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IMPACT OF LITERARY WORKS ON DEVELOPING EMOTIONAL INTELLIGENCE AND RAISING HUMAN VALUES

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ВПЛИВ ЗАСОБІВ ХУДОЖНЬОЇ ЛІТЕРАТУРИ НА РОЗВИТОК ЕМОЦІОНАЛЬНОГО ІНТЕЛЕКТУ ТА ФОРМУВАННЯ ЛЮДСЬКИХ ЦІННОСТЕЙ

The article reveals theories of modeling and syntony and the way literary works play a cornerstone role in both forming and developing Emotional Intelligence (EI) in students. Formation and development of the universal and spiritual human values in students has always been one of the most important tasks of education. Nowadays the problem of degradation of people's morality, violence, consumer culture and the necessity of educating young people to develop their humanity and spirituality has been more actual than ever along with the importance of humanitarian education.

Key words: emotional intelligence, human values, spiritually developed person, fiction, raising values.

Анотація. Стаття розкриває теорії моделювання та синтонії, а також те, як літературні твори відіграють важливу роль у формуванні та розвитку емоційного інтелекту (EI) у студентів. Формування та розвиток емоційного інтелекту, загальнолюдських і духовних цінностей завжди було одним з найважливіших завдань виховання. Автор обґрунтовує проблему деградації моралі людей, насильства, споживчої культури та необхідність виховання молоді для розвитку гуманності і духовності, що, як ніколи, є ак-

туальною разом з важливістю гуманітарної освіти.

Ключові слова: емоційний інтелект, людські цінності, духовно розвинена людина, художня література, виховання та формування цінностей.

Research aims: to analyze the effect of fiction literature on developing EI; to track the relation and dependence of the emotional intelligence on the level of the empathy development in a person.

During the research, there were used such methods as analysis, synthesis, systemic, comparative, structural-functional, and dialectical methods. A synergistic methodological approach was used to managing as a complex, multilevel, open system. The theoretical basis of the research is the views of such researchers as R. Bar-On, D. Goleman, R. Boyatzis, K. Petrides, A. Furnham, D. Gallagher, R. Sheentich, L. Vygotsky and others.

Statement of the problem in general.

The basic components of the human mind refer to three basic functions: cognition, feelings, and volition. The cognitive component of the mind includes actions, which need reasoning, comparing, assuming, inferring, evaluating. The main process of the cognitive function is concerned with conceptualizing, reasoning, and figuring things out. The feeling (or emotional) function is that part of the

mind which is our internal monitor, which informs us of how we are doing in any given situation or set of circumstances (*Marinella Russu, 2018*). In that regard, let's consider one phenomenon that makes a literary work a unique factor in influencing the formation of the values system of the individual – this is how it allows us to be "transposed" into the imaginary world by offering a form of cognitive modelling of the social world with absorbing emotional consequences for the reader.

Analysis of research and publications. Fiction literature is one of the underestimated ones and the main key to achieve the goal. Its functions and influential power creates a great impact on the mind raising empathy and understanding of other people as well as ourselves. Empathy in its turn generates love, respect, realizing the preciousness of life and shapes the needs. Under the influence of the literature a person realizes the need to create, evaluate the beauty, and learns the better ways to express the emotions. Along with that, fiction literature contributes in developing emotional and social intelligence thus helping create a healthier society. The consciousness of the modern student is fed with tons of unnecessary information of a destructive nature, which contributes to the devaluation of vital and spiritually forming

postulates. Therefore, it is necessary to appeal to the mind of the child, to teach him or her to choose the meaning of life independently and to find ways of its realization in the context of culture and fiction.

The phenomenon of emotional intelligence is being studied by an increasing number of researchers. Currently, all the variety of theories and concepts of emotional intelligence comes down to two main ones: mixed models R. Bar-On, D. Goleman, R. Boyatzis, K. Petrides, A. Furnham etc. And models abilities in the works of J. Mayer, P. Salovey, D. Caruso. Also this construct is being studied at the scientific and methodological level by D. Ushakov, D. Lyusin, E. Sergienko, I. Andreeva, A. Petrovskaya, as well as in practical-applied context in a number of works by M. Manoilova, G. Yusupova, I. Egorov, O. Belokon, T. Pankova, E. Erokhina, D. Nenashev, I. Stepanova, E. Crib, L. Kamyshnikova, A. Kravtsova and others. The problem of the development of moral feelings, moral behaviour of the individual and empathy education occupies a significant place in the scientific research by L. Vygotsky A. Zaporozhets, A. Leontiev, D. Elkonin, I. Yusupova, T. Koryagina, E. Kozlova, L. Strelkova, A. Kosheleva, etc. Psychologists denote moral relations as stimulants of human behaviour, manifesting themselves in the form of needs, interests, inclinations that were objects of study in the works by L. Vygotsky, P. Halperin, A. Zaporozhets, A. Leontiev, B. Mukhina, A. Petrovsky. The need to use pieces of art, such as literature, in the process of empathy raising is substantiated by many researchers and educators: L. Tolstoy, K. Ushinsky, A. Makarenko, V. Belinsky, A. Pushkin, A. Gorky, Y. Komensky, I. Pestalozzi, D. Locke, I. Ilyin, D. Likhachev, L. Vygotsky, V. Davydov, L. Bozovic.

