

T.K.Boleyev¹, A.M.Amanbayeva¹, G.T.Topanova²

¹ Khoja Akhmed Yassawi International Kazakh-Turkish University
(Kazakhstan, Turkestan), e-mail: talant.bolejev@ayu.edu.kz

² Kazakh National Women's Teacher Training University (Kazakhstan, Almaty), e-mail:
topanova2107@gmail.com

THE IMPACT OF EMOTIONAL INTELLIGENCE ON SUICIDAL BEHAVIOR OF ADOLESCENTS

Abstract

According to a report by the UN Children's Fund, the number of suicide attempts and completed suicides among young people and children has increased significantly in recent years. Adolescent suicide ranks third among the leading causes of deaths and fourth among the main causes of potential loss of life.

This article deals with the impact of emotional intelligence on suicidal behavior of adolescents and the significance of improving emotional intelligence in the prevention of suicidal behavior of adolescents.

The aim of the work was to do some research on psychological peculiarities of adolescence, factors of causing suicidal behavior of teenagers. Undeveloped emotional intelligence is considered to be one of the main factors leading teenagers to committing suicide. 8,9,10Grade pupils from 20 schools participated in the research (N=793).

The findings of the research indicate that the teenagers with the lower level of emotional intelligence are frequently subjected to suicidal behavior.

Keywords: *emotional intelligence, adolescents, teenagers, suicide, suicidal behavior.*

T.K.Болеев¹, А.М.Аманбаева¹, Г.Т.Топанова²

¹Қожа Ахмет Ясауи атындағы Халықаралық Қазақ-Түрік университеті (Қазақстан Түркістан қ.), e-mail: talant.bolejev@ayu.edu.kz

² Қазақ Ұлттық Қыздар Педагогикалық университеті (Қазақстан Алматы қ.), e-mail:
topanova2107@gmail.com

ЭМОЦИОНАЛДЫ ИНТЕЛЛЕКТІҢ ЖАСӨСПІРІМДЕРДІҢ СУИЦИДТІК МІНЕЗ-ҚҰЛҚЫНА ӘСЕРІ

Аннотация

БҰҰ Балалар қорының есебіне сәйкес, соңғы жылдары жастар мен балалар арасында өзін-өзі өлтіру әрекеттері мен аяқталған суицидтер саны айтарлықтай өсті. Жасөспірімдердің өзін-өзі өлтіруі өлімнің негізгі себептері арасында үшінші және адам өлімінің негізгі себептері арасында төртінші орында.

Бұл мақалада эмоционалды интеллекттің жасөспірімдердің суицидтік мінез-құлқына әсері және жасөспірімдердің суицидтік мінез-құлқының алдын-алуда эмоционалды зияткерлікті арттырудың маңызы қарастырылады.

Жұмыстың мақсаты жасөспірімдердің психологиялық ерекшеліктерін, жасөспірімдердің суицидтік мінез-құлқын тудыратын факторларды зерттеу болды. Дамымаған эмоционалды интеллект жасөспірімдерді өз-өзіне қол жұмсауға әкелетін негізгі факторлардың бірі болып саналады. Зерттеуге Түркістан қалалық дами әлеуетті дамыту бөліміне қарасты 20 мектептің 8,9,10 сынып оқушылары қатысты (N=793).

Зерттеу нәтижелері көрсеткендей, эмоционалды интеллект деңгейі төмен жасөспірімдер көбінесе суицидтік мінез-құлыққа ұшырайды.

Түйінді сөздер: эмоционалды интеллект, жасөспірімдер, суицид, суицидтік мінез-құлық.

