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Features of students' emotional intelligence development of different language specialties of the medical university

Abstract. *The article deals with the problem of studying emotional intelligence as an important factor that, in the broadest sense, combines the individual's ability to communicate effectively by understanding the emotions of others and the ability to adapt to their emotional state. This ability to control yourself and correctly organize interaction is indispensable if we are talking about a field of activity that involves direct communication with others, which is the main thing in the work of a future medical worker. If general intelligence is a factor in academic success, then a high level of emotional intelligence allows everyone to achieve professional and life success in general. The article also reflects the definitions of emotional intelligence presented in the literature by various scientists. There are summarized and analyzed results of a comparative study of the level of emotional intelligence development in foreign students and students with the Russian language of study.*

Key words: *emotional intelligence, university students, success in the professional environment.*

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Introduction

The current situation in the higher education system is characterized by an awareness of the high importance of not just a human resource, but an effective person for planning and implementing socio-economic changes. The development of an education system that is forced to respond to the challenges of the time is possible only if employees are highly competent. The new paradigm of education includes not only a cognitive function, but also consists in developing the intellectual potential of students, taking into account the uniqueness and value of the psychological capabilities of everyone [1].

Nowadays, there have been studies in psychology that allow a new approach to solving issues of organizing the intellectual development of students.

Many psychological theories combine the idea of the existence of some independent phenomenon that differs from traditional intelligence in its well-established understanding (speech, logic, mathematics, graphics), which ensures the subject's adaptability to various social situations and most importantly increases the success of the individual in the professional sphere. This phenomenon is perceived, understood, and explained by the concept of emotional intelligence [2].

Theoretical background

Andreeva I. N. believes that emotional intelligence is a set of mental abilities to identify, understand and manage emotions. It is most often interpreted as a substructure of social intelligence, but differs from the latter in that it includes deep emotions that are important for personal (rather than social) growth. According to Andreeva I. N., emotional intelligence as a mental ability is also part of a broader group of personality traits. It meets the traditional criteria of intelligence: emotional intelligence is operationalized as an intellectual ability; representing a unitary mental ability, it correlates with other types of intelligence; emotional intelligence detects age dependence, increasing between early adolescence and early adulthood. The functioning of emotional intelligence, as defined by Andreeva I. N. is based on the following mechanisms: emotionality, emotion management and central mechanisms [3].

D. V. Lyusin. defines «emotional intelligence» as a set of abilities for understanding and managing your own and other people's emotions. The ability to understand emotions means that a person: • can recognize an emotion, i.e. establish the very fact of the presence of an emotional experience in himself or another person; • can identify an emotion, i.e. determine what kind of emotion he or another person is experiencing and find a verbal expression for it; • understands the reasons that caused this emotion, and the consequences to which it will lead. Ability to manage emotions according to D. V. Lyusin means that a person: • can control the intensity of emotions, primarily to muffle excessively strong emotions; • can control the external expression of emotions; • can arbitrarily cause a particular emotion, if necessary. The ability to understand and the ability to manage emotions can be both directed to your own emotions and to the emotions of other people. Thus, we can talk about intrapersonal and interpersonal emotional intelligence. These two options involve the actualization of different cognitive processes and skills, but they should be linked to each other, concludes D. V. Lyusin. [4].

Mayer J. D. found that a person with a high level of emotional intelligence is more deeply aware of emotions, uses them in the process of thinking, understands their meanings and manages emotions more effectively than other people. Solving emotional problems requires less cognitive effort. Such an individual has some advantage in verbal, social, and other types of intelligence, especially if they have high rates of understanding emotions. A person with a high level of emotional intelligence tends to be more open and friendly than others. The propensity for social interaction, such as training and counseling, is more pronounced than the predisposition to spiritual or administrative activities, believes Mayer. Individuals with high levels of emotional intelligence are less likely to have behavioral problems and avoid self-destructive, negative actions such as smoking, excessive alcohol, drug use, and violence. Such people are more likely to create a true romantic relationship and have more positive social connections, especially if they have high ratings in the field of emotion management. They may also be more knowledgeable in describing their own goals, intentions and mission, according to Mayer [5]. Mayer also determines that individuals with a high level of emotional intelligence are generally characterized by the following features: - they are not prone to defensive behavior; - they have the ability to change emotions in a more effective direction (for example, to be realistic optimists); - choose effective emotional role models; - are able to communicate their experiences and discuss them; - develop expert knowledge in the field of emotions (related to aesthetic, moral and ethical feelings, social problem solving, leadership, spiritual experiences) [5].

