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THE IMPACT OF EMOTIONAL INTELLIGENCE ON STUDENT ACADEMIC PERFORMANCE

Abstract.

In the current competitive environment, where students are expected to effectively fulfill various roles, it is imperative that they develop the right attitude, professional and personal training and emotional intelligence to the invisible difficulties of life and quality education. Because emotional intelligence is a subset of social intelligence with the ability to understand and control their own feelings, as well as those of other people, allowing the student to mine the necessary data for their academic achievements, which are the result of education and the degree to which the educational goal is achieved. The emphasis in this paper was on identifying factors that influence the development of emotional intelligence and its role in students' academic achievement.

The study that, in scientific consideration, professional and personal training is determined by the development of a value attitude towards oneself and others.

Emotional intelligence is a group of skills that allow you to accurately perceive, understand and regulate your and others' emotions, and express them, as well as use emotions to increase the effectiveness of thinking and the development of intellectual and emotional spheres [1].

Key words: emotional intelligence, meta-responses, self-regulation, education, psychology, students.

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ВЛИЯНИЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА НА АКАДЕМИЧЕСКУЮ УСПЕВАЕМОСТЬ СТУДЕНТОВ

Аннотация.

В нынешней конкурентной среде, где от студентов ожидают эффективного выполнения различных ролей, крайне необходимо развивать у них правильное отношение, профессионально-личностной подготовки и эмоциональный интеллект к невидимым сложностям жизни и качественному образованию. Поскольку эмоциональный интеллект - это подмножество социального интеллекта со способностью понимать и контролировать свои собственные чувства, а также чувства других людей, что позволяет студенту добывать необходимые данные для его академических достижений, которые являются результатом образования и степенью достижения образовательной цели. Акцент в этой статье был сделан на определении факторов, влияющих на развитие эмоционального интеллекта и его роли в академических достижениях студентов.

Изучение того, что при научном рассмотрении профессионально-личностная подготовка определяется развитием ценностного отношения к себе и другим.

Эмоциональный интеллект - это группа навыков, позволяющих точно воспринимать, понимать и регулировать свои и чужие эмоции, и выражать их, а также использовать эмоции для увеличения эффективности мышления и развития интеллектуальной и эмоциональной сфер [1].

Ключевые слова: эмоциональный интеллект, метаресурс, саморегуляция, образование, психология, студенты.

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СТУДЕНТТЕРДІҢ АКАДЕМИЯЛЫҚ ҮЛГЕРІМІНЕ ЭМОЦИОНАЛДЫҚ ИНТЕЛЛЕКТІНІҢ ӘСЕРІ

Аңдатпа

Қазіргі бәсекелестік ортада студенттерден әртүрлі рөлдерді тиімді орындалуын күтеді, өмірдің көрінбейтін қиындықтары мен сапалы білімге деген дұрыс көзқарасын, кәсіби-тұлғалық дайындығы мен эмоционалды интеллектін дамыту маңызды.

Эмоционалды интеллект - бұл өз сезімдерін, сондай-ақ басқа адамдардың сезімдерін түсіну және бақылау қабілеті бар әлеуметтік интеллекттің жиынтығы, бұл студентке білім берудің нәтижесі және білім беру мақсатына жету дәрежесі болып табылатын академиялық жетістіктері үшін қажетті деректерді алуға мүмкіндік береді. Бұл мақалада эмоционалды интеллектің дамуына әсер ететін факторларды және оның студенттердің академиялық жетістіктеріндегі рөлін анықтауға баса назар аударылды.

Ғылыми тұрғыдан қарастырғанда кәсіби-тұлғалық жағынан дайындау дегеніміз өзіне және өзгеге деген құнды қатынасының дамуымен анықталатындығын зерттеу.

Эмоционалды интеллект-бұл өзінің және басқалардың эмоцияларын дәл қабылдауға, түсінуге және реттеуге, эмоцияларды білдіруге, сондай-ақ ойлау тиімділігін арттыру және интеллектуалды және эмоционалды салаларды дамыту үшін пайдалануға мүмкіндік беретін дағдылар тобы [1].

