

The role of Emotional Intelligence in Creating and Managing an Effective Learning Environment

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Abstract. *Emotional intelligence has attracted the attention of scientists since the 1990s. E.I is a very relevant topic in modern psychology. As the name suggests, emotional intelligence is related to our emotions (affective dimension), thinking (cognitive dimension) and their interaction. The development of an adolescence into a successful personality depends equally on well-developed cognitive abilities and a high rate of emotional development. Despite the fact that genetic factors have an important influence on the development of personality, the formation of the above-mentioned skills mainly takes place in the school environment.*

A number of studies conducted in different countries of the world offer solid evidence that in the educational process, the development of competencies related to emotional intelligence is one of the most important factors. The ability to recognize and empathize with one's own and other people's emotions allows a person to be happier and more successful. The majority of teachers consider only the student's academic achievements as a necessary condition for success. However, in order for students to achieve success, not only cognitive and intellectual development is needed, but also their social and emotional development. Along with high academic performance, it is important for a student to quickly find a common language in relationships with others, take into account their interests, needs and skilfully resolve conflicts. Therefore, it is important not only to understand one's own feelings and emotions, but also to feel and express them, and it is also important to manage them. All this is called emotional intelligence in modern psychological language. Possession of the latter is a powerful tool for creating and managing an effective learning environment

Key words: *Emotional intelligence, Student, School, Educational environment, Success.*

1. Introduction

It is probably difficult to find a parent who has no desire and does not try to raise his/her child as a harmonious, successful person, one who will be able to fully realize his/her potential and develop into a realized person.

In our age, human success depends more on the coefficient of emotional development than on the coefficient of mental development. A person who is not able to regulate his/her own emotions cannot understand both his/her own and other people's emotions, the ability to properly assess the reactions of others, cannot be successful in life. Emotional intelligence is also responsible for the ability to understand one's own and other people's feelings and emotions.

Both the family and the school environment must contribute to and help students prepare for life in a world that is becoming more and more difficult each year. As a rule, most parents think that their child needs a good education to succeed, he/she needs to know as much as possible, read more

books, carry a lot of information and be at a high level of intellectual development. Parents do not spare any effort, energy, and effort to achieve these goals – they choose the best school, the best teachers, and they burden their children with additional lessons. However, it is noteworthy that future success requires not only caring for a child's cognitive, intellectual development, but also, and possibly even greater, interest in his or her social and emotional development. In other words, it is important not only to have a high rate of mental development but also a high rate of emotional development.

2. The main part

According to the famous American researcher Daniel Goleman, emotional intelligence is not an innate talent, on the contrary, it is a learned competence, the production, and development of which lasts a lifetime, and the academic and professional success of an individual depends on the effectiveness of learning these competencies. [2, pg78-80]

Emotional intelligence as an independent construct first appeared in the scientific psychological literature in 1990 when Peter Salovey and John Meyer published a book of the same name. They also include the definition of emotional intelligence and the first empirical studies. In 1995, Daniel Goleman's book "Emotional Intelligence" was published in New York, which turned emotional intelligence into a very popular construct in terms of both theoretical research and practical significance. [2, pg 82-92]

For example, developing and implementing emotional intelligence development programs in US universities and schools; The development of emotional intelligence has played an important role in the policy of child and adolescent health care institutions in the UK, although the term 'emotional intelligence' has been used in the psychological literature before. The theoretical roots of the term relate to Thorndike's social intelligence construct and Gardner's theory of multidimensional intelligence. There are currently two main approaches to emotional intelligence in the psychological literature: emotional intelligence as a skill and emotional intelligence as a personal trait. The main difference between the constructs lies in the operationalization of the concept of emotional intelligence. Mixed models of emotional intelligence, to which the models of Bar-On and Goleman belong, is a combination of these two approaches and describe emotional intelligence in terms of mental ability and personality traits.

