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## EMOTIONAL INTELLIGENCE OF THE UNIVERSITY TEACHER AS A TOOL FOR SUCCESSFUL WORK

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**Abstract.** The authors have made an analysis of possible components of high emotional intelligence of the university teacher. These components affect the teacher's successful professional activity that meets his / her expectations and brings satisfaction. The results of the study include the results of a survey conducted by 52 teachers of philological areas of training in various universities of Russia: Transbaikal State University (ZabGU), South Ural State University (SUSU), Saint Petersburg Humanitarian University (SPbHU).

**Keywords:** emotional intelligence, teacher of higher education institution, successful activity, meaning-making, pedagogical axiology.

## ЭМОЦИОНАЛЬНЫЙ ИНТЕЛЛЕКТ ПРЕПОДАВАТЕЛЯ ВУЗА КАК ИНСТРУМЕНТ УСПЕШНОЙ РАБОТЫ

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**Аннотация.** Предлагается анализ возможных компонентов высокого эмоционального интеллекта преподавателя вуза, влияющих на его успешную профессиональную деятельность, которая соответствует ожиданиям и приносит удовлетворение. Результаты исследования включают итоги проведенного опроса 52 педагогов филологических направлений подготовки разных вузов России: ЗабГУ, ЮУрГУ, СПбГУ.

**Ключевые слова:** эмоциональный интеллект, педагог высшего учебного заведения, успешная деятельность, смыслополагание, педагогическая аксиология.

## **Introduction**

Emotional intelligence is an actual and often discussed topic of modern scientific research in different fields of knowledge. Taking into consideration the radical changes in social and political life, the hybrid wars and the danger of man-made catastrophes, this question has long become interdisciplinary and related to different aspects of personal life – from career to family relationships. Under conditions of higher vocational education ambiguous development, its permanent standardization accompanied by increased demands on the part of management and employers, having emotional intelligence for a teacher, who continues his / her professional activity is the key to successful work and self-preservation.

The aim of our study is to identify and characterize the components of the emotional intelligence of the university teacher which are necessary for his / her successful work. The analysis of the proposed topic has involved sociological survey, ranking, axiological approach, as well as theoretical analysis of scientific literature on the essence, features of manifestation and structure of emotional intelligence.

## **Discussion and results**

In psychology, emotional intelligence is considered as a set of human skills and abilities to manage emotions, as well as identify them, understand and interpret intentions and desires, both other people and his / her own for specific tasks [Андреева, 2011].

John Mayer and Peter Seloway noted the potential of the brain to process and use information for various cognitive purposes, relying on emotion [Mayer et al., 1993]. In 1995, the psychologist and journalist Daniel Golman highlighted and described a set of competencies of the emotional sphere of a person whose training will allow to become successful [Гоулман, 2021, с. 36]. According to the researcher, developed emotional intelligence is a necessary foundation of mental health and effective leadership.

A. A. Aleksandrova and T. V. Gudkov have come to the conclusion that developed emotional intelligence allows a person to be in stable positive behavior, strive for activity, increase the rate of human development [Гудкова и др., 2014, с. 157].

In the current context of the modern information war, A.A. Kovalev writes about the usefulness of emotional intelligence in providing mental security and emotional support to people who need help under stress and depression [Ковалев, 2023].

In applied research in different occupational spheres of activity emotional intelligence is considered in relation to coping strategies and success factors [Chung et

al., 2019; Schröder et al., 2022], special importance is given to the purposeful development of human emotional intelligence [Линн, 2019].

Most scientists see a connection between the level of emotional intelligence development and the general level of spirituality of the person development, his / her system of values, the meaning of life preferences that are formed in the process of children's spiritual development from naivety to conscious spirituality. As far as we know, emotions are refracted through the prism of spiritual values of human existence [Дружинина и др., 2013]. Conscious spirituality is developed through emotional intelligence and contributes to the development of important qualities in a child: shame and sense of conscience, love for people [Винокурова, 2018]. D. Holman argues that «empathy lies at the basis of many aspects of moral assessment and behavior» [Гоулман, 2021, с. 48].

