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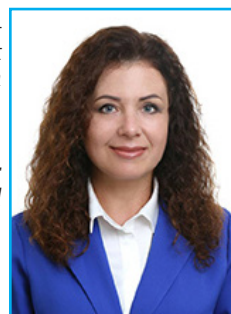
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EMOTIONAL INTELLIGENCE IN THE PROFESSIONAL TRAINING OF STUDENTS OF THE FORMAL EDUCATION SYSTEM IN UKRAINE

Abstract. The article substantiates the relevance of developing emotional intelligence (EI) in the process of the future specialists’ professional development within the system of formal (university) education. In accordance with the set goal, the essence of the phenomenon of “emotional

intelligence” is revealed. The article identifies its structural components, in particular: cognitive, empathic and behavioural, which are taken as a basis for conducting empirical research. The authors clarify the awareness of the emotional intelligence importance for professional activity among students of Ukrainian universities. In the course of the empirical research, a survey method (questionnaire) was used, conducted online via the Google Forms service, with respondents filling out the author’s questionnaire “Why is it necessary to develop emotional intelligence?” The study was conducted during three academic years (2022-2025), which made it possible to draw conclusions about the peculiarities of students’ emotional intelligence development from their own point of view. The total number of respondents was 232. It was found that students attach a certain importance to the development of emotional intelligence in their professional formation during university studies. Based on a qualitative interpretation of the obtained data, it was proven that future specialists are aware of the emotional intelligence importance for the effective performance of professional duties and for personal growth. The respondents confirmed their readiness to develop emotional intelligence during their studies at a higher education institution. The results revealed the need to strengthen the development of the behavioral component of emotional intelligence among students within the formal education system (universities) in order to ensure the effectiveness of their future professional activities. The prospects of the research lie in the implementation of an optional educational component “Development of Emotional Intelligence in Subject-to-Subject Interaction” into the bachelor’s curriculum in the specialties of Preschool Education and Social Work, as well determining its effectiveness.

Keywords: emotional intelligence; higher education; students of specialty Preschool Education; Social Work students; future specialists; personality development; professional activity.

Introduction

Problem statement. An important task of modern changes taking place in the field of Ukrainian education in accordance with the technological structure of Industry 4.0. is entering the standards of the European educational space in accordance with regulation “EDUCATION 4.0: Ukrainian sunrise” (2022). This directly affects the process of future specialists’ training in the higher educational system, which is reflected in the development of vitally important set of key competencies in students (European Union, 2006; Council Recommendation ... on Key Competences for LifeLong Learning, 2018).

Literature review. It is appropriate to organize the educational process in higher educational institutions (universities) in such a way as to ensure future specialists a high level of competitiveness on the labor market and an opportunity to participate fully in society life and successfully adapt to changing conditions and challenges (Martínez-Rodríguez & Ferreira, 2025; Wang & Pan, 2025). Modernization of the work of universities is designed not only to provide students with knowledge and a number of skills for the effective performance of professional duties, but to ensure their personal growth as well (Twum *et al.*, 2025). A successful specialist of the appropriate speciality is distinguished by the development of the ability to work effectively in a team, to establish communication, the ability to quickly make decisions in various situations, anticipate and resolve conflicts, adhere to corporate ethics, ensure interpersonal interaction in order to achieve results in professional activity, etc., i.e., to be developed according to the Council Recommendation of 22 May 2018 on Key Competences for LifeLong Learning “Personal, social and learning to learn competence”. Taking into consideration all the mentioned above, it is important in the process of students’ professional training to ensure their personal development, to foster the ability to interact with others in their environment, to adapt socially, to collaborate, as well as to stimulate the desire for lifelong learning, which are integral components of their professional development (Hui *et al.*, 2025; Sathorar & Geduld, 2021; Van Eeden *et al.*, 2021). In recent years, the issue of emotional

intelligence development (*hereinafter referred to as EI*) among university students, who in their future activities are ment to closely interact with various subjects: children and their parents, clients with various requests, colleagues, employees, community representatives, has become particularly relevant etc. (Shengyao *et al.*, 2024). Thus, the issue of emotional intelligence development primarily concerns the specialists' professional training whose work functions are based on subject-to-subject interaction, communication as equal partners, and the joint accumulation of life experience.

In the Ukrainian educational system, this scientific problem became pressing only in recent years (Kovalchuk *et al.*, 2022), so it is not sufficiently investigated. This determines the relevance of the research, since fundamental changes in the educational paradigm of the modern education system in Ukraine set the task of improving the process of university students' professional training (EDUCATION 4.0: Ukrainian sunrise, 2022). Among other things, the issue of development of EI students stands out as a mandatory component of professional development for the diversification of career opportunities in the labor market. Its novelty lies in clarifying the attitude of higher education students to the necessity of EI development in the system of professional training. The practical significance of the initiated investigation will consist, first of all, in ensuring the personality development and future specialists' self-development (university students) and their EI formation in them as a psychological phenomenon in order to increase efficiency in professional activity, in particular, the specialties of Preschool Education and Social Work, as they are mostly involved in the system of subject-to-subject relations.

The aim of the presented research is to carry out a theoretical review of the essence of the concept "emotional intelligence" and its structural components, as well as an empirical study of the students' (majoring Preschool Education and speciality of Social Work at Ukrainian universities) awareness of the importance of its development for the performance of professional duties in their future labour activity.

Objectives of the research are the following: to carry out an analysis and generalization of the source base regarding the definition of the concept of "emotional intelligence" and the peculiarities of this phenomenon development among university students (**Q1**); characterize the importance, according to students, of the EI development in their professional development in the process of university study (**Q2**); analyse the obtained results and draw up the conclusions about the peculiarities of the EI development in students from their own position (**Q3**).