2.1 Emotional intelligence as an ability

Emotional intelligence, as a skill, involves the cognitive processing of emotional information. This approach, which treats emotional intelligence as a traditional standard intellect, suggests that emotional intelligence should be measured with measuring instruments similar to skill tests, and in this regard also highlights individual differences between people. According to Solovey and Meyer, emotional intelligence is the ability to perceive, integrate, understand, and regulate emotions, which is mainly manifested in certain adaptive behaviors. According to the authors, emotional intelligence is a contributing factor to thought processes and personal growth. [2, pg 189]

2.2 4 groups of emotional intelligence skills:

The authors distinguish 4 groups of emotional intelligence skills: 1) Perception of emotions - this group combines the ability to perceive emotions of oneself and others, the ability to recognize emotions according to other people's facial expressions or body postures, the ability to express emotions, the ability to distinguish false emotions from real ones. 2) The use of emotions - refers to the ability to influence the cognitive processes of emotional processes (decision making, problem-solving, seeing cause-effect relationships). 3) Understanding emotions - Demonstrates the ability to analyze emotions, access the causes and effects of emotions, see the relationship between complex emotions, and understand the transformation of emotions. 4) Emotion Management - Includes the

ability to manage and regulate one's own and others' emotions, taking into account individual goals and social context. Emotional intelligence as a skill score is highly correlated with IQ and increases with age. The approach to emotional intelligence as a personal trait treats emotional intelligence as "a set of emotions related to emotions that lie at the bottom of the personal hierarchy." According to this definition, emotional intelligence is closely related to the dimension of personal dispositions and is assessed through self-report-type questionnaires. It should be noted that the authors suggest the term "emotional self-efficacy" as an alternative name for the construct.

2.3 15 dispositions of emotional behavior:

The construct of emotional intelligence as a personal trait combines 15 dispositions of emotional behaviors or areas such as 1) Adaptation - the ability to adapt to new environments and conditions, to perceive novelty, and to change positively. 2) Assertiveness - directness and sincerity, protection of one's own opinions and views. 3) Perception of emotions - Perception of one's own and others' emotions. 4) Expressing emotions - Expressing emotions adequately, unambiguously through words and gestures. 5) Managing emotions - Managing the emotional state of other people, influencing people's feelings. 6) Regulation of emotions - regulation of one's emotional state. 7) Impulsivity (low) - control of impulses and desires, the ability to think before making a decision. 8) Ability to relate - the ability to establish and maintain close relationships with family members, close friends, relatives, partners. 9) Self-esteem - a sense of self-confidence, a positive assessment of oneself and achievements. 10) Self-motivation - internal motivation to achieve the set goal. 11) Social competence - social sensitivity, the ability to adequately express emotions in different social contexts. 12) Stress management - environmental pressure and stress coping, effective use of stress management mechanisms 13) Empathy - the ability to see the event through the eyes of others, to understand and take into account the needs, desires, feelings of others. 14) Happiness - a feeling of self-satisfaction that is more focused on the present and the future. 15) Optimism - expectation of positive events and 4 main factors: 1) well-being - a generalized sense of well-being, a sense of life satisfaction and happiness 2) self-control - adequate, healthy control of desires and impulses, the ability to regulate environmental pressure and stress. 3) Emotionality - a variety of emotional skills, perception, and expression of their own emotions, establishing and maintaining a close relationship with a significant other 4) Sociality - the ability to interact socially, the ability to listen and communicate, openness to relationships.

