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EMOTIONAL INTELLIGENCE: THE KEY TO SUCCESS IN PROFESSIONAL ACTIVITIES

Abstract

At the current stage of societal development, the demands placed on the education system, the quality of professional training, and the formation of essential professional characteristics are on the rise. These foundations are predominantly established during university-level training. An individual's social success is undoubtedly linked to their knowledge, skills, erudition, and overall ability to think - collectively referred to as general intelligence. However, often possessing a high level of general intelligence alone is insufficient.

The concept of emotional intelligence emerged as a response to the evolving understanding of general intelligence in social contexts. It became evident that there could be a significant gap between a person's general intelligence and their social success, particularly in university environments. Consequently, emotional intelligence has been recognized as a crucial factor influencing the effectiveness of future professionals, as it promotes a humanistic approach to personal development and training, facilitates self-acceptance, and supports the personal maturity of upcoming professionals.

The authors advocate for the necessity of nurturing emotional intelligence among students to effectively address professional challenges. Within contemporary educational contexts, fostering social success among future educators has become a critical objective, especially given the evolving demands of the teaching profession and the increasing socio-cultural dynamism. A teacher's social success extends beyond merely possessing professional skills and knowledge; it encompasses a comprehensive set of competencies that enable effective interaction with students, colleagues, parents, and society at large.

Keywords: manage the emotional sphere; regulation of emotional states; expression control; intellectual analysis and synthesis; ability; emotional intelligence; the environment of your feelings; structural components.

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ЭМОЦИОНАЛДЫҚ ИНТЕЛЛЕКТ: КӘСІБИ ҚЫЗМЕТТЕ ТАБЫС КІЛТІ

Аңдатпа

Қоғам дамуының қазіргі кезеңінде білім беру жүйесіне, кәсіби мамандарды дайындау сапасына, қажетті кәсіби қасиеттерді қалыптастыруға қойылатын талаптар артып келеді. Бұл негіздер негізінен университетте оқу кезінде қаланады. Адамның әлеуметтік жетістігі оның біліміне, дағдысына, эрудициясына және жалпы ойлау қабілетіне байланысты екені даусыз – мұның барлығы жалпы интеллект деп аталады. Дегенмен, көбінесе жалпы интеллекттің жоғары деңгейі жеткіліксіз.

Эмоционалды интеллект тұжырымдамасы әлеуметтік контексте жалпы интеллект туралы дамып келе жатқан түсінікке жауап ретінде пайда болды. Адамның жалпы интеллектісі мен

оның әлеуметтік жетістігі арасында, әсіресе университет жағдайында айтарлықтай алшақтық болуы мүмкін екені белгілі болды. Демек, эмоционалды интеллект болашақ мамандардың жұмысына әсер ететін шешуші фактор ретінде танылды, өйткені ол тұлғаның дамуы мен оқуына гуманистік көзқарасты қалыптастырады, өзін-өзі қабылдауды жеңілдетеді және болашақ мамандардың тұлғалық жетілуіне қолдау көрсетеді.

Мақалада авторлар кәсіби мәселелерді тиімді шешу үшін студенттердің эмоционалды интеллектін дамыту қажеттігін алға тартады. Қазіргі білім беру контекстінде болашақ мұғалімдердің әлеуметтік жетістігін ілгерілету, әсіресе, мұғалім мамандығының өзгеретін талаптарын және өсіп келе жатқан әлеуметтік-мәдени динамизмді ескере отырып, маңызды мәселеге айналды. Мұғалімнің әлеуметтік жетістігі жай ғана кәсіби дағдылар мен білімге ие болумен шектелмейді; ол студенттермен, әріптестермен, ата-аналармен және жалпы қоғаммен тиімді өзара әрекеттесуге мүмкіндік беретін құзыреттердің жан-жақты жиынтығын қамтиды.

Кілтті сөздер: эмоционалды саланы басқару; эмоционалды жағдайларды реттеу; экспрессияны бақылау; интеллект және синтез; қабілет; эмоционалды интеллект; сезім ортасы; құрылымдық компоненттер.

