

**Інна ЧЕРВІНСЬКА,**

доктор педагогічних наук, професор, професор кафедри початкової освіти та освітніх інновацій,
Прикарпатський національний університет імені Василя Стефаника (м. Івано-Франківськ, Україна)

Inna CHERVINSKA,

Doctor of Sciences (Pedagogy), Professor, Professor
of the Primary Education Department and Educational Innovations,
Vasyl Stefanyk Precarpathian National University (Ivano-Frankivsk, Ukraine)
inna.chervinska@pnu.edu.ua
ORCID ID 0000-0003-0745-1413

Надія ГАЛЮК,

кандидат медичних наук, доцент кафедри внутрішньої медицини та медсестринства,
Івано-Франківський національний медичний університет (м. Івано-Франківськ, Україна)

Nadia HALIUK,

Candidate of medicine sciences, Associate Professor of the Department of internal medicine,
Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)
haliuknadiia@gmail.com
ORCID ID 0000-0002-8017-3475

Тетяна МЕРГЕЛЬ,

кандидат медичних наук, доцент кафедри внутрішньої медицини та медсестринства,
Івано-Франківський національний медичний університет (м. Івано-Франківськ, Україна)

Tetyana MERGEL,

Candidate of medicine sciences, Associate Professor of the Department of internal medicine,
Ivano-Frankivsk National Medical University (Ivano-Frankivsk, Ukraine)
t.merhel@gmail.com
ORCID ID 0000-0003-2026-0937

УДК 378.015.31:005.57

РОЛЬ ЕМОЦІЙНОГО ІНТЕЛЕКТУ У ВЗАЄМОДІЇ УЧАСНИКІВ ОСВІТНЬОГО ПРОЦЕСУ ЗАКЛАДУ ВИЩОЇ ОСВІТИ

Анотація. Авторами розкрито сутність поняття «емоційний інтелект» здійснено аналіз слів «інтелект» та його різноманітні когнітивні характеристики. У статті зазначено, що для ефективного онлайн-спілкування в умовах освітнього середовища закладу вищої освіти всім учасникам освітнього процесу необхідно мати, окрім високого рівня комунікативної мовленнєвої культури та культури спілкування, належний рівень емоційного інтелекту.

Наголошується, що розвинутий емоційний інтелект під час стресових ситуацій в умовах воєнного часу сприяє командній роботі здобувачів освіти, налагодженню індивідуального розвитку кожного, запобіганню конфліктним ситуаціям, емоційному вигоранню. Загалом, розвиток емоційного інтелекту відіграє важливу роль у створенні позитивного середовища під час війни та конфліктів.

Серед провідних аспектів емоційного інтелекту учасників освітнього процесу у статті визначено такі: емоційну саморегуляцію; емпатію, спроможність вирішувати конфлікти, комунікаційні навички та стресостійкість. Наголошується, що розвиток емоційного інтелекту залежить від когнітивних особливостей особистості, від сформованості розуміння сутності й значення емоцій, від вироблених навичок емоційного реагування.

Авторами на основі проведеного контент-аналізу наукової психолого-педагогічної літератури та спостережень за організацією навчання, визначено роль і місце емоційного інтелекту в системі комунікативної взаємодії учасників освітнього процесу в час воєнної доби, розкрито позитивні якості цієї взаємодії. Вказано, що під час роботи над організацією дослідження використовувався комплекс загальнонаукових методів, що уможливило визначення ключових аспектів проблеми розвитку емоційного інтелекту. Емпіричні методи використовувалися для збирання науково-дослідницького матеріалу, бесіди з науково-педагогічними працівниками щодо їхньої готовності до реалізації ідей, форм та моделей застосування технологій емоційного інтелекту в освітньому процесі сучасних закладів освіти.

Ключові слова: емоції, інтелект, емоційний інтелект, взаємодія, освітній процес, заклад вищої освіти, воєнний час.