Түйін сөздер: эмоционалды интеллект, метаресурс, өзін-өзі реттеу, білім, психология, студенттер.

INTRODUCTION.

R. D. Roberts, J. In his research, Matthews, M. Seidner, D. W. Lucin consider emotional intelligence to be a psychological phenomenon that has aroused the interest of theorists and practitioners. Twenty years ago, the study of emotional intelligence began in full swing [2]. American Scientists P. Salovey and J. Mayer considered emotional intelligence, as one of the main types of intelligence [3].

In his work, D. Goulman connects emotional intelligence, with the theory of emotional competence [4]. And H. Weisbach and W. Dax cite emotional intelligence as the ability to "intellectually" manage one's own emotional life[5]. In his research, R. Bar-On introduces the concept of "coefficient of emotionality" into emotional intelligence [6]. L. S. Vygotsky considered the idea of the unity of affect and intelligence. D. V. Lucin gives a two-component theory of emotional intelligence. N. Andreeva prerequisites for development and emotional intelligence analyzed the features of the components, as well as gender differences. S. S. Stepanov associates emotional

intelligence with certain life achievements. M. A. Manoilova identified with the acmeological development of emotional intelligence of teachers.

In the works of D. Goulman, emotional intelligence is defined by the ability to control the general mind of an individual, the ability to express, understand and take the right approach to it. In a broad sense, emotional intelligence includes the ability of a person to make a system of relations with himself and others effective, productive, taking into account the norms and standards of the social environment. The ability to behave and organize interaction requires direct communication with the surrounding people.

Emotional intelligence is the ability of a person to be aware of, access and generate emotions that contribute to understanding and managing thinking, emotions and what they mean accordingly. D. Golman [7] found that people with high emotional intelligence from a social point of view are balanced, kind and in a high mood, without fear and prone to anxious reflection. They are obliged to people and the things started, take responsibility and adhere to ethical principles, in relationships with others they are kind and caring. Their emotional life is rich in events, but within the appropriate limits. They agree with themselves, with others and with the society in which they live.

Emotional intelligence is the basis of self-regulation, in fact, it concerns the reflection of one's own and "other's" emotional states and their management for the purpose of adaptation. The final product of emotional intelligence is decision-making based on understanding emotional states, which is a differentiated assessment of events with personal meaning.

In 1990, Salovey and Meyer proposed their concept of "emotional intelligence": "the ability to recognize one's own emotions and those of others, to control them; the ability to control emotions – helps people more effectively adapt to interpersonal interaction." The authors have identified four components in its structure: conscious regulation of emotions; understanding emotions; mastering emotions in thinking; discrimination and expression of emotions.

RESEARCH MATERIALS AND METHODS.

M. A. Brackett, S. E. Rivers, S. Shiffman, N. Lerner & P. Salovey, [8] In 2016, conducted a study in the United States, the results showed that students with a high level of emotional intelligence have a higher level of self-regulation and better manage stress. This will allow them to focus more on learning and use their resources more efficiently. Students with a high level of AI have high leadership and communication skills, which can help them in their future careers.

In 2020 P.Kaur & G.Kaur [9] in India, the development of students' AI has been shown to help them better manage their emotions and stress, which in turn can increase their level of self-efficacy and academic success.

Thus, modern studies relate to the importance of developing emotional intelligence of students and its success in learning, future careers. Research shows a link between the development of students' emotional intelligence and their ability to manage their emotions and stress. This can increase the student's level of self-regulation, which in turn can improve their metaresource and ability to complete tasks. the development of emotional intelligence in students helps to manage their emotions and stress, increase the level of self-regulation and metaresource, which, in turn, can lead to successful learning.

In the study of emotional intelligence, students will be able to evaluate their emotions and manage them effectively. Ju C., Wei, M., Li, Y. [10] and according to research by colleagues, DiFabio A., Saklofske D. (2014) [11], Higgins N. and the AI of colleagues plays an important role in the physical and psychological satisfaction of the student, the health risks of both somatic and psychological problems. Thus, in one of these studies, it was shown that students who know and manage their emotions effectively are less susceptible to diseases (psychological, physiological). They are able to adequately analyze their emotional state and cope with the consequences, thereby protecting themselves from possible negative consequences. Students with high emotional intelligence are less susceptible to emotional exhaustion syndrome, which reduces their ability to cope with persistent stressful situations (Chaves C., Park C., 2015).