According to a large-scale survey of teachers, there is a correlation between the social competence of the teacher and spiritual, emotional intelligence, which promotes productive communication with students and more effective work of the teacher [Сирьянто и др., 2018]. Scientists have also highlighted the relationship between the management of emotions and morality, which manifests itself in truthfulness and responsibility for their actions [Даукша и др., 2020].

The teacher's emotional intelligence realizes itself in two directions:

1. in the process of one's own personality perfection and self-actualization when it manifests itself in self-knowledge (understanding of own emotions and feelings, awareness of inner state), reflexes and self-regulation (ability to control your emotions and behavior, avoid impulsive reactions);

2. in the process of communication it reflects formed social skills, level of social cognition and potential for interaction with others, including empathy (ability to feel and understand other people's emotions).

The teacher with a high level of emotional intelligence is able to create a comfortable atmosphere in the classroom, build trusting relationships with students and colleagues, thereby increasing the educational process efficiency.

Taking into account different approaches and views of researchers [Мещерякова, 2022], the tasks of emotional intelligence in pedagogical activities are directly related to the following areas of work:

- assessment and identification of their own and others' emotions in the process of pedagogical communication; managing emotional state; intellectual reflexes in the process of awareness and acceptance of states and feelings; identification and recognition of students and colleagues' emotions, as it provides a comfortable psychological climate in the team necessary for successful work;

- process of self-presentation among the staff, construction of a holistic image of the teacher, implying respectful relationship between the subjects of the educational process;

- building relationships and connections through adequate expression of emotions and their control; maintaining a productive life thanks to emotional stability, despite changes in the external environment;

- effective solving of new problems and questions;

– providing timely psychological support to students and help in solving emerging problems, successful resolution of emerging conflict situations, turning destructive conflict into constructive; as high level of emotional intelligence helps to find common language and close communication with colleagues and students, bridging the gap between expectations and reality;

– preventing emotional burnout. Emotional intelligence contributes to the effective performance of the teacher's professional activity, increases his / her self-realization and satisfaction with the performed work, reduces the level of problems and maintain mental health.

There is a direct relationship between emotional intelligence and the spiritual-moral values of the teacher. The general level of the teacher's spirituality development determines the specificity and direction of his / her emotional reaction. The ability to understand students' emotions helps to find individual approach to each student, takes into account the features of his / her character and temperament. This promotes trust and understanding between the teacher and students.

A teacher with an advanced emotional intelligence is able to inspire his / her students, arouse interest in the subject and stimulate the desire to learn. Such teachers create conditions in which students feel support and confidence in their own abilities, as well as their level of intelligence allows them to quickly and constructively resolve emerging conflicts. The teacher is able to listen to both sides, analyze the situation and propose solutions that satisfy all parties involved in the conflict.

The constant energy cost of the teacher's work supported by the sense – the active state of the human spirit in the paradigm of semiotic meanings. Such meanings as a rule become necessary tools for reaction and assessment of events, module of experience and communicative models reproduction. In the context of meaning, differentiation, awareness and expression of feelings, their control and degree of acceptance depends on the value preferences of the teacher, the ability to see the role and significance of events.

In an attempt to see and identify possible contexts of the emotional intelligence manifestation in the university teacher, we have conducted a survey. 52 teachers of different challenges of Russia have participated in it: Transbaikal State University (ZabGU), South Ural State University (SUSU), Saint Petersburg Humanitarian University (SPbHU).

The study was conducted using materials and diagnostic methods of self-assessment by C.D. Spilberger, L. Khanina (assessment of situational and personal anxiety) [Диагностика..., 2002], emotional intelligence by Е.А. Sergienko [Сергиенко и др., 2009], as well as the questionnaire «Psychological portrait of the teacher» by G. V. Rezapkina [Резапкина, 2006].