Presentation of the main research material. How does fiction literature help form and develop emotional intelligence? To answer this question let's first regard literary fiction's importance in projecting emotions and modelling one's own social, emotional experience, and

relation to EI.

The model of emotional intelligence presupposes the sequential and parallel development of four main functions: self-awareness (the image of "I", understanding of the "psychological structure" of oneself); self-control (the ability to cope with your feelings, desires); social sensitivity (the ability to establish contacts with different people); relationship management (the ability to cooperate, the ability to maintain, develop, strengthen contacts).

J. Meyer and P. Nightingale identified several levels of development of emotional intelligence, namely:

- Perceiving and evaluating emotion is the first level that involves identifying emotions and emotional content both to oneself and to others, recognizing emotions in projects, language, sounds and behavior.

- Understanding and analysis of emotions – this level includes knowledge of emotions, using the emotional content, their classification, the reasons that cause various emotional states, the development of alternative solutions in the field of emotional situations, the interpretation of how emotions are reflected in interpersonal relationships.

- Emotional facilitation of thinking – at this level, emotions positively influence thinking, prioritizing important information, providing emotional interaction with cognitive processes.

- Managing emotions and the ability to grow emotionally and intellectually – this stage includes understanding the social consequences of emotions and feelings, controlling emotions in relation to oneself and others, and defining emotional states by encouraging positive and negative manifestations. V. Popluzhny claimed that intellectual experiences and emotions reflect the subject's attitude to cognition. If in aesthetic and moral feelings we experience what we know, then in intellectual feelings we experience what and how we know (Goleman, 1995).

EI (emotional intelligence) – (according to many authors and sources) is a set of cognitive abilities

to identify, understand and manage one's own and others' emotions. According to G. Gardner's concept, EI consists of intrapersonal and interpersonal components. The first is characterized by such features as: reflection, self-awareness, self-control, self-esteem and motivation for achievement.

R. Bar-On considers emotional intelligence as a set of non-cognitive abilities and skills that affect the ability to successfully cope with the demands and pressures of the environment. It was R. Bar-On who introduced the term of EQ into psychological science – Emotional Quotient. R. Bar-On's model of emotional intelligence consists of five main components, each of which, in turn, consists of several sub-components, including: self-knowledge (self-confidence, awareness of their emotions, self-esteem, independence, self-actualization), interpersonal communication skills (interpersonal relationships, empathy), ability to adapt (flexibility, problem solving, connection with reality), stress management (control of impulsivity, resistance to stress), predominant mood (optimism, happiness) (Kostyuk, 2005).

M. O. Knebel, noting that a talented person must have a mental process that should guide him to creativity, to inspiration.

Note that in the work of LS Vygotsky's "Psychology of Art" in 1925 brought forward the phrase "emotional thinking". L.S. Vygotsky, criticizing intellectual approaches to art, speaks of art as a work of thought, calling it a very special kind of emotional thinking. "It is necessary not only to find out exactly how the laws of emotional thinking differ from other types of this process, it is necessary to prove further how the psychology of art differs from other types of the same emotional thinking".

It has been established that certain areas of the brain are activated simultaneously when moving stimuli are perceived and when these same stimuli are presented. Thus, it turns out that in the human brain there are areas that encode actions and objects, regardless of whether they are real, perceived by the imagination, or simply

provided by visual stimuli. An important theoretical statement of the psychological functions of literature was made by George Eliot (1856/1883). The scientist suggested that we would benefit most from the works of an artist, poet or novelist, because they awaken our feelings. That is, if we read, we gain experience, empathize with the character, and feel. Thus, the student reader learns empathy. The word empathy is a relatively modern term; it arose in aesthetics. Empathy is a cognitive, intellectual ability to recognize the emotions of others and to feel and empathize with others. This quality includes compassion and concern for the needs of others. The acquaintance of the individual with literature enhances figurative thinking. The creative processes caused by the story make people more empathetic and the reader becomes more empathetic when reading fiction (*Zhuravleva, 2005*). A person who perceives the pain of another as his own does not do it, cares about the feelings of others. This quality should be especially cultivated among student youth, because the time they spend in higher education, they actively socialize, learn and learn from each other's experience. Moreover, student youth learn, form personality and value orientations. (*Likhachiov, 1995*).

