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# Development of Emotional Intelligence of Future Teachers of Professional Training

## Abstract

*The problem of the development of emotional intelligence of future specialists in vocational education is investigated. It is established that emotional intelligence is the subject of scientific knowledge of modern domestic and foreign research. Based on the analysis of scientific and pedagogical works of scientists and the real practice of emotional intelligence, it is established that the modern labor market needs workers with a set of technical, soft, and social skills that can change according to the requirements associated with work. It has been proven that investing in skills development is critical in a country's economic growth and competitiveness. Among the necessary skills of a modern specialist, we have identified: comprehensive problem solving, critical thinking, mobility, creativity, leadership, time management, coordination with others, emotional intelligence, judgment and decision making, guidance service, negotiation, cognitive flexibility. At the theoretical level, the psychological features of the formation of emotional intelligence of future professionals in the specialization 015.36 - Vocational education are substantiated, the technology of light industry products and 015.37 - Vocational education. Agricultural production, processing of farm products, and food technology have scientifically identified ways to form emotional intelligence (involving future teachers of vocational training in various activities: game, project, cooperative, research; establishing parity in the system of interaction "student - student," "teacher - group of students," "student - group of students "; introduction of active teaching methods ("openwork saw," "pyramid," "brainstorming," etc.). The article substantiates the need and possibilities of forming the emotional intelligence of the future specialist during the student period.*

**Keywords:** Emotional Intelligence, Readiness of the Person for Professional Activity, Professional Education, Criteria for the Formation of Emotional Intelligence, Training of future Professionals.

## Introduction

### **Formulation of the Problem in General**

The complex and multifaceted process of functioning of the society of the XXI century as a

dynamic social organism requires reforming all levels of education following European and world standards. Such transformations cause a significant need to develop a future specialist who can compete in the labor market, emotional

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intelligence for its effective social adaptation, and successful professional activity in a multifaceted educational environment (Ampleeva, 2013).

The growing uncertainty and variability of the educational environment exacerbate the harmonious correlation (emotional health) and external (professional adaptability) of the teacher's well-being. In this regard, the study of the role of emotional intelligence in the structure of professional training of teachers of vocational training, his ability to understand and manage emotions.

At the end of the XX century, the idea was formed that abilities allow a person to interact productively with other people to carry out practical professional activities, mainly teaching.

The modern labor market needs workers with a set of technical, soft, and social skills that can change according to the job requirements. Therefore, investing in skills development is a critical factor in a country's economic growth and competitiveness. At the same time, a constant challenge for the governments of many countries is to ensure a balance between solid fundamental skills and specific skills for specific professions. Qualified and flexible staff are a vital element of any company's competitiveness and are critical to a country's economic growth. The task is to ensure the availability of (Cross-sectoral export strategy "Skills Improvement", 2019).

Project "Education and Skills 2030", skill is the ability and ability to perform processes and use their knowledge to achieve the goal responsibly. Skills are part of a holistic concept of competence that includes mobilizing knowledge, skills, attitudes, and values to meet complex requirements.

The OECD 2030 Learning Compass distinguishes three different types of skills (OECD, 2018):

- Cognitive and metacognitive skills, which include critical thinking, creative thinking, learning to learn, and self-regulation;
- Social and emotional skills, which include empathy, self-efficacy, responsibility, and cooperation;
- Practical and physical skills, which include the use of new information and communication technology devices.

Social and emotional skills are a set of individual abilities that can be manifested in consistent patterns of thoughts, feelings, and behaviors that allow people to develop, nurture their relationships at home, school, work, and society and fulfill their civic responsibilities of OECD (2018); OECD.

Social and emotional skills are increasingly recognized as necessary by workers whose work requires complex social interactions that technology cannot replace. Such professions include the teaching profession. Thus, in order to adapt to technological advances, workers must also acquire social skills, including persuasion and negotiation (Berger and Frey, 2015; Ningsih et al., 2021).

Social and emotional skills improve academic and labor market prospects. Learning success also depends on developing social and emotional skills, such as perseverance, self-control, responsibility, curiosity, and emotional stability. Recent studies show that social and emotional skills also directly affect employment success, professional status, and income (OECD, 2016).

Among the necessary skills of a modern specialist, we have identified: comprehensive problem solving, critical thinking, mobility, creativity, leadership skills, time management, coordination with others, emotional intelligence, judgment and decision making, guidance service, negotiation, cognitive flexibility (Kovalchuk, et al., 2020).

According to the director of the Center for Emotional Intelligence Development of Jaeger University, M. Bracket, the generation of young professionals who grew up in an environment of emotional education, gained new knowledge most constructively at the right time, can make the world a more pleasant place to live. That is why the problem of developing emotional intelligence in the structure of training future professionals is highly relevant (Nazarchuk, 2018).

In this context, the development of the personality of the future teacher of vocational training acquires special significance, not only in terms of equipping him with professionally necessary scientific and theoretical knowledge but also in terms of his emotional essence. This necessitates the transition from an authoritarian-disciplinary learning model to a personality-oriented one, the defining feature of which is mutual understanding, interaction, creative cooperation (Kovalchuk & Sheludko, 2019).