THE ROLE OF EMOTIONAL INTELLIGENCE IN THE INTERACTION OF PARTICIPANTS OF THE EDUCATIONAL PROCESS OF A HIGHER EDUCATIONAL INSTITUTION

Abstract. The authors reveal the essence of the concept of «emotional intelligence» and analyze the words "intelligence" and its various cognitive characteristics. The article states that for effective online communication in the educational environment of a higher education institution, all participants in the educational process must have, in addition to a high level of communicative speech culture and culture of communication, an appropriate level of emotional intelligence.

It is emphasized that developed emotional intelligence during stressful situations in wartime contributes to teamwork of students, the establishment of individual development of each, the prevention of conflict situations, emotional burnout. In general, the development of emotional intelligence plays an important role in creating a positive environment during war and conflicts.

Among the leading aspects of the emotional intelligence of participants in the educational process, the article identifies the following: emotional self-regulation; empathy, the ability to resolve conflicts, communication skills and stress resistance. It is emphasized that the development of emotional intelligence depends on the cognitive characteristics of the individual, on the formation of understanding of the essence and meaning of emotions, on the developed skills of emotional response.

Based on the conducted content analysis of scientific psychological and pedagogical literature and observations of the organization of training, the authors determined the role and place of emotional intelligence in the system of communicative interaction of participants in the educational process during the war, revealed the positive qualities of this interaction. It is indicated that during the work on the organization of the study, a complex of general scientific methods was used, which made it possible to determine the key aspects of the problem of the development of emotional intelligence. Empirical methods were used to collect scientific and research material, conversations with scientific and pedagogical workers regarding their readiness to implement ideas, forms and models of applying emotional intelligence technologies in the educational process of modern educational institutions.

Keywords: emotions, intelligence, emotional intelligence, interaction, educational process, higher education system, wartime.

INTRODUCTION

The problem formulation. In the conditions of the full-scale Russian-Ukrainian war, the problem of understanding the essence of emotional intelligence and its role in the interaction process of participants in the educational process is becoming increasingly relevant for the educational community. Military actions and all the terrible events, narratives, and triggers associated with them significantly influence the organization of pedagogical activities in educational institutions, the ways of life and interaction between the subjects of this process, and the stability or instability of the emotional state of students.

A properly formed and well-developed level of emotional intelligence allows an individual to find support within themselves to maintain their emotional state, even in conditions of constant stress. That is why, since the beginning of the war, the implementation of problems related to preserving the psychological-pedagogical and spiritual balance of a person, through the introduction of educational disciplines in institutions that deepen the study of the essence and manifestations of the emotional intelligence of a growing personality, has become particularly significant.

Despite the difficult socio-economic situation in our country caused by military actions, students continue their education and need organized psychological support to adapt to a new environment and develop effective stress resistance skills for the realities of today.

As researcher T. Repnova notes, «this issue requires a detailed study of the socio-psychological factors that can cause unstable or stable reactions of students to stress, help them counteract stress factors, increase psychological culture, emotional intelligence, and improve their social adaptation in wartime conditions» (Repnova, 2023, p. 208).

Under these circumstances, the development of emotional intelligence in the subjects of the educational process, the features of their communication, and educational cooperation are decisive indicators of the effectiveness of subject competencies, the level of professional training, and the skills of constructive interaction.

Analysis of recent research and publications. The study of the phenomenon of «emotional intelligence» is conducted by representatives of both fundamental and applied sciences in the fields of educational management, psychology, pedagogy, sociology, and philosophy. Such interest in the issue is due to the specificity of the development of emotional intelligence at a particular stage of a young person's life, its manifestations in professional activity, and its impact on success and comprehensive development.

The concept of «emotional intelligence» as a complex of human psychological properties was first formulated and introduced into psychological theory by American scientists in the 1990s («emotional intelligence»).

The term «emotional intelligence» gained particular popularity with the publication of Daniel Goleman's book «Emotional Intelligence» (1995) (Goleman, 1995). Foreign researchers of emotional intelligence, R. Bar-On, D. Goleman, J. Mayer, and P. Salovey, emphasize that a high level of emotional intelligence can contribute to physical, mental, moral-spiritual, and social well-being, increasing the life activity and interaction of a growing individual with the people around them in family, educational institutions, and during leisure activities.

