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INFLUENCE OF THE EMOTIONAL INTELLIGENCE OF A SOCIAL WORKER ON PROFESSIONAL COMPATIBILITY

Abstract

In recent years, scientific interest in the phenomenon of emotional intelligence (EQ) continues to grow, which is considered a stress-protective factor of personal ability to experience strong emotional stress and stress, which causes a high relevance of research in this area. Emotional intelligence for social workers is an important skill for work, and it is believed that it has a beneficial effect on stress. Emotional intelligence is defined as the ability to recognize emotions in oneself and others and the ability to manage emotions. Social workers are often emotionally stressed when they have to hide their true feelings when working with vulnerable segments of the population. Such experiences cause painful reactions in the body as part of the response to stress, which cannot be immediately reacted to, since the possibilities for the release of these feelings at work are limited. Increasing emotional stability and, as a result, professional skills of a social worker is possible due to the development of emotional intelligence. Despite its potential significance for the study of emotional intelligence for the practice of social work, there is little data on its application in the context of social work. This article is intended to stimulate discussion about the role of emotional intelligence in the practice of social work, considering its development, definitions and problems.

Key words: *emotional intelligence, professional compatibility, social worker.*

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ӘЛЕУМЕТТІК ҚЫЗМЕТКЕРДІҢ ЭМОЦИОНАЛДЫ ИНТЕЛЛЕКТИСІНІҢ КӘСІБИ ҮЙЛЕСІМДІЛІГІНЕ ЫҚПАЛЫ

Андамна

Соңғы жылдары эмоционалды интеллект құбылысына (EQ) ғылыми қызығушылық артып келеді, бұл күшті эмоционалды шиеленіс пен күйзелісті сезіну қабілетінің күйзеліс-қорғаныс факторы болып саналады, бұл осы саладағы зерттеулердің жоғары өзектілігін тудырады. Әлеуметтік қызметкерлеріне эмоционалды интеллект жұмыс үшін маңызды дағды болып табылады және күйзеліске оң ықпал жасайды деп саналады. Эмоционалды интеллект өзін-өзі және басқалардың эмоцияларын тану және эмоцияларды басқару қабілеті ретінде анықталады. Әлеуметтік қызметкерлер көбінесе халықтың осал топтарымен жұмыс жасауда өздерінің шынайы сезімдерін жасыруға мәжбүр болған кезде эмоционалды күйзеліске ұшырайды. Мұндай тәжірибелер күйзеліске реакцияның бір бөлігі ретінде ағзадағы

ауырсыну сезімдрін тудырады, оған лезде жауап беру мүмкін емес, өйткені жұмыста осы сезімдерден шығу мүмкіндігі шектеулі. Эмоционалды тұрақтылықты және нәтижесінде әлеуметтік қызметкердің кәсіби дағдыларын арттыру эмоционалды интеллектіні дамыту арқылы мүмкін болады. Әлеуметтік жұмыс тәжірибесі үшін эмоционалды интеллектіні зерттеудің әлеуетті маңыздылығына қарамастан, оны әлеуметтік жұмыс жағдайында қолдану туралы мәліметтер аз. Бұл мақала эмоционалды интеллекттің әлеуметтік жұмыс тәжірибесіндегі ролі, оның дамуы, анықтамалары мен мәселелерін қарастыру туралы пікірталасты ынталандыруға арналған.

Түйін сөздер: эмоционалды интеллект, кәсіби үйлесімділік, әлеуметтік қызметкер.

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ВЛИЯНИЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА СОЦИАЛЬНОГО РАБОТНИКА НА ЕГО ПРОФЕССИОНАЛЬНУЮ СОВМЕСТИМОСТЬ