Т.К.Болеев¹, А.М.Аманбаева¹, Г.Т.Топанова²

¹ *Международный казахско-турецкий университет имени Ходжа Ахмеда Яссави (Казахстан, г. Туркестан), e-mail: talant.bolejev@ayu.edu.kz*

² *Казахский Национальный Женский Педагогический Университет (Казахстан, г. Алматы), e-mail: topanova2107@gmail.com*

ВЛИЯНИЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА НА СУИЦИДАЛЬНОЕ ПОВЕДЕНИЕ ПОДРОСТКОВ

Аннотация

Согласно отчету Детского фонда ООН, число попыток самоубийства и завершенных самоубийств среди молодежи и детей в последние годы значительно возросло. Подростковое самоубийство занимает третье место среди основных причин смертности и четвертое место среди основных причин потенциальной гибели людей.

В данной статье рассматривается влияние эмоционального интеллекта на суицидальное поведение подростков и значение повышения эмоционального интеллекта в профилактике суицидального поведения подростков.

Целью работы было провести исследование психологических особенностей подросткового возраста, факторов, вызывающих суицидальное поведение подростков. Незрелый эмоциональный интеллект считается одним из основных факторов, приводящих подростков к совершению самоубийства. В исследовании участвовали ученики 8,9,10 классов из 20-ти школ г.Туркестан (N=793).

Результаты исследования показывают, что подростки с более низким уровнем эмоционального интеллекта часто подвергаются суицидальному поведению.

Ключевые слова: эмоциональный интеллект, подростки, самоубийство, суицидальное поведение.

Introduction

Recently, the problem of suicidal behavior has become increasingly acute and attracts the attention of many scientists. Its relevance determines that suicide takes on the character of a "great epidemic", a "plague of the XXI century". Today, suicide ranks third in the classification of causes of death (after cancer and heart disease). In 2020 the World Health Organization predicted that if approximately 1.5 million people worldwide would die due to suicide, and 10-20 times more of them would commit suicide attempts and suicide would come in second place due to mortality, second only to cardiovascular diseases [1].

The situation is doubly dangerous, because according to the World Health Organization, about 20% of suicides in the world occur in adolescence and adolescence. The number of suicidal actions and intentions is much greater [2].

The World Health Organization's first world suicide report identifies suicide as the second leading cause of death in 15- to 29-year-old people. Suicide behaviour consists of death by suicide (self-inflicted and intentional killing of oneself), suicide attempts (self-injurious behaviour with the intent to cause death) and suicidal ideation (persistent, serious thoughts of suicide) [3].

Adolescence is considered especially "emotionally intense" and therefore the study of the emotional development of adolescents occupies a leading place in psychology. Recently, interest in the problem of emotional development has increased significantly. The emotional disturbances that occur during this period have far-reaching consequences. Many researchers associate certain types of behavioral disorders in children with various forms of emotional

disorders. The connection of emotional distress with poor academic performance, difficulties in communicating with peers and adults, etc. is repeatedly demonstrated [4].

The problem of the study is reduced to the lack of knowledge of the methods of developing emotional intelligence in adolescence. Currently, most of the works are devoted to the study of the emotional intelligence of an already established, mature person, or a person of youthful age. However, in adolescence, there are significant changes in the intellectual, emotional and motivational spheres of the individual, which require adequate psychological support, correction and purposeful development.

The problem of emotional intelligence has received great development in the framework of foreign psychology. The theory of emotional and intellectual abilities of J. R. R. Tolkien. G. G. Garskova, I. N. Andreeva, D. V. Lyusin, E. L. Nosenko, N. V. Kovriga, O. I. Vlasova, G. V. Yusupova, M. A. Manoylova, T. P. Berezovskaya, A. P. Lobanov, A. S. Mayer, P. Salovey, D. Caruso, the non-cognitive theory of emotional intelligence, and D. Goleman's theory of emotional competence present interesting solutions to many theoretical and practical problems of emotional intelligence. Petrovskaya and other scientists are working on the problem within the framework of Russian psychology.

