

Today, the attention of scientists is focused on the concept of 'emotional competence'. It is a constitutive component of emotional intelligence (EI) and depends on its formation and the integral property of an individual to use the ability to achieve a goal. In this article, EI is studied as EC, and EC is studied as an integration of awareness, erudition, knowledge, experience, formation of emotional skills, and individual characteristics for success. However, the state of uncertainty, doubts, and hesitations regarding the distinction between these two terms (EI and EC) and their definitions led to the consideration of this topic.

The analysis of scientific literature provides an understanding of the developments in the field of EI phenomenon formation as the relationship of abilities with the efficiency and success of an individual, management of the development of his/her creative potential, and quality assessment through the use of qualimetrics. A large number of publications present theoretical and practical aspects of EI development as a meta-competence of a personality, as its ability to perceive emotions that affect social and personal interaction. Foreign and domestic scholars have been interested in this concept: R. Bar-On, G. Gardner, D. Goleman, J. Meyer, P. Salovey, D. Caruso, E. Fernehan, J. Ciarrochi, R. Sharma, K. Steiner, V. Maslov, E. Nosenko. O. Chebykin et al.

Therefore, scientists increasingly argue that EI affects the organisation of the educational process; they empirically confirm the essential importance of EC. EI as a mental ability that meets the correlation criteria (development and level, regardless of age). The relevance of the topic is caused by the need to identify, understand and overcome the following contradictions: new needs for a manager-innovator, leader and the ability to reflect high educational standards; systematic improvement of the head of an educational institution and managerial competence in relation to mechanisms, technologies, patterns of teacher creative potential development (TCPD); professional growth and formation of a competitive teacher and the quality of education. Therefore, in order to ensure competitive positions in modern conditions, it is necessary to focus on a competent, innovative manager, actively attracting investment in a creative personality through planning, analysis, reflection, and awareness.

How is the URTP of a personality consistent with its competitiveness? G. Tymoshko is convinced that '...one of the important components of pedagogical science and practice is the management of pedagogical systems..., management of the development of the creative potential of the teaching staff...' (Tymoshko, 2017, p. 175). The range of key competences and development is important here. The essence of the EC function in relation to competitiveness is obvious: it shows the level of RTPE, in particular the level of EI, intrapersonal and interpersonal relationships, the effectiveness of methodological, pedagogical and quantitative approaches in quality management. The introduction of a model of teacher creativity development management (TCDM) in general secondary education (GSE) institutions is timely, as the level of EC affects teachers' creativity, behaviour and productivity (Koroid, 2024). Therefore, the interconnectedness between TMCPD, level of creative potential (CP), experience and competitiveness is partly caused by talent, giftedness, skill, competence. O. Marushchak presents the author's definition of the concept of 'competence' as an integrated '...quality of a personality, the ability to perform productively in certain socially significant areas, based on the acquired knowledge, skills, experience, attitudes and values' (Marushchak, 2016, p. 101).

A competent manager-leader has an exceptionally key role in the development, growth of a teacher, his/her competitiveness, because EI is interconnected with ability(s), awareness, cognitive assimilation of experience, and generation of emotions. It is the development of EI that influences competition as a creative process that requires EC and certain strategic actions. It is interconnected with the ability(s), awareness, cognitive assimilation of experience, and generation of emotions. Therefore, a competent head of an educational institution understands

the importance of pedagogical qualimetrics for making informed management decisions about the personal quality of teachers, their productivity and successful self-realisation. I. Mosia notes that ‘...self-knowledge as the study of oneself... is the basis for the development of self-awareness..., awareness... first of all, the method of self-observation - recording and analysis of one's own actions over a certain period of time... After self-knowledge... the stage of self-programming’ (Mosia, p. 327).

According to the concept of a competence-based approach, any practice, functioning, or activity requires competences in self-motivation and successful self-realisation. Thanks to EI, an individual gains self-awareness in terms of understanding himself or herself and personal motivation and desires. Thus, A. Maslow believed that creativity consists of one's own feelings and self-actualisation. J. Meyer and P. Salovey added to the sphere of EI the ability of the individual to use emotions in creative activity, D. Goleman - to self-motivation. N. Hall included emotional awareness, self-motivation, empathy, and emotion management in the structure of EI. As for EC, it can be structurally represented as a set of understanding, awareness, and management of the emotional domain. S. Zabarovska believes that ‘...the structure of emotional competence also includes attitudes towards emotional phenomena, which take the form of certain cognitive interpretations, life competences or emotional schemes’ (Zabarovska, p. 10). Therefore, the formation of a significant psychological resource as EI is interconnected with the teacher's self-improvement and self-realisation, and the level of EC is interconnected with its emotional properties and synchronous determination. Thus, the primary task of the manager is to constantly search for effective directions, approaches and their qualitative application. Understanding-empathy, inspiration-motivation are factors for the dynamics of personal transformation, because the evolution of competition is associated with the transformation and knowledge of oneself. Therefore, experience and abilities are reflected in competence through reflection. That is, by increasing the level of TP, whose components are EI and EC, a motivated teacher masters predictive abilities, adaptive skills, improves himself/herself, and works creatively. Therefore, an individual's TP is directly proportional to the changes that are made due to quality self-management and quality management.

Thus, the strategic objective of education reform is to transform quantity into quality, and to make educational institutions competitive, effective management, and to create conditions for teacher professional growth and the dynamics of their transformation. Miliayeva is convinced that ‘...management of an organisation can be successful only when the manager takes a leadership position... The effectiveness of management is largely determined by the managerial competence of the person who carries it out. Managerial competence is the ability of a person to effectively perform managerial activities’ (Miliaeva, 2016, p. 7). Therefore, competitiveness and competition require a comprehensive approach: a competitive individual, competitive relations, and a competitive environment. That is why RTPP, improvement of the level of TP, in particular EI and EC, is an important condition for competent quality management, dynamics of its transformation and further competitiveness.

Therefore, EC is considered as a psychological phenomenon, as it covers the formation of emotional self-awareness and self-control, which have an impact on the transformation of an individual, his/her personal goal. The study and further research will reveal more about the main functions of EC in relation to the competitiveness of the individual, his/her successful self-realisation and interaction.