Аннотация

В последние годы продолжает расти научный интерес к феномену эмоционального интеллекта (EQ), который считается стрессозащитным фактором личностного умения переживать сильное эмоциональное напряжение и стресс, что обуславливает высокую актуальность исследований в этой сфере. Эмоциональный интеллект для социальных работников является важным навыком для работы, и считается, что он оказывает благотворное влияние на стресс. Эмоциональный интеллект определяется как способность распознавать эмоции в себе и других и способность управлять эмоциями. Социальные работники часто подвергаются эмоциональной нагрузке, когда им приходится скрывать свои истинные чувства в работе с уязвимым слоями населения. Такие переживания вызывают болезненные реакции в организме как часть ответа на стресс, с которой нельзя немедленно отреагировать, поскольку возможности для выхода этих чувств на работе ограничены. Повышение эмоциональной устойчивости и, как следствие, профессиональных навыков социального работника возможно за счет развития эмоционального интеллекта. Несмотря на его потенциальную значимость исследования эмоционального интеллекта для практики социальной работы, мало данных о его применении в условиях социальной работы. Эта статья призвана стимулировать дискуссию о роли эмоционального интеллекта в практике социальной работы, рассматривая ее развитие, определения и проблематику.

Ключевые слова: эмоциональный интеллект, профессиональная совместимость, социальный работник.

Introduction

In recent years, there has been a growing scientific interest in the phenomenon of emotional intelligence (EQ), which is a stress-protective factor in the ability to feel strong emotional tension and stress, which makes research in this area highly relevant.

The concept of emotional intelligence is one of the most important sociological concepts that we need to pay more attention and study. Although the concept of emotional intelligence has been successfully developed in psychology and sociology, little research has been done on the relationship between emotional intelligence and its relationship with emotions such as academic adaptation, life satisfaction, coping with stress, crisis and nervousness, and marriage satisfaction.

General intelligence is a set of necessary intellectual functions; perception of concepts and analytical skills that are different from feelings and intuition.

Emotional intelligence is a modern concept that has a real and significant impact on the life of a social worker: thinking, communication and emotions, where the basic rules of emotional intelligence relate to knowing the emotions of a social worker and using them to make decisions by learning ways of thinking.

It is very important for a person to have emotional intelligence, and this diversity explains his superiority in many areas of activity. Because work requires a level of emotional intelligence, emotional intelligence motivates a person to grow for the better. R. Bar-on defines emotional intelligence as "a set of subjective and social emotional skills that affect an individual's ability to adapt to environmental conditions and conditions"[1].

The purpose of the study was to determine the relationship between emotional intelligence and its components and professional competence and its criteria in social workers. Social workers work with high levels of stress, which often leads to moral and physical damage. The level of work-related stress and exhaustion among social workers is higher than in other professions, which leads to a decrease in employee activity and increased staff turnover.

Scientific and practical significance. Measuring emotional intelligence in social workers is important to identify strengths and weaknesses in emotional intelligence skills. The study allowed to analyze the emotional intelligence of social workers, which is used as a guide for further empirical research. In this article, we explain the methods of assessment through questionnaires based on emotional intelligence and some of the conclusions drawn from this method.

The research hypothesis in its important results concluded that the study is reliable in the field of social work, the main hypothesis that "there is a direct statistically significant relationship between emotional intelligence and professional competence of the social worker."

Theoretical views and research of scientists on the subject of emotional intelligence.

With Peter Salovey, John Mayer, and Daniel Goleman, research in this area was extensive before the spread of the subject of emotional intelligence. Thus, in the 1930s, Edward Thorndike called social intelligence the ability to communicate with other people. 1940 David Wexler suggests that the affective components of intelligence may be needed to succeed in life [2].

Humanist psychologists of the 1950s (for example, A. Maslow) describe how people can develop emotional strength. In 1975, Howard Gardner introduced several concepts of intelligence in his book *The Structure of the Mind*. In 1985, Wayne Payne introduced the term "emotional intelligence" in his doctoral dissertation entitled "The Study of Emotions: The Development of Emotional Intelligence." In 1987, Keith Beasley used the term "emotional coefficient (EQ)" in an article in *Mensa* magazine and in an unpublished version of his dissertation by Ruvim Bar-On [1]. Peter Salovey and John Mayer then published an article in *Imagination, Cognition, and Personality* called *Emotional Intelligence*, followed by Daniel Goleman's book *Emotional Intelligence: Why It Can Be More Important Than IQ*. In 1996, the U.S. Research Consortium conducted research to identify the emotional and social factors of emotional intelligence, which are important for the success of organizations. In recent years, there have been other studies.

