UDC 159.456.764.978-133.14
DOI: 10.52534/msu-pp.7(2).2021.86-94

Olha A. Vovchenko*

Mykola Yarmachenko Institute of Special Pedagogy and Psychology of the
National Academy of Pedagogical Sciences of Ukraine
04060, 9 M. Berlinskyi Str., Kyiv, Ukraine

An Influence of Emotional Intelligence of a Psychologist (Teacher) on the Development of Emotional Intelligence of a Teenager with Intellectual Disabilities

Article's History:

Received: 01.03.2021
Revised: 18.05.2021
Accepted: 10.06.2021

Suggested Citation:

Vovchenko, O.A. (2021). An influence of emotional intelligence of a psychologist (teacher) on the development of emotional intelligence of a teenager with intellectual disabilities. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(2), 86-94.

Abstract. The relevance of the study is being covered through the changes in modern educational standards and the latest approaches of psychology for special needs to people with intellectual disabilities, the search for new opportunities to improve the training, education, and psychological support of the individual at different age stages, in particular such crisis ones as adolescence. The purpose of the scientific work is to determine the specifics of the mutual influence of emotional intelligence of psychologists (teachers – head teachers, social workers) interacting with adolescent students with intellectual disabilities on the development of emotional intelligence and its components in people of puberty with atypical development (intellectual disorders). The study involved only those teachers who often and closely cooperate with teenagers, in particular, conduct educational and explanatory conversations, psychocorrective classes, psychotherapy sessions, etc. To determine emotional intelligence (both for adults and adolescents), two standardised test methods were used: "Emotional intelligence questionnaire (N. Hall)" and "Emotional intelligence questionnaire "Emin" (D. Lyusin)". In the course of the study, positive dynamics were established in experimental groups and an increase in the level of emotional intelligence and some of its components in adolescents with intellectual disabilities, who were influenced by psychologists (teachers, social workers) in the form of conversations, psychological correctional classes, and psychotherapy sessions. The reliable links between the components of emotional intelligence of psychologists/teachers and the level of development of emotional intelligence of adolescents with intellectual disabilities were established and confirmed by the results of statistical analysis. The results obtained make it possible to develop effective psychological support for the adolescents under study, and, if necessary, to carry out supervision of psychologists or conduct psychotherapy sessions with teachers

Keywords: emotions, type of intelligence, adolescence, disorders of psychophysical development, emotional intelligence of teachers, development of components of emotional intelligence

*Corresponding author

INTRODUCTION

Psychological and pedagogical activities are always full of various stressful situations, unpredictable factors, which are often associated with the possibility of increased emotional response. Every tense situation causes emotional tension even in a professional, which can manifest itself in different ways: passively, passively-defensively (tears, despair), or in an aggressive form (raising voice, shouting). Young psychologists/teachers, in particular those who

work with exceptional children, that is, children with psychophysical development disorders, have a particularly high emotional stress. Many professionals (specialists in various fields) working in educational and specialised educational institutions note that after experiencing emotional stress, their well-being often worsens, their ability to work decreases, and so on (*used according to the results of research and conversations with workers of special

educational institutions in Kyiv, Zhytomyr, Chernihiv, Lviv – a study by O. Vovchenko) [1].

In special psychology and pedagogy, a large number of studies are devoted to methods of teaching children with special needs (G. Borshchevska [2], O. Vlasova [3], V. Vovchenko [1], M. Manoilo [4], O. Sokolova [5] and others); there are whole courses that provide professional skills of teaching and communication of teachers, social workers, psychologists with children with atypical development. However, there is few research in the field of special psychology regarding the influence of the personality of psychologists (head teachers, educators, social workers), that is, the personality structure of those professional personnel who often communicate with the child, conduct correctional classes, educational conversations, therapeutic sessions with an individual with psychophysical disorders, in particular with intellectual disabilities. In particular, the influence of the emotional and behavioural sphere of an adult on the formation of the personality of a child with special needs, since it is known that “professional” and “emotional” burnout is possible in teaching, which requires research, as well as psychological correction and support, as M. Manaylova also noted in her works [4].

Along with the tasks of specialists (psychologists/teachers) of education and development of cognitive capabilities of schoolchildren of different ages, modern society and educational standards set a number of new tasks: support of socialisation processes, individual approach, development of emotional and social intelligence, that is, the formation of personality in a versatile, diverse way, which will allow adapting to the changing external conditions of society. Accordingly, priorities and requirements for the personal qualities and work of education employees are changing. The priority is not to communicate information to the child, in particular those with special needs, but to show understanding. Openness to new experience is important for a modern specialist. Thus, there is a transition to personality-oriented special education, which requires psychologists and teachers to make personal changes, primarily related to the integration of affective and cognitive processes.