By teaching students to read and perceive artistic texts, we promote development of:

- Imagination.
- The student's ability to draw images of him/herself, responding to literary stimuli to it.
- Emotional resonance.
- The emotions that the student feels when empathizing with the characters.
- Empathy.
- Empathy, compassion for the characters allow the student to develop the ability to think about the inner world of another person, to open it from the subjective side of another person's consciousness, to transfer it to himself.
- Developing personal identifying.
- The phenomenon of the ability to establish a connection between your personality and character. By the way, it is on identification, as well as related

associations and analogies, is based on the development of the student's personality, the birth of his image of "I" not only today but also in the future.

- Experience.
- A variety of life situations and an incredible variety of their solutions – help the reader to acquire knowledge, which for various reasons did not receive in the parental family.
- Therapeutic effect.
- Enriching the student's personality with spiritual and emotional experience of the characters, perception can lead to a therapeutic effect: relieves not only mental but also physical pain, gives a lot of opportunities to overcome life's difficulties.
- Own creativity.
- The student, inspired by the work, finds an opportunity to realize their impressions in their manifestations of creativity.
- Criteria of values.
- Drawing conclusions, summarizing and analyzing, determining their attitude to the characters and events of the work, the student determines his own conscious reaction to black and white, independently develops a position of criteria for artistic and human values.

Thus, we come to the conclusion that fiction is necessary for the development of the student's personality. His imagination, values, emotional and social intelligence, as well as much more – directly depends on our reading of the essence of the work.

D.S. Likhachev: "Literature serves as a guide to other eras and to other peoples, reveals to you the hearts of people – in short, makes you wise!" (*Likhachiov, 1995*).

Literature is of great importance in the formation of value orientations of the individual, as it introduces a range of living and diverse social phenomena, complex interpersonal relationships and connections, reveals the dialectic of the human soul, helps to better understand, evaluate and accept the personality of oneself and. to make personally meaningful. After all, it is very important to know oneself, to love oneself, to come to the conclusion that a person, as a student's personality and

another person, with own life, feelings, well-being is one of the most important values!

The process of forming the basis for the formation of this value by means of literature has a number of specific features. First, the work of art educates not abstract enumeration of moral norms and values, but through the concrete-sensual embodiment of living human characters in their entirety educates the ability to better understand not only others but themselves. Secondly, in real works of art, only a moral assessment of the deed or character of the heroes is never given. It is always integrated into the aesthetic: good is revealed as beautiful, sublime; evil – as low, ugly. The assessment is not given in abstract-theoretical form, but with the help of a complex set of pictorial and expressive means. Third, in contrast to the moral norms and principles that are mandatory in all cases of life, the literature shows the moral aspects of human nature in reality, aesthetically evaluating not only human actions, but also the conditions, their environment. The ability to control the external manifestations of their emotions is negatively associated with a sense of sympathy for themselves, agreement with their internal motivations, acceptance of themselves and their shortcomings. The more the student controls his emotional, the more he suppresses spontaneous bodily manifestations, the less he accepts his image of "I" as a person and accompanying the assessment of this way of emotion. H. Idi believes that the idealization of one's own image promotes the choice of a position of acceptance and patience in any situation, which leads to a loss of self-esteem (*McKeon, 1987*).

Researchers note that the structure and specificity of the individual's attitude to his own "I" has a regulatory effect on almost all aspects of behavior, playing a crucial role in establishing and maintaining interpersonal relationships (*Zhuravliova, 2006*).

Much work has been done to determine how readers understand the narrative. During text perception readers develop a mental representation

or their own model of text sense (*Diana I. Tamir, Andrew B. Bricker, David Dodell-Feder, and Jason P. Mitchell, 2015*). Mental modelling has two main goals. People form models of the mind of those with whom they interact. Such modelling allows people to conclude about other people's mental states (*Diana I. Tamir, Andrew B. Bricker, David Dodell-Feder, and Jason P. Mitchell, 2015*). This ability is studied as a theory of reason in psychology and is also known as taking a conscious position. The idea of modelling, the "world of the imagination", is closely related to our subjective reading experience. Why do we feel "immersed" in the events of the novel? One reason is probably because the stories are abstractions and therefore rely on the participation of a reader. In order to understand what the characters think and feel the reader needs to design them in the space of the literary work. The idea that the experience of literary narratives comes from the simulation is based on several key components, including imagery. Studies show that the brain provides the simulation of experience during abstract cognition. The main function of the cognitive system is to create simulation modelling (*Diana I. Tamir, Andrew B. Bricker, David Dodell-Feder, and Jason P. Mitchell, 2015*).