The very idea of emotional intelligence as it exists today grew out of the concept of social intelligence, which was developed by such authors as E. Thorndike, J. Guilford, G. Eysenck, D. Wexler, and others. E. Thorndike, for example, considered social intelligence as "the ability to understand other people and to act or act wisely in relation to others" [5]. Later, these ideas were refined and developed by many researchers. American psychologist D. Wexler proposed to define social intelligence as "the fitness of the individual to human existence"[6]. "Social intelligence, if we understand it as intelligence," notes D. V. Ushakov, "is the ability to know social phenomena, which is only one of the components of social skills and competence, and does not exhaust them» [7].

The problem of emotional intelligence became ingrained in science in 1990 with the appearance of the term "emotional intelligence", which was proposed by P. Salovey and J. Mayer. The popularity of the concept is due to the works of D. Goleman. In 1995, his monograph "Emotional Intelligence" was published, the task of which is to popularize the concept, as well as a general overview of the research conducted in this area by that time.

"Emotional intelligence is the ability to accurately perceive, evaluate, and express emotions, the ability to access and / or generate feelings when they help thinking, the ability to understand emotions and emotional knowledge, and the ability to generate emotions for the sake of emotional and intellectual growth" [8] - this is the definition given by P. Salovey and J. Mayer.

D. Goleman considers emotional intelligence as "such abilities as self-motivation and resistance to frustration, control over emotional outbursts and the ability to refuse pleasure, mood regulation and the ability not to let experiences drown out the ability to think, empathize and hope" [9].

Taking into consideration the above definitions we conclude that emotional intelligence is the ability to understand, use and manage feelings and emotions of people and yourself.

The formation of a teenager's personality was the subject of many works. At this age, the intellectual apparatus is finally formed, which makes it possible to meaningfully construct one's own worldview, individual value system, and Self-concept. The image of the Self at this time is unstable, less positive in comparison with the younger school age, the peak of these changes is about 12-13 years. It is during this period that the integration and comprehension of all information related to the Self begins. In the epigenetic concept of e. Erikson's adolescence takes a central place, the teenager solves the basic task of developing a sense of role identity, which incorporates not only the system of actual role identifications, but also the experience accumulated at the previous stages of formation, synthesizes it and becomes the basis for further development of the adult personality.

It is found that with age, children begin to identify emotions better, and in adolescence, the boundaries of "emotional" concepts become clearer: for example, young children use the same

term to refer to a wider range of emotional phenomena than older children. In adolescents, there was a significant expansion of the vocabulary of emotions as they grew older and an increase in the number of parameters by which emotions differ.

Studies have shown that adolescents experience a variety of life events more vividly and intensely compared not only with adults, but also with children. This applies to both positive and negative emotions. If a teenager is happy, so "one hundred percent", but if something upset him, then he feels terribly unhappy. These states of unrestrained joy and deep despair can quickly replace each other, the prevailing mood of a teenager even for one day is rarely "black" or "white", but usually "striped like a zebra".

According to the results of the study by P. Lafrenier, teenagers felt very happy six times more often than their parents, and very unhappy-three times more often. In addition, teenagers were much more likely than adults to feel awkward and worried, as well as bored and apathetic[10].

Such a surge in the emotional life of adolescents, many authors primarily associate with the balance of two main types of nervous processes - arousal and inhibition. In adolescence, in comparison with "middle childhood" (age 7-11 years) and with adulthood, the general excitement increases, and all types of inhibition weaken. Thus, it turns out that the same life events cause a more vivid emotional response in adolescents and it is much more difficult for them to calm down.

Meanwhile, the emotions and feelings of teenagers are more related to their inner life. Externally, they are expressed to a lesser extent than in children. And even in the most confidential conversations, teenagers often do not talk about all their experiences.

Another important feature of the emotional sphere of adolescents is the possibility of coexistence of emotions and feelings of the opposite direction. For example, young people can love and hate someone at the same time, and both feelings can be completely sincere.

Emotions are usually divided into positive (joy, interest, etc.) and negative (fear, anger, disgust, etc.). All these emotional experiences are useful, because they help a person to regulate their behavior, and fill their existence with personal meaning. But any emotions can turn from useful to harmful and this happens when they become too intense or inadequate.

