

Emotional Intelligence and Emotional Literacy as Basic Constituents of Emotional Component for Creating Positive Educational Environment of Students' Professional Development in Higher Education Institutions

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Abstract. The article deals with the emotional intelligence and emotional literacy as the essential constituents of the emotional component used in the process of education and aimed at establishing positive background for the successful development of the student's professional skills. A detailed description of the main characteristics of the emotional intelligence and emotional literacy provided by the prominent researchers is presented. The cognitive-psychological theory that examines how emotions are influenced by perceived stimuli, physiological changes in the body, and an individual's assessment of the current situation from the standpoint of their needs and interests as well as past experiences is noted. The dispositional theory of emotional intelligence traits, such as self-control, optimism, assertiveness, emotional expressiveness, and adaptability, is discussed. The purpose of emotional literacy, which focuses on teaching people how to interact more effectively in social situations, is formulated. Self-awareness and comprehension of one's own strengths and weaknesses, as well as the ability to distinguish between one's own feelings and thoughts, as the basis for the internal personal traits, are highlighted. Examples of emotional literacy including psychological resistance to emotional influence, emotional balance, stress resistance, and an optimistic outlook are given. The relation between the concepts of "emotional intelligence" and "emotional literacy", a conscious enhancement of social and emotional competence in the control of emotional reactions and the regulation of behavior in a range of social and real-world contexts, is established. Social intelligence as a part of the broader idea of the ability to understand others and behave wisely in relation to others is emphasized. The terms that affect the social aspect of students' academic activities and offer strategies for incorporating some emotional literacy standards into the curriculum within the HEI framework are determined. The relationship between the affective (emotional) and the intellectual (rational) is shown. The emotional emergence scheme that expresses a propensity in experience, physiological alterations, and behaviors is provided. The results of empirical research aimed at establishing the severity of emotional intelligence in studied group of students with high and low levels of emotional culture are analyzed. The distinctive features of high level and low level of the emotional intelligence and their dependence on the psycho-emotional state of a person are provided. Since emotional intelligence and emotional literacy are essential elements that are closely linked to a fully and harmoniously developed personality, the necessity for development personal and professional programs and curricula for fostering successful relationships and maintaining the emotional component, targeted at creating a positive and productive learning environment in HEIs, is pointed out.

Key words: emotional intelligence, emotional literacy, stress resistance, social aspect, empathy, productive learning environment.

Емоційний інтелект та емоційна грамотність як базові складові емоційного компонента для створення позитивного освітнього середовища професійного розвитку студентів у вищих навчальних закладах

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Анотація. У статті розглядаються емоційний інтелект та емоційна грамотність як найважливіші складові емоційного компонента, що використовуються в процесі навчання і спрямовані на створення позитивного фону для успішного розвитку професійних навичок студента. Представлено детальний опис основних характеристик емоційного інтелекту та емоційної грамотності, наданий відомими дослідниками. Відзначається когнітивно-психологічна теорія, яка досліджує, як різні стимули, фізіологічні зміни в організмі і оцінка індивідом поточної ситуації з точки зору своїх потреб та інтересів, а також минулого досвіду впливають на емоції. Обговорюється диспозиційна теорія таких рис емоційного інтелекту, як самоконтроль, оптимізм, впевненість у собі, емоційна виразність та адаптивність. Сформульована мета емоційної грамотності, яка полягає у навчанні людей, як ефективніше взаємодіяти в соціальних ситуаціях. Виділяються самосвідомість і розуміння власних сильних і слабких сторін, а також здатність розрізняти власні почуття і думки, як основу внутрішніх особистісних рис. Наведено приклади емоційної грамотності, що включають психологічну стійкість до емоційного впливу, емоційну рівновагу, стійкість до стресу і оптимістичний погляд на світ. Встановлено зв'язок між поняттями "емоційний інтелект" та "емоційна грамотність", усвідомленим підвищенням соціальної та емоційної компетентності в області контролю емоційних реакцій і регуляції поведінки в різних соціальних і реальних контекстах. Особлива увага приділяється соціальному інтелекту як частині ширшої концепції здатності розуміти інших і вміти з ними поводитись. Визначено терміни, які впливають на соціальний аспект навчальної діяльності студентів і запропоновано стратегії для включення деяких стандартів емоційної грамотності в навчальну програму в рамках вищого навчального закладу. Показано взаємозв'язок між афективним (емоційним) та інтелектуальним (раціональним) рівнями емоційного інтелекту. Представлена концепція виникнення емоцій, що пов'язані зі схильністю до