2.4 Adolescent emotional intelligence

Nothing influences the development of a child's emotional intelligence in the same way as his first teachers and role models do. The most powerful form of cognition is the experiences that children derive from daily life relationships and routines. Most parents try to take care of their children's education. They are confident that the investment of time and money they make will guarantee their children a successful future. Consequently, before entering school, parents teach reading, counting, and reporting, drawing with them, and after entering school, children responsibly check homework, help with learning, and so on. However, all of the activities we have listed above are related to academic activities. This is not surprising when parents enroll their children in school, they primarily want to succeed in their children's academic field, but even eager parents often expect disappointment. We draw your attention to one of the causes of this frustration, which is almost ignored by parents, although it has long been proven that it is no less and more necessary for the future success of children, and the level of academic achievement also depends on it. The development of emotional intelligence is most intensively carried out before the age of adolescence, 16-17 years, but this does not mean that an adult is deprived of the ability to develop it. After a person realizes these skills as a condition of happiness and self-existence and takes responsibility

for it and takes them up, it is necessary to use these skills daily and to assimilate and internalize them through learning. The strength of learning these skills is due to the use of them to observe and understand their own feelings and emotions, as these are skills that provide a person with self-expression and, consequently, a sense of happiness, which naturally necessitates the repetition of this generalized sense of happiness.

2.5 Emotional intelligence in the learning process

As mentioned, the author of the theory of emotional intelligence is the American psychologist, Daniel Goleman. However, this phenomenon has been worked on before and further development of the theory continues today. Over time, scientists have accumulated questions and started researching why people's success did not depend solely on mental abilities and academic skills. The ability of emotional intelligence is also called the ability of "human relationship". One conclusion of the researchers is also interesting. As they think, 90% of emotional communication is non-verbal. Emotional intelligence, like any other skill, is displayed by some children from the beginning. Such children control their impulses, are less prone to tantrums and other similar behaviors. At an early age, emotional intelligence is a sign of seemingly simple action, such as quietly waiting for dessert at the table before others finish dinner. Emotionally intelligent children are cheerful. They are better able to cope with school difficulties, stay calm in difficult situations, control emotions, and can guess the feelings and possible reactions of loved ones.

Is it possible to study emotional intelligence? As we have said, the manifestation of emotional intelligence in children begins at an early age, 3-years-old can already express empathy, although the development of this skill requires adults, teachers to notice and help to strengthen the emotions of adults. Is it possible to study emotional intelligence? As we have said, the manifestation of emotional intelligence in children begins at an early age, 3-years-old can already express empathy, although the development of this skill requires adults, teachers to notice and help to strengthen the emotions of adults. It is especially important to develop emotional intelligence skills in school. The school can introduce an "emotional education" program. This program teaches students to manage emotions caused by anger, frustration, and loneliness. Education specialists point to the great importance of developing such skills because students who are depressed or angry and have conflicts with peers will not be able to succeed in learning.

Donna Hausman, a psychologist from Massachusetts, says that learning emotional intelligence is entirely possible. Together with his peers, he created a socio-emotional learning program that integrates vital skills such as search, active learning, reflection, self-awareness and self-awareness with humanitarian subjects. "Through a lot of research and almost 30 years of incorporating emotional intelligence into our school curriculum, we have proven that students become aware of their emotions, can manage them effectively and are better able to concentrate on learning," Hausman said. He believes that the best results were observed in primary school students.

Hausmann's co-founder John Peyton explored the implications of socio-emotional learning in terms of academic outcomes. Under his leadership, more than 300 studies were conducted among more than 300,000 students (ages 6-13). It was found that students who were involved in a social-emotional learning program achieved 11-17% better results than those who were behind this project. "We were able to prove that social-emotional learning is not a waste of a student's precious time in a non-academic direction. 'Students' academic achievement increases, their social and emotional skills improve, and bad behavior and aggression decrease." Creative Conflict Resolution Project is another program based on emotional intelligence. The name of the project shows that it is aimed at helping students find ways to resolve conflicts, developing their interpersonal skills. Joan Daphne, author of the project and executive director of the Children's Committee, says - "These are the skills

that calm children in anger, help them make friends, teach them how to resolve conflicts based on the opinion of others, and develop the ability to make ethical and safe decisions."

