first "component") is a necessary basis for the generation of emotions for the solution of specific objectives (second "component"). These two abilities have procedural character. They are a basis for the understanding of the events preceding emotions and following them (third "component"). All these abilities are necessary for internal emotional regulation and management of own and others emotions (fourth "component").

According to Goleman (1995) EI model based on Salovey and Mayer's early studies (Salovey, Mayer, 1990), but he added some more components: enthusiasm, persistence and social skills.

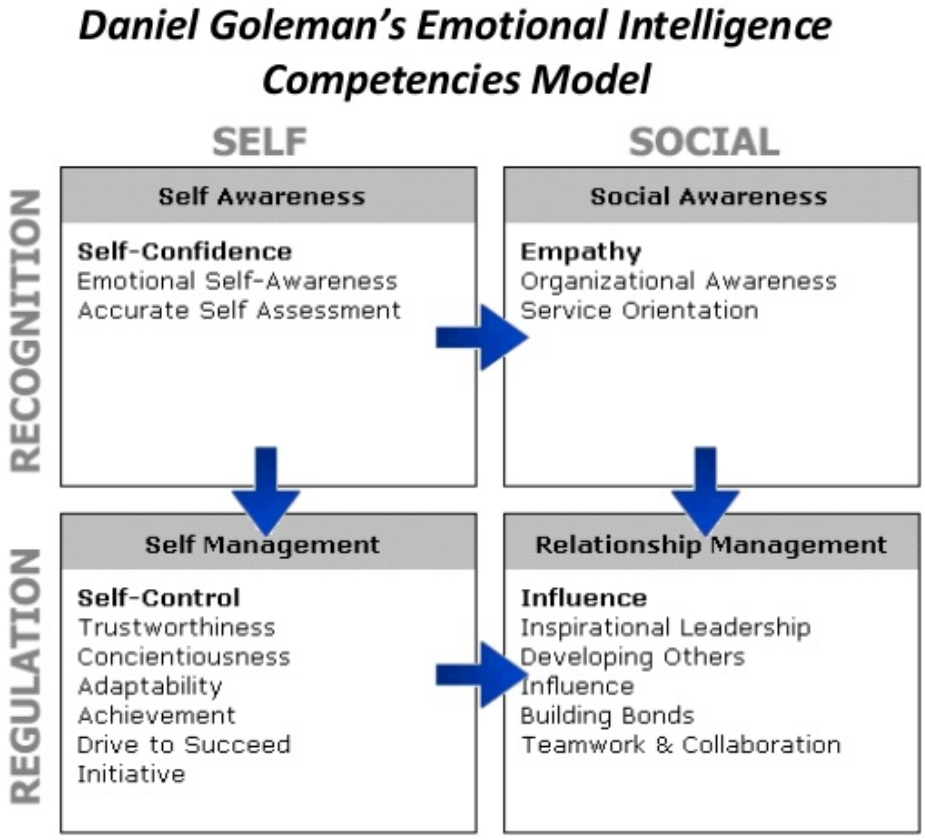

Figure 2 – D. Goleman's EI model

According to Lyusin, EI includes the ability to understand personal and others' emotions and ability to manage personal and others' emotions. Lyusin treats the emotional intelligence as cognitive ability. The author insists that it is not necessary to include personal lines which can promote the best or worst understanding emotions in a structure of this phenomenon, but at the same time are not components of emotional intelligence.

In the structure of emotional intelligence two "measurements" are allocated:

1. Ability – to understanding or management. The ability to understanding of emotions assumes that the person can distinguish existence of feeling, to identify and call it and also to understand its reasons and to expect the possible investigations. The ability to the management of emotions means that the person can control an intensity of feelings and their outer expression randomly, cause necessary excitement.

2. Orientation – on own or others emotions. The intrapersonal emotional intelligence (IPEI), and on others – interpersonal (MEI) is directed to own emotions.