переживання, фізіологічними змінами і поведінкою. Проаналізовано результати емпіричного дослідження, спрямованого на встановлення емоційного інтелекту в досліджуваній групі студентів з високим і низьким рівнем емоційної культури. Наведено відмінні ознаки високого і низького рівня емоційного інтелекту і їх залежність від психоемоційного стану людини. Оскільки емоційний інтелект і емоційна грамотність є важливими елементами, які тісно пов'язані з повноцінним і гармонійним розвитком особистості, підкреслюється необхідність розробки особистісних і професійних програм і навчальних планів для зміцнення успішних взаємин і підтримки емоційної складової, спрямованих на створення позитивної і продуктивної навчального середовища у вузах.

Ключові слова: емоційний інтелект, емоційна грамотність, стійкість до стресу, соціальний аспект, емпатія, продуктивне освітнє середовище.

I Introduction

A teacher in a higher education institution's professional activity is centered on offering students a variety of assistance; it is characterized by its labor intensity and diversity and places, the individual's vision at the core of the specialist's value system. Teachers should possess a high degree of personal maturity, developed professionally significant qualities, and a psychological culture. The emotional component is especially crucial for the excellent execution of professional tasks at work. Such concepts as emotional literacy and emotional intelligence can be interpreted as part of the emotional component.

Emotional intelligence was highlighted as a unique type of mental ability that led to in-depth research on how people can successfully adapt to new tasks and solve problems (H. Eysenck, D. Wexler, J. Gilford, R. Kalamage, R. Cattell, J. Piaget, M. Smulson, C. Spearman, R. Sternberg, L. Thurstone, R. Thorndike).

The research psychologists Peter Salovey and John Mayer, who tackled the quantitative analysis of emotional intelligence, coined the term "emotional intelligence". [14,3]

J. Meyer and P. Salovey's first theory of emotional intelligence was strongly influenced by G. Gardner's concept of multiple intelligences. Understanding one's own emotions as well as those of others, assessing and expressing them, using emotions, and managing them are the four components of the construct that the creators of the theory of emotional intelligence as a distinct ability suggested. Adaptability, assertiveness, emotional expressiveness, optimism, self-control, and other personality traits are all part of the dispositional theory of emotional intelligence proposed by K. Petrides and E. Furnham. D. Goleman integrated the two methods of studying emotional intelligence, highlighting elements like relationship management, self-awareness, self-control, and social sensitivity. [4,11]

The theory put forth by R. Bar-On at the close of the previous century interprets emotional intelligence as a collection of distinct skills. According to scientist, the structure of emotional intelligence has five subcomponents, such as: self-awareness, communication skills, flexibility, positive outlook, and anti-stress potential. Furthermore, the same theory defines emotional intelligence as a collection of interrelated social and emotional competencies, abilities, and enablers that impact how well we understand ourselves and others, our relationships with others, etc. In other words, emotionally intelligent people are able to communicate with others, express themselves clearly, understand others, and overcome daily challenges with ease. [1]

The foundation for the internal personal characteristics that make up emotional intelligence is self-awareness and understanding of one's own strengths and shortcomings as well as the capacity to differentiate one's own feelings and thoughts. In numerous publications, researchers stress the critical role that emotional intelligence plays in attaining success in the areas of professional endeavors, interpersonal relationships, personal emotional health, and emotional culture.

In 1979, an American psychologist Claude Steiner, a doctor of philosophy at the University of Michigan, came up with the term "emotional literacy" for the first time. He maintained that "only emotional skills that are focused on loving, helping, cooperating, and relating without manipulation, emotional abuse, and dominance are those that improve people's lives." [21]

A personal and professional program for building successful partnership relationships, emotional literacy is crucial to the development of a fully and harmoniously developed personality.