Emotional intelligence in the system of teacher training can be considered as a cross-disciplinary skill. The formation of emotional intelligence of future teachers of vocational training is one of the most critical levers for developing the system of vocational education in Ukraine. That is why the modern future specialist needs to work on himself; to improve the ability to realize and manage their own emotions; put yourself in the place of another; understand and accept the feelings and

experiences of each individual; interact assertively; provide and receive feedback, resolutely and culturally counteract destructive behavior in the group. Achieving a high level of formation of emotional intelligence is carried out through increasing performance in student learning. After all, the holistic perception of the educational material takes place when the student analyzes the material and emotionally perceives it. Thus, emotionality creates a "platform" for learning new knowledge (Kovalchuk & Sheludko, 2019; Salawali et al., 2021).

The scientific problem is that there is no definitive justification for the need for an appropriate level of development of emotional intelligence to ensure the highest level of readiness of a teacher of vocational training for professional activities.

## Literature Review

### ***Analysis of Recent Research and Publications***

The issue of intelligence is widely studied and discussed by scientists from different countries at different levels and is far from being solved today. There is still no established opinion about the definition of "intelligence," whether it exists as a separate phenomenon, its nature, and its external and internal factors affect the development of intelligence and the success of the subject of various tasks. There is also no agreement on the number of types of intellect and methods of measuring intellectual abilities. However, the appearance in recent decades of many publications devoted to studying the phenomenon of intelligence has contributed significantly to the expansion of understanding of this fundamental phenomenon (Ampleeva, 2013).

Recently, in both foreign and domestic psychology, there has been a growing interest in the study of emotional intelligence as a construct that provides an opportunity to build interpersonal relationships based on understanding both their own emotions and feelings and others (D. Goleman; J. Meyer; P. Seloway, 2009; Farooqui et al., 2018). Modern psychological research examines various aspects of emotional intelligence: problems of measurement and application in practice (L. Kolisnyk, D. Lusin, 2010; Komilova et al., 2021), the relationship with leadership (L. Averchenko, I. Andreeva, etc.), the role in professional activities (V. Kuteeva, G. Yulina) and others, the development of emotional intelligence and its components (M.O. Manoilova, M.A. Nguyen, O.M. Pryimachenko, K. Saarni).

The works of V. Dyman, A. Dudoladova, M. Zhuravlyova, V. Zarytska, O. Myloslavska, O. Nechyporuk, and other psychological and pedagogical science specialists are devoted to the disclosure of the peculiarities of the development of emotional intelligence in specialists of humanities. Furthermore, scientists have substantiated and experimentally tested the means of developing emotional intelligence components in the professional training system of specialists in societies.

The scientific opinion covers the experience of forming professional mobility of future engineers (M. Balikaeva, S. Kaplina), technical specialists (L. Merkulov 2011; Putri et al., 2021), students of the technical university (O. Maligina), students of information specialties (V. Dunin), teachers of higher school (L. Amirova, L. Goryunova, V. Hrynko, Y. Dvoretzka, 2010; Widana et al., 2021), future teachers (B. Igoshev), social pedagogues (O. Bezpalko) and others. Furthermore, the relationship between professional mobility and professional development and the formation of a professionally successful personality was considered by S. Kugel, T. Frolov, and others.

The problem of the development of emotional intelligence of the future teacher of vocational training was studied by such scientists as G.M. Andreeva, O.V. Bilokon, D. Goulman, D. Caruso, N.V. Kovriga, D.V. Lucin, J. Meyer, E.L. Nosenko, P. Selovey, O.V. Tarasova.

The first and most well-known model of emotional intelligence in scientific psychology was developed by P. Selovey and J. Meyer in 1990. They also introduced the term "emotional intelligence" into psychology. These scientists defined emotional intelligence as "the ability to track one's own and others' feelings and emotions, to distinguish them, and to use this information to guide one's thinking and actions."

Domestic and foreign scientists studying the phenomenon of emotional intelligence and its individual components and their functional characteristics indicate that this construct contributes to the individual's achievements and is the basis of his successful professional activity.

According to research (Klimenko, 2020), it is known that almost 80% of success in the social and personal spheres of life of any specialist determines the level of development of emotional intelligence – EQ, and only 20% – the well-known IQ. Therefore, the problem of studying the generalized characteristics of emotional intelligence becomes important in the context of professional training of future teachers of vocational training.

Today, the global community of emotional intelligence experts and practitioners – Six Seconds – deals with the development of emotional intelligence.

The Six Seconds Emotional Intelligence Assessment (SEI®) is a set of proven and effective tests for determining and developing emotional intelligence. SEI is used in more than 150 countries for a wide range of training, education, selection, and development needs in organizations from FedEx to Qatar Airways to the UN. SEI is best in its class due to a combination of reliable psychometry and practical reality for a wide range of needs and global relevance (Susan, et al., 2018).

According to experts in the Six Seconds community, emotional intelligence means "being smart in feeling," and it governs personality and professional success.

To provide a practical and easy way to study and practice emotional intelligence, Six Seconds in 1997 developed a three-part model as an action plan for the use of emotional intelligence in everyday life.

This EQ-in-Action model begins with three important areas:

1. Get to know yourself. Clearly see what you are feeling and doing. Answer the question "what" – when you know yourself, you know your strengths and challenges, you know what you are doing, what you want, and what you need to change.
2. Choose yourself. Do what you mean. Answer the question "how" – it shows you how to act, how to influence yourself and others, how to "implement" these concepts.
3. Give yourself. It is not in vain to do so. It answers the question "why" – when you give yourself, you are clear and full of energy, so you stay focused, why to react in a certain way, why to move in a new direction and why others should be involved (Susan, et al., 2018).