In modern psychology for special needs, the problem of the unity of “intelligence and affect” is quite thoroughly covered through the scientific category “emotional intelligence”. Under the category of “emotional intelligence”, scientists understand a number of different definitions, models, and purposes (O. Vovchenko [1], D. Pahava [6], O. Sokolova [5], O. Prokopenko [7], M. Khomenko [8] and others). In a general sense, it is a set of personal abilities that provide understanding of emotional conditions and control of them, both their own and others. Emotional intelligence is a rather ambiguous, multidimensional psychological category that is difficult to study in children with psychophysical development disorders, in particular intellectual development disorders. However, it is worth noting that the study of this issue is rather urgent, since children with this atypical development (intellectual disabilities) have a number of problems related to the emotional-volitional, behavioural, and self-regulatory

spheres, in particular at puberty. At the same time, it is worth adding that the adolescent crisis has always been a difficult stage both for the child himself and for the immediate circle (parents, teachers, etc.). An adolescent is growing, changing rapidly, and dynamically rebuilding his life priorities. Everything that was important and interesting before becomes insignificant and indifferent. After all, the period is emotionally complex and often expressed through a behavioural aspect. Despite the fact that adolescents with intellectual disabilities have problems with emotional and volitional self-regulation, control over their own behaviour, are prone to suggestibility, aggressiveness, neurotic and anxious conditions, the adolescent stage has its own number of features and difficulties. In particular, the development of emotional intelligence is also atypical, compared to adolescents with a normal level of intellectual development.

Therefore, given all of the above, *the purpose of the paper is the study of the peculiarities of emotional intelligence of adolescents with intellectual disabilities and the relationship (influence) of emotional intelligence of the immediate professional circle (psychologists, head teachers, social workers) on the formation of the emotional sphere of the individual during puberty.*

LITERATURE REVIEW

In the modern psychological literature, the topic of “emotional intelligence” is mostly covered and studied by foreign psychologists and sociologists: R. Bar-On [9], G. Gardner [10], D. Goulman [11], M. Elias [12], D. Caruso [13], J. Mayer [14], P. Solovey [15], R. Sternberg [16]. The problem of emotional intelligence has also been actively studied by Ukrainian scientists: T. Berezovska [17], H. Borshchevska [2], O. Vlasova [3], L. Hanich [18], N. Kovryha [19], D. Lyusin [20], M. Manaylova [4], O. Nosenko [19], O. Sokolova [5], M. Khomenko [8]. The study of emotional intelligence is interdisciplinary in nature since the first studies were conducted not in the framework of psychology, but in sociology, as J. Zins [12] and M. Elias [12] note in their research. In particular, emotional intelligence according to E. Hanna [21], was considered as an integral part of social intelligence, since emotional intelligence is a system that helps a person adapt to social life. Thus, emotional intelligence is not part of the emotional or intellectual sphere, mainly of social.

Today, there are a number of theories and models of emotional intelligence, as well as test methods for studying emotional intelligence, which are mastered by foreign scientists. Thus, in studies of the influence of emotional manifestations of a teacher on the cognitive activity and emotional intellectual sphere of students, as noted by P. Yulianti [22] and N. Arina [22], it was identified that emotions play an important role in creating a comfortable environment for teacher interaction with students, as well as in the development of a positive emotional background for mastering knowledge and performing tasks provided for the student by the teacher. Ukrainian researchers also adhere to such statements, in particular in the research of A. Hanich [18] it is said that a positive emotional climate in the classroom increases the motivational level

and the desire to learn in adolescents, and the style of presenting information generally changes the attitude of the student's personality to the subject taught by a teacher with a positive emotional state. V. Melnichenko [23] and M. Khomenko [8], exploring the emotional and the behavioural sphere of adolescents with intellectual disabilities during the educational process, are noting that low level of psychological culture, insufficient development of emotional intelligence, communication abilities, and emotional self-regulation skills lead to a tendency to aggressive or indifferent behaviour in the significant part of teachers with students. Foreign scientists, in particular T. Elder [24] and P. Hammack [25] note that educational professions are professions of a large number of somatic diseases and neuropsychiatric disorders. Consequently, the problem of the emotional stability of the teacher is acute since the teaching profession belongs to the stressful category.