American psychologist-researcher and journalist D. Goleman associates emotional intelligence with the ability to manage one's emotions and the ability to motivate oneself. In this context, Goleman and his followers emphasize that possessing a high level of emotional intelligence allows a growing personality to be successful in various fields and spheres of human activity. According to D. Goleman, «the intellectual component plays a leading role in the structure of emotional



intelligence, and emotional intelligence itself should be considered as a holistic complex of diverse components, including understanding one's own emotions, understanding the emotions of others, the ability to self-regulate emotional states and abilities, and the ability to influence other people» (Goleman, 1995). According to J. Mayer and P. Salovey, «emotional intelligence is the ability to perceive, evoke emotions, enhance thinking efficiency, understand emotions, and regulate them for emotional and intellectual development» (Mayer & Salovey, 1993).

In this context, it is worth noting that scholars have expanded and somewhat modified the generally accepted traditional concept of intelligence, which was previously defined as one based on or derived from verbal skills. As professional psychologists, researchers provided examples of interpersonal relationships where significant emotional interaction takes place, playing an important role in the life of young individuals and society in general.

The modern state of its development is characterized by «scientific comprehension of the nature of this phenomenon, the emergence of various conceptual approaches to understanding its structure, the substantiation of both theoretical foundations and applied significance, and the development of psychodiagnostic methods for its measurement» (Rakitnyanska, 2020).

Scholars (T.Berezovska, V.Zarytska, L.Rakitnyanska, M. Shpak) emphasize that the ability to manage emotions is a necessary condition for the successful integration of an individual into society and the environment surrounding them. However, it is worth emphasizing that among foreign researchers of emotional intelligence, there is no consensus regarding the definition of the essence of emotional intelligence and the characterization of its positive and negative effects on personality development.

AIM OF THE RESEARCH

The purpose of this article is, based on a content analysis of scientific psychological and pedagogical literature and observations on the organization of education, to determine the role and place of emotional intelligence in the system of communicative interaction of participants in the educational process during wartime, to reveal the positive aspects of this interaction, and to focus attention on the problematic aspects of this complex process.

RESEARCH METHODS

A set of general scientific methods was used in organizing the research. Theoretical methods facilitated the generalization and analysis of psychological and pedagogical literature, enabling the identification of key aspects of emotional intelligence development. Empirical methods included methods of collecting research material (questionnaires for students, surveys, analysis of legal documents related to emotional intelligence), and interviews with academic and teaching staff regarding their readiness to implement ideas, forms, and models for applying emotional intelligence technologies in the educational process of modern institutions.

RESULTS OF THE RESEARCH

For a deeper understanding of the concept of «emotional intelligence», an analysis of the word «intelligence» and its various characteristics is necessary. Intelligence refers to the cognitive ability associated with processing large amounts of information.

«Intelligence (from Latin *intellectus* – understanding, comprehension) is a relatively stable structure of an individual's mental abilities. In several psychological concepts, intelligence is equated with a system of mental operations, problem-solving style and strategy, the effectiveness of an individual approach to situations requiring cognitive activity, cognitive style, etc.» (Psychological Encyclopedia, 2006).

Emotional intelligence is a fairly complex phenomenon that unites emotions and intelligence. In modern realities, emotional intelligence is one of the important personal characteristics and professional competencies that contribute to the successful integration of an individual into society, allowing them to present their projects, position themselves in different communities, establish positive relationships, and build effective cooperation.

Intelligence is the ability to think and the capacity for abstract knowledge. It includes functions such as comparison, abstraction, formation of concepts, judgments, inferences, reasoning, and expressions. Research by Ukrainian and foreign scholars describe such derivative concepts of «intelligence» as «general intelligence», «social intelligence», «special intelligence», and «emotional intelligence». This highlights the multi-component nature of the «intelligence» phenomenon. Thus, intelligence can interact closely with educational and cognitive processes, as well as hereditary and social factors.

«Emotional intelligence (Emotional Intelligence) is the ability (a set of abilities) of an individual to interpret, explain their own emotions and the emotions of others, with the goal of using the information obtained to achieve personal goals». Emotional intelligence is understood as «the ability to process information contained in emotions» (Goleman, 1995).