According to E. P. Ilyin, teenagers are more likely to show joy than anger, fear and sadness. The tendency to anger is somewhat more pronounced than to fear and sadness. Joy, anger and sadness are most intensely experienced at the age of 12-13 years, and the severity of fear during this period, on the contrary, decreases [11].

Along with positive and negative emotions, there is also a state of so-called "emotional zero" - boredom. Its danger lies in the fact that in adolescents it is replaced by positive emotions with difficulty, and negative ones - very easily. If a teenager who has become bored, will not be able to quickly find a fascinating business for himself, then his boredom will be aggravated by irritation, anger or longing. When a person in this state goes "to look for an adventure", it will not lead to anything good. Very many aggressive actions, striking with their absurdity and senselessness, are committed just under the influence of boredom.

L. A. Regush, A. A. Rean proved that the so-called "difficult" dysfunctional adolescents (prone to violations of discipline, illegal actions) are clearly different from their well-off peers, including the fact that they experience boredom especially often and intensively. That is, they do not know how to make their life bright, diverse and interesting [12].

V. G. Kazanskaya stated that teenagers tend to get stuck on their emotions, both positive and negative. As a result, teenagers, especially girls, sometimes literally "bathe in their experiences" and react without much enthusiasm to the attempts of others to help them, to engage them in some specific case [13].

Among the most significant areas of problem experiences for adolescents are relationships with parents and with peers. Such areas of life as leisure and school also cause them concern, although to a lesser extent. And the experiences associated with one's own person and the opposite sex are usually inferior in importance to the above-mentioned spheres of life. As studies by A. I. Podolsky, O. A. Idobaeva have shown, in the first place for most adolescents, the source

of experiences is the life sphere of the "future". What awaits them next, how will the subsequent life develop, whether it will be possible to implement their plans and realize their dreams. Moreover, more experiences related to the future are noted in those adolescents who have higher overall anxiety and those who are more intellectually developed [14].

Summing up, it should be noted that in addition to strengthening emotions and feelings, and even in contrast to them, in adolescence, the ability to self-regulate them develops. A teenager who is more capable of intense and diverse emotions also becomes more capable of inhibiting them by volitional effort.

As Lovpache F. G., Mamyşeva Z. Z. stated in their research taking into account that adolescence is characterized as a period of increased emotionality, which is manifested in mild excitability, mood variability, a combination of polar qualities that act alternately, and also not forgetting that some features of emotional reactions of the transition age are rooted in hormonal and physiological processes, it should be assumed that during this period of life of a growing person, increased anxiety, aggressiveness, various fears and anxieties can easily arise. All the above enumerated factors are considered to be the indexes of low level of emotional intelligence [15].

Emotional intelligence and suicide

The Iranian scientists did some research on assessing EI of people who attempted suicide and control group. The result of their research showed that EI of participants who attempted suicide was significantly lower. The group of scientists came to conclusion that EI is a protective tool against suicidal thoughts and behaviors, and programs that help improving EI can be effective in decreasing risk of suicide attempts [16].

According to Spanish researchers investigations there is close association between EI and suicide risk. So, their findings suggest that EI might help alleviate emotional distress and decrease the likelihood of suicidal thoughts and behaviors. These results highlight the role of EI as a promising line of intervention in preventing psychological maladjustment and suicide thoughts and behaviors[17].

EI was also confirmed as a protective resource against suicide risk in other investigations of Spanish researchers [18].

Several researches also show that victimized by bullying adolescents represented the low level of EI and high level of suicide risk [19]

Based on our clinical observations, low emotional intelligence level and problem-solving skills may have play a role in suicide attempts. The present study is aimed to investigate the emotional intelligence levels and the correlation between problem solving skills and suicide attempts in individuals who already attempted suicide.