Emotional balance, psychological resistance to emotional influence, stress resistance, and an optimistic outlook on life in general are all examples of emotional literacy, which is defined as the capacity to self-regulate and manage one's emotions, feelings, and states. We are discussing the level of emotional development of a specialist, which includes self-control, a sufficient emotional response to different circumstances that enables the completion of initiated cases, and emotional experience that helps to resolve conflicts in a constructive manner in both personal and professional contexts. [7]

Being conscious of one's own emotional responses, or states that reflect one's attitude toward events, helps one become a better communicator, form positive relationships with others, promote professional activity, and become more socially adaptive overall. [12, 2]

It describes a person's capacity to understand oneself, responses to specific behaviors of others, occasions, statements. In the contemporary world, which has turned into a stressor, emotional literacy is a crucial component of establishing favorable living conditions in many aspects. [15]

The idea of "emotional literacy", a deliberate improvement in social and emotional competence in the management of emotional responses and the regulation of behavior in a variety of real-world and social contexts—is closely linked to the idea of emotional intelligence. According to a review of recent research, a person's degree of emotional competence, which manifests as a broad range of skills to control and manage emotional reactions in a variety of real-world situations and social interactions, largely determines their social adaptation, success, flexibility, and mobility.

The purpose of the article is to summarize the results of the theoretical analysis of the components of emotional literacy and emotional intelligence, to establish a link between emotional literacy and social adaptation.

The task of the research is to conduct an empirical study of the conditions of influence of emotional intelligence and emotional literacy on the social component of students' academic activity and suggest ways to implement some criteria of emotional literacy in the educational process within the framework of HEI.

II Materials and Methods

Philosophical and scientific conceptions of the interaction between the affective (emotional) and the intellectual (rational) are not new. Scholars point out that the start of the 20th century marks the start of research on the emotional aspect of intelligence.

The human psyche follows the current trend of considering systems holistically. Thus, many researchers stressed that the emotional affects the intellectual and vice versa. The concept of emotional intelligence was developed with the assumption that close interaction can take the form of a synthesis or new formation of another quality, in addition to the presence of elements of one phenomenon in another.

These ideas have been known since old times. Plato distinguished between higher-nature phenomena and other emotional phenomena, as well as intellectual emotions and feelings. But he credited intellectual activity alone with the first category. Generally speaking, the philosophers of that era marginalized intellectual emotions by separating them out. [16,19]

The concept of social intelligence, which was actively developed by such scientists as E. Thorndike, J. Gilford, and G. Eysenck, served as the foundation for the very notion that emotional intelligence existed. They promoted the conception that people vary in their capacity to interpret, control, and execute interpersonal relationships. [13,18]

According to J. Mayer, there are specific times in the history of the study of emotional intelligence when "the focus of attention is targeted at a practical goal, where cognition is understood only as a secondary means". [10] He also distinguishes emotional thinking from logical thinking and highlights its peculiarities.

According to Ch. Spearman, intelligence is a phenomenon that exists independently of an individual's inner attributes and excludes non-intellectual traits from its structure. [9]

R. Thorndike identifies social intelligence as a component of the general concept of "the ability to understand others and behave wisely in relation to others" and predicts that emotional intelligence will be discovered in research in 1920. [20]

Emotions guide and support activity, as noted by S. Murphy, who pointed out that "emotional thoughts" influence "logical thoughts" and thinking in general. [17]

The cognitive-psychological theory of S. Schechter looks at how emotions are impacted by a person's past experiences and evaluation of the current circumstances from the perspective of their needs and interests, in addition to perceived stimuli and physiological changes that occur in the body.

The following is a presentation of the emotional emergence scheme: perception - primary assessment - secondary evaluation - research activity (personal meaning of emotions in the evaluated situation) - propensity to act - emotion as an expression of a propensity in experience, physiological alterations, and behaviors

G. Gardner's idea of emotional intelligence was very similar to what it is today. He put forth the concept of multifactorial intelligence, which encompasses interpersonal and intrapersonal intelligence, two types of personal intelligence. In turn, emotional skills serve as an emotional element in both of these domains.

A significant set of abilities, knowledge, and skills that reveal an individual's emotional literacy in managing one's emotional response and characterize person's behavior from the point of view of his or her reasonableness, consciousness, criticality, regulation, self-control, and self-management are consistently formed as a result of the accumulation and expansion of emotional experience, its development, consolidation, and modification under the influence of purposefully organized education and upbringing, as well as the impact of cultural and conventional norms adopted in a particular society. A person's emotional competence in interacting with the social environment is a sign of his or her social maturity, which is determined by emotional literacy.

Claude Steiner outlined the purpose of emotional literacy in his book, which focuses on teaching people how to interact more effectively in social situations. Additionally, he identified five key competencies that make up emotional literacy, which are as follows:

1. The capacity to recognize one's own feelings.
2. The capacity for genuine empathy for others.
3. The capacity for emotional self-control.
4. The capacity to identify emotional errors and destructive behavior.
5. Interactivity of emotions. [23]

As a measure of overall mental, emotional, personal, and social maturity, the examined research highlights the crucial role of social mediation in the development of emotional regulation of behavioral mechanisms. Individual behavior can be also characterized by controllability and manageability. According to these theoretical stances, learning processes—which culminate in the development of an individual's emotional literacy—are given the utmost significance in the development of the capacity to regulate emotions in behavior.