Thus, the development of emotional intelligence is a global need of humankind.

## Materials and Methods

To determine the level of development of emotional intelligence, we used the method of D. Mayer, P. Salovey, and D. Caruso – MSCEIT, V2.0 (The Mayer Salovey Caruso Emotional Intelligence Test) is a standardized test for measuring emotional intelligence. This technique refers to "ability models," where emotional intelligence is defined as a set of abilities that are measured by tests that consist of tasks with correct and incorrect answers.

This technique was tested within the empirical study of the level of development of emotional intelligence of students, which was conducted in the framework of the author's school of pedagogical skills. The study involved 42 students of the Faculty of Technological and Vocational Education of Glukhiv National Pedagogical University named after Alexander Dovzhenko, including 18 women and 24 men.

The MSCEIT test consists of tasks with correct and incorrect answers, which is the most traditional for the diagnosis of intelligence. The test distinguishes four groups of emotional intelligence abilities with sections of tasks to identify each of them.

The MSCEIT test was adapted by us by including the following components in students' developmental exercise programs:

- Perception, evaluation, and expression of emotions;
- Use of emotions to increase the effectiveness of thinking and acting;
- Understanding and analysis of emotions;
- Conscious management of emotions for personal growth and improvement of interpersonal relationships.

## Results and Discussion

### *Presentation of New Material*

The problem of improving the training of future professionals is the lack of qualification approach in vocational education, as in modern society there are the following trends: there are fundamental changes in many professions, new professions, the role of horizontal mobility during working life, lifestyle changes, different social levels. In view of this, professional training should be aimed at increasing psychological adaptation and the manifestation of personal activity and independence of a person in constantly changing socio-economic conditions of life, so it should be considered in conjunction with the competence approach (Tarasova, 2019).

Currently, employers have specific requirements for professionals in the field of vocational education, the main of which include: theoretical and practical training, sociability, mobility, ability to think ahead, emotional balance, organization, work discipline. The growing demand for highly qualified teachers of vocational training increases the requirements for the quality of their training, puts pressure on education systems, and is a strong factor in their change and adaptation (Kovalchuk, 2005; Kolisnyk, 2013).

To master new technologies in a new workplace, the employee must be psychologically mobile because psychological mobility to future professional activities is not possible without the manifestation of professional mobility (Tarasova, 2019).

The professional training system of future teachers of vocational training is designed to ensure the implementation of the main provisions of the program "National Strategy for Education Development in Ukraine until 2021" by critically rethinking what has been achieved and its updating. To do this, it is necessary to use all the positive things previously gained in the scientific and methodological arsenal and combine it with a radical reform of its conceptual, content-structural, and organizational-pedagogical foundations.

The Ministry of Education and Science has identified four key areas in which the system of vocational (vocational) education will be updated over the next three years. It is about building an effective management system, strengthening the cooperation of institutions with business, improving the content and quality of such education and its promotion (Government portal, 2021).

The ideas laid down in the Strategy detail the tasks of the Concept of Reform "Modern Vocational Education" for the period up to 2027. These documents should accelerate the modernization of the system, update its content.

Currently, the Strategy identifies the main problems of the area, goals, and objectives. The plans include: strengthening the autonomy of educational institutions, creating an Education Management Information System (EMIS), continuing to develop standards for vocational education on a competency basis, etc. (Savchenko, 2014).

From a theoretical point of view, we have determined the direct dependence of the professional development of the future teacher on the level of emotional intelligence, which is manifested in the individual's awareness of emotional experiences associated with interpersonal interaction, because this interaction will be the subject of further professional activity. One of the aspects of student training is developing emotional intelligence as a set of abilities, knowledge, skills, and abilities that allow a person to control their emotions and, analyzing the communication situation, create a favorable emotional atmosphere in communication (Tarasova, 2019).

Consider the characteristics and structure of the teacher of vocational training to find opportunities for change and improvement in the development of emotional intelligence (Kosyrev, 2007).

The profession of teacher of vocational training belongs to the professional type "human - human." It includes professions related to training, education, informing people, and the management and leadership of people or teams. The first feature of professions of this type is to establish interaction between people. The second feature is that the profession requires from the teacher of professional training double training: it is necessary to learn and be able to establish and maintain contacts with people, to understand them, to understand their features; you need to be trained in a particular field of production, science, technology, art, etc. The specialist is expected and required to remain calm in any situation and be able to find a way out of it, to be friendly, tactful, attentive, able to put himself in the place of another person, to remember well, to keep in mind the personal qualities of many and different people, and find common ground with different people.

According to the professional standard "Teacher of vocational training," specialists must have the following general competencies: ability to adapt to the educational environment, to academic and professional mobility; to bear personal responsibility for the results of professional decisions; to communicate within professional activities; effectively managing working hours; to identify leadership qualities; to perform usual professional actions in a more efficient way; to act in unusual situations; to work in a team; to prevent conflict situations, self-development and self-improvement.

At the workplace, the teacher of vocational training carries out educational, production-technological, research, and organizational-managerial activities in educational institutions of primary and secondary vocational education, educational and industrial complexes, in secondary schools, as well as in universities, institutes, and faculties of improvement qualifications, research institutions dealing with education (Yakovenko, 2013).