Methods. Stating a scientific problem, its theoretical study and understanding, the following theoretical methods were used: analysis and synthesis of the results of the developed scientific and source base, systematization and generalization of scientific positions regarding to the preschool teachers' and social work field training for the EI development in subjects of professional activity, specification of the proposed ideas in the context of the research topic. While conducting the empirical research, the authors applied the online survey method (questionnaire) using the Google Forms service, by filling in the author's questionnaire: "Why is it necessary to develop emotional intelligence?", conducted with the aim of clarifying the students' awareness of EI significance for future professional activity (see link to Google Forms <https://forms.gle/kQuy5QDjxRmfgGbZ6>). The basis of the application of this empirical method was scientific positions of A. Martínez-Rodríguez & C. Ferreira (2025), K. Twum *et al.* (2025), Y. Wang & L. Pan (2025) regarding the necessity to develop various components of EI in future specialists during their study; Y. Lin *et al.* (2025), A. Shoshani (2024), J. Swalwell & L. McLean (2021) on the expediency of collecting information on the subject under investigation among PEI specialists and social work field on the basis of the prepared questions and analysis of the received responses.

The thematic questionnaire included 9 questions with multiple choice options. Respondents were to choose only one option from three ones. The content of the questions is combined into three blocks according to the EI structure: cognitive, empathic and activity-based components.

Sample. The survey involved students of the 4th year of study of the first (bachelor) level of higher education, majoring the educational and professional program (EPP) Preschool Education and Social Work at the Hryhorii Skovoroda University in Pereiaslav (Pereyaslav), Bohdan Khmelnytsky Cherkasy National University (Cherkasy), (Ukraine). The research groups consisted of graduates: students of the 4th year of full-time study, 2022-2023 academic year – 75 participants (group A); students of the 4th year of full-time study, 2023-2024 academic year – 77 participants (group B); students of the 4th year of full-time study, 2024-2025 academic year – 80 participants (group C). The total number of respondents who took part in filling out the questionnaire was 232.

The research was carried out for three academic years in three stages: on the first, since October 2022, October 2023, October 2024, respondents filled out the questionnaire; on the second (December 2023) – the collection of empirical research data took place; on the third, since January 2025, processing of the obtained data, their quantitative and qualitative analysis and drawing up the results were carried out.

Results and discussion.

Theoretical framework. Content and structure of the concept “emotional intelligence”. In accordance with the implementation of the first research question (Q1), was conducted a review of the scientific and source base gives reasons for asserting that the problem of EI studying initiated by J. Mayer et al. (1999), D. Goleman (1998), R. Bar-On (2000; 2004), covered various aspects of this phenomenon. In particular, the concept of “emotional intelligence” was seen as a set of indicators of the degrees of development in a person of such qualities as motivation, self-control, self-awareness, the ability to put oneself in the position of others, the ability to work in a team, the ability to find understanding and establish interaction (Mayer et al., 1999). In fact, it is appropriate to characterize the above as a set of mental abilities that contributes to the development of self-awareness and understanding of both one’s own emotions and the emotions of others. The structure of EI, offered by scientists J. Mayer *et al.* (1999), includes four components, which are based on the development of four spheres of emotional abilities and mental operations:

- 1) expression of emotions, their perception and distinction, which expresses the ability to:
 - identify emotions (by facial expression, tone of voice, body language);
 - control one’s own feelings and emotions in real time and understand them;
 - demonstrate emotional literacy (the ability to name specific feelings about oneself and other people);
 - express oneself clearly, understandably and effectively use emotions during communication;
- 2) strengthening of thinking operations with the help of emotions, which is manifested in the ability to:
 - adequately use the development of the emotional and sensory sphere, thinking about problem-solving and decision-making;
 - to realize the potential of emotions and feelings;
 - self-direction of the individual towards the necessity to realize emotional and cognitive unity in his/her own activities;
- 3) understanding of the manifestation of emotions, which is reflected in the ability:
 - to solve emotional problems, identify and realize the relationship between emotions, thoughts and behavior;
 - correctly assess the value of emotions and go from one emotional state to another;
- 4) emotional management, which is manifested in the ability to use emotional information, to cause certain emotions or to be blocked from them, to direct one’s own emotions or the emotions of other people.

So, the content-structural model of EI is presented as a model of abilities, as the intersection of emotions and cognition, that is, emotional-cognitive unity (Mayer et al., 1999). It included the following basic components: a set of cognitive abilities and skills to control and regulate external

manifestations of emotions and feelings, the task of which is to increase the efficiency of thinking and activity. It can be clearly seen from the above that EI includes an activity component. EI, according to J. Mayer *et al.* (2000; 2008; 2011; 2016), develops the ability to establish relationships between one's own thoughts, actions and feelings (intra-personal level), as well as the ability to understand mood of others, learn to sympathize with them, encourage them to take certain actions (interpersonal level).

According to the concept of D. Goleman (1998), EI also includes the mastery of personal social skills. A feature of his study was the combination of cognitive abilities with certain personal characteristics, which made it possible to determine the following structural elements of EI: emotional self-awareness, self-control, social sensitivity, relationship management. It is Goleman's (1998) definition of such components as emotional self-awareness and social sensitivity brought EI closer to the tasks of personality development and mastering social norms in the environment. Considering that EI was interpreted as the ability to understand an individual's relationships with others, reflected in emotions, its function was to manage the emotional sphere on the basis of intellectual analysis and synthesis (Goleman, 1998). The scientist also defined the spheres of EI, which include: 1) awareness of personal emotions; 2) directing one's own emotions; 3) self-motivation; 4) recognition and understanding of other people's emotions; 5) relationship management. D. Goleman (1998) noted that in this regard, the individual should develop self-awareness and the ability to exercise self-control based on his/her social awareness. So, the concept of EI by J. Mayer (1999; 2000; 2008; 2011; 2016) and colleagues was supplemented by D. Goleman (1998) with a social content. The concept of EI, given by D. Goleman (1998), is considered as the ability of an individual to be aware of his/her own emotions and the emotions others, in order to carry out self-motivation and motivation of others to act, as well as self-direction of the emotional state both alone and during interaction. Thus, the interpretation of EI by D. Goleman (1998) included not only the emotional abilities of an individual, but also volitional qualities, the characteristic of self-awareness, social skills and abilities. His EI model is characterized as mixed, since it combines various characteristics of emotional, intellectual, motivational, volitional, and social aspects of personality development (Goleman, 1998).