The theoretical background of the study included psychological and pedagogical literature and the elaboration of the material essential to develop some interviews and questionnaires, used to elicit the results of the research.

To complete the tasks and accomplish the research objective, the following strategies were used, namely:

- Analysis, synthesis, systematization, comparison, and theoretical methods developing a structural and functional model of emotional intelligence; generalizing the theoretical and methodological underpinnings of literacy and emotional intelligence research; and elucidating the content of fundamental research concepts.

- The empirical methods of researching the features of students' emotional intelligence and literacy.

-The scientific interpretation approach to explain the results and outline strategies for helping students develop emotional literacy.

III Results

Since they guarantee the subject's success in fulfilling social roles and the realization of key life functions in activities, actions, and interaction with others, the integrative representation of abilities that ensure a person's emotional competence is now considered in the list of socially significant personality qualities in demand by modern society. Hence, they should be the focus of careful attention in timely studying, maturity assessment, organized support, and purposeful formation through socially developed programs and technologies.

Emotional intelligence components include:

We consider four skill groups that make up the structure of emotional literacy:

Figure 1 presents one's own emotions, feelings, experiences, and moods (to know what emotions and feelings are, why they happen, how strongly they manifest, and how to categorize them as positive or negative).

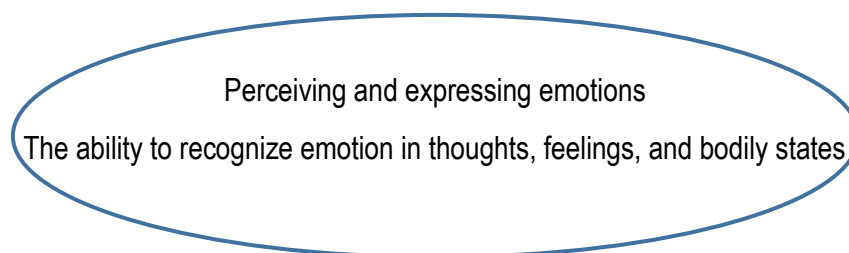


Figure 1. Consciousness of one's own emotions, feelings, experiences, and moods

Figure 2 demonstrates the capacity to feel and sympathize other people's emotions, known as empathy, which is a necessary skill for building mutual understanding and support. The ability to accept accountability, offer an apology, or acknowledge your own guilt for the extent and severity of their manifestation.

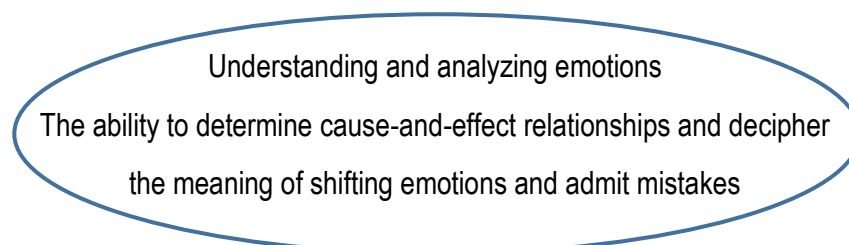


Figure 2. The capacity to feel and sympathize other people's emotions, known as empathy

Figure 3 shows the capability to integrate and combine the aforementioned skills aimed at creating genuine emotional information exchange, open and free communication, and effective interpersonal interaction is known as the integrated level of interactive skills.

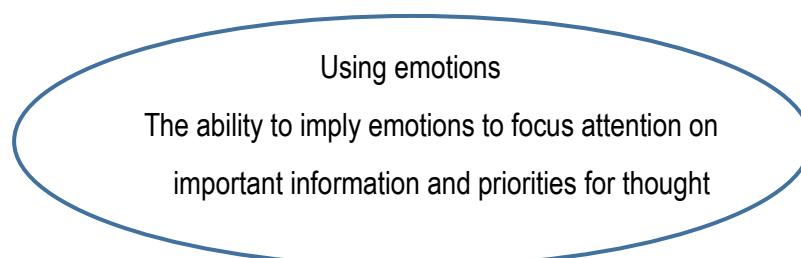


Figure 3. The capability to integrate and combine the aforementioned skills

Figure 4 provides with the data concerning the ability to control one's own emotions, including the capability to express them, generate them in a positive or negative way, and anticipate how others will be affected by the presence or absence of emotions.