Emotional intelligence is a person's ability to understand and control their emotions, as well as to understand and influence the feelings of others. Salovey and Mayer a kind of lecture. " They are the ability of a person to recognize, understand, regulate and use emotions - an ability that can be learned and measured.

Daniel Goleman argues that an emotionally retarded person is easier to identify than others because this group of people is characterized by strong behavior, anger, refusal to motivate, and difficulties in building successful social relationships. In his book, Goleman describes emotional intelligence as "understanding one's own feelings, feeling the feelings of others, and regulating the emotions that make life better."

There is a consensus that there is emotional intelligence and that it is a factor of personal and professional success. Goleman's model describes the equalizer in terms of five zones divided into four quadrants. These two areas are related to individual competence, and two to social competence.

The reason for the popularity of the theory of emotional intelligence is due to its ability to develop and improve the equalizer. Although this notion is not generally accepted, such studies

have confirmed the idea that over time, the competence of emotional intelligence can be significantly improved.

Psychologists Salovey and Mayer define it as "a type of social mind that includes the ability to control one's own and others' feelings and emotions, to distinguish them, and to use this information to control one's thoughts and actions."

Salovey and Mayer are based on the idea that a small part of each person's unique skills is related to accuracy or efficiency. They can be summed up as the accuracy of perception and understanding of the emotional situation, as well as the effectiveness of the regulation, control and use of these emotions to achieve their goals. They suggest that there are four main aspects of emotional intelligence:

- recognition of emotions;
- understand emotions;
- regulation of emotions;
- use of emotions;

Five areas of the Goleman equalizer model have become the de facto standard for the use of emotional intelligence in the workplace [3]. Many models represent these five areas in four quadrants (Fig. 1): two represent individual competence and two represent social competence.

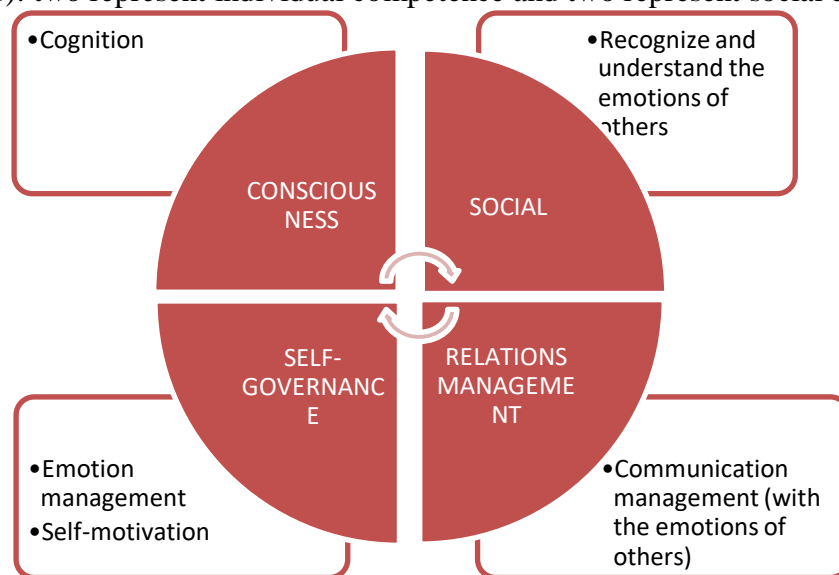


Figure 1 - Four quadrants of five areas of emotional intelligence

Individual competence.

This area of competence is related to three of the five "areas" mentioned by Goleman and is divided into two sectors: self-knowledge and self-government.

Consciousness means that you feel it, and you can accurately assess its emotional state.

This quadrant has three components: self-knowledge, self-esteem and self-confidence. Self-esteem involves understanding your strengths and weaknesses. It's about being willing to explore both by thinking about yourself or discussing with others. Self-confidence is an opportunity to justify yourself to be safe and confident in any situation.

Self-management is based on the understanding you gain through self-knowledge and involves controlling your emotions so that they do not "control" you. It is equally self-monitoring - in other words, "you" regulates any problems or provocations that you may encounter before your balance. It determines how confident and honest "you" are, as well as how motivated you are to achieve your goals, given your level of optimism.