The scientific works of R. Bar-On (2000; 2004) offer positions that expand the component structure of EI. In his opinion, it is appropriate to consider EI as a combination of mental and personal traits, which provides a person with the ability to overcome various life situations, in which the social basis of the studied phenomenon can also be seen. According to the results of research, it was established that EI consists of a number of subcomponents, namely: the ability to know oneself; interpersonal communication skills (in particular, empathy); decision-making skills; emotion management skills; skills of mood balancing (Bar-On, 2000; 2004). The scientist emphasized that the main components of EI include:

- self-awareness of an individual (self-analysis, self-respect, self-realization, independence, confidence);
- interpersonal communication skills (empathy, social responsibility, interpersonal relationships);
- ability to adapt to new social conditions (understanding of the current situation, flexibility, desire to solve pressing problems);
- the ability to demonstrate stress resistance (situation control, thinking and balanced decision-making, stress resistance);
- the predominance of a positive mood background (manifests of optimism, satisfaction, positive emotions) (Bar-On, 2000; 2004).

In fact, R. Bar-On (2000; 2004) is also a supporter of the EI mixed model, according to which the adaptive characteristics of an individual to the reality are determined. As L. Castro (2020) rightly stated, EI is the definition given by J. Mayer *et al.* (1999) as a form of social intelligence, which involves the development of an individual's ability to "perceive and identify emotions, distinguish between them and use information to improve cognitive processes, as well as manage one's own emotions and emotions of others" (Castro, 2020: 1194). Therefore, the essence of EI is seen in the understanding of emotions, which are the object of intellectual operations, which are produced verbally and are based on the awareness and differentiation of emotions, and in the end – decision-making in accordance with the social events assessment and acquired personal experience. Scientific sources (Goleman, 1998; Bar-On, 2000; 2004) also present mixed models of EI, which basically combine mental abilities and personality characteristics.

Similar scientific positions take place in modern research (Hui *et al.*, 2025; Kovalchuk *et al.*, 2022; Sauli *et al.*, 2022), in which EI is defined as a set of emotional-cognitive and social abilities that contribute to adaptation in the environment. EI was considered both as a character trait and as an ability and interpreted as a set of the following basic components: emotional self-awareness (understanding of one's own emotions in accordance with accepted values, self-esteem, self-control and self-regulation of emotions), understanding and accepting the emotions of others (in communication and joint activities).

So, on the basis of the analysis of the source base of the study, the generalized structure of EI can be conditionally presented as follows (see Figure 1).

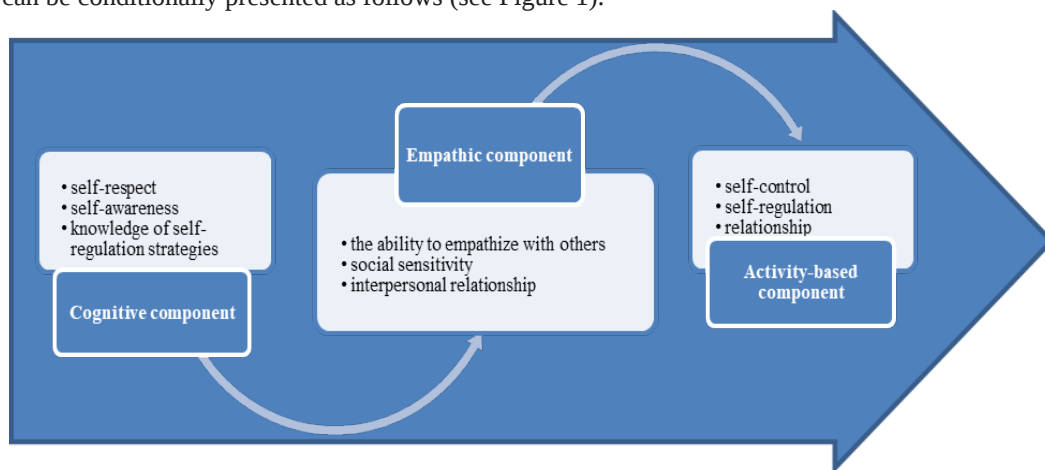


Figure 1. **Scheme of the emotional intelligence structure**

Source: generalization according to research studies (Mayer *et al.*, 1999; 2000; 2008; 2011; 2016; Goleman, 1998; Bar-On, 2000; 2004).

According to the scheme (see Fig. 1), EI is considered as an integrated psychological phenomenon that incorporates intellectual and emotional abilities into a single developmental (dynamic) system produced in the individual's activities. The scheme of defining the structural components of EI (cognitive, empathic, activity) outlined in Fig. 1 in the author's interpretation, was taken as a basis during the empirical research and the compilation of a questionnaire to clarify the students' attitude to the essence of the EI development in their professional development during university studies.

Features of the university students' emotional intelligence development. For the complete fulfillment of the 1st question (Q1) of the research, an analysis of the scientific source on the EI formation among university students was carried out. The interdependence of affect and intelligence in the development of EI and empathic imagination is offered in the study Z. Li *et al.* (2025). It was noted that the process of thinking development is related to the aspirations, motives, instructions, and feelings of students who are getting an education within the framework of the basic curriculum. The variety of life phenomena changes self-awareness, enriches the emotional experience of an individual, and at the same time expands his/her awareness and imagination towards the emotional experience of another. Researchers D. Miezah *et al.* (2025) and E. Urbón *et al.* (2025) argued that the EI development directly affects the results of social and emotional learning (SEL), which is appropriate for application to improve practice in the educational process in the university system.