The emotional intelligence (Emin) questionnaire by D. W. Lucin (Appendix B) is devoted to the study of various aspects of emotion. The Emin survey has also been used in Kazakhstan's research over the past few years. The first stages of the emergence and maturation of this methodology in Russian correspond to the beginning of this century in the psychological sciences (Lucin, Maryutina, Stepanova, 2004; Lucin, 2006)[12].

RESEARCH RESULTS AND THEIR DISCUSSION.

The Emin survey relies on the author's model of emotional intelligence by D. V. Lucin. It is defined by the author as the ability to understand and manage his own emotions and those of others. Emotional intelligence is interpreted by D. V. Lucin as a cognitive ability. The emotional intelligence (EI) questionnaire by D. V. Lucin consists of 46 statements.

The methodology is combined into five sub – dimensions-sub-scales, which, in turn, are combined into four scales of a more general order.

The accepted norms of the Emin questionnaire correspond to the 5-value level of emotional intelligence (Table 1).

Table 1-norms of the emotional intelligence (EI) questionnaire by D. V. Lucin

Normalized levels	Range of normal values
Very low quantities	0 – 10%
Low quantitative indicators	11-30%
Quantitative averages	31-70%
High quantitative indicators	71-90%
Very high quantitative indicators	91-100%

Emotional intelligence questionnaire by D. V. Lucin the purpose of applying the methodology: to identify the resource of students to increase the component of emotional intelligence. Based on the description of the methodology, the average indicators of the AI of the students who participated in the study were determined.

The indicators of interpersonal emotional intelligence according to EI in 1st year students were considered, comparing them with the indicators of 2nd year, 3rd year and 4th year students (Table 2).

Table 2 -quantitative mean values of interpersonal emotional intelligence in students

Scale	Course	N	Value	Standard deviation	Average value of the standard
Interpersonal emotional intelligence	1	33	45,17	9,795	1,207
	2	34	49,8	7,853	,863
	3	52	53,4	9,250	,822
	4	61	54,5	9,317	,716

In the 1st year on the TEI scale, the ability to understand the emotions of others based on the external manifestation of emotions was 42.17 points; in the 2nd year, 46.94 points. Understanding the emotions of others was 50.41 points in the 3rd year, and 51.95 points in the 4th year. As the course on the TEI scale increased, the understanding of the emotions of others also increased. Senior students have an increased ability to understand the emotional state of a person based on non-verbal communication, external expression of emotions (facial expressions, gestures, voice pronunciation).

When calculating the correlation coefficient according to SPSS, the TE scale is closely related to the scales of internal emotional intelligence ($r=0.436$, $p>0.01$), understanding emotions ($r=0.442$, $p>0.01$), emotion management ($R=0.489$, $p>0.01$), general emotional intelligence ($R=0.741$, $p>0.01$), control of others ($r=0.567$, $p>0.05$).

The correlation of this scale with the IEI scale indicates the importance of abilities, personality traits that contribute to the analysis of holistic feelings, in which activity, strength, and positivity are evaluated, the formation of partial sensory opinions and the search for a connection between stimulating feelings.

The relationship of the emotion comprehension scale with the TEI scale is determined by the understanding of other people's emotions, sensitively looking at their inner harmony.

The close relationship of the TEI scale with emotion management is based on the relationship of the subjects. This is because, by keeping unwanted emotions under control, a decrease in the intensity of negative emotions will be possible.

The close relationship of the general emotional intelligence scale implies the coherence of interpersonal processes associated with the experience of positive emotions provided by emotional intelligence.

The presence of inner harmony increases emotional intelligence (table 3).