Social competence (Fig. 2). This area of competence is related to Goleman's other two "areas": social consciousness and social skills. These skills show how well you manage your relationships with other people, including their emotions.

Social awareness involves raising awareness to connect with the emotions of the people around you. This includes showing compassion to others and understanding how the organization that works affects them. This includes your emotional environment and your ability to read the power relationships you encounter in your role.



Figure 2 - Example of an indicator of social consciousness and skills

Relationship management is the use of awareness of one's own emotions and the emotions of other people to build strong relationships. It includes identifying, analyzing and managing relationships with people on and off the team, as well as developing them through feedback and coaching. It also includes the ability to communicate, persuade, and manage others, as well as remain direct and honest without offending people.

Emotional intelligence in social work

Social workers often have high levels of stress and exhaustion at work, but many remain loyal to their work without fully understanding the emotional impact. EQ can help social workers cope with their anxiety and stress while performing emotionally responsible work. Emotions remain a little-studied topic in social work [4].

LA Howe stated that "social work and social assistance is an experience based on relationships ... if the employee is emotionally intelligent, it can only be done with skill and compassion." These are interpersonal and intrinsic aspects of emotional intelligence that reflect the complexity of the role of social work, which allows you to assess the control of your own emotional reactions, in addition to other people's emotional disorders. T. Morrison identified five aspects of social work, for which emotional intelligence is important [5]:

1. Involve users
2. evaluation and control
3. decision making
4. cooperation
5. Coping with stress.

Emotional intelligence increases the ability of oneself and others to perceive emotions accurately, not impulsively, and then allows them to ignore it and make decisions that take into account the emotional context. A survey of users of the services of practitioners shows that they value social workers who are able to empathize, listen, understand and spend time researching possible solutions. J. Ruh emphasizes the importance of reflexive practice for social work in four areas of practice:

1. service user
2. Professional "I"
3. organizational context
4. Experience of informatization of education

The work of J. Rukh suggests that the competence of emotional intelligence will be useful for the practice of social work [6]. Emotional intelligence theory suggests that making the right decisions in emotionally difficult situations requires good emotional self-awareness, as well as understanding of complex emotional situations and empathy for others.

Emotional intelligence helps maintain professional competence over time, which in turn prevents burnouts[4]. Conscious consideration of the emotional aspect allows you to manage stress and reactions, which allows professionals to recognize emotional stress and seek advice or help accordingly.

In the study of social work, scientists are concerned about the emotional pressure of adult professionals, which "often leads to the depletion of emotional resources".

According to a study by the University of East Anglia, if social workers want to cope with their stress and do their job effectively, they need a real workload and constant emotional support.

The Center for Child and Family Research (CRCF) studied the relationship between emotional intelligence - the ability to identify and manage emotions - stress, exhaustion and social work experience. The question of whether the training of emotional intelligence of social workers will reduce their level of emotional stress over time was also assessed.

Researchers recommend that social service organizations provide specific workloads and good administrative support to social workers in order to increase the efficiency of social workers, as well as provide adequate resources for all heavy workloads on registration and regulation.

Measures to increase the emotional intelligence of social workers in foreign countries

According to a study by Talent Smart EQ, for more than 35 skills that are important in the workplace, emotional intelligence is 58% more successful than the remaining 35 skills. Research has shown that emotional intelligence is the most reliable factor influencing effectiveness.

According to a blog published by LinkedIn Business (2020), in 2020, about the highest skills needed in the labor market, emotional intelligence (creativity, persuasion, cooperation, adaptation, emotional intelligence after skills) took fifth place as the most required skills.

Because of the high levels of stress in social work, the U.S., for example, offers emotional intelligence exercises that try to reduce emotional stress (the RULER program). Although there have been studies showing the benefits of EQ training in small sample groups, there is no clear evidence that it reduces workplace stress.

A study by the Center for the Study of Children and Families (CRCF) at the University of East Anglia wanted to find out if emotional intelligence training affects the stress levels of social workers in the UK through a randomized controlled trial that provides truly reliable results. The study involved 209 children and family social workers from eight local governments in England. Although the training received very positive feedback from participants, it did not have a statistically significant effect on stress and burnouts during the first 6 months after exercise. As a result of the study, recommendations were made to local authorities to consider the possibility of including training and follow-up activities in the monitoring system. The study also showed that social workers need a real workload if they want to cope with stress and do their jobs effectively. Another part of the project found six effective life strategies to help people cope with stress. Finding ways to reduce stress at work will benefit employees, employers and service users.