EI is also of high importance in the process of forming the quality of interaction between the teacher and students (Hui *et al.*, 2025; Li *et al.*, 2025). It is important to raise the level of EI in a developing individual, which will make it possible to ensure his/her well-being, express empathy towards each other and increase academic success. In turn, EI of teachers plays a positive stimulating role in promoting student achievements and strengthens their influence on self-perception of abilities and self-appraisal (Hui *et al.*, 2025). Researchers Z. Li *et al.* (2025) emphasized the importance of self-emotional appraisal in the context of the EI development, which contributes to the regulation of one's own behavior. This is especially important for the establishment of friendly relations between the teacher and students, when the subjects of the educational process are able to understand and naturally convey their emotions.

Source analysis gives reason to assert that in the aspect of future specialists' training to stimulate EI and overcome burnout, scientific research was conducted in the context of the implementation of various psychological tools (trainings, coping strategies) and the implementation of interactive learning methods ("openwork saw", "pyramid", "brain storm" etc.) (Kovalchuk *et al.*, 2022; Sauli *et al.*, 2022). According to A. Martínez-Rodríguez & C. Ferreira (2025) it is important to have teachers at universities with high EI, who will contribute to the EI increase in students. It is in institutions of higher education which are based on the implementation of the EI training program and on the use of a multi-methodological approach, the formation of this phenomenon among students is ensured. According to the author, this should be implemented during the study of the educational components of the programs according to the relevant field of specialties, as well as during teaching practice, when the skills and abilities of professional activity are developed on the basis of the acquired academic knowledge. Researchers Y. Wang & L. Pan (2025) emphasize that "teachers" with a high level of EI demonstrate better performance during internship, overcome stressful situations and demonstrate self-efficiency in performing tasks. Education of EI in the system of higher education (universities) ensures the emotional awareness formation, promotes the development of emotion management, self-motivation, empathy, as well as the management of other people's emotions (Twum *et al.*, 2025). As a result, the self-awareness of the individual and the development of their various qualities and characteristics take place (Lokhvytska *et al.*, 2021; Shengyao *et al.*, 2024).

Thus, the following scientific generalizations were designed by the authors: the EI formation in the system of university education is recognized as a significant and important component of future specialists' effective training for their professional activities in various fields of activity. It is appropriate to present the synthesis of conventionally characterized scientific positions in a generalized form (see Figure 2).

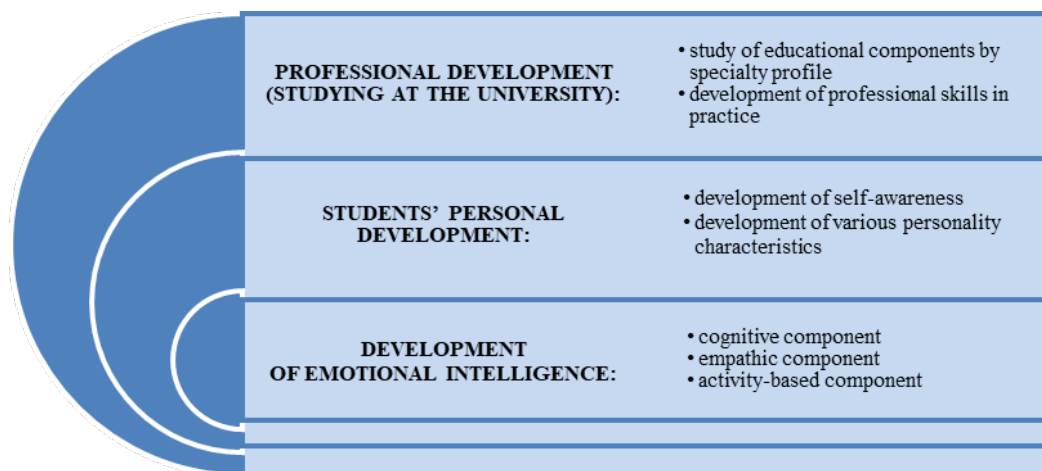


Figure 2. Scheme of the emotional intelligence development in the system of students' professional training

Source: author's concept based on the analysis of scientific sources.

Thus, Fig. 2 shows the general author's view of the process of EI development in university students. According to the presentation of the theoretical material, we focus on the essence of the phenomenon being under investigation among preschool teachers and social work field. As J. Swalwell & L. McLean (2021) stated, only teachers of preschool educational institutions who are familiar with the specifics of EI development are able to stimulate its manifestations in children, which is reflected in their emotional, social and behavioral spheres. The study of Y. Lin *et al.* (2025) revealed the importance of the EI formation in teachers for the formation of this phenomenon in their pupils, namely, children of preschool educational institutions (hereinafter referred to as PEI) and primary school. As the respondents (teachers) noted during the survey that at the stage of transition from education in secondary education to primary school, it is necessary to develop optimal conditions for the formation of social-emotional behavior skills in the development of a growing personality (Li *et al.* 2025). And this, in turn, is based on the EI development in children.

For the successful EI development, it is necessary to implement social-emotional learning (SEL) programs designed for preschoolers who attend preschool or get alternative preschool education (Shoshani, 2024). It is due to the necessity to prepare preschoolers to participate in school life, to implement social adaptation tasks, to develop the ability to regulate one's own emotions and gain academic knowledge. In the study of J. Swalwell & L. McLean (2021), the significance of the EI development in preschool children, including those with special educational needs, was revealed, using the example of the work of Victorian Preschools in North America and Australia. In particular, it is emphasized that the system of early education should contribute to the formation of the skills of social and emotional behavior in the environment.