Studies conducted in different countries show that emotional intelligence is associated with various aspects of a person's life, including personal well-being, the quality of social relationships, and professional effectiveness. For example, P. Viganotes that the positive impact of emotional intelligence is due to the fact that it provides the ability to adapt to a stressful environment. P. Baron is one of the leading researchers of emotional intelligence, emphasizes

that the presence of this type of intelligence helps to adapt to changes and solve personal and interpersonal problems of everyday life [6].

According to scientists Wang N., Young T., Wilhite, S. C., Marczyk G. the importance of emotional intelligence for students is explained by the fact that it has a positive effect on motivation to study, adaptation at university and academic results. Students are more successful in mastering professional competencies, and a high level of emotional intelligence allows them to be good communicators. As a result, after completing their studies, graduates become in-demand specialists in the labor market, according to researchers Wang N., Young T., Wilhite, S. C. and Marczyk G. [7].

Savinov S. Yu. believes that the study of emotional intelligence of students at universities in the focus of attention is another important for productive learning factor involvement, consider students as an indicator of time spent on training by which to judge the learning outcomes and the quality, effort on homework, educational activity, loyalty towards the university [8].

According to Nevolina V.V. special attention should be paid to the development of emotional intelligence in the training of future teachers, psychologists and medical professionals. This is due to the need and importance of maintaining emotional balance when faced with negative situations that are inevitable in their work. The ability to understand the emotional States of other people, the ability to empathize and understand the emotional States of both sick and healthy people are important indicators of the professionalism of psychologists and doctors, and the ability to understand their own experiences and emotions of another person, to establish emotional trusting relationships with children and adults – teachers [9].

The theoretical study of the problem of emotional intelligence has created the relevance and significance of the organization of research among medical University students. As part of our research, we studied the level of emotional intelligence of students-future doctors. The ability to understand the emotions of other people, as well as to control their own emotional states

and based on them, the ability to empathize, to establish emotional contact, the ability to listen and hear the interlocutor and in general, to win people over, are professionally important qualities in the work of a person-to-person specialist.

Methodology

To diagnose emotional intelligence, we used the method of N. Hall, which is designed to identify the ability to understand the relationship of the individual, represented in emotions, and manage the emotional sphere based on decision-making. This method consists of 5 scales, which include:

- emotional awareness;
- control your emotions (more emotional appeasement, emotional nonrigidity);
- self-motivation (rather arbitrary control of one-self's emotions);
- empathy;
- recognition of other people's emotions (rather, the ability to influence the emotional state of other people).

We conducted a comparative study among first-year students with different languages of instruction. The total number of students who took part in the study was 80 (40-with Russian as the language of instruction; 40-foreigners).

The data obtained allow us to compare the results of the study of emotional intelligence in groups with different language of instruction, based on the five components of its scales.

Results and Discussion

On the emotional awareness scale, both students with the Russian language of study and foreign students showed an average level of development of this characteristic (8.1 and 9.3 points for the two groups, respectively). The presence of an average level indicates that students in both groups have some knowledge that allows them to analyze the features of their own emotional States, as well as to comprehend the emotions of other people (to understand and recognize them).

Various indicators were obtained when analyzing the scale of managing one-self's emotions: students with the Russian language of study showed low results - 5.4 points, while foreign students have indicators at the average level (8.2 for the group, which corresponds to the average level of development of the characteristic). The low level of development of this characteristic in students of Russian-speaking groups indicates difficulties in the process of regulating their own emotional states, weak self-control of the emotional sphere, and emotional instability, which negatively affects the processes of interpersonal interaction. Note that the average level of foreign students is not so critical, but it does not indicate that all students demonstrate a high level of ownership of their own emotions.

The results obtained on the «self-motivation» scale in two groups have different indicators, for example, in Russian language of study groups had a low average score of 7.2, which indicates a lack of internal motivation to manage their own emotions, where young people do not attach much importance to the development of the emotional sphere of the individual as a whole, and may not feel the need to improve self-control skills. While in groups of foreign language of study students, the indicators were at an average level (10 points), which does not exclude problems with self-motivation, but also does not indicate its complete absence.

The most developed component of emotional intelligence in both groups is empathy (14.2 for groups with Russian language of study, and 15.1 points for foreign language of study students). This suggests that most students are able to empathize, able to listen and hear the partner, able to be attentive and sensitive to the emotional states of interacting partners; its own emotional displays often give a high level of self-control.