Emotional intelligence is a complex phenomenon that unites emotions and intelligence. In modern realities, emotional intelligence is one of the important personal characteristics and professional competencies that contribute to successful integration into society (classmates, groupmates, friends, colleagues, employees, business partners), presenting one's own projects, positioning oneself in different communities, building positive relationships, and establishing effective cooperation.

Thus, emotional intelligence is a set of intellectual abilities of a person to understand various emotions and manage them. Overall, emotional intelligence is the ability to recognize, understand one's own and others' emotions and manage them.

However, to be successful and achieve victories, it is not enough just to possess intelligence; one must also possess emotional intelligence. The development of emotional intelligence depends on the cognitive characteristics of the individual, the formation of understanding the essence and significance of emotions, and the development of emotional response skills. Interesting, in our opinion, are the possible connections between emotional intelligence, various personal characteristics of participants in the educational process, and the characteristics of the socio-cultural educational environment in which young people find themselves.



Developed emotional intelligence helps solve practical tasks and achieve defined goals in education, work, and personal life. Young people with developed emotional intelligence possess communication, mediation, and management skills, which positively impact negotiation processes and decision-making methods, and help them respond adequately to problematic situations.

Thanks to understanding emotional states and perceiving certain emotions, we react better to events in the surrounding life, verbal characteristics, virtual images, and life events. If we do not try to understand the emotions of others and respond accordingly, it leads to a loss of perception of reality and provokes various conflict situations.

People with well-developed emotional intelligence typically analyze the causes of conflict situations first, then respond to the actions or emotions of others. This helps them to perceive criticism adequately and respond correctly to the behavior and actions of their interlocutors participants in various educational interactions.

Emotional intelligence is the ability of an individual to manage their emotions, to motivate themselves, and to purposefully and persistently move toward a defined goal, despite difficulties and obstacles.

As for the structure of emotional intelligence, scientists identify the following main characteristics or «abilities»:

1. The ability to perceive and identify emotions and emotional states both in oneself and in others. This is manifested through the ability to see and define emotions based on various signs that characterize the physical state of a developing individual.

2. The ability to intentionally evoke a particular emotion and then establish appropriate control over it. In this case, it can facilitate the thinking process of an individual during educational interactions and the organization of socio-emotional learning. Social-emotional learning activates processes that contribute to the successful assimilation and effective application of knowledge, skills, and competencies, which are necessary for understanding one's emotions as well as managing the emotional states of others.

3. The ability to understand emotions. This involves the ability to comprehend emotions as they transition to another level, to interpret, and to become aware of them.

4. The ability to manage the feelings and emotions of others. These abilities allow individuals to interpret the emotions of people, students, groupmates, neighbors, practitioners, colleagues, etc. However, all these actions depend on their significance (usefulness or harmfulness) for a particular individual.

Emotional intelligence has been identified at the World Economic Forum in Davos, Switzerland, as one of the competencies included in the list of the most sought-after competencies for individuals in the modern labor market, in the context of the requirements of the Fourth Industrial Revolution.

This recognition is primarily due to the fact that understanding the essence of emotions and the ability to manage them is extremely important in the process of social interaction and professional activities.

Emotional intelligence is the ability of a person to recognize, understand, manage, and influence both their own emotions and the emotions of others. This term became popular due to the works of psychologist Daniel Goleman, who identified key components of emotional intelligence.

Emotional intelligence is considered in different models:

- As an ability model (D. Mayer and Salovey, 1997; Brackett and Salovey, 2006);
- As emotional-social intelligence (R. Bar-On, 2006);
- As a model of emotional competencies (Goleman, 1995, 2001).

Researchers P. Salovey and J. Mayer identified four main components that reflect both a person's own emotions and the emotions of others (Salovey & Mayer 1997). The structure of a person's emotional intelligence includes:

- Awareness of one's feelings and emotions,
- Management of one's feelings and emotions,
- Awareness of the feelings and emotions of others,
- Interaction with the feelings and emotions of others (Fig.1).



Fig. 1. The structure of human emotional intelligence.



Scholars distinguish several key aspects:

Emotion identification (perception of emotions, appropriate expression of emotions, ability to differentiate between genuine emotions and their imitations).