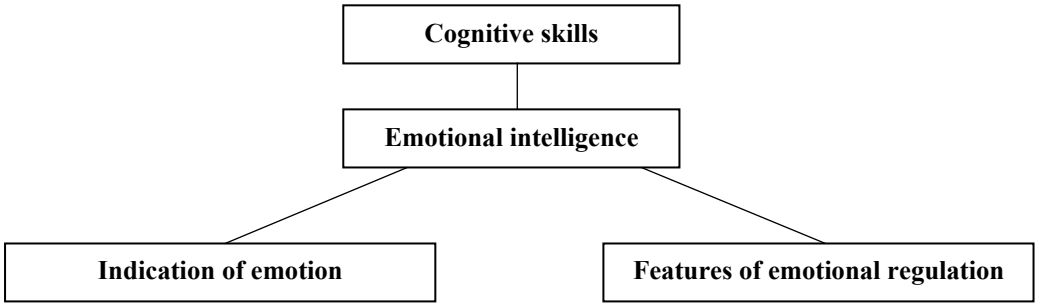

Figure 3 – Lusin's EI model

The results of conducted studies show that EI rely on students' cognitive activity. The high level of EI correlates with Emotional Resilience. In modern High Education system traditionally orientated on IQ development and academic success the development of Emotional Resilience is a new area of studies.

Research Methods. In our study we use:

1. Lyusin's test of EI
2. Holl's test of EI
3. Spielberg and Hanin Personal and Situational levels of anxiety

The participants were students of psychology and pedagogy department of K.Zhubanov ARSU, females (N=40), Me age=18.5.

Findings. The results showed that more than 67% of participants had high level of anxiety. The 30% of students of psychology department tend to cope well with stress (figure 4).

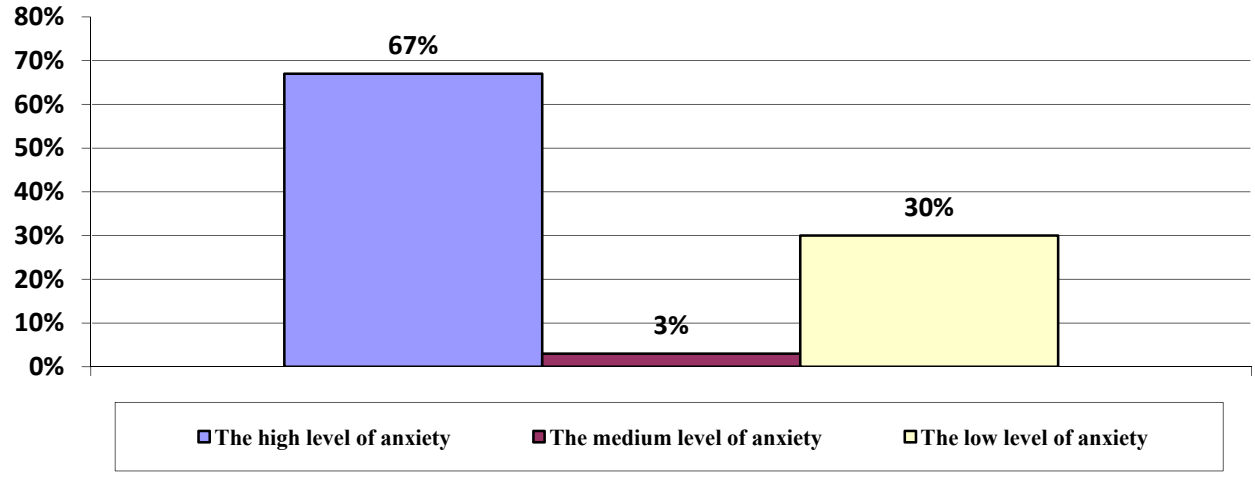

Figure 4 – The results of Spielberg and Hanin situational and personal anxiety test

The Holl's test of EI consists of 6 factors: Emotional Awareness, Emotional Flexibility, Self-Motivation, Empathy and Ability to Influence on Others Emotional State. The methodological base of Holl's test is Goldman theory of EI.