We have singled out the list of labor functions (professional competencies by labor action or group of labor actions included in them), symbols of labor functions.

**Table 1.**

*The list of labor functions of a teacher of vocational training (Bantysheva, 2017; Yakovenko, 2013)*

Symbols	Labor functions	Professional competencies (by labor action or group of labor actions)	Legend
A	Planning the educational process	Ability to study, analyze and apply educational, scientific, legal and other information on the planning of the educational process	A1
		Ability to carry out calendar-thematic planning of the content of academic disciplines, to plan educational classes, independent and individual work of students, educational work in a student group and individual educational work with students	A2
B	Implementation of the educational process	Ability to select appropriate methods, forms, means, technologies of training, education and development of students in accordance with the definition of tasks and individual characteristics of students	B1
		Ability to select and structure the content of training in the discipline in accordance with the requirements of educational standards	B2
		Ability to carry out professional training of students according to individual curricula	B3
		Ability to carry out the educational process in an inclusive environment	B4
		Ability to apply the latest forms, methods, techniques and teaching aids, innovative pedagogical technologies	B5
		Ability to apply the latest production technologies of the professional industry	B6
C	Implementation of self-educational activities	Ability to master innovative pedagogical experience, apply and disseminate it	C1
		Ability to design professional self-improvement	C2
		Ability to acquire additional qualifications	C3
D	Implementation of methodical work	Ability to participate in the work of the methodical office, methodical commission of the institution P(PT)O, to organize subject weeks, etc.	D1
		Ability to carry out individual work on a scientific and methodological topic, to develop methodological recommendations (instructions), etc.	D2
E	Implementation of research and experimental activities	Ability to operate with scientific categories of research	E1
		Ability to select and apply theoretical and empirical research methods	E2
		Ability to develop pedagogical innovations to implement the main ideas of the study	E3
		Ability to conduct a pedagogical experiment and summarize the results of pedagogical research	E4
F	Monitoring of educational activities	Ability to diagnose the level of formation of competence achievements, academic success of students in formal and non-formal education	F1
		Ability to organize control of educational, production and practical activities of students	F2
		Ability to control the quality of work performed by students	F3
G	Implementation of practical skills	Ability to participate in the work of groups for the development of qualification and educational standards, other regulations in the field of education	G1
		Ability to establish stable relations with enterprises on industrial practice, dual training of students	G2
		Ability to organize career guidance work with student youth	G3
		Ability to maintain relations with the state employment service, enterprises, organizations for employment of graduates of the institution P(PT)O	G4

Based on the above provisions, a modern teacher of vocational training for successful professional activity in the new information society requires the ability to productively and creatively solve problems and problems, use modern technologies in developing new models of technology, and show creative professional abilities self-development. A qualified specialist's skill requires active intellectual activity, the constant development of professional thinking, emotional intelligence, and the ability to be psychologically mobile in any situation. That is why training specialists with developed emotional intelligence is one of the most important problems of modern vocational (vocational) education. In the process of professional training of specialists in the field of education, it is necessary to increase the level of formation of emotional intelligence – an important integral personal characteristic. After all, the ability to understand emotions, generalize their content, distinguish emotional subtext in interpersonal relationships, regulate emotions, overcome negative psycho-emotional outbursts, and be resistant to disappointments are prerequisites for professional success (Tarasova, 2019).

The problem of forming the emotional intelligence of teachers of vocational training is one of the most important for developing the system of professional (vocational) education in

Ukraine. It is impossible to achieve educational goals in higher education institutions without a safe emotional environment. This means a state of psychological well-being and confidence of both the vocational teacher and his students that no situation threatens their sense of security and self-worth. Therefore, first of all, the teacher needs to improve the ability to realize and manage their own emotions; understand and accept the feelings and experiences of each student; interact assertively; provide and receive feedback, resolutely and culturally counteract destructive behavior in the group, develop a high level of emotional intelligence.

The development of emotional intelligence is the key to successful learning. The holistic perception of the educational material occurs when the student analyzes the events and treats them emotionally. Emotionally significant situations for the future teacher of vocational training motivate him to self-expression. Emotions create a "platform" on which new knowledge is formed (Kolisyuk, 2013).

Emotionally colored knowledge motivates the student to further knowledge, study, research. Education, which involves the emotional sphere of man, promotes the development of values to knowledge, to the world, to other people.

In recent years, new areas of research have been developed, such as the features of

"implicit" theories of intelligence (R. Steinberg), regulatory structures (A. Piaget), and the connection between intelligence and creativity (E. Thorens). Their research clearly confirms that success largely depends on intelligent emotion or emotional intelligence. Unlike logical intelligence, emotional intelligence develops throughout life. Moreover, with a conscious direction of development efforts, it undergoes purposeful training, and the social environment plays a significant role here.

We agree with the opinion of Doctor of Pedagogical Sciences L. Burkova, the facts of influence on the development of human emotional intelligence in general, and future teachers of vocational training in particular, have the following relationship:

- Genotype of parents (40%);
- Family upbringing (10%);
- Social environment (50%) (Ekman, 2010).

At the same time, the literature (Kovalchuk, et al., 2020; Savchenko, 2014; Yakovenko, 2013) already presents the results of research that attests to the productivity of purposeful development of emotional intelligence through the organization of external (training) influence. Suppose emotional intelligence, according to the authors, can really be developed. In that case, it is necessary to introduce psychological-pedagogical technologies into the field of education of purposeful formation of emotional intelligence of future teachers of vocational training (Kostyuk, 2014).