The purpose of the research

The aim of the study was to determine the level of emotional intelligence of adolescents and investigate the peculiarities of developing emotional intelligence in teenagers.

The main purpose of this study was to investigate secondary and high school students' perceptions of national identity. Moreover, to explore whether, demographic differences, such as gender, grade and school affect their level of Emotional Intelligence. In line with these objectives, the study attempts to answer the following research questions:

1. What is the Emotional Intelligence level of participants?
2. Is there any significant difference between male and female participants' level of EI?
3. Is there any significant difference between the EI levels of participants according to grade?
4. Is there any significant difference between the EI levels of participants according to school?
5. Is there any significant difference between bullied and not bullied participants' level of EI?

METHODOLOGY

Research design

The present study is a quantitative research in which a cross-sectional survey design was utilised to determine students' level of EI. The descriptive research design was used to do descriptive analysis of the data.

Participants

The data collected from randomly selected 793 secondary school students from 20 schools of Turkistan, Kazakhstan. Detailed information is given in Table 1.

Table 1. The distribution of participants by schools they study.

	Frequency	Percent
Rakhimov	24	3,0
Izzatullayev	53	6,7
Abai	25	3,2
Niyazov	33	4,2
Abenova	39	4,9
Shokhay	23	2,9
Zhanibekov	66	8,3
Satbayev	37	4,7
Isetov	31	3,9
Edilbayev	69	8,7
Ataturk	54	6,8
Zhumabayev	42	5,3
Poshanov	40	5,0
Seyfullin	28	3,5
Tolebi	43	5,4
Bigeldinov	46	5,8
Momyshuly	31	3,9
Mametova	43	5,4
Zhabayev	41	5,2
Nekrasov	25	3,2
Total	793	100,0

Table 1 illustrates the distribution of participants according to schools they study at. As it is shown in the Table 1. Edilbayev school has the most number of participants(8,7%), the least number of participants is represented by Shokhay school (23 participants out of 793), the distribution of participants from other schools is: Rakhimov school 3%, Izzatullayev school 6,7%, Niyazov school 4,2%, Abenova school 4,9%, Satbayev school 4,7%, Isetov school 3,9%, Zhanibekov school 8,3%, Ataturk school 6,8%, Zhumabayev school 5,3%, Poshanov school 5%, Seyfullin school 3,5%, Bigeldinov school 5,8%, Momyshuly school 3,9%, Zhabayev school 5,2%, Tolebi and Mametova schools represented equal number of participants 5,4% each, Abai and Nekrasov school 3,2% each.

Table 2. Distribution of participants according to their gender.

	Frequency	Percentage	Valid Percentage
Valid male	291	36,7	36,7
female	502	63,3	63,3
Total	793	100,0	100,0

Table 2 represents the result of frequency distribution of male and female participants, where almost 36,7% participants were female, whereas 63,3% participants were male.

Table 3. Distribution of participants according to their school grade.

	Frequency	Percentage	Valid Percentage
Valid 8	72	9,1	9,1
9	439	55,4	55,4
10	282	35,6	35,6
Total	793	100,0	100,0

Table 3. shows the distribution of participants according to their grade. 72 out of 793 participants (9,1%) study at Grade8, 439 (55,4%) participants are pupils of Grade 8, 282 participants(35,6%) study at Grade 10.

Instruments

As the data collection tool Emotional Intelligence scale adopted by Nicolas Hall was used.

The criteria for the development of emotional intelligence in adolescents are the following: awareness of their feelings and emotions; management of their feelings and emotions; awareness of the feelings and emotions of other people.

Based on the presented criteria, we have identified the levels of emotional intelligence development in adolescents.

A high level of emotional intelligence is characterized by the accuracy of interpreting one's own emotions, the emotions of other people, and the ability to manage one's own emotional state and the emotions of other people. The ability to use the understanding of other people's emotions in the thought process, to achieve the most positive result of interpersonal relationships.