Often repeated unfavourable emotional conditions lead to the consolidation of negative personal qualities, such as irritability, anxiety, pessimism, which, in turn, negatively affects the effectiveness of the teacher's activities and relationships with children and colleagues, as S. Chesnut [26] notes. In the future, this can lead to general dissatisfaction with the profession. Given this, mastering the skills of emotional self-regulation is considered relevant for improving the psychological culture of teachers. The ability to manage emotions is a component of emotional intelligence, as D. Caruso [13], J. Mayer [14], P. Solovey [15] specified in their model and the research. Emotion management is the skill and ability to process emotional information, draw conclusions, and act in a self-regulatory way based on the conclusions obtained.

In connection with the above, an interesting experiment was considered. M. Karkmaz [27] and T. Cullen [26] conducted research on the influence of emotional intelligence and the emotional state of teachers, in particular emotional self-regulation, on the teaching process. Scientists have concluded that students, especially in adolescence, are quite sensitive to the emotional states of a educator, teacher, or psychologist. Thus, the experiment consisted of two stages. First of all, the first part of the empirical study consisted in the fact that the teacher during the lesson tried to negligently conduct a conversation with students, think about their problems, be indifferent, missed students' questions, shouted, demanded silence, gave written tasks and started texting in his own phone. Subsequently, after such a lesson, a survey of students was conducted, as a result of which it was found that they felt empty and felt a cluster of their own problems. The second part of the study consisted in using the opposite experiment – a teacher in the classroom who was positive, interested in the condition and mood of teenagers, answered questions, was moderately strict, etc., was immediately perceived by children. In the end, the results of a repeated survey of students showed that after communicating with such a teacher, the children felt motivated, wanted to do something positive, and so on. As noted by D. Pahava [6], a person with a high level of emotional intelligence takes responsibility for their own emotional state. At the same time, as a teacher and

psychologist with a high level of emotional intelligence and its components, he also takes responsibility for the development of emotional intelligence of his subjects (that is, children).

Modern Ukrainian scientists, G. Borshchevska [2], O. Vovchenko [1], V. Melnichenko [23], A. Prokopenko [7], O. Sokolova [5] propose to include in the concept of emotional intelligence three components: cognitive component (knowledge); regulatory component (the ability to manage one's own/extraneous emotions, influence on the affective sphere of others); behavioural component (willingness to apply knowledge about emotions during problem solving and social adaptation). As is evident, the scientific problem of identifying the mechanisms and influence of emotional intelligence on the modern life of a person is extremely relevant, poorly developed, and requires diverse research. This is the reason for the interest in emotional intelligence as a tool for increasing psychological and emotional connection, the influence of psychologists (teachers, social workers) on adolescent students with psychophysical development disorders, in particular, the study deals with intellectual disabilities.

MATERIALS AND METHODS

During the study of the influence of emotional intelligence of a psychologist (teacher) on the development of emotional intelligence of adolescents with intellectual disabilities, a number of scientific and methodological works of both Ukrainian and foreign scientists were analysed using methods of analysis, synthesis, and generalisation, as well as empirical research. The experiment involved 194 individuals of adolescent age with intellectual disabilities in Kyiv. Adolescents study in special boarding schools in Kyiv, visit rehabilitation and medical centres in Kyiv, including a special boarding school № 26 in Kyiv; special secondary school No. 17 in Kyiv; special secondary school No. 12 in Kyiv; Centre for Social and Psychological Rehabilitation of Children and Youth with Functional Disabilities of Darnytskyi District of Kyiv; Centre for Social and Psychological Rehabilitation of Children and Youth with Functional Disabilities of Solomyanskyi District of Kyiv, Medical Centre "Clinic named after V. Galchenko" of Kyiv. In addition, the study examined psychologists (in some institutions, a psychologist works with children together with a social worker), classroom teachers who conduct extracurricular upbringing, educational, correctional and rehabilitational, and psychotherapeutic work with adolescents with intellectual disabilities. The number of adult participants in the empirical study was 42. The study examined adolescents from 11-12 to 16-17 years old who were in these institutions. For the experiment, adolescents were divided into two groups: experimental (EG) and control group (kg). The experimental group was purposefully influenced by psychologists (teachers) to explain feelings, emotions, and experiences, classes and conversations were held on the development of an emotional sphere and emotional intelligence in general. That is, the purpose was the psychologists' (teachers') influence on adolescents to establish the relationship between the emotional

intelligence of EG adolescents and the psychological and pedagogical staff. For adolescents of the control group, only psychological diagnostics were performed by the selected methods for identifying the level of emotional intelligence. The EG included 101 adolescents with intellectual disabilities, CG – 93 adolescents with intellectual disabilities.