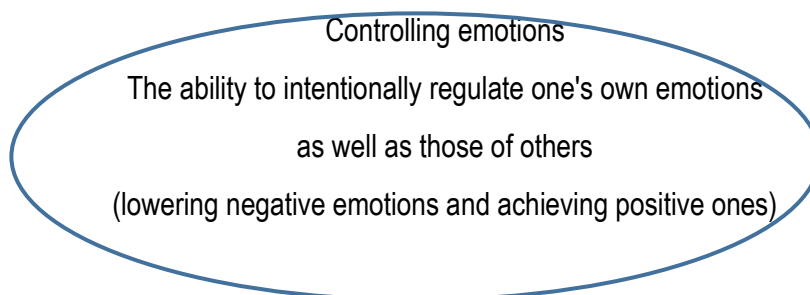


Figure 4. The ability to control one's own emotions

The main study group consisted of 202 students aged 18 to 20 years of the faculty of food technologies.

The purpose of the empirical study was to establish the severity of indicators that affect the manifestation of the emotional literacy of future specialists in technological specialties (food technologists, restaurant business workers, specialists in craft technologies and gastronomic innovations) and identify the level of emotional intelligence of the students.

In the course of the study, it was revealed that the level of components of emotional intelligence in students in most cases is quite low.

The results in certain groups revealed the discrepancies in the characteristics of the emotional intelligence, which is clearly shown in Figure 1.

Indicators of emotional intelligence	High-level average	Low-level average
Self-motivation	9,5	3,2
Empathy	11,5	7,4
Managing personal emotions	2,7	1,3
Recognizing other people's emotions	10,1	7,2
Emotional awareness	9,8	7,4
Arithmetic mean of emotional intelligence indicators	8,72	5,3

Using the methods of Mathematical Statistics (correlation, comparative and factor analysis), certain patterns, that are associated with the components of emotional intelligence and indicate their importance in the development of emotional intelligence, were identified:

- all indicators of emotional intelligence of a group of subjects with a high level of emotional literacy culture (EL max) indicate that they are generally characterized by a high level of emotional intelligence development. Representatives of this group have a developed ability to manage their emotions and feelings, are able to perceive it, and are deeply aware of their own psycho-emotional state at the current time.

They understand what is happening in the world around them. Consequently, they show emotional flexibility, the ability to control their behavior and demonstrate the ability to easily recognize the emotions of other people, understand their emotional state based on external manifestations of emotions (facial expressions, gestures, voice sound) and intuitively understand the feelings of a partner during communication. They have the ability to understand the state of another person and see the world from someone's perspective.

- representatives of the group with a low level of emotional literacy (EL min) are characterized by low ability to manage their emotions and feelings, impulsivity, low self-control, insufficient awareness of their own emotional states and feelings of other people. Emotions often interfere with the achievement of the goal.

They are characterized by the following traits: intolerance to other states, views, values, lifestyle, low observation in communication, lack of attitude to a positive, optimistic perception of themselves and other people, life in general. They show low self-motivation and tend to have difficulty managing their own emotions. They are also characterized by the following features: concentration on the experience of negative emotions, insufficiently expressed self-control of feelings and behavior in conflict situations.

While dealing with life's challenges, they experience the lack of the ability to restore peace. Such students have a low level of understanding the emotional state of a person, identify it, and establish the very fact of having an emotional experience of another person. They do not understand the reasons that caused this emotion, and the consequences that it can lead to. Besides that, they have a low level of empathy.

Concerning the social component, according to all emotional intelligence scales, the activity of students who are socially active is higher than that of students who are not involved in social projects.

IV Discussion

The idea of "emotional literacy", a deliberate improvement in social and emotional competence in the management of emotional responses and the regulation of behavior in a variety of real-world and social contexts, is closely linked to the idea of emotional intelligence. Recent research indicates that the degree of emotional competence formation, which manifests as a generalized set of abilities to regulate and manage emotional response in various types of practical activities and social interaction, largely determines a personality's social adaptation, success, flexibility, and mobility.

The concept of emotional intelligence has gained recognition for its practical advantages in many areas of personal life and its utilitarian applied significance as a result of the growing interest in scientific knowledge in the study of human success. Numerous studies conducted by both domestic and international psychologists in a range of psychological specialties demonstrate the potential and reliability of emotional intelligence research.