Therefore, first of all, the teacher of professional training needs to improve in the ability to realize and manage their own emotions, to be empathetic, to understand and accept the feelings and experiences of each student; interact assertively; provide and receive feedback, resolutely and culturally counteract destructive behavior in the group.

According to the description proposed by J. Meyer and P. Selovey, there are four components of emotional intelligence:

- Accuracy of assessment and expression of emotions. It is essential to understand the emotions (one's own and others') related to both internal changes and external events. It is the ability to identify emotions by thoughts, physical condition, appearance, and behavior, that is, the ability to express emotions and related needs accurately.
- The use of emotions in mental activity. How and what we think depends on how we feel. Emotions affect the mental process and prepare us for certain actions. This ability helps to understand how to use emotions and think more effectively. By controlling one's emotions, one can look at the world from different angles and solve problems more effectively.
- Understanding emotions. This means that a person can identify the source of emotions, classify them, recognize the relationship between emotions and words, interpret the meaning of emotions, understand complex feelings, the transition between emotions, and further development.
- Emotion management. As mentioned above, emotions affect thinking, so they must be considered when solving problems, making decisions, and choosing their behavior. The ability to control one's own and others' emotions allows you to use information (provided by emotions) and cause or eliminate them (Kovalchuk, et al. 2020).

To determine the level of development of emotional intelligence, we used the method of D. Mayer, P. Selovey, and D. Caruso – MSCEIT, V2.0 (The Mayer Salovey Caruso Emotional Intelligence Test) is a standardized test for measuring emotional intelligence. This technique refers to "ability models", where emotional intelligence is defined as a set of abilities that are measured by tests, which consist of tasks with correct and incorrect answers (Ekman, 2010).

Each of these areas corresponds to specific competencies in the development of emotional intelligence.

**Table 2.**

*Competences for the development of emotional intelligence (Bantysheva, 2017)*

Direction	Component	Competence	Definition
Get to know yourself	<i>The first component:</i> perception, evaluation and expression of emotions	Improving emotional literacy	Accurate definition and interpretation of simple and complex feelings
		Recognize patterns	Recognizing often recurring reactions and behaviors
Choose yourself	<i>The second component:</i> the use of emotions to improve the efficiency of thinking and acting	Apply consistent thinking	Assess the costs and benefits of your choice
		Focus on emotions	Evaluation, use and transformation of emotions as a strategic resource
		Engage intrinsic motivation	Getting energy from personal values and commitments, not from external forces
		Exercise optimism	Adopting a proactive perspective of hope and opportunity
Give yourself	<i>The third component:</i> is the understanding and analysis of emotions	Increase empathy	Recognize emotions, communicate with them and respond to them properly
Control yourself	<i>The fourth component:</i> conscious management of emotions for personal growth and improvement of interpersonal relationships	Achieve noble goals	Combine daily choices with your overall sense of purpose

This technique was tested within the empirical study of the level of development of students' emotional intelligence, which was conducted in the framework of the author's school of pedagogical skills.

The study involved 42 students of the Faculty of Technological and Vocational Education of Glukhiv National Pedagogical University named after Alexander Dovzhenko, including 18 women and 24 men.

The MSCEIT test consists of tasks with correct and incorrect answers, which is the most traditional for diagnosing intelligence. The test distinguishes four groups of emotional intelligence abilities with sections of tasks to identify each of them.

We adapted the MSCEIT test by including the following components in students' developmental exercise programs: perception, evaluation, and expression of emotions; use of emotions to increase the effectiveness of thinking and acting; understanding and analysis of emotions; conscious management of emotions for personal growth and improvement of interpersonal relationships.

- I. *The first component*: perception, evaluation, and expression of emotions – sections A (measurement of perception of persons) and E (measurement of perception of pictures).

Perception, evaluation, and expression of emotions or identification of emotions In section A, we will use the exercise "Demonstration", where future teachers of vocational training are asked to choose and demonstrate four photos of people's faces, which the severity of 5 emotions should evaluate. There are seven emotions in the section: happiness, sadness, fear, anger, disgust, surprise, excitement. The expressiveness of emotions is assessed on a 5-point scale: from 1 – "least pronounced" to 5 – "strong expression."

*Objectives*: to improve the understanding of basic principles or theory, to give future teachers of vocational training the opportunity to draw conclusions from experience, to interest students, to develop critical thinking.

- II. *The second component*: the use of emotions to improve the effectiveness of thinking and acting - section B (measures the ability to assimilate their everyday experience, describe their feelings to a particular person) and F (measures a person's ability to describe their emotional states).

To test this component, we used the "Confusion" exercise. According to the method we used, Section B consists of 5 interesting stories aimed at understanding which emotions contribute to the more effective performance of activities of various kinds. First, the test taker

must determine how useful it will be in this situation to feel this or that emotion. In total, each question offers three emotions, which are evaluated on a 5-point scale: from 1 – "does not help" to 5 – "helps."

*Objectives*: use of emotions to direct attention to priority things for thinking, directing attention to important information; use of bright and accessible emotions as auxiliary means of thinking and memory; use of emotional mood swings to change the perspective of individuals (from optimistic to pessimistic) and to expand the diversity of possible points of view on certain events; actualization of those emotions that contribute to the solution of certain tasks (for example, a good mood improves the solution of creative tasks).