To identify emotional intelligence (both for adults and adolescents), two standardised test methods with a high level of reliability and validity were used. Firstly, the method “Questionnaire of emotional intelligence (N. Hall)” [28], [29], secondly, the method “Questionnaire of emotional intelligence “Emin” (D. Lyusin) [14]. The method “Questionnaire of emotional intelligence (N. Hall)”, in addition to measuring the overall level of emotional intelligence, is aimed at the study of its constituent components, according to the model of emotional intelligence developed by N. Hall. According to the scientist's research, the questionnaire contains five indicators and is measured on five scales: managing one's own emotions, emotional awareness, empathy, the recognition of other people's emotions, and self-motivation. N. Hall characterised emotional intelligence through the completeness of the ability to understand and perceive emotions (both one's own and others), the ability to manage the emotional sphere, make balanced decisions about emotional situations/experiences, etc., and the ability for self-management, self-regulation, and self-control. The test is convenient to use and has 30 questions-statements. It is understandable for both adults and teenagers, is informative enough for further analysis by a psychologist. On the other hand, the method “Questionnaire of emotional intelligence “Emin” (D. Lyusin) makes it possible to measure emotional intelligence according to the model of the scientist D. Lyusin, which provides for the division of the category “emotional intelligence” into two complete, fully functional structures: interpersonal emotional intelligence and intrapersonal emotional intelligence. Interpersonal emotional intelligence includes such components as understanding the emotions of others; managing other people's emotions, that this method allows measuring. Intrapersonal emotional intelligence also contains additional components that are

explored using the questionnaire: awareness of one's own emotions and management of one's own emotions. The test is also easy to use, small in volume and contains 46 questions-statements that are evaluated on a scale from 1 to 4. The results obtained create a fairly extensive description of the structure of emotional intelligence and the emotional sphere of the individual.

To determine the relationship and influence of emotional intelligence of psychologists (teachers, social workers) on the emotional intelligence of adolescents with intellectual disabilities, mathematical statistics were used, namely, Pearson's correlation coefficient, which demonstrated, for example, the presence of statistically reliable connections between the variable components of emotional intelligence of adolescents with intellectual disabilities with the general level of intelligence of psychologists/teachers. The psychological diagnostics were carried out according to the requirements for each methodology, standardised forms were used and the general procedure for conducting them was not violated. Since the questionnaires consisted of questions of varying complexity (the wording could sometimes not be clear for teenagers), certain phrases were discussed in the context of other life topics, everyday situations, etc. in preliminary classes/meetings with teenagers. This was discussed in advance and suggested to psychologists (where the authors of the study could not be present in person) because during the diagnostics it is prohibited to explain or interpret questions to respondents, as this violates the clarity of the results and general reliability of the experiment.

RESULTS AND DISCUSSION

According to the results of diagnostics of psychologists (head teachers, social workers) using the “Emotional intelligence questionnaire (N. Hall)” method, a high and average level of emotional intelligence was established, sometimes the results of low indicators were obtained on certain scales and a small percentage of low levels of emotional intelligence (Table 1).

Table 1. The level of completeness of emotional intelligence among psychologists (teachers) working (interacting) with adolescents with intellectual disabilities (in %)

An indicator of emotional intelligence of psychologists (teachers, social workers)	
High level	36
Average level	62
Low level	2

Thus, according to the results obtained, employees have an adequately developed emotional intelligence, which is predominantly described by an average level (62%). In addition, during the study, the levels and state of

completeness of the components of emotional intelligence are considered according to the author's model of the methodology N. Hall (Table 2).

Table 2. The levels of completeness of the components of psychologists' (teachers') emotional intelligence working (interacting) with adolescents with intellectual disabilities according to the method of "Emotional intelligence questionnaire (N. Hall)" (in %)

Scales	Emotional awareness	Managing one's own emotions	Self-motivation	Empathy	Recognising other people's emotions
High level	42	26	28	34	27
Average level	47	53	49	52	46
Low level	11	21	23	14	27

According to the results of diagnostics, it can be stated that mostly the components are characterised as an average level in adults. It is worth noting that the greatest difficulties that psychologists/teachers had were a scale of "recognition of other people's emotions" since it is for this indicator that the low level has the highest indicator. It can be assumed that this is due to a number of reasons: firstly, with professional activities, in particular, working with teenagers (especially those, having certain psychophysical disorders), it is quite difficult to predict their mood and understand their experiences. Adolescents with intellectual disabilities may show their emotions not in accordance

with their modality ("polar position"). For example, to laugh when someone is hurt or injured, or vice versa, to cry when someone was given something that another teenager was dreaming of. Secondly, such results are associated with professional burnout, fatigue from professional activities and the need for facilitation support, which is often considered as a norm in the work of psychologists, and the environmental attitude of a specialist psychologist to their mental health.