The results showed that the majority of future psychologists have Low or Medium level of Emotional Awareness (77%). The 89% of participants tend to have problems with Management of their emotions. The students didn't have enough information about Emotions as a psychological process, they have difficulties in recognition of own and others emotional states. The participants received a traditional Kazakh Nurture were two dominants of behavior "shame on you" and "neglecting".

But participants showed high results on a scale "Self-Motivation", and "Ability to influence on others". The empathy is complicated area of research, where scholars couldn't make one definition. As we saw in our study students had some difficulties in Emotional Awareness, and Self-Regulation but tend to show good results in "Self-Motivation", and high interests in controlling others emotions.

According to Yerokhina (2011), the "youth female EI" is characterized the empathy expressed by ability that causes in others desire to find emotional support and the calming influence in the face of this person. However reduced indicators on other EI components cause in general its average integrative values.

As we see in figure 5, there is no evidence of high Emotional Intelligence in student sample group. Those results make us feel doubt in professional readiness of students to their job as psychologists. The psychological work as a counselor request high level of Resilience.

The test of the emotional intelligence estimation by D. V. Lyusin - "EmIn Questionnaire", based on the author's concept of the emotional intelligence has been used during the research for the quantitative measurement of the emotional intelligence and its dynamics in the participants of both experimental and control groups in the beginning and in the end of the experiment. D. V. Lyusin defines emotional as an ability to understand own and others' emotions and their management (Lyusin, 2009). The emotional

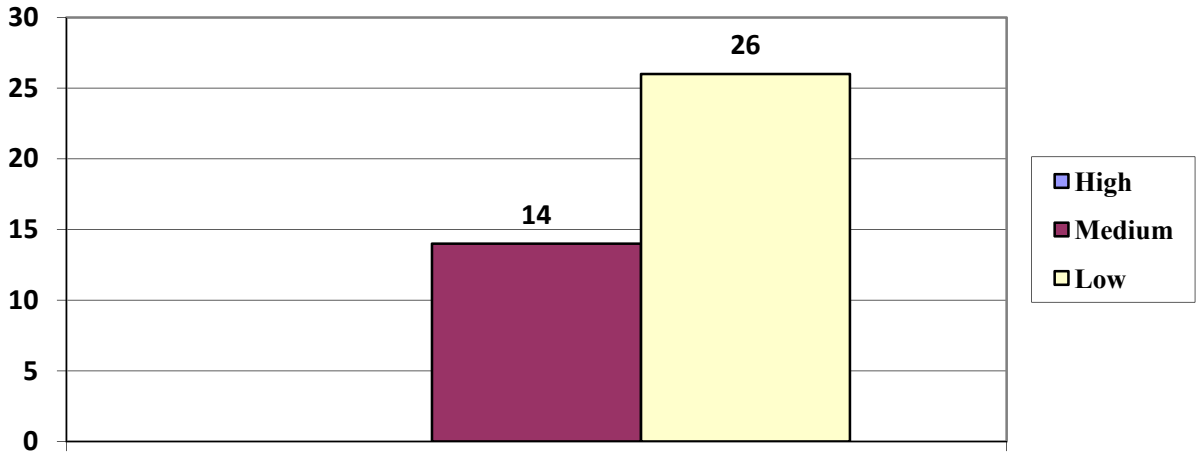

Figure 5 – The results of Holl's EI Test

intelligence as an ability to understand and to manage emotions according to Lyusin can be directed both at own and other people's emotions. Thus, the author actually differentiates concepts of intrapersonal and interpersonal emotional intelligence by actualization of different cognitive processes and skills connected with each other (Sergienko and Vetrova, 2009).