- III. *The third component*: understanding and analysis of emotions – section C (studied the knowledge of the flow of emotions over time, as well as understanding how emotions follow each other, change each other) and G (measurement of the ability to distinguish between mixed and complex feelings). In the MEIS variant, section C was divided into two separate sections. There was also a section on measuring the relativity of emotions (stories of conflict situations, where the subject was asked to imagine the feelings of both sides of the conflict).

Participants are offered the exercise "Discussion in pairs." Section C consists of 20 descriptions of different situations in which the characters experience different emotional states, with six answer options in each. Understanding the situational conditioning of emotions involves both a cognitive understanding of the meaning of the situation and the experience of experiencing similar states. Thus, for each question, you need to choose the most appropriate answer.

*Objectives*: the ability to label emotions and their verbalization; understanding the difference between different in name, but similar in content emotions (eg, sympathy and love); ability to interpret the meaning of changing emotions, understanding of causal relationships (for example, the emergence of longing after loss); the ability to understand a set of feelings, such as: simultaneous love and hate, or a mixture of feelings such as awe (which consists of fear and wonder); the ability to recognize unexpected changes in emotions (for example, a change in anger for pleasure, or a change in anger for embarrassment).

- IV. *The fourth component* is the conscious management of emotions for personal growth and improving interpersonal relationships – sections D (managing one's emotions) and H (managing other people's emotions). Participants were asked to



imagine themselves in the place of his proposed story's heroes and evaluate options for further action.

Section D is dedicated to the ability to manage your emotions effectively. That is why we have chosen the exercise "Perspective Approach." Its purpose is to allow students to apply critical thinking, in-depth study of material, analysis, synthesis, and evaluation. The section offers five stories that describe some events. Each story is given four sequels. The respondent should evaluate each continuation of the story in terms of how effectively such actions can lead to a good mood or its preservation in the protagonist. The assessment is made on a 5-point scale: from "a" – "very inefficient" to "e" – "very effective".

*Objectives:* to develop: the ability to remain open to feelings, both pleasant and unpleasant;

the ability to consciously pay attention or distract from emotions, depending on the assessment of their informativeness or usefulness; the ability to consciously control their own and others' emotions (for example, recognizing the typicality, influence, clarity of emotions); the ability to control one's own and others' emotions (for example, to lower negative emotions and increase pleasant ones without reducing or enhancing the information they can convey).

The obtained results give a formative assessment of the general level of development of emotional intelligence (high, medium, and low level) and determine the ways of its development. Points are calculated using a key based on expert assessments.

The results of our diagnostic study are presented in Table 3.

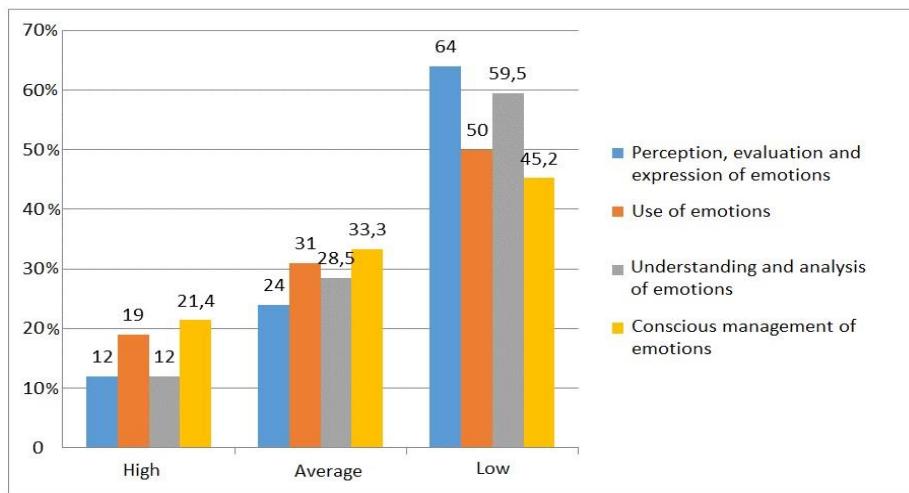
**Table 3.**

*The results of a study to identify the levels of development of emotional intelligence in future teachers of vocational training at the statement stage of the experiment*

Level Scale	High		Average		Low	
	Absolute	Relative	Absolute	Relative	Absolute	Relative
Perception, evaluation and expression of emotions.	5	12,0%	10	24,0%	27	64,0%
Use of emotions	8	19%	13	31%	21	50%
Perception, evaluation and expression of emotions.	5	12%	12	28,5%	25	59,5%
Using emotions to increase the effectiveness of thinking and acting.	9	21,4%	14	33,3%	19	45,2%

Thus, according to the MSCEIT test (Table 3), most subjects show results that correspond to a low level of development of emotional intelligence. According to the scale "perception, evaluation and expression of emotions," it can be stated that 64.0% of respondents are at a low level, 24.0% – on average, and 12.0% have a high level. A similar trend is observed on the scales "use of emotions to improve the effectiveness of thinking and acting" and "understanding and analysis of emotions" low

50.0% and 69.5%, respectively, the average level was 31.0% and 28.5% of participants and 19.0% and 12.0% of respondents, respectively, reached a high level. The indicator on the scale of "conscious management of emotions for personal growth and improvement of interpersonal relationships" is only slightly higher – a high level is inherent in 21.4% of respondents, an average of 33.3%, and a low level of 45.2%.