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ЭМОЦИОНАЛЬНЫЙ ИНТЕЛЛЕКТ: КЛЮЧ К УСПЕШНОСТИ В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Аннотация

На современном этапе развития общества повышаются требования к системе образования, качеству профессиональной подготовки, формированию необходимых профессиональных качеств. Эти основы преимущественно закладываются в ходе обучения в вузе. Социальная успешность человека, несомненно, связана с его знаниями, навыками, эрудицией и общей способностью мыслить — все это вместе именуется общим интеллектом. Однако часто одного высокого уровня общего интеллекта недостаточно.

Концепция эмоционального интеллекта возникла как ответ на развивающееся понимание общего интеллекта в социальных контекстах. Стало очевидным, что между общим интеллектом человека и его социальной успешностью может быть существенный разрыв, особенно в университетской среде. Следовательно, эмоциональный интеллект был признан решающим фактором, влияющим на эффективность будущих профессионалов, поскольку он способствует гуманистическому подходу к личностному развитию и обучению, облегчает самопринятие и поддерживает личностную зрелость будущих профессионалов.

В статье авторы выступают за необходимость развития эмоционального интеллекта у студентов для эффективного решения профессиональных задач. В современных образовательных контекстах содействие социальному успеху будущих педагогов стало важнейшей задачей, особенно с учетом меняющихся требований профессии учителя и растущего социокультурного динамизма. Социальный успех учителя выходит за рамки простого обладания профессиональными навыками и знаниями; он охватывает комплексный набор компетенций, которые позволяют эффективно взаимодействовать с учениками, коллегами, родителями и обществом в целом.

Ключевые слова: управлять эмоциональной сферой; регуляция эмоциональных состояний; контроль экспрессии; интеллектуальный анализ и синтез; способность; профессиональный успех; эмоциональный интеллект; эмоция

INTRODUCTION

Current global trends and socio-economic changes in the Republic of Kazakhstan highlight the need for strengthening higher pedagogical education. A significant reorganization of psychological and pedagogical conditions aimed at promoting the social success of future educators is essential during their training in pedagogical universities. This reorganization should prioritize a student-centered approach to professional training, focusing on the development of personality-professional foundations among students.

As we focus on the priorities for intensifying scientific research and analyzing resources related to the modernization of teacher training in 21st-century educational environments, it is crucial to adopt innovative strategies that cultivate specific competencies. Future educators must be equipped to create positive learning environments that minimize negative influences and contribute positively to the ecopsychological well-being of children. In this context, key attributes such as emotional stability and the ability to self-manage actions and goals are of paramount importance [1].

In Kazakhstani universities, a significant portion of academic time is currently allocated to traditional academic activities. However, there is a pressing need to integrate extracurricular independent work aimed at addressing the challenges of social success in career guidance, thereby enhancing students' socialization during the process of making personal and professional decisions. The empirical foundation for establishing a system of criteria and indicators to evaluate students' independent work centers on extracurricular activities, aiming to facilitate their professional orientation through self-development.

The empirical basis for creating a system of criteria and indicators for evaluating students' independent work focuses on facilitating their professional orientation through self-development.

Numerous studies within educational psychology indicate that the educational system functions as a mass-information medium with the potential to impact society's ecopsychological state. It plays a critical role in shaping value orientations and academic success within the school community. Despite efforts to modernize the national education system, the training provided to future teachers across various specializations has not always aligned with employer expectations and societal demands [2].

Thus, to actualize the fundamental principles of education as a pathway to social success and to enhance the quality of contemporary teacher training, it becomes necessary to concurrently employ multiple pedagogical paradigms. Each paradigm should work towards creating an integrated system that reflects the collective goals of educational reform. Notably, many scholars, when defining the educational paradigm, tend to rely on their individual perspectives without opposition. Our research takes into account various scholarly views on "pedagogical paradigm", leading us to adopt a polyparadigmatic approach for student training within higher education institutions [3].

The paradigmatic analysis of projective strategies in higher education highlights the significance of transitioning from a discipline-centered model of education at all levels to a self-directed learning approach. This shift is crucial for selecting methodological materials related to the research topic, as it allows the learner to "create their understanding, their vision, their path in this world", meaning that education becomes "a design of a person's life activities" [4,5]. The analytical method of philosophical analysis of social reality within the scope of the research entails an innovative exploration of the polyparadigmatic approach concerning the object and subject of the study across four distinct aspects (see Table 1).