Considering the outlined importance of training future specialists for the implementation of social-emotional learning (SEL) programs, the question of awareness of the necessity and EI formation among university students majoring specialty Preschool Education and Social Work is quite pressing. It must be stated that few studies of this topic have been conducted. Noteworthy

are the works of M. Sánchez-López *et al.* (2022), Y. Lin *et al.* (2025), which examined this issue from different perspectives. In particular, Y. Lin *et al.* (2025) emphasize that the development of the EI phenomenon among PEI teachers is important both for their personality development and for professional training for the performance of their functional duties. This is directly reflected in the EI development in their pupils. The study (Hui *et al.*, 2025) emphasized that future specialists should get help in the development of various components of EI during their study. It is also important to monitor the state of EI development and its impact on the performance of professional duties for working teachers. In this regard, the administration of educational institutions should strengthen the process of increasing the level of EI development among teachers and psychologists, which will have a positive impact on their professional careers, finding appropriate resources for this purpose, for example, conducting trainings (Kovalchuk *et al.*, 2022). The study of D. Abebe & D. Singh (2023) based on the example of the activities of Public Higher Education Institutions proved the EI importance in determining the level of work productivity in developing an attitude towards the performance of professional duties, as well as obtaining satisfaction. It was found out that specialists with high EI demonstrated greater satisfaction with the performance of their professional activities, which testifies to their competitiveness and efficiency in professional growth.

Thus, outlining the theoretical basis of the presented study, based on the analysis and generalization of the source base regarding the definition of the essence (content and structure) of emotional intelligence and the peculiarities of its development as a researched phenomenon among university students, gave reasons to perform the first research question (Q1). This, in turn, allows for the transition to the implementation of the following research questions — namely, the study of the awareness among students (majoring in Preschool Education and Social Work at Ukrainian universities) of the importance of developing emotional intelligence for performing professional duties in their future careers (Q2, Q3).

Results of the research. The conducted survey: “Why is it necessary to develop emotional intelligence?” allowed to determine the significance, according to students, of EI development in their professional formation during university studies (Q2) and, based on the analysis of the results, to draw conclusions about the features of EI development in students from their own perspective (Q3). During the data analysis, a number of questions were identified, including:

- respondents’ awareness of the essence of the concept of “emotional intelligence”, understanding the importance of identifying and analysing one’s own emotions for the implementation of the professional tasks (questions 1-3 of the questionnaire, which provided for the determination of students’ awareness of the necessity to develop the EI cognitive component);
- awareness of the influence of empathy on the effectiveness professional activity (questions 4-6 of the questionnaire, which involved clarifying students’ awareness of the necessity to develop the empathic component of EI);
- awareness of the EI role in the relationship management, formation of harmonious relationships between subjects of interaction (questions 7-9 of the questionnaire to find out students’ awareness of the necessity to develop the activity-based component of EI).

All application forms were filled out. The responses provided by the respondents were fully taken for their quantitative and qualitative analysis. Quantitative analysis of the results of the conducted questionnaire regarding students’ awareness of the importance of EI for future professional activity is presented in Tables 1-3. (*Conventional symbols*: n – absolute index (number of people); % – relative index).

Characteristics of students’ awareness of the need to develop the cognitive component of emotional intelligence. The obtained results (see table 1) made it possible to carry out a qualitative interpretation of the real state of awareness among students (Ukrainian universities) of the necessity to develop the EI *cognitive component* for professional development in future professional activity.

Table 1. Quantitative analysis of the survey: “Why is it necessary to develop emotional intelligence?”
(cognitive component of EI)

Options (based on questionnaire)	Indexes					
	1-st gr. (A)		2-nd gr.(B)		3-rd gr. (C)	
	n=75	%	n=77	%	n=80	%
Cognitive component						
1. Which definition most accurately reveals the concept of “emotional intelligence”?						
a) EI – Emotional intelligence is a person’s ability to react emotionally to the events in environment	6	8.0	8	10.4	8	10.0
b) EI – Emotional intelligence is a person’s ability to be aware of his/her own emotions, manage them and express empathy	47	62.7	50	64.9	49	61.3
c) EI – Emotional intelligence is a person’s ability to express empathy	22	29.3	19	24.7	23	28.7
2. How do the stated goals of developing emotional intelligence reflect the professional tasks of teachers and psychologists of preschool educational institutions?						
a) To feel happy, to be comfortable for everyone	4	5.3	7	9.1	5	6.3
b) Maintain endurance in stressful situations, implement pedagogy of partnership	34	45.3	40	51.9	37	46.4
c) To develop a psychologically comfortable and safe emotional environment in the preschool educational institution	37	49.4	30	39.0	38	47.5
3. What skill is important for the professional activity of a teacher, a psychologist of a preschool educational institution during the identification of emotions that are experienced at a certain moment?						
a) To teach children to correlate bodily sensations with emotional vocabulary	7	9.3	9	11.7	6	7.5
b) To recognize one’s own positive and negative emotions	51	68.0	44	57.1	48	60.0
c) To establish a connection between emotions and words	17	22.7	24	31.2	26	32.5

Source: Own research.

Analysis of responses to the *first question*: “Which definition most accurately reveals the concept of “emotional intelligence?” allowed to note that the majority of students (62.7% from group A, 64.9% from group B and 61.3% from group C) believe that EI is a person’s ability to be aware of his/her own emotions, manage them and express empathy (option b). At the same time, (29.3% from group A, 24.7% from group B and 28.7% from group C) emphasized that EI is a person’s ability to show empathy (option c). However, a small number of interviewees (8.0% from group A, 10.4% from group B and 10.0% from group C) noted that EI is a person’s ability to emotionally react to the events in environment.