Organization and methods of research.

The purpose of the in-depth interview was to determine the level of development of emotional competence of social workers, as well as to determine the factors that affect and depend on the level of development of emotional competence.

The methodology and concept of research practice are the main reasons for the study of individual aspects of research practice.

The EmIn survey is based on interpreting EQ (emotional intelligence) as the ability to understand and manage your emotions and other people's emotions. The ability to understand emotions means that a person can recognize emotions, that is, determine the fact that he or another person has an emotional experience; can identify an emotion, that is, determine what emotion he or she is experiencing and find a verbal expression for it; understands the causes of this emotion and its consequences. There was also an in-depth interview on N. Hall's emotional intelligence survey.

The sample included 100 social workers from Almaty, the average age of respondents was 41.1 years.

Testing instructions

The respondent was asked to fill out an EmIn questionnaire consisting of 46 statements, an emotional intelligence questionnaire by N. Hall, in which it was necessary to read each statement and mark a field that best reflects the opinion of the questionnaire.

H. The results of the empirical study of the emotional intelligence of listeners using the methods of the "emotional intelligence questionnaire" Hall are shown in Table 1, Figure 3 (Fig. 3).

The average level on the scale of "emotional awareness" was found to be high in 52.6% of respondents and 34.2%. The data obtained show that the respondents are well acquainted with their emotional state and can distinguish them. On the scale of "control your emotions" 31.6% of respondents showed a low level, the average - 61.4% and high - only 7.9%, which indicates that most of them have emotional rigidity, inflexibility. 18.4% of respondents control their behavior at a high level due to emotion control ("self-motivation" scale), average (sufficient) - 63.2%, and at a low level (can not control at all) - 18, 4% possible. A study of "empathy" as an integral part of emotional intelligence showed that 28.9% of those surveyed had a high level of empathy. They understand the emotional state of the other person better than others through empathy, penetration into his subjective world and are ready to support. The average level of "empathy" is typical of 47.4% of respondents, which indicates episodic "blindness" to the feelings and thoughts of others. 23.7% of respondents are at a low level. They are more interested in their experiences; they perceive the other person's inner world, his hidden emotions. 21.1% of respondents have a high level of "recognition of other people's emotions", the average level - 63.2%, they can recognize other people's feelings and emotions, which affect their emotional state. The low level of "recognition of other people's emotions" is typical of 15.8.7% of respondents. They have difficulty assessing and analyzing the emotional states of others. As for the indicator of "integrative emotional intelligence", the majority of respondents (71.1%) have an average level of development.

Table 1 - Results of the diagnosis of emotional intelligence (N. Hall's method of "Emotional Intelligence Questionnaire")

Components of emotional intelligence	Number of respondents (%)		
	Low	Medium	High
Emotional Awareness (EA)	13,2%	52,6%	34,2%
Emotion Management (EM)	31,6%	61,4%	7,9%
Self-motivation (C)	18,4%	63,2%	18,4%
Empathy (E)	23,7%	47,4%	28,9%
Recognition of other people's emotions (RE)	15,8%	63,2%	21,1%
Integrative emotional intelligence (IEI)	21,1%	71,1%	7,9%

The analysis shows that most of them have emotional rigidity and inflexibility. The study of "empathy" as an integral part of emotional intelligence has shown that research has a high level of empathy. They understand the emotional state of the other person better than others through empathy, penetration into his subjective world and are ready to support.