Table 1- Aspects of innovative consideration of the polyparadigm approach

№	Aspects of innovative consideration	The content of the polyparadigm approach
1.	1 – aspect	Natural diversity of connections among structural elements of activity as a

		system focused on professional engagement
2.	1 – aspect	Enhancing the effectiveness of decisions made regarding the interaction of participants in the educational process and managing their own successful activities.
3.	1 – aspect	Clarifying the concept of “social success” in the context of independently designing professionally-centered activities withing the self-management system
4.	1 – aspect	Identifying the scientific basis for the mechanisms involved in implementing research requires disclosing the concept of Emotional Intelligence Management (EIM) in student populations

The lack of explicit requirements in the system of professional education, from the perspective of facilitating students’ successful career development, suggests that insufficient attention is paid to the conditions necessary for supporting the ecopsychological process of professional socialization of future specialists.

Universities tend to prioritize the development of technical skills and professional expertise, while societal demands often emphasize the importance of psychological safety and well-being. The goals of psychological ecology must be synchronized not only with the needs of the community, but also with universal values. Only then can the values it creates, rooted in personal qualities such as social communicability and creativity, be recognized and valued.

The poly-paradigm approach has been proposed as a means to realize the development of social success in future teachers. Pertinent theoretical models encompass the theory of social achievement (N.V. Mikhailova, V.A. Labunskaya), the theory of studying fundamental organic traits of pedagogical education (V.F. Gabdulkhakov, A.F. Zinnurova), and the methodological components of developing personal and professional activity (L.G. Pak, A.V. Bogdanov).

The personality- and professionally-focused approach of the higher education system provides a methodological foundation for establishing a revised educational paradigm, facilitating swift changes and effective innovations in students’ professional training. These features are crucial for the student’s successful professional, social, and personal development, as they facilitate the opportunity to cultivate a unique individuality.

In this context, it is essential for professional activity to identify one’s potential, select an appropriate area of professional activity that can most effectively realize this potential for both individual and societal benefit, and develop strategies to achieve optimal outcomes. The core idea of the acmeological approach revolves around the concept of “acme”, which signifies the highest levels of achievement.

The most notable aspect of the “acme” of achievement is the drive for a successful future, rooted in the principle of accomplishment. Considering current views and the specifics of higher education, these research approaches (polyparadigmatic and acmeological) integrate the paradigm of emotional intelligence management into the research framework.

Methodologists and acmeologists emphasize the importance of creating psychological and pedagogical conditions that support the effective functioning of educational institutions, providing motivation and incentives for every participant in the educational process, and overseeing the execution of decisions as a means of self-management and personal growth.

The core of the “acme-paradigm” aligns with the widely accepted principles of contemporary humanistic pedagogy and the educational practice of self-management, reflecting and evaluating future professional activities. This process implies (Table 2):

Table 2 - Relationship between research process and research results

№	Research processes	Result
1.	Admissibility of incorporating	This evolves into comprehensive, integrated theories

	methodological systems	and models of the developmental process
2.	Employing various paradigms	It involves selecting a paradigm based on the level of personal motivation for successful socialization
3.	Guiding the process of effective socialization	Growth of professional and pedagogical experience, self-awareness, and emotional behavior strategies

The development of emotional intelligence is essential for effective career orientation, as it entails the ability to recognize and regulate one's emotions without adversely affecting teamwork or the work environment. Unlike IQ, which is genetically determined, emotional intelligence can be nurtured and enhanced throughout one's professional journey.

Research has shown that a person's emotional state has a direct impact on their career success. For example, emotional instability can decrease the effectiveness of professional communication by 15-30%. Investigating the role of self-regulation in maintaining optimal functional states to achieve social success is a growing field within the ever-evolving landscape of modern professional settings.

The analysis of scientific literature in the field of improving the professional training of future teachers suggests that the problem under investigation has acquired exceptional importance in light of new realities, and the main tasks now involve the theoretical and methodological justification, as well as the development of scientific and methodological support for this issue.