For the average level of emotional intelligence, it is characteristic to have the ability to determine your feelings and emotions, not always correctly can recognize the emotions of other people, not in all situations there is an opportunity to manage your emotional state.

A low level of emotional intelligence is determined by a weak ability to manage their emotions and feelings, impulsivity, low self-control, insufficient awareness of their emotional states and the feelings of other people [5].

Based on the criteria for the development of emotional intelligence identified by us, the following diagnostic method was selected: the method for determining the level of emotional intelligence by N.Hall.

The test of Emotional Intelligence (by N.Hall) shows how we use emotions in our life, and takes into account different aspects of emotional intelligence: attitude to ourselves and others, ability to communicate, attitude to life and the search for harmony [6].

Data collection procedure

Within the framework of the scientific project: "Organization of a system of psychological profiling and correction of suicidal behavior in adolescents" In Turkestan, from May 17 to 28, 2021, a practice-oriented course was held: "The system of psychological profiling and correction of adolescent suicidal behavior" (76 hours).

The course was conducted to school psychologists of Turkestan. The course program was developed by specialists of the Institute of Professional Development of the International Kazakh-Turkish University named after H. A.Yasawi and the authors of the scientific project. Classes were held in an interactive mode, in the form of trainings using such training methods and technologies as: business and role-playing games, case analysis, moderation, facilitation, reflection, group discussions, brainstorming, working in mini-groups, analyzing participants' situations, analyzing examples from films and books, practical exercises to develop skills, demonstrating and practicing psychological techniques, independent work, etc.

One of the topics of the course was Prevention of suicidal behavior of adolescents through developing Emotional Intelligence. The participants of the course were taught the theory of emotional intelligence, some tricks of developing all the components of Emotional Intelligence, for instance, self-awareness, managing one's own and other people's emotions and motivation. As the practical assignment the psychologists were given to conduct the Emotional

Intelligence questionnaire by N.Hall to their students. The results of the questionnaire were used as the data of the study.

Data analysis

Table 4. The level of emotional intelligence of participants

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional awareness (EA)	793	1,00	6,00	4,6000	,93684
Managing one's own emotions (MOE)	793	1,00	6,00	4,2955	1,06375
Motivation (M)	793	1,00	6,00	4,7030	,94543
Empathy (E)	793	1,00	6,00	4,4069	1,02099
Managing other people's emotions (MOPE)	793	1,00	6,00	4,4115	1,04610
Total	793	1,00	6,00	4,4834	,83748
Valid N (listwise)	793				

Table 4. demonstrates the results of Emotional intelligence (EI) Questionnaire (by N.Hall), taken from the participants. The level of EI is identified according to the components of EI: Emotional awareness (EA), Managing one's own emotions (MOE), Motivation (M), Empathy (E), Managing other people's emotions (MOPE). The minimum score is 1, maximum- 6. Generally speaking, the participants' the Mean emotional intelligence level is 4,4 which means it is a little bit below average.

Table 5.

	Gender	N	Mean	Std. Deviation	T	P
EA	male	291	4,3820	,95854	-5,066802	,000
	female	502	4,7264	,90112		
MOE	male	291	4,3414	,96645	,959975	,355
	female	502	4,2689	1,11635		
M	male	291	4,5945	,88827	-2,469006	,0137
	female	502	4,7659	,97236		
E	male	291	4,2068	1,04667	-4,247727	,000
	female	502	4,5229	,98844		
MOPE	male	291	4,2577	1,10598	-3,086265	,002
	female	502	4,5007	1,00011		
Total	male	291	4,3565	,84802	-3,269185	,001
	female	502	4,5570	,82324		

Table 5. illustrates the mean scores of male and female participants as a result of each scale of Emotional Intelligence test by N.Hall. According to the table 2 we can judge that the mean level of the female participants is higher in all components except MOE comparing with male participants.

Table 6. The level of emotional intelligence according to Schools.