Table 2 - D.V. Lucin "Emin" The results of the first study of the emotional intelligence of respondents

Scale	Very	High	High Medium	Low	Very low

Understanding your emotions (VP)	7,9%	18,4%	31,6%	26,3%	15,8%
Managing Your Emotions (EM)	7,9%	10,5%	34,2%	21,1%	26,3%
Expression Control (EXP)	2,6%	18,4%	34,2%	36,8%	7,9%
Understanding other people's emotions (MP)	18,4%	18,4%	34,2%	13,2%	15,8%
Emotion Management (ME)	13,2%	23,7%	31,6%	15,8%	15,8%
Internal personality EI (WAY)	0,0%	10,5%	42,1%	26,3%	21,1%
Interpersonal EI (MEI)	10,5%	15,8%	42,1%	13,2%	18,4%
General Emotional Intelligence (GEI)	7,9%	2,6%	50,0%	21,1%	18,4%

D.Lucin "Emin" Data obtained from the diagnosis of the integrative indicator of emotional intelligence using survey show that only 7.9% of respondents had a very high level of emotional intelligence, and 2.6% had a high diagnosis. Most studies (50%) have an average level of development of emotional intelligence. A significant proportion of young people have low (21.1%) and very low (18.4%) levels of emotional intelligence. The average score of emotional intelligence is 83.75 points, which corresponds to the average level.

Similar values are observed on individual scales. Thus, the average indicators of interpersonal and intra-personal intelligence are 25%, respectively. The ability to understand a person's emotional state based on the appearance of emotions (the scale of "understanding other people's emotions" (MP) and the ability to cause certain emotions in other people, the intensity of negative emotions (indicators on the scale of "other people's emotions") to a certain extent Therefore, the average level of development on the scale of "general emotional intelligence" prevails.

There are no significant differences in the ability to manage emotions and understand them. The severity of the individual components of emotional intelligence also corresponds to the average values. These include: the ability to understand a person's emotional state based on the appearance of emotions (facial expressions, gestures, voice rhythms) and sensitivity to other people's internal conditions; the ability to evoke certain emotions in other people, in particular, to reduce the intensity of negative emotions; ability to recognize and identify their emotions, understand their reasons, describe them orally; the ability and need to control your emotions, awaken yourself and store the emotions you want and control the emotions you don't need; the ability to control the appearance of your emotions.

Data on the diagnosis of the integrative indicator of emotional intelligence using the questionnaire "Emin" show that only a small number of respondents were diagnosed with a very high level of emotional intelligence. Many studies have a moderate level of emotional intelligence development. Similar values are observed on individual scales. Thus, the average indicators of interpersonal and internal intelligence correspond to the average level.

Spearman's degree correlation method was used to identify and analyze in detail the connections between the components of emotional intelligence. From the obtained data, correlation matrices were developed that show the performance of different scales of the above methods.

The results presented in Table 3 show that there are positive statistically significant relationships between all indicators of emotional intelligence (diagnosis by the method of "emotional intelligence questionnaire" N. Hall). The higher the level of development of emotional intelligence, the better the ability to manage the respondent's emotions, to recognize the emotions of others, to generate positive emotions and to control negative emotions, ie to be flexible in situations.

Table 3 - Results of correlation analysis (including N. Hall's "Emotional Intelligence Questionnaire")

Components of emotional intelligence	EA	EM	C	E	RE	I
Emotional Awareness (EA)	1,000	,257**	,199*	,468**	,309**	,596**
Emotion Management (EM)	,257**	1,000	,605**	,315**	,191*	,594**
Self-motivation (C)	,199*	,605**	1,000	,315**	,372**	,638**
Empathy (E)	,468**	,315**	,315**	1,000	,779**	,871**
Recognition of other people's emotions (RE)	,309**	,191*	,372**	,779**	1,000	,769**
Integrative emotional intelligence (s) (I)	,596**	,594**	,638**	,871**	,769**	1,000

warning: ** - $p < 0.01$; * - $p < 0.05$

The results in Table 4 (the result of D. Lucin "Emin" method) show that positive statistically significant connections are established between almost all components of emotional intelligence, which shows the importance of the ability of respondents to correctly recognize and determine their emotional state and control the intensity of emotions. understanding and management.