Adolescents with intellectual disabilities were also studied using the "Emotional intelligence questionnaire (N. Hall)" method, and very low indicators of the overall level of emotional intelligence were found (Table 3).

Table 3. The level of completeness of emotional intelligence of adolescents with intellectual development disorders of EG and CG according to the method of "Questionnaire of emotional intelligence (N. Hall)" (in %)

	An indicator of emotional intelligence of EG	An indicator of emotional intelligence of CG
High level	0.6	–
Average level	34	28
Low level	65.4	72

Notes: EG – adolescents of the experimental group, CG – adolescents of the control group

It is worth noting that EG has a small percentage that forms a high level of emotional intelligence, while at the same time, the indicators of the completeness of the average level of emotional intelligence have increased by 6%, and the low indicator also decreased and is characterised by positive dynamics. After correctional classes with psychologists (teachers, social workers), indicators of the level of completeness of emotional intelligence components of adolescents with intellectual disabilities improved qualitatively and quantitatively. The appearance of a high level

was recorded on two scales: emotional awareness and recognition of other people's emotions (Table 4). During the interaction of adolescents with a psychologist, the level of ability to manage their own emotions increased, that is, emotional self-regulation and personal control improved. Also, quite high results were recorded in the indicator of "empathy", which can be one of the main components, a base that will help to create, form, and qualitatively develop the "superstructure" of other components and general level of emotional intelligence.

Table 4. The level of emotional intelligence completeness of adolescents with intellectual development disorders of EG and CG according to the method of "Questionnaire of emotional intelligence (N. Hall)" (in %)

Scales	Emotional awareness		Managing one's own emotions		Self-motivation		Empathy		Recognising other people's emotions	
	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG
High level	2.3	–	–	–	–	–	2	–	1.7	–
Average level	47	34	38	31	28	25	67	59	48	42
Low level	50.7	66	62	69	72	75	31	41	50.3	58

Notes: EG – adolescents of the experimental group, CG – adolescents of the control group

Correlative relations were identified using mathematical statistics methods. Correlation analysis was carried out using the Pearson criterion, which made it possible to establish the reliability of connections between the level of intelligence of psychologists/teachers and indicators of emotional intelligence of adolescents with intellectual disabilities (Table 5). The choice of Pearson's statistical χ^2 criterion

is conditioned by the fact that the method allows assessing the significance of differences/similarities between the actual (identified as a result of the study) number of cases or qualitative characteristics of the sample that fall into each category, and the theoretical number that can be expected in the studied groups. That is, the choice of this particular criterion was justified by the fact that it made it possible

to assess the statistical significance of the relation between several relative indicators.

The obtained results of correlative relations indicate a high level of influence (relationship) of the emotional intelligence completeness of psychological and pedagogical personnel on the development of both the general level of emotional intelligence and individual components of emotional intelligence of adolescents with intellectual

disabilities. Thus, for example, the higher the level of empathy of a teacher/psychologist who works with a group of teenagers, the more actively this indicator will be formed in the group. If, for example, the motivational component is most complete in a teacher (head teacher), then the motivational component in a group of adolescents cooperating with him will be more active than all other components.

Table 5. Indicators of correlative relations between the components of emotional intelligence of adolescents with intellectual disabilities and the level of completeness of emotional intelligence of psychologists/teachers who conduct correctional and therapeutic sessions with them

Components of emotional intelligence and the general level of emotional intelligence completeness of adolescents in the experimental group (EG)	High level of emotional intelligence of psychologists/teachers	Average level of emotional intelligence of psychologists/teachers	Low level of emotional intelligence of psychologists/teachers
Emotional awareness of adolescents of EG	725*	651*	–
Adolescents' management of their own emotions of EG	649*	–	–
Self-motivation of adolescents in EG	–	659*	–
Empathy of adolescents in EG	825*	–	–
Recognition of other people's emotions by adolescents of EG	825*	651*	–
General level of emotional intelligence of adolescents of EG	638*	–	–

Notes: * at $p < 0.01$. A statistical indicator (a critical level of significance for several indicators in studies) indicates that mathematically N_0 = high significance, and the statistical solution indicates “values found at a high level of statistical significance”