The concept of emotional intelligence has been extensively studied by both domestic and international psychologists, including Jakupov S., Altayev J., Slanbekova G., Shormanbayeva D., Tolegenova A, and others [1]. Various perspectives on emotional intelligence have been proposed, such as:

R. Bar-On defines emotional intelligence as the ability to engage with one's own emotional and motivational states;

J. Mayer views it as the capacity to comprehend how emotions connect to personal experiences and manage them through intellectual analysis and synthesis;

D. Goleman describes emotional intelligence as a set of emotional, personal, and social competencies that influence a person's ability to handle environmental demands and pressures effectively;

R. Buck and R. S. Lazarus's approach, which highlights the ability to manage emotions effectively to enhance cognitive functioning;

M. A. Manoilova views emotional intelligence as the ability to identify, acknowledge, and manage both one's own and others' emotional states and feelings.

R. Buck and R. S. Lazarus further highlight the role of emotional control in enhancing cognitive processes. In general, emotional intelligence is a multifaceted concept that includes various emotional, cognitive, and interpersonal skills [6,7].

MATERIALS AND METHODS

R. Buck and R. S. Lazarus also emphasize the significance of emotional control in enhancing cognitive processes. Emotional intelligence, as a whole, is a complex concept that incorporates a variety of emotional, cognitive, and interpersonal abilities [8,9].

While definitions of emotional intelligence may vary, most scholars agree that it involves the ability to recognize, accept, and regulate both one's own emotions and those of others. In our research, we adopt this definition. To study emotional intelligence, it is crucial to identify its structural components, as understanding them is key to managing one's emotions and fostering successful interactions with others.

The development of these components fosters both personal and professional growth, significantly influencing an individual's success in life. Several well-known models of emotional intelligence can be found in both Russian and international psychology, including those by P. Salovey, J. P. Blavatsky, R. Bar-On, and D. V. Lyusin. Despite variations among these models, most psychologists agree on core components such as emotional understanding and analysis, emotional perception, evaluation and

expression, emotion management, self-control, and empathy. D. V. Lyusin’s model is one of the most prominent [10,11].

Lyusin defines emotional intelligence as the ability to comprehend and regulate both one’s own and others’ emotions, focusing specifically on emotional understanding and control. According to Lyusin, understanding emotions involves recognizing, identifying, and grasping the reasons behind them, while managing emotions includes controlling their intensity and expression, as well as generating appropriate emotions when needed. Both the understanding and management of emotions can apply to oneself (intrapersonal emotional intelligence) or others (interpersonal emotional intelligence), with each type relying on different cognitive processes and skills. These two forms of emotional intelligence engage different cognitive processes and skills but are interconnected.

To assess various dimensions of emotional intelligence, we employed the EMIN questionnaire designed by D. V. Lyusin. Lyusin’s model of emotional intelligence is built upon the predetermined structure of emotional intelligence, as outlined in Table 3.

Table 3 – The predetermined structure of emotional intelligence, which serves as the foundation for the “EMIN” questionnaire.

Assessment	Interpersonal EI	Interpersonal EI
Comprehending emotions	Comprehending the emotions of others	Recognizing your own emotions
Regulating emotions	Regulating others’ emotions	Regulating your own emotions

The author has considered both the interpersonal and intrapersonal dimensions of emotional intelligence, focusing on the ability to understand and regulate one's own emotions as well as those of others. This framework is particularly relevant for examining emotional intelligence in future educators, as the student years are a critical period for professional development. During this stage, individuals experience a complex process of intellectual structuring, active socialization, and professional alignment, gaining competence and readiness for growth.

However, first-year students often encounter challenges in communication and in interpreting the emotional states of others. They may also struggle with emotional regulation, particularly when lacking confidence in reading their counterpart's emotions. In contrast, fourth-year students generally demonstrate higher levels of interpersonal emotional intelligence, feeling more at ease and adept at managing emotions and understanding the feelings of others [12].

RESULTS AND DISCUSSION

The author examines emotional intelligence from two angles: interpersonal and intrapersonal. Interpersonal emotional intelligence (IEI) pertains to recognizing and regulating the emotions of others, whereas intrapersonal emotional intelligence (IEI) focuses on understanding and managing one’s own emotions in addition to those of others. The research revealed that first-year students typically display low to moderate levels on both IEI and IEI scales, suggesting difficulties in handling their own emotions and interpreting those of others. In comparison, graduate students exhibited greater levels of emotional intelligence on both scales, suggesting they are more proficient at regulating their own emotions as well as understanding and managing the emotions of others.