The average indicators were obtained on the scale of recognition of other people's emotions in both test groups (8 and 11 points), which indicates that respondents are not always able to accurately identify other people's emotions and influence other people's emotional States, or analyze the causes of their occurrence and changes, and

perhaps also do not always take into account the possible consequences of their own emotions.

The results of the study indicate that the subjects with the Russian language of study are characterized by a low level of emotional intelligence (59.6%), while foreign students (48.7%) have an average level of emotional intelligence.

The data obtained suggest that most students underestimate the importance of the emotional sphere, perhaps they have difficulties in controlling their own emotions, determining their causes, as well as difficulties in identifying the emotional states of other people. Such people often have low self-esteem, as well as a tendency to experience baseless feelings of guilt. In the medical profession, this can lead to difficulties in establishing emotional contact with colleagues, patients and their relatives, as well as contribute to the rapid burnout of the specialist.

Respondents with an average level of emotional intelligence, as a rule, do not experience difficulties with recognizing other people's emotions, they are able to manage their own emotional states, analyze their causes and consequences, which together has a positive impact on the doctor's work, as it helps prevent the occurrence of negative emotions of the patient, promotes the development of trusting relationships, and as a result, increases the effectiveness of medical measures.

Conclusion

So, after analyzing the results obtained by the method of N. Hall, we note that the majority of medical students who participated in our study are characterized by an average level of emotional intelligence, while its components such as the ability to empathy, emotional awareness and recognition of other people's emotions are most developed. Indicators of self-motivation and ability to manage emotions are less pronounced.

Analyzing the results obtained, we come to the conclusion that medical students need to increase the level of development of emotional abilities, in particular, the ability to manage their own emotions, as well as identify the emotional states

of other people. The health of the emotional sphere of medical workers directly affects the success of their professional activities, which involve high emotional loads and constant interaction with other people, including preventing the emergence of professional deformities of the individual.

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Медициналық университеттің әртүрлі тілдік мамандықтары студенттеріндегі эмоционалды интеллекттің даму ерекшеліктері

Аңдатпа. Осы мақалада эмоционалды зияткерлікті зерттеу мәселесі маңызды фактор ретінде қарастырылады. Ол кең мағынада адам басқалардың эмоцияларын түсіну және олардың эмоционалды жағдайына бейімделу қабілеті арқылы тиімді қарым-қатынас жасау қабілеттерін біріктіреді. Өзін-өзі басқару және өзара әрекеттесуді сауатты ұйымдастыру қабілеті, оның ішінде басқалармен тікелей қарым-қатынасты білдіретін қызмет саласы туралы айтатын болсақ, ол болашақ медицина қызметкерінің жұмысының негізі болып табылады. Егер жалпы интеллект академиялық жетістіктің факторы болса, онда эмоционалды интеллекттің дамуының жоғары деңгейі сізге кәсіби және өмірлік жетістіктерге жетуге мүмкіндік береді. Сондай-ақ, мақалада әдебиеттерде берілгендей, әртүрлі ғалымдардың эмоционалды интеллект анықтамалары баяндалған. Шетел бөлімінің студенттері мен орыс тілінде оқитын студенттердің эмоционалды интеллектінің даму деңгейін салыстырмалы зерттеу нәтижелері қорытындыланып, талданды.

Түйін сөздер: эмоционалды интеллект, университетінің студенттері, кәсіби ортадағы жетістік.

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Особенности развития эмоционального интеллекта у студентов разных языковых специальностей медицинского университета

Аннотация. В статье рассматривается проблема исследования эмоционального интеллекта как важного фактора, который в самом широком понимании объединяет в себе способности личности к эффективному общению за счет понимания эмоций окружающих и умения подстраиваться под их эмоциональное состояние. Такое умение владеть собой и грамотно организовывать взаимодействие оказывается незаменимым, если речь идет о сфере деятельности, подразумевающей непосредственное общение с окружающими, что является основным в работе будущего медицинского работника. Если общий интеллект является фактором академической успешности, то высокий уровень развития эмоционального интеллекта позволяет добиваться профессионального и жизненного успеха в целом. Также в статье отражены представленные в литературе определения эмоционального интеллекта различными учеными. Обобщены и проанализированы результаты сравнительного исследования уровня развития эмоционального интеллекта у студентов иностранного отделения и студентов с русским языком обучения.

Ключевые слова: эмоциональный интеллект, студенты университета, успешность в профессиональной среде.

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