		N	Mean	Std. Deviation
EA	Rakhimov	24	4,7708	,89525
	Izzatullayev	53	4,7830	,80170

	Abai	25	4,4333	,92421
	Niyazov	33	4,6768	,94918
	Abenova	39	4,6496	,88258
	Shokhay	23	4,2319	,92897
	Zhanibekov	66	4,6414	,89978
	Satbayev	37	4,4369	1,10229
	Isetov	31	4,2634	1,12774
	Edilbayev	69	4,5845	,99903
	Ataturk	54	4,6173	,91724
	Zhumabayev	42	4,5794	1,14364
	Poshanov	40	4,4292	1,00134
	Seyfullin	28	4,8095	,83729
	Tolebi	43	4,6047	,76551
	Bigeldinov	46	4,7210	,96485
	Momyshtuly	31	4,2849	,90287
	Mametova	43	4,4729	,89156
	Zhabayev	41	4,9675	,66897
	Nekrasov	25	4,7800	,91378
	Total	793	4,6000	,93684
MOE	Rakhimov	24	4,4792	1,14663
	Izzatullayev	53	4,2642	,95599
	Abai	25	4,1200	1,14617
	Niyazov	33	4,6515	1,05439
	Abenova	39	4,5812	,89824
	Shokhay	23	3,7319	,78454
	Zhanibekov	66	4,1035	1,09262
	Satbayev	37	4,5090	1,02661
	Isetov	31	3,9140	1,22918
	Edilbayev	69	4,2850	1,03773
	Ataturk	54	4,2593	1,07461
	Zhumabayev	42	4,4206	1,23095
	Poshanov	40	4,1750	1,02875
	Seyfullin	28	4,5000	1,04429
	Tolebi	43	4,2868	1,00286
	Bigeldinov	46	4,3442	1,03363
	Momyshtuly	31	4,2043	,98198
	Mametova	43	4,1473	1,13343
	Zhabayev	41	4,4106	,96760
	Nekrasov	25	4,5933	1,23891
	Total	793	4,2955	1,06375
Motivation	Rakhimov	24	4,9444	,86486
	Izzatullayev	53	4,5220	,96190
	Abai	25	4,5200	1,01530
	Niyazov	33	4,7374	1,00349
	Abenova	39	5,0726	,83927
	Shokhay	23	4,5580	,74129
	Zhanibekov	66	4,7071	1,01907
	Satbayev	37	4,7883	,92767
	Isetov	31	4,3280	,96847
	Edilbayev	69	4,7174	1,03938
	Ataturk	54	4,5988	,98496
	Zhumabayev	42	4,6746	1,12976
	Poshanov	40	4,7875	,83460
	Seyfullin	28	4,9286	,84672
	Tolebi	43	4,5426	,89833
	Bigeldinov	46	4,8804	,73423