**Figure 1**

*The results of a study to identify levels of development of emotional intelligence in future teachers of vocational training at the statement stage of the experiment*

Thus, the data obtained from the study confirm the authors' opinion on the development of emotional intelligence in the training of teachers of vocational training.

Analysis of research on the development of emotional intelligence showed that to increase its level should be in the following ways:

1. Involvement of future teachers of professional training in various types of activity: game, project, cooperative, research. An important characteristic of cooperative activity is the interaction with others when there is a clash of thoughts, feelings, emotional states. Collaborative learning involves many variations; the presence of such components determines its effectiveness as positive interdependence, interaction in small groups, group processing of results, reflection. In small groups, students learn to speak, analyze, lead discussions, express their opinions, defend their views. To achieve positive learning outcomes, students must interact effectively with others, which involves the need for reflection, evaluation, and feeling of the emotional state of partners, the ability to hear the other. It promotes the development of skills to recognize their own emotions, states, and feelings of others in a small group, to manage their own emotions;
2. Establishment of parity relations in the system of interaction "student - student", "teacher - group of students", "student - group of students". In the context of our study, the role of the teacher is significant, on which the emotional microclimate in the classroom depends, how much students feel trust, sincerity, support from the teacher and classmates. After all, cooperative activities involve expressing one's own opinions, confirmed by one's own life experience, which differs from the experience of others. An effective method is to provide the teacher with his judgments about the problem or situation, ways of behaving, telling the moments of his experience. It gives students a sense of confidence, trust in others and in themselves.
3. Introduction of active teaching methods ("openwork saw," "pyramid," "brainstorming," etc.). Active methods – a set of means of purposeful interpersonal interaction of the teacher and students, students among themselves for development of the person. Significant for the formation of students' emotional intelligence are such signs of active learning as polylogue – the exclusion of the dominance of one participant over another, freedom of thought; dialogue – the establishment of equal partnerships between

all participants in the interaction; meaning formation – the formation of a new feeling, the content of objects and phenomena as a result of comparing individual positions, beliefs with the opinions of others; freedom of choice – conscious regulation and activation of their behavior, emotional states; reflection – self-analysis, self-assessment of their skills and actions. It should be emphasized that the basis for the interaction of participants in the learning process is the content of educational material. Therefore, it should correspond, firstly, to students' age and psychological development, and secondly – to their interests and preferences (Tarasova, 2019).

In order to increase the level of development of emotional intelligence, we have developed a training program using exercises and structural components of emotional intelligence. A specially selected set of effective exercises will allow future teachers of vocational training to develop competencies that they do not have enough, namely improving emotional literacy, recognizing patterns, applying consistent thinking, focusing on emotions, attracting intrinsic motivation, optimism, increasing empathy, pursuing noble goals.

We offer to start the training with an organizational moment, including acquaintance, content presentation, rules of conduct, "warm-up games," games to increase attention and efficiency. After completing this stage, respondents are asked to perform all the exercises suggested by the coach in a circle. For example, here are the following exercises modified by us.

Exercise 1. "*Reflection of feelings.*" Training participants are divided into pairs. One of the participants utters an emotionally colored phrase. The second first tells in his own words the meaning of what the first said and then tried to determine the feeling that his partner felt at the time of pronunciation of the phrase. The partner evaluates the accuracy of both mappings. Then the participants change roles.

Exercise 2. "*Understand another.*" Each participant describes the mood of someone in the group for 2-3 minutes. It is necessary to imagine, feel a person, his condition, emotions, experiences, and describe it all on paper. Then all recordings are sounded, and their authenticity is confirmed.

Exercise 3. "*Inner voice.*" Participants stand in a circle. One of them (let's call him "A") chooses the one who will play the role of his inner voice. He stands behind the participant "A" and says in the first person: "I am (the name of the participant "A"), feeling now... because of... since..." The facilitator then asks participant A:

"Is your inner voice right? Did he say everything you wanted to hear? Maybe you would like to hear another "inner voice"? Then the next member of the group chooses an "inner voice." Questions for discussion:

1. What difficulties did you encounter during the exercise?
2. What makes it difficult or easier to reflect another person's feelings?
3. How did you feel?

Exercise 4. "*Mirror reflection of judgments.*" The group is divided into pairs. One person describes any situation from the negative side. Another finds positive aspects of the same situation.

Exercise 5. "*Who are you?*" Each participant is asked to write a description of the nonverbal behavior of one of the students in the group. Then the characteristics are read without specifying the recipient. The group must determine who owns this characteristic.

Exercise 6. "*Reflection of emotional state.*" All participants are divided into pairs. One acts as a mirror, which should reflect the emotional state shown by the partner. The exercise is performed with the help of facial expressions and pantomime. Everyone performs the exercise three times (different emotional states).

Exercise 7. "*Transmission of feelings.*" Participants stand in the back of the head one by one. The latter returns the penultimate and conveys any feeling to him by facial expressions (joy, anger, sadness, surprise, etc.). The second person must pass this feeling on to the next person. The first is asked. What feeling did he

get, and compare it to is what feeling was sent first.

Exercise 8. "*List of emotions.*" The group is asked to name as many words as possible that mean emotions. Then someone comes out and depicts the emotion with facial expressions and gestures. Everyone guesses. First. Who guessed, shows his emotion. Complications: The exercise is performed in a circle. One person calls an emotion – everyone else shows it.