The study of the “Emotional intelligence questionnaire ‘Emin’ (D. Lyusin) allowed studying the interpersonal and intrapersonal emotional intelligence of psychologists (teachers, social workers) working in correctional classes, extracurricular conversations, even by their own example affecting the development of the emotional sphere, emotional intelligence, and personality of adolescents with intellectual disabilities (Table 6). According to the results of diagnostics, quite high indicators of “average value” of

interpersonal (48%) and intrapersonal (46%) emotional intelligence were observed in psychologists/teachers. A high value also has sufficient indicators, but demonstrates that even an adult person with a normal level of intellectual development can have “low” and “very low” indicators for both general levels of emotional intelligence and its components because during an emotionally stressful situation, even an adult can find it difficult to control their emotions, affective states, and the like.

Table 6. The research of the completeness of emotional intelligence components of psychologists/teachers working (interacting) with adolescents with intellectual disabilities according to the method of “Emotional intelligence questionnaire ‘Emin’ (D. Lyusin) (in %)

Scales	Very low value	Low value	Average value	High value	Very high value
Understanding the emotions of others	4	9	39	34	14
Managing the emotions of others	7	12	47	31	3
Understanding one's own emotions	8	11	43	31	7
Managing one's own emotions	3	8	51	22	16
Expression control	6	11	47	24	12
Interpersonal emotional intelligence	6	18	48	24	4
Intrapersonal emotional intelligence	9	19	46	19	7

According to the results of the method “Emotional intelligence questionnaire ‘Emin’ (D. Lyusin) of adolescents with intellectual disabilities, the dynamics of EG results

was established, in particular, in relation to the values of intrapersonal emotional intelligence. Thus, the value of CG is 19% (average value), EG (28%) (Table 7).

Table 7. The state of completeness of interpersonal and intrapersonal emotional intelligence according to the method of “Emotional intelligence questionnaire “Emin” (D. Lyusin) of adolescents with intellectual development disorders EG and KG (in %)

Types of emotional intelligence	Very low value		Low value		Average value		High value		Very high value	
	EG	CG	EG	CG	EG	CG	EG	CG	EG	CG
Interpersonal emotional intelligence	36.6	48	37	31	26	21	0.4	–	–	–
Intrapersonal emotional intelligence	32.3	47	39	34	28	19	0.7	–	–	–

Notes: EG – adolescents of the experimental group, CG – adolescents of the control group

Eventually, high indicators, as well as in the previous study by the method of N. Hall, were almost not found. Only interpersonal intelligence in the EG of adolescents with intellectual disabilities is characterised by a “high value” (0.4%) and intrapersonal emotional intelligence in the studied EG adolescents is recorded at “high level” (0.7%). In general, it is worth noting the positive dynamics and the impact of correctional classes and therapeutic sessions of psychologists/teachers on adolescents with a typical development. Since even correlative relations indicate a connection between the completeness of emotional intelligence indicators of psychologists/teachers on the development of emotional intelligence (interpersonal and

intrapersonal emotional intelligence) in adolescents with intellectual disabilities, with whom the above-mentioned psychologists work (head teachers, social workers).

Correlation analysis, as in the previous methodology, was carried out using the Pearson criterion, which made it possible to study the presence of statistically reliable connections between the components of emotional intelligence of psychologists/teachers who conduct correctional classes and interact with the studied adolescents and the completeness of interpersonal and intrapersonal emotional intelligence of adolescents with intellectual disabilities (Table 8).

Table 8. Indicators of correlative relations between the components of emotional intelligence of psychologists/teachers and the level of completeness of emotional intelligence of adolescents with intellectual development disorders of EG

	Interpersonal emotional intelligence	Intrapersonal emotional intelligence
Understanding the emotions of others	649**	651**
Managing the emotions of others	547**	
Understanding one's own emotions		659**
Managing one's own emotions	825**	
Expression control	784**	535**

Notes: ** at $p < 0.01$. A statistical indicator (a critical level of significance for several indicators in studies) indicates that mathematically N_0 = high significance, and the statistical solution indicates “values found at a high level of statistical significance”

According to the results of correlation analysis, it is possible to indicate a stable and strong mutual influence of the personality of a psychologist (head teacher, social worker) on the development of not just the emotional intelligence of adolescents, but also on the understanding of a teenager's own emotions, emotions of the environment, on the ability to control emotional experiences, to regulate personal states associated with the sensory, affective side of personality development in a difficult period of puberty. Thus, for example, it can be established that the interpersonal intelligence of adolescents with intellectual disabilities is most affected by the ability of a psychologist (teacher) to manage their own emotions. It can be assumed that the teenager imitates the behaviour of the older person. Thus, the greatest influence on the internal personal intelligence of a teenager is exerted by the ability of a psychologist/teacher to understand their own emotions and cope with them. This similarity in correlative relations allows assuming that the studied adolescents are characterised by the behaviour of imitating significant adults and those adults whom they have the opportunity to observe, and as a result – to imitate, take an example.