The research also analyzed the findings on several specific scales: MU (understanding other people’s emotions), MOPE (managing other people’s emotions), MYE (understanding your emotions), EC (managing your emotions), and UYE (understanding your emotions verbally). First-year students generally demonstrated average levels of understanding other people’s emotions and managing other people’s emotions, while graduate students demonstrated higher levels. Both groups showed average levels of understanding their own emotions, with first-year students also showing a low level, while

graduate students demonstrated higher levels. Regarding the regulation of their own emotions, graduate students displayed greater levels of competence.

The research involved 125 students from a pedagogical university, including 65 first-year students and 60 graduate students. The findings revealed that first-year students generally faced challenges in both interpersonal and intrapersonal emotional intelligence, while graduate students exhibited higher levels of emotional intelligence across both measures. Figure 1 illustrates a graphical representation of the results obtained in the study. Overall, the research underscores the significance of emotional intelligence in the professional growth of future educators.

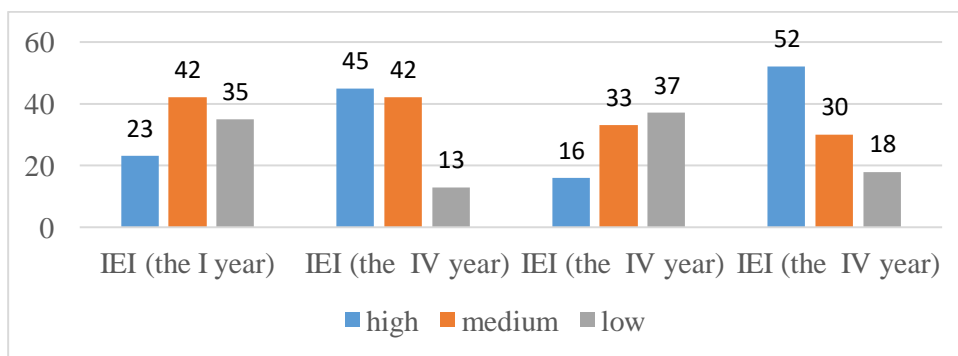


Figure 1. The level of development of emotional intelligence components among first-year and fourth-year students ($N_1 = 60$, $N_2 = 65$, data in %)

The ability to regulate the outward display of emotions is common among first-year students, with 38% showing a moderate level of control over their emotional expression. This suggests they possess a solid understanding of which emotions are suitable for various situations. 32% of subjects, however, showed a low level of control over their expression, struggling in situations where their emotions overwhelm them. Their behavior becomes impulsive and their speech is emotionally charged and erratic. Meanwhile, 30% of students exhibited a high level of control over their expression.

Most graduates (58%) demonstrated a high level of control over their expression, indicating their ability to manage their emotions during interactions with others. Fourth-year students had an average level of control over their expression (27%), and only 15% of graduate students showed a low level of control, which was manifested through impulsive gestures and emotionally charged speech.

Figure 2 presents the findings on general emotional intelligence (GEI) levels among first-year and final-year students, measured using D.V. Lyusin's "Emin" method. GEI represents an overall assessment of all emotional intelligence components, including the ability to comprehend emotions and recognize emotional experiences in oneself and others.

First-year students primarily exhibited medium to low levels of general emotional intelligence (GEI), suggesting a deficiency in both understanding and regulating their own emotions and those of others. In contrast, fourth-year students displayed higher and moderate GEI levels, reflecting an enhanced emotional awareness, improved ability to manage their emotions intentionally, and a better understanding of and influence over the emotions of others.