Responses to the *second question*: “How do the stated goals of developing emotional intelligence reflect the professional tasks of teachers and psychologists of preschool educational institutions?” made it possible to ascertain a conscious perception of the subject of the survey by future specialists. It is evidenced by the fact that only 5.3% from group A, 9.1% from group B and 6.3% from group C noted that EI is to be developed in order to feel happy and be comfortable for everyone (option a). Opinions of survey participants were proportionally divided regarding options b and c. Thus, 45.3% from group A, 51.9% from group B and 46.4% from group C see the necessity to develop EI in order to maintain endurance in stressful situations, to implement subject-subject interaction. That is partnership pedagogy (option b). 49.4% from group A, 39.0% from group B, and 47.5% from group C are developing EI in themselves in order to develop a psychologically comfortable, safe emotional environment in the PEI (option c).

Responses to the *third question*: “What skill is important for the professional activity of a teacher, a psychologist of a preschool educational institution during the identification of emotions that are experienced at a certain moment?” testified that the respondents’ lack of professional experience makes it difficult for them to understand their role in teaching children to be aware of their emotions. The majority of respondents (68.0% of students from group A, 57.1% from group B and 60.0% from group C) prioritized the ability to recognize their own positive and negative emotions. The ability to establish a connection between emotions and words turned out to be important only for 22.7% of students from group A, 31.2% from group B and 32.5% from group C. Unfortunately, the minimum percentage is 9.3% of students from group A, 11.4% from group B and 7.5% from group C chose the really important skill for a preschool education specialist to teach children to correlate bodily sensations with an emotional vocabulary, since it is difficult for preschool children to verbalize their emotional feelings.

Characteristics of students’ awareness of the need to develop the empathic component of emotional intelligence. The obtained results (see table 2) made it possible to carry out such a qualitative interpretation of the real state of awareness among students (at Ukrainian universities) of the necessity to develop the *empathetic component* of EI for the implementation of effective professional activities.

We consider the respondents’ reflections on the role of empathy in the professional activities of PEI teachers and psychologists to be important for the study. Thus, continuing the phrase in the *fourth position of the questionnaire*: “Empathy is the ability to recognize and understand the emotional state and feelings of another person, to sympathize with them...” 86.7% of respondents from group A, 88.3% from group B and 86.3% from group C presented unanimity of opinions regarding the importance of empathy in providing a psychologically comfortable environment in the PEI. A small part of respondents (13.3% from group A, 11.7% from group B and 13.7% from group C) decided that empathy has a negative effect on the mental health of a teacher/psychologist. Optimism is added by the fact that not a single research participant believes that empathy complicates the work of a PEI teacher or psychologist.

Table 2. Quantitative analysis of the survey: “Why is it necessary to develop emotional intelligence?”
(empathetic component of EI)

Options (based on questionnaire)	Indexes					
	1-st gr. (A)		2-nd gr.(B)		3-rd gr. (C)	
	n=75	%	n=77	%	n=80	%
Empathetic component						
4. Empathy is the ability to recognize and understand the emotional state and feelings of another person, to sympathize with them...						
a) complicates the work of a PEI teacher, psychologist	-	-	-	-	-	-
b) provides a psychologically comfortable environment in the preschool educational institution	65	86.7	68	88.3	69	86.3
c) negatively affects the teacher’s, psychologist’s mental health	10	13.3	9	11.7	11	13.7
5. Studying non-verbal body language and movements (gestures, facial expressions, voice intonation) of a person...:						
a) distracts during communication	12	16.0	14	18.2	14	17.5
b) provides awareness of the emotional state of another person (child)	32	42.7	38	49.4	44	55.0
c) improves the level of professional skill	31	41.3	25	32.4	22	27.5
6. A complete understanding of the emotional state of another person is facilitated by the ability to:						
a) ask clarifying questions such as “Did I understand correctly, are you upset about something?”	4	5.3	7	9.1	5	6.3
b) observe a person	52	69.3	58	75.3	54	67.5
c) discuss a person’s state with a third person	19	25.4	12	15.6	21	26.2

Source: Own research.

Singling out the *fifth option of the questionnaire*: “Studying non-verbal body language and movements (gestures, facial expressions, voice intonation) of a person...:”, 42.7% of respondents of group A, 49.4% of group B and 55.0% of group C expressed confidence that “provides awareness of the emotional state of another person (child)”, 42.3% of respondents of group A, 32.4% of group B and 27.5% of group C predicted that this “increases the level of professional skill”. 16.0% of respondents from group A, 18.2% from group B, and 17.5% from group C expressed opinion that studying non-verbal body language and human movements “distracts during communication.”

By asking students to complete the *sixth position*: “A complete understanding of the emotional state of another person is facilitated by the ability to: ...”, we aimed to find out whether the respondents consider it appropriate to be active in determining the emotional state of another person (child). We found out that the absolute majority of survey participants – 69.3% from group A, 75.3% from group B, and 67.5% from group C – chose the opinion “observe a person”. 25.4% of respondents from group A, 15.6% from group B, and 26.2% from group C considered it appropriate to “a person’s condition with a third person”. We assume that the students meant the children’s parents. What was unexpected for us was the fact that a very small number of respondents (5.3% from group A, 9.1% from group B and 6.3% from group C) consider it necessary to develop the ability to ask children (adults) clarifying questions such as: “Did I understand correctly, are you upset about something?”.

Characteristics of students’ awareness of the need to develop the activity component of EI. The obtained results (see table 3) made it possible to carry out such a qualitative interpretation of the real state of awareness among students (preschool education of Ukrainian universities) of the necessity to develop the EI *activity-based component* for the implementation of effective professional activities.