CONCLUSIONS

According to the results of the study, a significant relationship between the emotional sphere of a psychologist (teacher, social worker) working with children with special needs and the emotional intelligence of adolescents with intellectual disabilities was revealed. Positive dynamics were found in the experimental groups and an increase in both the overall level of emotional intelligence and its components in adolescents with intellectual disabilities. The results of research using the methods “Emotional intelligence questionnaire (N. Hall)” and “Emotional intelligence questionnaire “Emin” (D. Lyucin) were confirmed by statistical analysis using the Pearson criterion, which made it possible to establish reliable connections between the components of emotional intelligence of psychologists/teachers and the level of completeness of emotional intelligence of adolescents with intellectual disabilities.

Also, general increased interest and trend in research on emotional intelligence by foreign and Ukrainian researchers was established. The relevance of research on the influence of a teacher's personality on the personality of a child-student is increasingly being studied in different

aspects, taking into account different approaches and current trends in the scientific field. Science is increasingly beginning to interact in the interests and benefits of practice. Finally, the need for psychological support of

teachers (educators, head teachers), that is, that professional personnel who work with children, including those with special needs, regarding such an aspect as emotional and professional burnout, is revealed.

REFERENCES

- [1] Vovchenko, O. (2019). Formation of emotional intelligence in children of primary school age with disabilities of intellectual development: Psychological support. *The Scientific Heritage*, 41, 57-60.
- [2] Borshchevska, H. (2017). *Will and emotions in adolescents with mental and physical disabilities: Theoretical and methodological aspect*. Kharkiv: Vydavnytstvo Instytutu tekhnolohii ta vyrobnytstva.
- [3] Vlasova, O. (2005). *Psychology of social abilities: Structure, dynamics, factors of development*. Kyiv: VPC "Kyivskiy universytet".
- [4] Manoylova, M. (2004). *Acmeological development of emotional intelligence of teachers and students*. Pskov: PGPI.
- [5] Sokolova, O. (2018). *Puberty in normal and pathology: Empirical studies*. Kyiv: VV Smart.
- [6] Pahava, D. (2017). *Emotions and feelings of adolescence in terms of psychophysiological disorders*. Kharkiv: Kyivski chytannia.
- [7] Prokopenko, O. (2014). Psychological technologies of formation of emotional and volitional self-regulation of adolescents with mental retardation. *Visnyk Instytutu Rozvytku Dytyny. Seriya: Filosofiia Pedagogika Psykholohiia*, 32, 146-152.
- [8] Khomenko, M. (2018). *Emotional-volitional sphere of children with mental retardation: Gender analysis*. Kyiv: Soldt LT.
- [9] Bar-On, R. (2000). Emotional and social intelligence: Insights from the emotional quotient inventory. In R. Bar-On, & J.D.A. Parker (Eds.), *The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace* (pp. 363-388). San Francisco: Jossey-Bass.
- [10] Gardner, G. (2007). *Frames of mind: The theory of multiple intelligence*. Moscow: ID Vilyams.
- [11] Goulman, D., Boyatzis, R., & Makki, E. (2021). *Emotional leadership: The art of managing people based on emotional intelligence*. Moscow: Alpina Publisher.
- [12] Zins, J.E., & Elias, M.J. (2007). Social and emotional learning: Promoting the development of all students. *Journal of Educational and Psychological Consultation*, 17(2-3), 233-255.
- [13] Mayer, J.D., Salovey, P., & Caruso, D.R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197-215.
- [14] Mayer, J.D. (1999). Emotional intelligence: Popular or scientific psychology. *APA Monitor*, 30(50). Retrieved from https://scholars.unh.edu/psych_facpub/414/.
- [15] Salovey, P., & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9(3), 185-211.
- [16] Sternberg, R.J., & Ruzgis, P. (1994). *Personality and intelligence*. Cambridge: Cambridge University Press.
- [17] Berezovska, T. (2007). Formation of social and emotional intelligence of students of humanitarian profile. *The Journal of V.N. Karazin Kharkiv National University. A Series of "Psychology"*, 3(31), 86-91.
- [18] Hanich, L. (2019). *Motivation and will: Norm and pathology*. Kyiv: VV Smart.
- [19] Nosenko, E., & Kovryha, N. (2003). *Emotional intelligence: Conceptualization of the phenomenon, basic functions*. Kyiv: Vyshcha shkola.
- [20] Lyusin, D. (2015). *Psychological correction of emotional intelligence*. St. Petersburg: PrintR.
- [21] Hanna, E. (2013). A cognitive emotional methodology for critical thinking. *Advances in Applied Sociology*, 3(1), 20-25.
- [22] Yulianti, P., Ostrovsky Atomzeal, M., & Arina, N.A. (2018). Burnout, self-efficacy and work satisfaction among special education teacher. *KnE Social Sciences*, 3(10), 1180-1190.
- [23] Melnychenko, V. (2017). *Features of personality development of adolescents with intellectual disabilities*. Kharkiv: Liha.
- [24] Elder, L. (1996). Critical thinking and emotional intelligence. *Critical Thinking Across the Disciplines*, XVI(2). Retrieved from <https://www.criticalthinking.org/pages/critical-thinking-and-emotional-intelligence/485>.
- [25] Hammack, P.L. (2008). Narrative and the cultural psychology of identity. *Personality and Social Psychology Review*, 12(3), 222-247.
- [26] Chesnut, S., & Cullen, T.A. (2014). Effects of self-efficacy, emotional intelligence, and perceptions of future work environment on preservice teacher commitment. *The Teacher Educator*, 49(2), 116-132.
- [27] Korkmaz, M., & Çevik, M. (2017). Analysis of the relation between organizational culture and alienation in secondary educational institutions. *Kuram ve Uygulamada Eğitim Yönetimi*, 23(4), 675-716.
- [28] Hall, G.S. (1911). *Educational Problems*. London, New York: Appleton.
- [29] Arnikov, S. (2018). *Psychological diagnosis of older adolescents: guidelines for a psychologist*. Mykolaiv: Likvar.