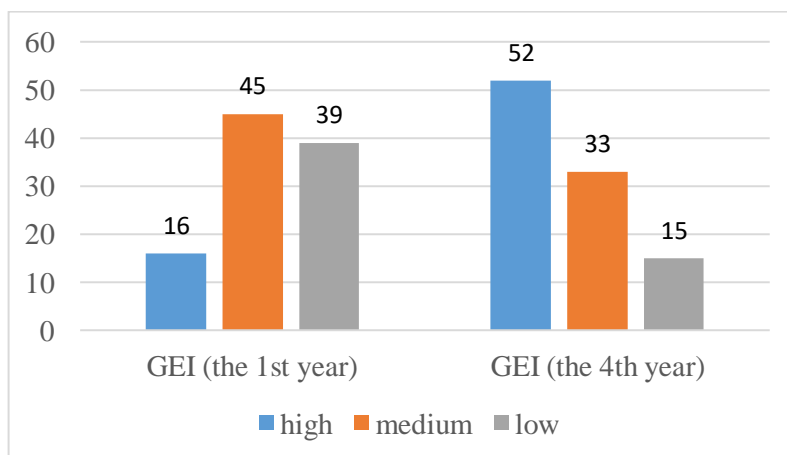


Figure 2. Overall emotional intelligence levels of first-year and fourth-year students ($N_1 = 65$, $N_2 = 60$, data expressed in %) 71 2020 / 3 (44).

The obtained findings provide evidence that emotional intelligence develops in students of a pedagogical university during their professional training. This development is evident in graduate students who possess the necessary skills to comprehend, motivate, empathize, positively influence others, and realize their potential as professionals.

Looking ahead, there are plans to carry out additional research on emotional intelligence among teachers working in educational institutions in Pavlodar. Additionally, a program will be developed aimed at improving emotional intelligence in educators. The results for graduate students were confirmed through the use of a student's t-test (as shown in Table 4).

Table 4 - Results of the significance of indicators of emotional intelligence of students (the 1st year and the 4th year)

Scale	the Average value 1st year	Average value 4th year	t-criterion	p-level
IU	21,60	24,37	3,19	$p \leq ,01$
IM	19,53	21,07	2,42	$p \leq ,05$ IM
IM	13,12	15,78	4,18	$p \leq ,001$
IE	10,68	13,07	3,72	$p \leq ,001$
IU	16,78	19,10	2,83	$p \leq ,01$
IEI	41,12	45,43	3,45	$p \leq ,001$
IEI	40,20	47,67	4,39	$p \leq ,001$
GEI	81,55	93,10	4,83	$p \leq ,001$

It can be confidently stated that emotional intelligence, which is a crucial quality for students in a pedagogical university, undergoes dynamic development during their professional training, indicating the effectiveness of the educational process.

Interpersonal emotional intelligence (MEI) refers to the ability to understand and manage the emotions of others. Most first-year students seem to struggle with communication during the learning process, particularly with interpreting the emotional states and feelings of others in social interactions. Additionally, they find it challenging to regulate the emotions of others when they are uncertain about accurately interpreting the speaker's emotions. In contrast, fourth-year students demonstrate higher and moderate levels of interpersonal emotional intelligence. [11-13].

CONCLUSIONS

In conclusion, it can be deduced that graduate students possess strong communication skills and are adept at understanding and managing the emotions of others. Interpersonal emotional intelligence (MEI) reflects an individual's ability to recognize and regulate the emotions of those around them. However, many first-year students encounter difficulties in interpreting and managing others' emotional states during interactions. This challenge may stem from their inability to accurately read emotions or a lack of confidence in influencing others' feelings.

In contrast, fourth-year students show high to moderate levels of interpersonal emotional intelligence. Intrapersonal emotional intelligence (EI), which relates to an individual's ability to understand and regulate their own emotions in addition to those of others, offers a different perspective.

First-year students generally show moderate to low levels of intrapersonal emotional intelligence, indicating challenges in regulating their own emotions. In contrast, graduate students tend to exhibit high to moderate levels of this form of emotional intelligence. The data reveals that only 10% of first-year students showcase a high level of emotional understanding, while 27% of graduate students display a strong sense of emotional self-awareness. This highlights that graduate students are more adept at accurately identifying their emotions in a variety of scenarios.

The exploration of emotional intelligence within the realm of educational psychology is crucial, as there are multiple theoretical frameworks surrounding this concept. Hence, the importance of cultivating emotional intelligence among psychology students in higher education lies in uncovering the psychological and pedagogical conditions that facilitate its development. This research sheds light on the characteristics of both inter- and intrapersonal emotional intelligence among students in a pedagogical university setting.

Thus, the professional training of psychology teachers at the university level should prioritize the establishment of an environment conducive to nurturing emotional intelligence. Such an approach will not only promote optimal personal growth for students but also enhance their competitiveness in the job market and elevate the quality of their professional training.

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