Table 4 - Results of correlation analysis (including D. Lucin "Emin" method)

Scale	VP	EM	EXP	MP	ME	WAY	MEI	GEI
Understanding your emotions (VP)	1,000	,575**		,364**	,573**	,805**	,495**	,718**
Managing Your Emotions (EM)	,575**	1,000	,198*	449**	,525**	,847**	,504**	,772**
Expression Control (EXP)		,198*	1,000	,259**		,298**	,217*	,253**
Understanding other people's emotions (MP)	,364**	,449**	,259**	1,000	,636**	,548**	,917**	,762**
Emotion Management (ME)	,573**	,525**		,636**	1,000	,620**	,873**	,835**
Internal personality EI (WAY)	,805**	,847**	,298**	,548**	,620**	1,000	,627**	,898**
Interpersonal EI (MEI)	,495**	,504**	,217*	,917**	,873**	,627**	1,000	,873**
General Emotional	,718**	,772**	,253**	,762**	,835**	,898**	,873**	1,000

Intelligence (GEI)								
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warning: ** - $p < 0.01$; * - $p < 0.05$

Regarding the results given in Table 5 (N. Hall's "Emotional Intelligence Questionnaire" and D. Lucin "Emin" method), we can say that most of the indicators of emotional intelligence, which correspond to the concept of N. Hall, are D. According to Lucin's model, it is positively related to the indicators of emotional intelligence. Awareness in the world of personal emotions means the ability to understand one's emotions. H. The ability to control their emotions according to Hall's method corresponds to the ability to control their emotions according to D. Lucin method. The established relationship between the indicators of the causes and the state of management, both its own and others. There is a connection between empathy, control of expression, and understanding of other people's emotions. Empathy, like compassion, includes the ability to understand the emotional state of others. A link has been established between the recognition of emotions and the ability to control other people's emotions. Thus, recognizing emotions as the ability to identify and test them means being able to control them in other people.

Table 5 - N. Hall's "Emotional Intelligence Questionnaire" and The results of the correlation analysis at the level of D. Lucin "Emin" methods

Components of emotional intelligence	VP	VM	EXP	MP	WAY	MEI
Understanding your emotions (VP)	,396**		,246**	,374**	,363**	,387**
Emotional Management (VM)	,408**	,198*	,406**	,288**	,344**	,424**
Expression Control (EXP)		,200*				,193*
Understanding other people's emotions (MP)	,259**	,283**	,296**	,695**	,629**	,640**
Emotion Management (ME)	,334**	,285**	,473**	,603**	,618**	,644**
Internal personality EI (WAY)	,431**	,194*	,371**	,424**	,392**	,489**
Interpersonal EI (MEI)	,300**	,370**	,430**	,735**	,698**	,729**
General Emotional Intelligence (GEI)	,398**	,297**	,480**	,605**	,594**	,663**

warning: ** - $p < 0.01$; * - $p < 0.05$

Conclusion

This article presents the results of a study of the emotional intelligence of social workers. For a detailed diagnosis, N. Hall's "Emotional Intelligence Questionnaire" and D. Lucin's "Emin" methods were used. H. Hall's method is based on general theoretical ideas about emotional intelligence as individual qualities. Lucin's Emin survey is based on the premise that emotional intelligence is a structure associated with cognitive ability and personality traits. The obtained data allowed to comprehensively study the features of the emotional intelligence of the respondents. The results of correlation analysis show that emotional intelligence is associated with understanding one's own and others' emotions; control your own and others' emotions; interpersonal and introspectional aspects of emotional intelligence; emotional awareness; self-motivation; empathy; recognition of the emotions of others, the general emotional direction.

Therefore, an effective developmental impact on these components can ensure the development of emotional intelligence, which is very important for social workers.

The results of the study showed:

- 1 - Social workers have an average level of emotional intelligence.
- 2 Social workers have an average level of professional compatibility.
- 3 There is a positive link between emotional intelligence and professional compatibility among social workers.

Thus, the field of social work is aimed at improving the social responsibilities of members of society, as well as solving their problems and encouraging them to participate effectively in all activities of society, and the social worker is one of the most comprehensive and integrated professions. plays an important role.

The daily work of social workers is fundamentally dependent on different relationships. This increases the need for people to interact with others, especially those who have different views and opinions. Since work is one of the most important types of human activity, it is one of the most important types of physical activity in which a person can achieve psychological and social harmony. Because a person spends a lot of time at work, it has a significant impact on his life, the areas of social assistance, and perhaps the most important aspects of these areas.

This study is an attempt to study the relationship between the emotional intelligence and professional competence of social workers.

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