Using emotions to enhance thinking efficiency and various types of activities (ability to use emotions to direct attention to significant events and phenomena, solve creative tasks, and generate innovative ideas).

Understanding emotions (ability to grasp the complexity and interconnection of emotions, understand verbal emotional signals).

Emotion management (ability to control emotions, reduce the intensity of negative emotions, and resolve emotionally difficult or unstable problems). Effective emotion management contributes to personal growth and significantly improves interpersonal relationships among students and educators.

Researcher R. Bar-On suggests considering emotional intelligence as a combination of different spheres (Intrapersonal sphere, Interpersonal relationships sphere, Adaptability sphere, Stress management sphere, General mood sphere (Fig.2).

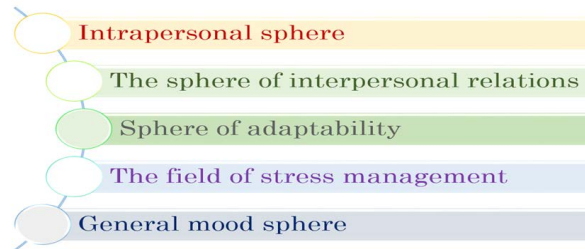


Fig. 2. Spheres of emotional intelligence * (R. Bar-On, 1995).

Thus, emotional intelligence is the ability to understand and manage one's own emotions as well as the emotions of others. The development of emotional intelligence among students facilitates social adaptation within the collective, helps effectively communicate with others, and resolve conflicts. Emotional intelligence fosters empathy, logical thinking, and resilience to stress.

According to research from the Center for Emotional Intelligence at Yale University, IQ also depends on the level of emotional intelligence. Youth with well-developed emotional intelligence perform better in education, read more, and engage more frequently in sports and arts. Factors indicating the development of emotional intelligence include:

- Ability to express emotions in words or images (e.g., drawings, graphical representations, clip art);
 - Ability to listen and hear other participants in communication;
 - Readiness to accept criticism.
- Types of emotional intelligence are classified as follows:

By development level:

High emotional intelligence – the person effectively controls emotions, exhibits empathy, and communicates successfully with peers and elders.

Medium emotional intelligence – the person partially controls emotions but mostly reacts impulsively.

Low emotional intelligence – emotions dominate behavior, making it difficult for the person to understand others.

By application sphere: personal emotional intelligence – management of one's own emotions and self-awareness; social emotional intelligence – ability to interact with others and understand their feelings.

The development of emotional intelligence follows established principles:

Principle of self-reflection – analyzing one's own emotions, experiences, and behavior.

Principle of awareness – differentiating emotions from actions.

Principle of empathy – understanding others without judgment.

Principle of self-regulation – controlling emotional impulses.

Principle of adaptability – adjusting behavior based on the situation.

Key functions of emotional intelligence include:

Cognitive function – better perception, analysis, and use of information.

Communicative function – improving communication efficiency and understanding non-verbal signals.

Regulatory function – managing one's emotions and maintaining psychological balance.

Social function – fostering trust-based relationships and conflict resolution.

These functions help better understand the essence of emotional intelligence and its multifaceted role in solving various challenges.

The emotional intelligence of a teacher and a student is important for successful educational interaction and the creation of a positive educational environment. As O. Bashkir emphasize, «the emotional intelligence of a teacher is revealed through the following components:

- empathy (the ability to feel and understand the emotions of students; a teacher who understands students' experiences can better respond to their needs);
- self-regulation, stress management (the ability to effectively manage one's own stress and demonstrate resilience in unforeseen situations);



- communication skills (expressing thoughts and ideas clearly and expressively, the ability to perceive and respond to students' requests);
- personal motivation (the ability to inspire and motivate students);
- self-knowledge (understanding one's own emotions and the impact that this can have on the teacher's own effectiveness)» (Bashkir, 2023).

The structure of emotional intelligence includes components: such as self-awareness, personal motivation, self-regulation, empathy, and communication skills. (Fig. 3.).