Value orientations are formed during the development of social experience and are manifested in goals, ideals, beliefs, interests and other manifestations of personality and act both at the level of consciousness and at the subconscious level, determining the direction of volitional efforts, attention, intelligence. Social intelligence has a vector from inter to intra, from actual interpersonal events to the results of awareness of these events which are fixed in the cognitive structures of the psyche in the form of skills and abilities. Empathy is the basis of sensitivity – a special sensitivity to the mental states of others, their aspirations, values and goals, which in turn forms the social intelligence. The scientist emphasizes that social intelligence is a relatively independent praxeological formation. Thus, as noted above, social intelligence is closely

related to emotional, and certain methods and exercises for the development of emotional intelligence have been used to develop social intelligence.

The purpose of the simulation is to understand and to some extent predict the behaviour of the character. It is easier to understand the detached social process than the interaction between processes within the complex notion. Society is also a complex system in which we can understand individual cause and the effect processes quite easily. Simulation of reading experience can occur within the imagination of a person (*Marinella Russu, 2018*). It has been established that certain areas of the brain are activated simultaneously when activating stimuli are perceived and when these stimuli are presented. Thus, it turns out that the human brains have areas that encode actions and objects, whether they are real, perceived or imagined, or simply provided by visual stimuli. The most important feature of the development of emotional intelligence, as recognizing the emotions of other people, is syntony, defined by Ya. Mazurkevich as instinctive consonance with the environment. A syntonic personality involuntarily experiences emotions that coincide with the emotions of people with whom he/she is in direct contact or, we can deduce, which the person imagines by immersing in reading. A perceiver is happy when the others have fun, and sad when they are sad (*Andreieva, 2011*).

An important theoretical statement of the psychological functions of literature was made yet by George Elliot. The scientist suggested that we would draw the greatest benefit from the works of an artist, poet or novelist because they awaken our senses. That is, as we read, we gain experience, empathize with the character, and feel. Thus, the student reader learns to see and feel the outcome of a social experience by a fiction character by the psyche modeling process. Therefore, a reader learns to experience emotions along with forming preferences and judgements in favour of one or another character. A person learns to

sympathise, and along with that - empathy is developed. The word 'empathy' is a relatively modern term; it originated in aesthetics. And determines the level of EI development. Empathy is a cognitive, intellectual ability to recognize the emotions of others and to feel and empathize with others. This quality includes compassion and concern for the needs of others. Familiarity with an individual enhances imaginative thinking. The creative processes of storytelling makes people more empathetic and the reader becomes more empathetic when reading fiction (*Watt, 1957*). A person who perceives the pain of another as not doing it cares for the feelings of others.

This notion finds its provement in the theory by Albert Ellis. A life situation which a person is experiencing, named an activating event A, doesn't trigger direct emotional reaction, consequently C. There is a cognitive mediator called B which represents a system of knowledge, ideas, beliefs which ones, in their turn, cause a certain amount of emotional reactions (*Ellis, 2015*). Thus literary works play the huge role in forming and developing EI. Especially this should be cultivated among the student youth, since the time they spend in HIGHER EDUCATION, they actively socialize, learn and follow each other's social choices. Moreover, student youth learns, shapes their personality and values.

The special interest in this respect draws fiction as a special kind of art. It is not static, limited in time and space, themes set the behaviour patterns to deal with. Behind every hero, there is a concrete picture of the world. A person often evaluates his/her actions, sometimes without realizing it, comparing them with those values that the reference hero sticks to. Hence the images created artistically, in this case, may influence the decision-making operations of a person in a situation making him/her prefer particular things to some others, prioritize thy events, characters, forming his/her own opinion about the acts of the characters. Which in its turn contributes forming competences and expressing the personality, that is necessary ground

for EI raising, according to Andreieva (Andreieva, 2011).

Thus, the literature, fiction, is designed to perform a number of functions, allowing people to be aware of the environment, to experience certain emotions in the world, take aesthetic pleasure, go away from reality to the world of imagination, enrichment. Researchers note that the structure and specificity of an individual's attitude to one's self has a regulatory influence on virtually all aspects of behavior, playing a crucial role in establishing and maintaining interpersonal relationships (Andreieva, 2011).

Literature itself is an important source-forming source, which is why we chose this tool for the formation of values "man" and "spirituality". "If literature wants to preserve the right to exist and avoid becoming another political instrument, it must again become the voice of the individual... [literature] allows man to preserve his consciousness. It is the conversation with oneself that can be called the source of literature." Gao Xinjiang said. World Literature: Nobel Laureates (1981–2014) author BR Mandel.

Conclusions and prospects for further research. The problem of EI formation and development lies in the centre of the scientific discussion. Nevertheless, the scientists agree on the following: EI can and must be taught and developed in the process of learning by the person. At the current time the basis for developing education pursuing the goal to develop EI of children, youth, and adults. Effective, resultative secondary and high education with a focus on emotional intelligence developing is still a dream and requires elaboration.

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