The survey has revealed a clear discrepancy between the positive desire to work (Fig. 1) and the feeling of helplessness in wanting to change the problematic situations that arise (Fig. 2)

### I feel a burst of energy, a desire to work

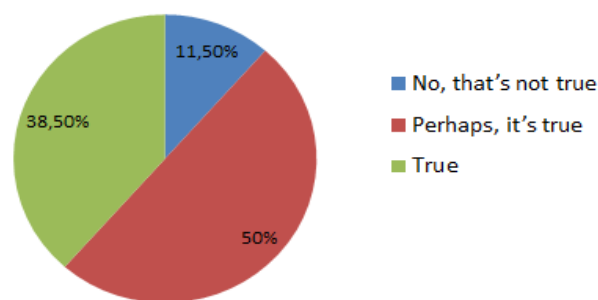


Figure 1 – The respondents' desire to work

### I often feel helpless when I want to make a difference at work

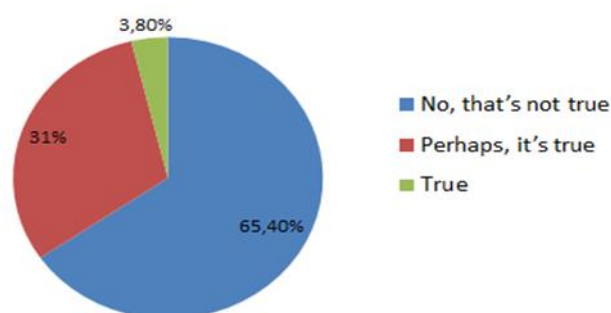


Figure 2 – The respondents' desire to change the problematic situations

The results of the study have showed that in general satisfaction with work (96%), teachers experience discomfort and anxiety, which are mainly related to lack of sufficient time for rest (60,6%). 55,7% of teachers are worried about possible difficulties in the work. Behavior and attitude of students upset 22% of teachers. 31% of teachers are uncomfortable with the negative attitude of the leadership.

Almost 17% are concerned about the sometimes unfair and biased attitude of employers towards higher education. As a result, external pressure causes more than 40% of the respondents to feel helpless in wanting to change something at work.

Interestingly, 23,1% lack confidence in themselves and their abilities. There are enough teachers with a low level of subjective control who are very worried about external circumstances. Emotional tension provokes insomnia; thoughts about work prevent sleep almost 61,5% of the respondents. The work is given at the cost of great stress 46,1% of the respondents. 34,6% of the polled teachers need support of their relatives and colleagues.

Nevertheless, the prevailing emotional reflexes are supported by the empathy and sensitivity of teachers, their love for others and for life in general, responsibility

and wisdom. More than 88% of teachers feel a surge of energy, high spirits and desire to work, 94,3% of the respondents have no irritation towards undisciplined students, 96% find themselves strong enough to cope with difficulties. At the same time, teachers adequately assess reality and worry about possible difficulties in work (71%). It is disappointing that 28% of the respondents feel professional burnout.

### **Discussion and conclusion**

The study has showed that the teacher's emotional intelligence reflects his / her vision of the world and spiritual potential of his / her personality. Emotional intelligence is manifested in the following qualities of the person – adequate self-esteem, independence and self-confidence, ability to achieve set goals; developed emotional self-consciousness and having sensory experience, that encourages emotional creativity in choosing strategies and working methods; social courage and open polite communication with flexibility of effective dialogue and negotiation.

Also the high emotional intelligence of a university teacher is usually associated with the set of certain values of the teacher's personality: social responsibility and wisdom in decision-making; honesty and ability to defend their values without taking into account external influence and evaluations [Линн, 2019, с. 57-58]; compassion, sensitivity and soul, optimism and love of life, other people and chosen profession, which allows to be sufficiently stress-resistant, inspire himself / herself and others in educational work.

It should be recognized that the emotional intelligence development is a long and continuous process, requiring self-analysis, self-regulation techniques, and the teacher's desire to improve in this direction. Undoubtedly, professional deformation is caused by external and internal circumstances, but the locus of their control lies in the teacher's world – in his social courage, level of freedom and independence, confidence in the value mission of our profession, important as a student, for society as a whole.

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