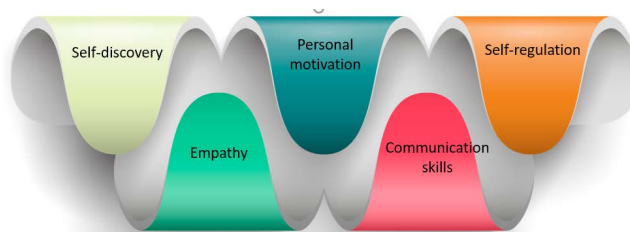


Fig. 3. The structure of emotional intelligence includes.

The development of emotional intelligence is a complex and multi-stage process, which largely depends on a number of factors, including methods and innovative technologies for organizing the educational process, the specifics of subject-subject interaction in the «teacher-student» plane, the formation of competencies, and the individual psychological characteristics of the participant in educational interaction. It is important that the student be positively disposed to interaction with others, work on the level of development of his emotional intelligence. To optimize the initial interaction, the teacher can use various innovative methods, creative exercises and non-standard tasks aimed at the development of emotional competence. It is also important, as researchers O. Igumnova and A. Yaroslavskaya emphasize, «to create a supportive learning environment where the student feels supported and has the opportunity to express his emotions» (Igumnova & Yaroslavskaya, 2019, p.43).

Regarding the readiness of the student for this process, «it is important to take into account his own feelings, interests, and motivation. If he is positive and ready to engage in the development of his emotional intelligence, then learning will be more effective. Success may also depend on how freely the student allows himself to express his emotions and interact with them» (Kuznetsov, 2015).

To better illustrate the essence of emotional intelligence, it is helpful to analyze its advantages and disadvantages. Positive aspects include:

- Improved self-esteem and psychological stability of a growing personality;
- Strengthening interpersonal relationships in the educational process;
- Reducing stress and anxiety, which is crucial in wartime conditions;
- Enhancing decision-making quality;
- Supporting career growth and leadership skills.

Negative aspects of emotional intelligence include:

Excessive self-control, which may lead to emotional suppression;

High empathy can cause emotional burnout;

Use of emotional intelligence for manipulative purposes (emotional manipulators);

Strong emotional control may create the impression of a «cold,» unemotional personality.

Emotional intelligence is a skill that influences all areas of life, from personal relationships to career growth. Developing emotional intelligence allows individuals to manage emotions, understand others, and build a harmonious life.

In today's realities, emotional intelligence is a subject of scientific discourse not only among psychologists but also among researchers from various fields – educators, social workers, practical psychologists, psychiatrists, sociologists, and philosophers. They study emotional intelligence to generalize its specific manifestations in educational interaction and interpersonal communication, highlighting its positive aspects, determining ways to form different emotional competencies, and investigating how acquired skills contribute to further development.

Although researchers sometimes disagree on the fixed components of emotional intelligence, most concur that it can be developed through systematic training and practical experience. To implement these tasks, renowned American scientists P. Salovey and J. Mayer developed a specific algorithm for measuring emotional intelligence, which is divided into four sequential stages:

1. Perception of emotions,
2. Use of emotions,
3. Understanding emotions,
4. Influence on emotions (Salovey & Mayer, 1997).

Thus, emotional intelligence in modern wartime realities is a crucial personal competency that allows individuals to be communicative, flexible, expressive, able to set priorities, and choose the most effective ways to achieve their goals. Emotional intelligence promotes both professional and personal self-realization. In wartime conditions, organizing the educational process through distance or blended formats has become a challenge for both educators and students.



However, it is essential to emphasize that an online environment requires special approaches to its organization, the selection of interactive methods and modern forms of interaction, and knowledge of students' emotional-psychological state, readiness for interaction, and active communication.

Online education is a challenge for any educational setting, particularly for inclusive education. In an offline format, educators have developed pedagogical strategies over many years, selecting optimal methods for effective application in the educational process. However, an online environment requires consideration of each student's individual characteristics regarding communication, emotional, and psychological states, and perception of material through digital technologies. «The latter have a common nature, are vital for an effective professional and life self-determination of any individual, regardless of occupation presenting a key importance for professional development and career growth. Such skills include communication, leadership, teamwork, self-awareness, empathy, emotional intelligence, and much more» (Blyznyuk, 2023).