According to research conducted by both domestic and international scientists, emotional intelligence is the most crucial component of human success and interpersonal interaction effectiveness, as well as a prerequisite for both mental and physical well-being. It is demonstrated that emotional intelligence plays a key role in the structure of psychological culture and the successful socialization of personalities, and its adaptive, health-saving, and stress-protective qualities are highlighted. Particular attention has been given to how emotions are regulated and how to control them.

The works of A. Maslow, A. Bandura, K. Rogers, and D. Magnusson provide evidence of the necessity of studying and developing emotionally competent behavior skills on an equal footing with other socially significant personality traits. The authors' works highlight the idea that one can develop the skills necessary to effectively manage their behavior in accordance with their understanding of the social and personal aspects of their lives. [6,8]

The writings of the researchers served as prerequisites for the scientific investigation of emotional intelligence. The authors established a differential theory of emotions, provided the first descriptions of mimic schemes for various emotions, and established the groundwork for the study of the theory of emotional regulation and the doctrine of comprehending the expressive expression of emotional reactions.

According to the works of Peter Salovey and John Mayer, emotional intelligence is a subset of social intelligence that focuses on evaluating emotional data to successfully comprehend emotions, identify them, and apply them to guide decisions and behavior.

Scientists have determined that the following skills are essential to the structure of emotional intelligence:
1) the capacity to assess and communicate emotions in an expressive manner;

- 2) emotional knowledge that aids in the comprehension and control of emotions;
- 3) the capacity to use emotions to guide decisions and behavior.

The authors claim that the list of emotional skills they have provided directly affects how effective and efficient human activity is, and that it also helps people grow both intellectually and emotionally. [22]

Hence, emotional intelligence is the ability to process information found in emotions, understand the meaning of emotions and their relationships, and use emotional information as a foundation for thought and decision-making. It is a precisely defined and quantifiable skill expressed by the framework of emotional intelligence: 1) self-awareness of one's own emotional responses; 2) emotional reaction mastery; 3) self-motivation; 4) emotional reaction comprehension.

G. Burghard discussed the necessity of structuring the educational environment in order to control how student's emotional sphere develops underlying that all aspects of our behavior and certain stages of the educational process are greatly influenced by emotional responses, defining the educational process as the primary prerequisite for the application of emotional management. Regarding teaching emotions in the correct sense of the word, the most pressing educational challenge is to master them, that is, to integrate them into the overall behavioral network at a time when they are intimately linked to every other aspect of the psyche. [5]

V Conclusion

Thus, after methodological approaches to the study of the foundational elements of an emotional component used to foster a supportive learning environment for students' professional development in higher education institutions, such as emotional intelligence and emotional literacy, the following conclusions can be made:

1. The majority of researchers, according to an analysis of theoretical approaches to comprehending the essence of emotional intelligence, view different facets of emotional maturity and human emotional literacy as the "semantic core" of this concept.

2. The development of certain integrative personality traits, emotional intelligence, and a certain degree of social environment adaptation are all ensured by the presence of emotional maturity. Undoubtedly, the degree of emotional competence development, which manifests as a broad range of skills to control emotional reaction in diverse social interaction scenarios, plays a significant role in determining a personality's social adaptation.

3. Theoretical and methodological analysis yielded statistical data that support the idea that developing emotional intelligence can be one way to increase the level of socio-psychological adaptation.

At different levels of emotional intelligence development, different patterns of interaction of the descriptors that make up emotional intelligence are observed: in the low-emotional-intellect subgroup, situational anxiety and interpersonal emotional intelligence were found to be directly correlated, while personal anxiety and expression control were found to be inversely correlated. In the high-emotional intelligence subgroup, situational anxiety and expression control were found to be inversely correlated with intrapersonal emotional intelligence, while an increase in personal anxiety was linked to an increase in the overall level of emotional intelligence.

4. Based on the results of the analysis, when developing a program that can promote emotional intelligence for students, it is necessary to monitor the dynamics of changes of indicators in order not to provoke the destruction of existing stereotypes and ways to interact in the external world before it is possible to form new ones.

Therefore, personal and professional programs and curriculums for building successful relationships and keeping up the emotional component to build constructive and productive learning environment in HEIs should be created, considering emotional intelligence and emotional literacy as critical components that are intimately related to a fully and harmoniously developed personality.

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