The respondents, who took part in the study, demonstrate medium level of emotional intelligence both for the general factor and for its separate components. The most expressed abilities they have are to recognize own emotional states, make themselves overcome negative feelings and continue to solve the task. Management of own emotions is at the low level, which means that despite the above mentioned ability to move their negative feelings aside it is very difficult for the respondents to keep an equal mind. We may assume that their feelings are displaced to sphere of the unconscious and are not analyzed in full scope. The more detailed picture can be created using components that are included into Lusin's EmIn

Table 1 – The Descriptive Statistics

	Mean	Std. Deviation
Situational Anxiety	41.4815	8.88547
Personal Anxiety	47.2963	9.14757
Emotional knowledge	6.2593	3.82896
Management of own emotions	4.5556	2.29269
Self-motivation	6.3704	3.34144
Empathy	8.1852	3.43105
Management of others' emotions	8.6667	3.98072
Holl's EI	34.0741	9.40919
Understanding of others' emotions	26.9630	10.05554
Management of others' emotions	22.5926	8.99256
Understanding of own emotions	23.2963	11.04472
Management of own emotions	16.2963	8.25467
Control of expression	14.1852	7.98092
Interpersonal emotional intelligence	49.5556	18.74799
Intrapersonal emotional intelligence	54.3333	27.54577
Understanding of emotions	50.6296	21.25875
Management of emotions	53.1852	24.44623
EmIn EI	102.5926	45.28819

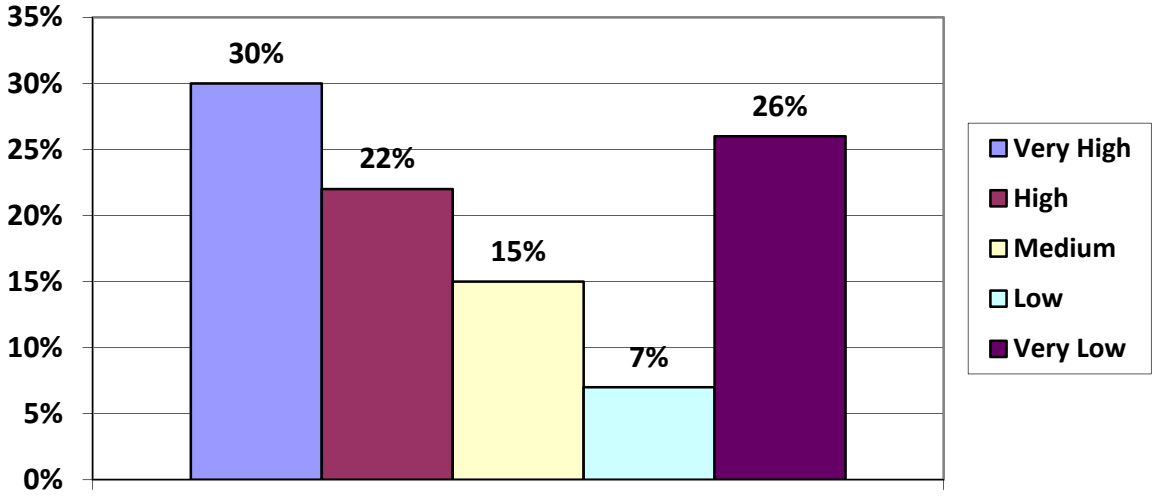

Figure 6 – The results of EmIn Test

procedure. The respondents have slightly more expressed intrapersonal emotional intelligence as opposed to the interpersonal one. At the same time it is hard to speak about significant differences as the average values are only slightly different. These procedures confirm that the respondents have difficulties with management of their own emotions, especially in the part of their expression control.

The analysis of EmIn showed that only 29% of students have a high level of development of EI. The number of examinees with the average level of development of emotional intelligence is 47% of selection. The examinees that showed low data on the level of development of emotional intelligence made 34% of range.

So, the average level of development of interpersonal emotional intelligence was revealed at 63% of examinees, intrapersonal emotional intelligence – at 67%, ability to the management of personal and others' emotions – at 46%, and ability to understanding of personal and others' emotions – at 64%. Low level of interpersonal emotional intelligence was diagnosed for 27% of respondents, intrapersonal emotional intelligence – for 33%, ability to the management of personal and others' emotions – for 34%, and ability to understanding of personal and others' emotions – for 36% of respondents.