Table 3. Quantitative analysis of the survey: “Why is it necessary to develop emotional intelligence?” (activity-based component of EI)

Options (based on questionnaire)	Indexes					
	1-st gr. (A)		2-nd gr.(B)		3-rd gr. (C)	
	n=75	%	n=77	%	n=80	%
Activity-based component						
7. Emotional intelligence includes managing relationships. What does this mean for a PEI teacher or a psychologist?						
a) development of a safe environment where subjects of the educational process can manifest themselves, develop and discover their potential	11	14.7	15	19.5	13	16.3
b) an opportunity to feel like a leader	21	28.0	17	22.1	23	28.7
c) the ability to avoid conflicts in professional activities	43	57.3	45	58.4	44	55.0
8. Do you agree with the opinion that a PEI teacher or a psychologist should be able to manage his/her own emotions when interacting with different people?						
a) agree	72	96.0	74	96.1	74	92.5
b) hesitate	3	4.0	3	3.9	6	7.5
c) don’t agree	-	-	-	-	-	-

Source: Own research.

Considering the fact that the formation of EI is manifested in the activity of an individual, it was valuable for us to determine whether future specialists are aware of this relation. Participants' responses to the *seventh question*: “*Emotional intelligence includes managing relationships. What does this mean for a PEI teacher or a psychologist?*” proved that the majority of respondents (57.3% from group A, 58.4% from group B and 55.0% from group C) noted that it is an opportunity to avoid conflicts in professional activity. 28.0% from group A, 22.1% from group B and 28.7% from group C believe that managing relationships on the basis of developed EI makes it possible to feel like a leader. The minimum percentage of students (14.7% from group A, 19.5% from group B and 16.3% from group C), focusing on the activity aspect of emotional intelligence, have chosen the option: “development of a safe environment where subjects of the educational process can manifest themselves, develop and discover their potential”.

The students' response to the *eighth question* turned out to be positive: “*Do you agree with the opinion that a PEI teacher or a psychologist should be able to manage his/her own emotions when interacting with different people?*” Almost all participants (96.0% from group A, 96.1% from group B and 92.5% from group C), with minor exceptions (4.0% from group A, 3.9% from group B and 7.5% from group C), gave an affirmative response.

Formulating the *ninth question*: “*What skill will you develop in the near future?*” we aimed to determine which skills students consider important for comfortable interaction with others and are aware of their insufficient development in themselves. Respondents were asked to choose one of six skills: analyze relationships with others; active listening; provide and receive emotional support; verbalize emotions; respond tolerantly to positive and negative emotions from others; discuss misunderstandings.

In order to simplify the procedure of analyzing participants' responses to 9 questionnaire questions, each group was offered a separate Google form (see link to Google Forms group A – <https://forms.gle/fa4jbKRQbkTNXYrx5>, group B – <https://forms.gle/ps386Mkch6jLv9Ho8>, group C – <https://forms.gle/p4Wd2N2NxtYBFKTQ6>).

Quantitative analysis of the results of students' responds to 9 questions is presented in the diagrams A 9, B 9, C 9 (Figures 3–5).

A 9. What skills would you like to work on in the future?

75 відповідей

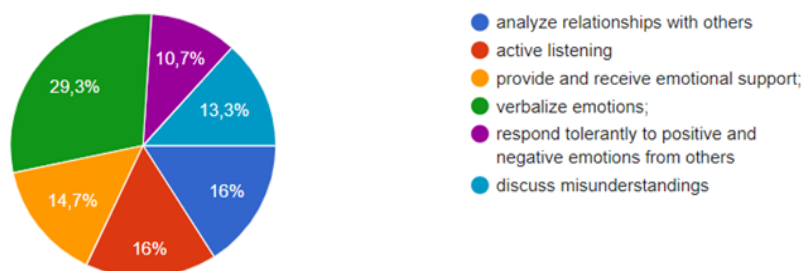


Figure 3. Choice distribution of emotional skills by group A

B 9. What skills would you like to work on in the future?

77 відповідей

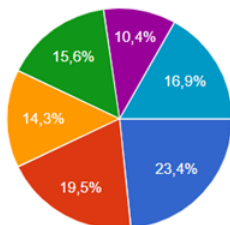


Figure 4. Choice distribution of emotional skills by group B

C 9. What skills would you like to work on in the future?

80 відповідей

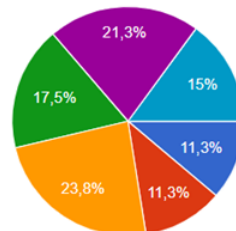


Figure 5. Choice distribution of emotional skills by group C

Source: Own research.

The analysis of the students of group A responses in October 2021 (see Fig. 3) demonstrated that the development of the ability to verbalize emotions was defined as a priority for 29.3% of respondents. 16% of students have chosen the ability to analyze relationships with others and active listening. 14.7% consider it necessary to develop the ability to provide and receive emotional support. 13.3% of participants planned to learn discussing misunderstandings. For 10.7% of future teachers, the ability to respond tolerantly to positive and negative emotions from others is important.

The results of the questionnaire of group B students (October 2022) (see Fig. 4) allowed us to conclude that the priorities have hardly changed. Thus, 23.4% of respondents plan to develop the ability to analyze relationships and active listening with others – 19.5%. 16.9% of students wanted to learn to discuss misunderstandings. Fewer students than in the previous group – 15.6% – expressed a desire to learn to verbalize emotions. For 14.3% of students, it is necessary to develop the ability to provide and get emotional support. Respond tolerantly to positive and negative emotions from others 10.4% of participants want to learn.

The survey of group C students was held in October 2023 (see Fig. 5). The responses demonstrated a shift in emphasis to other skills that students plan to develop. The ability to provide and receive emotional support – 23.8%, respond tolerantly to positive and negative emotions from others – 21.3%, verbalize emotions – 17.5% and the ability to discuss misunderstandings – 15.0% proved to be significant. In contrast to group B, in group C the skills analyze relationships with others and active listening were less popular – 11.3% each. We believe that the change in priorities was influenced by the war in Ukraine that made it important for teachers who work in the Human-Human field to be able to provide and receive emotional support, respond tolerantly to positive and negative emotions from others. Modern students are aware of this.