The importance of emotional intelligence in modern life is highlighted by its growing relevance during wartime. We observe various media and social networks emphasizing the necessity of developing emotional intelligence for effective communication, academic success, and overall well-being.

Emotional intelligence has become particularly significant for participants in the educational process during the full-scale war. War and military actions create a background stress, while well-developed emotional intelligence helps maintain balance, find internal support, and sustain emotional stability under constant stress. It is crucial to recognize the emotional state of young individuals and show empathy toward them during such challenging times.

Internally displaced persons, currently numbering over 4.5 million, experience acute stress due to these events. «Under these circumstances, teachers are faced with a difficult task – to continue high-quality education of students in possible and accessible, and most importantly – safe formats for a specific region, using optimal distance learning resources. These circumstances have not only caused certain inconveniences associated with the traditional way of organizing education, the use of alternative platforms and digital learning formats, but also opened a window for searching for new opportunities and initiatives» (Chervinska, 2024).

The ability to be aware of one's own emotions and emotional states develops through training. To achieve this, a range of active methods, techniques, and exercises can be used, which will not only promote the development of emotional self-awareness but also help cope with negative emotions in crisis situations. Exercises such as mini-meditations, mindfulness practices, keeping an «Emotion Diary» and techniques for stabilizing emotional states (Basyuk, 2023) will be useful.

A high level of emotional intelligence is a necessary competence for a modern person, a professional in any field. The ability to manage one's emotions, understand the emotions of others, optimism, motivation, the ability to support others, and empathy – all of these qualities are extremely important for the growing personality. The higher the level of emotional intelligence, the quicker we can help others. The better developed our emotional culture, the less prone we are to stress and emotional burnout. This becomes particularly valuable in the context of war in our country.

The presence of well-developed emotional intelligence in a young person enables them to be more adaptive and adjust more easily to changes in their living environment. This is achieved through the ability to control internal impulses and emotional states. This becomes especially important and significant in conditions of instability, uncertainty, and anxiety, as well as the lack of a safe environment created by the realities of martial law, in which the individual remains for a certain period. In the current realities of societal development, emotional intelligence becomes an important personal competence that allows a growing personality to be communicative, flexible, and sufficiently free and independent in expressing their own thoughts. It also helps in determining priorities and choosing the most effective ways to achieve their goals.

Analysis of the life activities of modern youth confirms that they are increasingly immersed in the Internet space and various gadgets, which negatively affects their development in terms of establishing effective interactions with other people, parents, and peers. Communication in the online space and communication in real life with real people differ significantly, both emotionally and communicatively. Research by scientists (Karpenko, 2020) shows a direct link between social interaction and the level of emotional intelligence, confirming our observations. Young people with highly developed emotional intelligence traits are usually optimists who easily adapt to the demands of their environment, possess high empathy, are highly competent in interpersonal communication, are satisfied with their lifestyle, and use adaptive strategies to cope with stress in negative situations.

Emotional intelligence is the ability to understand one's own emotions and perceive the emotions of others. Emotional intelligence is important in all areas of human activity, but it becomes especially significant in education and healthcare. In medicine, emotional intelligence plays a key role, particularly in the context of effective interaction between doctors and patients, and collaboration between doctor-colleagues. That is, in terms of establishing positive interpersonal relationships and communication in the workplace. Thus, emotional intelligence is important not only for educators and doctors in general but also for managers of educational institutions and doctor-leaders.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Given the demand for highly developed emotional intelligence, both students and teachers should acquire knowledge, rules, and skills for applying the norms of educational interaction in practice, adhering to the rules of effective communication, and establishing effective feedback. In other words, interaction should be established in such a way that there is no double interpretation of the meaning of statements, learning to feel the interlocutor, choosing the most appropriate words and structures for each case, practicing empathy towards others, and constant reflection based on one's own feelings and experiences. The prospects for further scientific research are connected with studying the development of emotional intelligence in the process of practical activity and business communication.