Table 2 – The Correlations between Anxiety level and EI (Holls's test)

		Situational Anxiety	Personal Anxiety	Management of own emotions	Management of others' emotions
Situational Anxiety	Pearson Correlation	1	.719(**)		
	Sig. (1-tailed)		.000		
Personal Anxiety	Pearson Correlation	.719(**)	1		
	Sig. (1-tailed)	.000			
Emotional knowledge	Pearson Correlation			-.350(*)	
	Sig. (1-tailed)				
Empathy	Pearson Correlation				.354(*)
	Sig. (1-tailed)				.035
Management of others' emotions	Pearson Correlation				1
	Sig. (1-tailed)				
Holl's EI	Pearson Correlation				.778(**)
	Sig. (1-tailed)				.000

** Correlation is significant at the 0.01 level (1-tailed).
* Correlation is significant at the 0.05 level (1-tailed).

Personal endurance is a characteristic in psychology is defined as the ability of the personality to be highly active every day, to exercise control of life situations and to react flexibly to different changes. Practically all authors note that the endurance is closely connected with all three components of burning out. People with a high degree of this characteristic have low values of emotional exhaustion and depersonalization and high values on a scale of professional achievements.

During the correlation analysis of the EmIn Emotional Intelligence and its components, we found that emotional intelligence is moderately strongly positively interconnected with resistance to stress (r=0.404).

Table 3 – The Correlations between EmIn and Holls's test

		Management of own emotions	Empathy	Control of expression	Interpersonal emotional intelligence	Intrapersonal emotional intelligence
Emotional knowledge	Pearson Correlation	-.350(*)		.395(*)	.358(*)	.425(*)
	Sig. (1-tailed)	.037		.021	.033	.014
Management of others' emotions	Pearson Correlation		.354(*)			
	Sig. (1-tailed)		.035			
Self-motivation	Pearson Correlation		.329(*)			
	Sig. (1-tailed)		.047			
Control of expression	Pearson Correlation	-.496(**)	.353(*)		.955(**)	.979(**)
	Sig. (1-tailed)	.004	.036		.000	.000
Interpersonal emotional intelligence	Pearson Correlation	-.413(*)	.359(*)	.955(**)	1	.924(**)
	Sig. (1-tailed)	.016	.033	.000		.000
Intrapersonal emotional intelligence	Pearson Correlation	-.500(**)	.383(*)	.979(**)	.924(**)	1
	Sig. (1-tailed)	.004	.024	.000	.000	
Understanding of emotions	Pearson Correlation	-.437(*)	.357(*)	.972(**)	.994(**)	.949(**)
	Sig. (1-tailed)	.011	.034	.000	.000	.000
Management of emotions	Pearson Correlation	-.462(**)	.328(*)	.989(**)	.972(**)	.975(**)
	Sig. (1-tailed)	.008	.047	.000	.000	.000

* Correlation is significant at the 0.05 level (1-tailed).
** Correlation is significant at the 0.01 level (1-tailed).

The positive correlation between EI and Resilience could explain the differences in results of Holl's and EmIn test. According to Luisin, EI based on psychological and psychophysiological features of the brain. Instead of Luisin's view, Holl paid his attention on a concept of Emotional awareness. Development of emotional intelligence of students is one of the conditions of formation of the harmonious expert of the psychologist-teacher psychologically ready to the professional activity sated with stress.

Conclusions. Constructive interaction of intellectual and emotional processes, on the contrary, promotes emotional self-control, in particular, to decrease in the intensity of negative emotional experiences.

The problem of understanding of emotions of people around is concluded generally in difficulties of their verbalization – messages to the partner about the feelings and experiences in the form of verbal messages.

The problem of development of emotional competence of teachers, especially psychology teachers, is connected, in our opinion, not only with professional need – to listen and understand pupils, to create a positive emotional background at a lesson, but also with satisfaction from own competence, with experience of personal and professional growth. The person who endured such moments when the partner willingly met halfway as soon as felt heard and understood that gets used to take seriously into account a position and feelings of other person and to show it.