Summary of the features of EI development in students' own position. The analysis of the responses of the graduates to the questions of the questionnaire proved that the intellectual and emotional abilities given in Figure 1 for each component of EI should be expanded. It is recorded that students are also aware of the necessity to develop the ability to identify and analyze emotions and the causes of their occurrence, to correlate bodily sensations with an emotional vocabulary (cognitive component); identify emotions, understand non-verbal speech of other people (empathic component); develop stress resistance, the ability to evoke emotions and manage them (activity-based component). According to the obtained results, the mentioned will contribute to

increasing the efficiency of the future professional activity for students of the formal education system (universities).

However, the following questions remain debatable: 1) How is it possible to purposefully develop various aspects of EI in future specialists? 2) How to motivate students during their studies at a higher education institution for the EI development in subjects of interaction?

Conclusions. Thus, on the basis of the conducted theoretical review on the issue of the development of EI and the data obtained from the empirical study of students'/graduates' awareness of the meaning of the studied phenomenon, we can draw the following conclusions:

(Q1) The specifics of the influence of EI on personality development have been revealed in modern scientific works devoted to the study of the studied phenomenon among students of higher education. Against the background of communication and joint activity, social behavior is developed, which is regulated by the development of a person's thinking and emotions regarding the observance of social norms and principles. When it is necessary to put yourself in the place of another person, empathy, the ability to sympathize and empathize, which is determined by the level of EI development, arises. The latter has a direct influence on the formation of self-consciousness of an individual, which determines its growth. This is directly reflected in the implementation of self-regulation, self-control, emotions management, their correlation between judgments. That is why EI affects the assimilation of social norms and standards of behavior that have social significance. The study is based on cognitive, empathic and activity-based components.

(Q2) The obtained results provide grounds for asserting that future specialists – graduates are aware of the EI importance for the effective performance of professional duties in their professional activities. Students confirm the necessity for its development during the study at a higher educational institution.

(Q3) The conducted empirical study of the state of awareness by students/graduates of the importance of the EI development for the fulfillment of professional duties in their future professional activity, which included students of the 4th year of the first (bachelor) level of education in the EPP majoring Preschool Education and Social Work at Ukrainian universities on the basis of their survey (questionnaire) made it possible to determine following features:

- students of institutions of higher education of Ukraine of different years of study have a general idea about EI. To some extent, they can reveal the role of EI in the implementation of the professional tasks of PEI teachers and psychologists. At the same time, the future specialists do not understand the importance of teaching children to realize and name their own emotions;
- modern students agree that empathy, as the ability to recognize and understand the emotional state and feelings of another person, provides a psychologically comfortable environment in PEI. The majority of respondents understand that by studying the child's non-verbal body language and movements, they will be able to understand their emotional state. However, future specialists do not yet focus on active inclusion in learning about the emotional state of children, preferring to observe them;
- additional attention needs to be paid to the development of the activity component of EI in future PEI teachers and psychologists. Students have insufficiently developed priority EI skills, which, in turn, will contribute to the formation of EI in preschoolers.

Prospects for further research lie in the implementation of the elective educational component "Development of emotional intelligence in the subject-subject interaction" into the educational process of higher educational institutions for Bachelors of specialties Preschool Education and Social Work and determination the efficiency of its implementation.

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Коло наукових інтересів: теоретичні та практичні дослідження людських емоцій, сучасні методи боротьби зі стресом та посттравматичним стресовим розладом (ПТСР), діагностика та корекція девіантної поведінки дітей та підлітків, вирішення проблем адиктивної поведінки.

ЕМОЦІЙНИЙ ІНТЕЛЕКТ У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ ЗДОБУВАЧІВ СИСТЕМИ ФОРМАЛЬНОЇ ОСВІТИ УКРАЇНИ

Анотація. У статті подано обґрунтування актуальності формування емоційного інтелекту (EI) у процесі професійного становлення майбутніх фахівців у системі формальної (університетської) освіти. Відповідно до поставленої мети розкрито сутність феномену «емоційний інтелект», виокремлено його структурні компоненти: когнітивний, емпатійний і діяльнісний, що взяті за основу в проведенні емпіричного дослідження, а також з'ясовано, як здобувачі освіти українських університетів усвідомлюють значення емоційного інтелекту для провадження професійної діяльності. У ході емпіричного дослідження використано метод опитування (анкетування) у форматі онлайн з використанням сервісу Google Forms, у ході якого респонденти заповнювали авторський опитувальник «Чому потрібно розвивати емоційний інтелект?». Дослідження тривало впродовж трьох навчальних років (2022-2025), що дало змогу зробити висновки про особливості розвитку емоційного інтелекту в здобувачів освіти з їхньої позиції. Загальна кількість респондентів становила 232 особи. Виявлено, що здобувачі освіти надають певне значення розвитку емоційного інтелекту у власному професійному становленні під час навчання в університеті. На основі якісної інтерпретації експериментальних даних доведено, що майбутні фахівці усвідомлюють значення емоційного інтелекту для ефективного виконання професійних обов'язків та особистісного розвитку. Респонденти підтверджують готовність до розвитку емоційного інтелекту в період навчання у закладі вищої освіти. Отримані результати засвідчили потребу в посиленні розвитку в здобувачів освіти системи формальної освіти (університетів) діяльнісного компонента в структурі емоційного інтелекту задля забезпечення ефективності їхньої майбутньої професійної діяльності. Перспективи дослідження полягатимуть у впровадженні в ОПП бакалавр спеціальностей «Дошкільна освіта» і «Соціальна робота» вибіркового освітнього компонента «Розвиток емоційного інтелекту в суб'єкт-суб'єктній взаємодії» та визначенні його результативності.

Ключові слова: емоційний інтелект; вища освіта; здобувачі спеціальності «Дошкільна освіта»; здобувачі спеціальності «Соціальна робота»; майбутні фахівці; особистісний розвиток; професійна діяльність.