	Momyshtuly	31	4,4892	,94862
	Mametova	43	4,5310	,94088
	Zhabayev	41	4,9187	,75381
	Nekrasov	25	4,8800	1,05357
	Total	793	4,7030	,94543
Empathy	Rakhimov	24	4,6597	,99453
	Izzatullayev	53	4,3616	,99558
	Abai	25	4,2600	1,25562
	Niyazov	33	4,6212	1,07066
	Abenova	39	4,6239	,96254
	Shokhay	23	3,8623	,87567
	Zhanibekov	66	4,2879	1,03591
	Satbayev	37	4,6982	,92449
	Isetov	31	4,1129	1,22504
	Edilbayev	69	4,4251	1,06087
	Ataturk	54	4,4599	,97610
	Zhumabayev	42	4,5238	1,17826
	Poshanov	40	4,2292	1,17651
	Seyfullin	28	4,5417	,97037
	Tolebi	43	4,2597	,88214
	Bigeldinov	46	4,3514	,90692
	Momyshtuly	31	4,1720	,99302
	Mametova	43	4,4147	,99361
	Zhabayev	41	4,6341	,81498
	Nekrasov	25	4,5667	,94281
	Total	793	4,4069	1,02099
MOPE	Rakhimov	24	4,6667	1,04950
	Izzatullayev	53	4,3711	1,06048
	Abai	25	4,0867	1,05970
	Niyazov	33	4,5657	,98684
	Abenova	39	4,6880	1,01536
	Shokhay	23	3,8551	,90774
	Zhanibekov	66	4,2828	1,09309
	Satbayev	37	4,4865	1,19695
	Isetov	31	4,0376	1,14965
	Edilbayev	69	4,5725	1,01278
	Ataturk	54	4,3457	1,03394
	Zhumabayev	42	4,6032	1,19561
	Poshanov	40	4,4208	,95257
	Seyfullin	28	4,3631	1,02042
	Tolebi	43	4,4070	,86013
	Bigeldinov	46	4,3623	,96501
	Momyshtuly	31	4,1505	,90303
	Mametova	43	4,5000	1,07152
	Zhabayev	41	4,6504	,88019
	Nekrasov	25	4,4400	1,35476
	Total	793	4,4115	1,04610
Total	Rakhimov	24	4,7042	,83523
	Izzatullayev	53	4,4604	,74438
	Abai	25	4,2840	,91642
	Niyazov	33	4,6505	,89858
	Abenova	39	4,7231	,75367
	Shokhay	23	4,0478	,55412
	Zhanibekov	66	4,4045	,82900
	Satbayev	37	4,5838	,94476
	Isetov	31	4,1312	,96651
	Edilbayev	69	4,5169	,86675

Ataturk	54	4,4562	,83223
Zhumabayev	42	4,5603	1,07197
Poshanov	40	4,4083	,75254
Seyfullin	28	4,6286	,79311
Tolebi	43	4,4202	,69921
Bigeldinov	46	4,5319	,72636
Momyshuly	31	4,2602	,81914
Mametova	43	4,4132	,87430
Zhabayev	41	4,7163	,68816
Nekrasov	25	4,6520	,94747
Total	793	4,4834	,83748

The Table 6. Gives the information about the mean score of participants by their school.

Table 7. The level of emotional intelligence

	Bullied	N	Mean	Std. Deviation	Std. Error Mean
EA	Yes	51	4,5098	1,09616	,15349
	No	742	4,6062	,92542	,03397
MOE	Yes	51	3,9281	1,14225	,15995
	No	742	4,3208	1,05427	,03870
Motivation	Yes	51	4,3366	1,08294	,15164
	No	742	4,7282	,93078	,03417
Empathy	Yes	51	4,5458	,88949	,12455
	No	742	4,3973	1,02925	,03779
MOPE	Yes	51	4,3137	,96474	,13509
	No	742	4,4182	1,05173	,03861
Total	Yes	51	4,3268	,82991	,11621
	No	742	4,4942	,83748	,03074

From the Table 7. we can see that the level of emotional intelligence of teenagers who has ever been bullied is lower. Or we can say that people with low level of emotional intelligence are frequently bullied. 51 participants out of 793 were ever bullied.

Conclusion

Emotional intelligence is recognized worldwide by an increasing number of researchers. The importance and necessity of developing the components of emotional intelligence as factors contributing to the personal and professional growth of an individual and influencing his success in life are also indisputable. Adolescence is considered especially "emotionally saturated" and therefore the study of the emotional development of adolescents occupies a leading place in psychology. Recently, interest in the problem of emotional development has increased significantly. The aim of the work was to do some research on psychological peculiarities of adolescence, factors of causing suicidal behavior of teenagers. Undeveloped emotional intelligence is considered to be one of the main factors leading teenagers to committing suicide. The following tasks contributed to the achievement of the research goal: to analyze the scientific and methodological literature on the research topic; to identify the initial level of development of emotional intelligence in adolescent children.

The research methods were: analysis of scientific and methodological literature; survey, testing, psychological and pedagogical experiment; method of mathematical and statistical data processing.

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