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БОЛАШАҚ ПЕДАГОГ-ПСИХОЛОГ МАМАННЫҢ ЭМОЦИОНАЛЫҚ ИНТЕЛЛЕКТ

Аннотация. Жеке басының кәсіби жетістігі, сөзсіз, білімі мен білік дағдылары, эрудиция және жалпы ойлау қабілетімен байланысты. Дегенмен, көптеген жағдайларда жоғары деңгейдегі жалпы интеллект жеткіліксіз болуы мүмкін. «Пәндік-тақырыптық» қатынастар саласында жұмыс жасайтын жас маманның кәсіби қызметінің тиімділігі негізінен өз эмоцияларын түсіну және басқа адамдардың эмоцияларын тану қабілетімен анықталады. Д.Гоумманның зерттеуі бойынша, эмоционалды интеллекттің жоғары деңгейі адамның кәсіби және өмірлік табысқа жетуіне ықпал етеді. 1990 жылдардың басында пайда болған эмоционалды интеллект (ЭИ) ұғымы аффективтік және интеллектуалдық процестердің бірлігін бейнелейді. Эмоционалды интеллект кең мағынада өз қабілетін танып, түсінуге және оларды басқаруға нұсқайды; яғни субъектінің өз сезімдерін және басқа адамдардың эмоцияларын білдіреді. Соңғы жылдары эмоциялық интеллекттің ғылыми негіздерін қалыптастыруда кейбір прогреске қол жеткізілді, алайда көптеген елеулі қиындықтар бар. Ең алдымен, бұл эмоционалды интеллект тұжырымдамасын анықтауға қатысты. Эмоциялық интеллект моделдерінің екі түрі бар - аралас және қабілеттілік модельдері - оның өлшеулеріне әртүрлі көзқарастар айтылған және бұл тәсілдер бір-бірімен келіспейтін нәтижелер береді. Қандай танымдық процестерге эмоционалдық интеллект негізделетіні және адамның қоршаған әлемге бейімделуінде қандай рөл атқаратыны түсініксіз болып отыр.

Түйін сөздер: эмоционалды зияты (интеллект), кәсіби қызмет, болашақ мұғалім, алаңдаушылық, эмоция.

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ЭМОЦИОНАЛЬНЫЙ ИНТЕЛЛЕКТ БУДУЩЕГО СПЕЦИАЛИСТА ПЕДАГОГА-ПСИХОЛОГА

Аннотация. Профессиональная успешность личности, несомненно, связана со знаниями, умениями и навыками, эрудицией и способностью к мышлению в целом. Однако в большинстве случаев высокого уровня общего интеллекта оказывается недостаточно. Эффективность профессиональной деятельности молодого специалиста, занятого в сфере «субъект-субъектных» отношений во многом обуславливается умением понимать свои эмоции и распознавать эмоции других людей. Как показывают исследования Д. Гоулмана, профессиональному и жизненному успеху личности во многом способствует высокий уровень эмоционального интеллекта. Концепция эмоционального интеллекта (ЭИ), возникшая в начале 1990-х гг., отражает идею единства аффективных и интеллектуальных процессов. В широком смысле к ЭИ относят способности к опознанию, пониманию эмоций и управлению ими; имеются в виду, как собственные эмоции субъекта, так и эмоции других людей. В последние годы наметился некоторый прогресс в формировании научных основ ЭИ, но остается много серьезных трудностей. Прежде всего, это касается определения самого понятия ЭИ. Существование двух типов моделей ЭИ – смешанных и моделей способностей – приводит к разным подходам к его измерению, причем эти подходы дают результаты, не согласующиеся друг с другом. Остается неясным, на каких когнитивных процессах основывается ЭИ и какую роль он играет в адаптации человека к окружающему миру.

Ключевые слова: эмоциональный интеллект, профессиональная деятельность, будущий педагог, тревожность, эмоция.

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