REFERENCES

- Basyuk, N. A. (2024). Emotional resilience of a primary school teacher in wartime. National education in the context of the war of the Russian Federation against Ukraine and modern civilizational challenges: materials of the V All-Ukrainian interdisciplinary scientific and practical online conference (27.03-02.04.2024, Kyiv) / Compiled by L.I. Tkachenko. Kyiv: IOD. 322 p.
http://eprints.zu.edu.ua/39476/1/%D0%A11-4_253-259_merged.pdf (in Ukraine).
- Bashkir, O.I. (2023). Online applications for organizing active and interactive learning. Perspectives and innovations of science. 1 (19). 33–45. (in Ukraine).
- Blyznyiuk, T. 2023. A new look at the development of soft skills through debate technology. Bulletin of the Vasyl Stefanyk Precarpathian National University. 10, 3, 145–153. (in Ukraine).
 DOI: <https://doi.org/10.15330/jpnu.10.3.145-153>
- Chervinska, I.B., Chervinskyi, A. I., Nykorak, Ya. Ya. (2024). Distance education of school students in martial law: realities and prospects for development. Bulletin of the National University "Chernihiv Collegium" named after T.H. Shevchenko. Series: Pedagogical Sciences. 26 (182). 145-151. DOI: <https://doi.org/10.58407/visnik.242626> (in Ukraine).
- Vizir, V.A., Makurina, G.I., Syusyuka, V.G., Pashchenko, I.V. (2018). Development of emotional intelligence of the individual as a technology for preserving the professional health of a specialist. Modern health-saving technologies: monograph / edited by prof. Yu.D. Boychuk. Kharkiv: Original, 74–79. (in Ukraine).
- Emotional intelligence in wartime and post-war times (2023): materials of the International Scientific and Practical Conference (Kharkiv, June 10, 2023) / ed. col.: K.I. Karpenko. Kharkiv: KhNMU. 50 p. (in Ukraine).
- Ichanska, O.M., Zakrevska, A.I. (2019). Emotional intelligence and empathy as resources for professional training of psychology students. Young scientist. 9(2). 272–276. (in Ukraine).
- Igumnova, O.B., Yaroslavskaya, A.L. (2019). Psychological features of emotional intelligence and self-regulation of future psychologists. Bulletin of the National Academy of Sciences of Ukraine. 3. pp. 41-52. (in Ukraine).
- Karpenko, E.V. (2020). Emotional intelligence in the discourse of the life of the individual: monograph. Drohobych: Posvit. 436. (in Ukraine).
- Kuznetsov, M. A. (2015). Mental states of students in the process of educational and cognitive activity. Kharkiv: KhNPU. 338 p. (in Ukraine).
- Psychological encyclopedia (2006) / author-compiler. O. M. Stepanov. Kyiv: «Akademvydav», 2006. 424 p. (in Ukraine).
- Rakityanska, L. M. (2020). Formation of emotional intelligence of future teachers of musical art: theory and practice: monograph. Kryvyi Rih: FOP Chernyavsky D. O. 487. (in Ukraine).
- Repnova, T.P. (2023). The influence of psychological factors on the development of emotional intelligence of future psychologists. Current issues of psychology in the modern innovative space. Collection of scientific works based on the materials of the III International Scientific and Practical Conference / (May 26-27, 2023). Odesa: ONMU. 207-212. (in Ukraine).
- Shpak, M. (2014). Psychological mechanisms of emotional intelligence development. Science and education. 5. 104–109. (in Ukraine).
- Bar-On, R. (1997). Emotional Intelligence Inventory (EQ-i): technical manual. Toronto, Canada: MultyHealth System, 120 p. (in Canada).
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). Psicothema. 18. 13–25. (in USA).
- Brackett, M.A., Salovey, P. (2024). Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test / Ed. by G. Geher. Measurement of emotional intelligence. Hauppauge. N.Y.: Nova Science Publishers, 105–150. (in USA).
- Goleman, D. (1995). Emotional intelligence. New York: Bantam Books, Inc., 478. (in USA)
- Mayer, J. D., Salovey, P. (1993). The Intelligence of emotional intelligence. Intelligence. 17. (4). 433–442. (in USA).

Received

12.09.2024

Accepted

02.10.2024