Table 3-quantitative values of intrapersonal emotional intelligence in students

Scale	Course	N	Value	Standard deviation	Standard average
Interpersonal emotional intelligence	1	33	45,17	9,795	1,207
	2	34	49,8	7,853	,863
	3	52	53,4	9,250	,822
	4	61	54,5	9,317	,716

In the 1st year on the scale of interpersonal emotional intelligence, the ability to understand the emotions of others based on the external manifestation of emotions was 45.17 points; in the 2nd year, 49.8 points. Understanding the emotions of others was 53.4 points in the 3rd year, and 54.5 points in the 4th year. As the course on the interpersonal emotional intelligence scale increased, so did the understanding of the emotions of others. Senior students have an increased ability to understand the emotional state of a person based on non-verbal communication, external expression of emotions (facial expressions, gestures, voice pronunciation).

On the IEI scale, the 1st year had a score of 40.83 points, while the 2nd year students had a score of 45.03 points. In the 3rd year it showed a value of 47.96 points, and in the 4th year it was 49.33 points. From these indicators, there is an increase in the ability to understand one's own emotions as they go from course to course.

It can be seen that the test students have an increased ability to thoroughly recognize and identify their emotions, understand the causes of emotions, and describe them verbally. According to the SPSS, the IEI scale is closely related to the scales of emotion understanding ($r=0.436$, $p>0.01$), emotion management ($r=0.783$, $p>0.01$), general emotional intelligence ($R=0.844$, $p>0.01$).

The close relationship of this scale with the understanding of emotions determines the ability of the subjects to recognize the emotions of others, understand the causes, and verbally describe.

It is expressed in the ability of the emotion management scale to awaken positive emotions and keep negative emotions under control, while students manage their own emotions. The ability to control emotions implies the ability to freely control the intensity of emotions and their external manifestation, to make positive emotions relevant.

You can see an increase in the ability to thoroughly recognize and identify your emotions, understand the reasons, and verbally describe them. There was a difference between the 1st and 2nd courses. There is no big difference between the 3rd and 4th courses, in which, as a future specialist, there is a tendency to develop the ability to understand the emotions of not only oneself, but also others.

The close relationship of the general emotional intelligence scale with the ET scale indicates the ability of the subjects to feel the inner state of other people, to understand their emotional state.

The ETH scale refers to the ability of test subjects to create favorable conditions for meeting needs and achieving goals, while gaining strength and competence in Environmental Management.

In this case, it is necessary to analyze the indicators of general emotional intelligence in the test subjects by the average values of the scales of emotional intelligence (table 4).

Table 4-quantitative average values for general emotional intelligence in students

Scale	Course	N	Value	Standard deviation	Average value of the standard
General emotional intelligence	1	33	169,55	23,8	4,000
	2	34	188,37	18,213	2,750
	3	52	193,6	18,670	2,254
	4	61	199,4	17,412	1,906

According to the general emotional intelligence scale, the 1st year had 166.77 points, the 2nd year had 185.58 points, the 3rd year had 194.80 points and the 4th year had 199.52 points. When comparing the average values in 1st year students with 2nd, 3rd and 4th year students, it was found that emotional intelligence increases as the course increases.

When comparing the 1st year with the 2nd, 3rd, and 4th year students, a difference was made on the IEI scale. That is, in the 1st year, students must first understand and recognize their emotions, and it is important to develop the ability to understand and verbally describe the cause of their emotions. The student can also understand others only if he first understands his emotions well.

CONCLUSION.

The quantitative indicators of the general EI scale are closely related to the Environmental Management scale ($r=0.184$, $p>0.05$). The relationship of the general emotional intelligence scale with the environment indicates the ability of the subjects to effectively use the opportunities presented on the basis of their internal balance, harmony.

So, all scales and sub-scales of emotional intelligence, students of the 1-4 courses who participated in the study on a general scale, were characterized by average indicators. The average value for the test subjects of the 1st-4th year showed a lower indicator of emotional intelligence in students of the 1st year than others. Because we believe that in the 1st year there is a process of adaptation to the environment. And the conditions that occur in society affect the adaptation of all students of the course to new conditions, the formation of future specialists. Students' academic performance increases as their metaresource increases as their EI increases.

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