Discussion Questions: Which word was the hardest to show? Did everyone have the same facial expression when depicting emotion and why? Can people feel the same emotions and have completely different facial expressions? When?

Exercise 9. "*Geometric figure.*" Participants (the whole group or each in turn) are asked to draw a rectangle by hand in the space in front of them. The task reveals obvious variations in the manifestations of expression. One draws a minor figure in the air without moving his eyes or head, barely rotating with a straight index finger. The other connects the energy of the whole hand, and his gaze synchronously follows the contours of the imaginary figure, the head and body move. The third "cuts" his palm as if in front of him something solid. And someone gently operates with a brush of a hand, using average or broad gestures.

Thus, this training can be considered as an example of a specific part of the curriculum, which aims to develop and increase the level of emotional intelligence in teachers of vocational training.

The results of our diagnostic study are presented in Table 4.

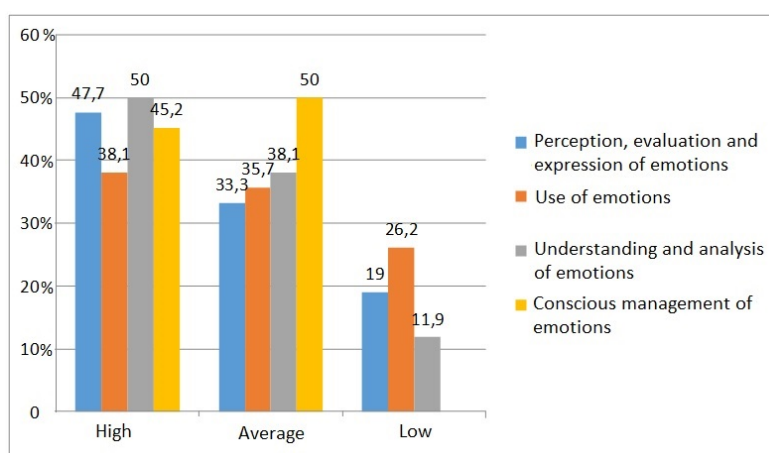
**Table 4**

*The results of a study to identify levels of development of emotional intelligence in future teachers of vocational training at the formative stage of the experiment*

Level	High		Average		Low	
	Absolute	Relative	Absolute	Relative	Absolute	Relative
Perception, evaluation and expression of emotions.	20	47,7%	14	33,3%	8	19,0%
Use of emotions	16	38,1%	15	35,7%	11	26,2%
Perception, evaluation and expression of emotions.	21	50,0%	16	38,1%	5	11,9%
Using emotions to increase the effectiveness of thinking and acting.	19	45,2%	21	50,0%	2	4,8%

The results of a study to identify the levels of development of emotional intelligence in future

teachers of vocational training at the formative stage of the experiment in Figure 2.



**Figure 2.**

*The results of a study to identify levels of development of emotional intelligence in future teachers of vocational training at the formative stage of the experiment*

The results of the experimental study allow us to conclude that the increase in the high level of formation of emotional intelligence on the scale "Perception, evaluation and expression of emotions" occurred by 35.7% (from 12.0% to 47.7%), with an average level decreased by 9.3% (from 24.0% to 33.3%). Significant changes can be observed at a low level – 52.0% (from 64.0% to 12.0%). The results of the study of the level of formation of emotional intelligence on the scale "Using emotions to improve the effectiveness of thinking and acting" suggest that there have been significant changes in the formation of high level by 21% (from 18% to 39%), with an average level increased by 19.1% (from 19.0% to 38.1%). Significant changes are observed at a low level of 23.8% (from 50.0% to 26.2%). Based on the analysis of the results of the experimental study on the scale "Understanding and analysis of emotions," the number of respondents who reached a high level increased significantly by 38% (from 12.0% to 50.0%), the number of people with an average level increased by 9.6% (from 28.5% to 38.1%). The low-level indicators changed the most significantly by 47.6% (from 59.5% to 11.9%). Data on the scale "Conscious management of emotions for personal growth and improvement of interpersonal relationships" also changed significantly, namely at a high level increased by 23.8% (from 21.4% to 45.2%), with an average level of 16.7% (from 33.3% to 50.0%), the number of people with a low level decreased by 40.4% (from 45.2% to 4.8%).

## Conclusion

Based on the theoretical and empirical analysis results, it can be argued that one of the necessary skills of modern specialists in various specialties is emotional intelligence. In addition, the modern labor market needs workers with a

set of technical, soft, and social skills that can change according to the job requirements. Therefore, investing in skills development is a critical factor in a country's economic growth and competitiveness.

To determine the level of development of emotional intelligence, we used the method of D. Mayer, P. Salovey, and D. Caruso – MSCEIT, V2.0 (The Mayer Salovey Caruso Emotional Intelligence Test) is a standardized test for measuring emotional intelligence. This technique refers to "ability models," where emotional intelligence is defined as a set of abilities that are measured by tests that consist of tasks with correct and incorrect answers.

Our proposed exercises for the development of emotional intelligence of future teachers of vocational training depend on creating a favorable environment and psychological climate in the educational institution. A new view on solving the problem of the place and role of emotional intelligence in the structure of professional activity of the future teacher of vocational training is offered.

**The prospect of further research** is to implement issues related to the development of EI in multidisciplinary training programs for future professionals.

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