Ольга Анатоліївна Вовченко

Інститут спеціальної педагогіки і психології ім. М. Ярмаченка
Національної академії педагогічних наук України
04060, вул. М. Берлінського, 9, м. Київ, Україна

Вплив емоційного інтелекту психолога (педагога) на формування емоційного інтелекту підлітка з порушеннями інтелектуального розвитку

Анотація. Актуальність дослідження розкривається через зміну сучасних освітніх стандартів і новітніх підходів спеціальної психології до осіб з порушеннями інтелектуального розвитку, пошуку нових можливостей покращення навчання, виховання та психологічного супроводу особистості на різних вікових етапах, зокрема таких кризових, як підлітковий вік. Метою наукової роботи є визначення специфіки взаємовпливу емоційного інтелекту психологів (педагогів – класних керівників, соціальних працівників), що взаємодіють з учнями підліткового віку з порушеннями інтелектуального розвитку на формування емоційного інтелекту та його складових у осіб пубертатного періоду з атиповим розвитком (порушенням інтелектуальної сфери). У дослідженні брали участь виключно ті освітяни, які досить часто та тісно співпрацюють з підлітками, зокрема, проводять навчально-роз'яснювальні бесіди, психокорекційні заняття, психотерапевтичні сесії тощо. Для визначення емоційного інтелекту (як для дорослих, так і для підлітків) було використано дві стандартизовані тестові методики: «Опитувальник емоційного інтелекту (Н. Холла)» та «Опитувальник емоційного інтелекту «ЕмІн» (Д. Люсіна). У процесі дослідження було встановлено позитивну динаміку в експериментальних групах і підвищення рівня емоційного інтелекту й певних його компонентів у підлітків з порушеннями інтелектуального розвитку, на яких здійснювався вплив психологами (педагогами, соціальними працівниками) у вигляді бесід, психологічних корекційних занять і психотерапевтичних сесій. Підтверджено за результатами статистичного аналізу та встановлено надійні зв'язки між компонентами емоційного інтелекту психологів/педагогів і рівнем сформованості емоційного інтелекту підлітків з порушеннями інтелектуального розвитку. Отримані результати дають змогу розробити ефективний психологічний супровід для досліджуваних підлітків, та, за необхідністю, здійснювати супервізію психологів або проводити психотерапевтичні сесії з педагогами

Ключові слова: емоції, тип інтелекту, підлітковий вік, порушення психофізичного розвитку, емоційний інтелект освітян, формування компонентів емоційного інтелекту