Thus, specialists distinguish three circumstances:

- 1) The social-emotional learning program in school results in improved student self-esteem, better social skills, and reduced facts of violence.
- 2) Teaching emotional intelligence in school is possible without compromising academic skills; moreover, social-emotional teaching improves academic results.
- 3) Teaching emotional intelligence is easier at an early age when children's character is much more resilient.

Since the issue concerns adults, it should also be noted that the ability of emotional intelligence like any other ability can serve both good and evil deeds. For example, according to Martin Kilduff, a professor at University College London-"Emotional intelligence carriers consciously shape their emotions in order to make a good impression on themselves. The purposeful concealment of emotions and the strategic manipulation of others' feelings are not only in Shakespeare's plays but also in offices and corridors, where scales dominate."

Conclusion

In conclusion, it should be said that although the interest in emotional intelligence does not stop in the scientific community and this concept is becoming more popular, there is a need to raise awareness in this direction, since the use of the word intelligence in many cases is more associated with mental abilities than with personal development. Not much is known about emotional intelligence by the general public. First of all, it is necessary to select a format that will allow the school community to raise awareness about emotional intelligence and work more in this direction. Regarding the role of emotional intelligence in creating an effective learning environment, it should be noted that the literary analysis reveals how important a high coefficient of emotional intelligence is for the effective management of the learning process.

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ემოციური ინტელექტის როლი ეფექტური სასწავლო გარემოს შექმნასა და მართვაში

ჭარხალაშვილი თინათინ

სსიპ საქართველოს ტექნიკური უნივერსიტეტი

აბსტრაქტი

ემოციური ინტელექტის ცნება, მკვლევართა ყურადღების ცენტრში 1990-იან წლებში მოექცა და თანამედროვე ფსიქოლოგიაში საკმაოდ აქტუალურ თემას წარმოადგენს. როგორც სახელწოდება მიგვანიშნებს, ემოციური ინტელექტი დაკავშირებულია ჩვენს ემოციებთან (აფექტური განზომილება), აზროვნებასთან (კოგნიტური განზომილება) და მათ ურთიერთქმედებასთან. დარწმუნებით შეიძლება ითქვას, რომ მოზარდის წარმატებულ პიროვნებად ჩამოყალიბება, თანაბარი მნიშვნელობით არის დამოკიდებული, როგორც კარგად განვითარებულ კოგნიტურ შესაძლებლობებზე, ასევე ემოციური განვითარების კოეფიციენტის მაღალ მაჩვენებელზე. მიუხედავად იმ ფაქტისა, რომ გენეტიკური ფაქტორები უმნიშვნელოვანეს გავლენას ახდენენ პიროვნების განვითარებაზე, ზემოთ აღნიშნული უნარების ჩამოყალიბება ძირითადად სასკოლო გარემოში ხდება.

მსოფლიოს სხვადასხვა ქვეყანაში ჩატარებული არაერთი კვლევა მყარ მტკიცებულებებს გვთავაზობს იმის შესახებ, რომ სასწავლო პროცესში, ემოციურ ინტელექტთან დაკავშირებული კომპეტენციების განვითარება ერთ-ერთი უმნიშვნელოვანესი ფაქტორია. საკუთარი და სხვა ადამიანების ემოციების ამოცნობის და თანაგრძნობის უნარი ადამიანს საშუალებას აძლევს იყოს უფრო ბედნიერი და წარმატებული. პედაგოგთა უმრავლესობა წარმატების მიღწევის აუცილებელ პირობად, მხოლოდ მოსწავლის აკადემიურ მიღწევებს მიიჩნევს. თუმცა იმისათვის, რომ მოსწავლეებმა მიაღწიონ წარმატებას, საჭიროა არა მხოლოდ კოგნიტური და ინტელექტუალური განვითარება, არამედ მათ სოციალურ და ემოციურ განვითარებაზე ზრუნვა. მაღალ აკადემიურ მოსწრებასთან ერთად, მნიშვნელოვანია

მოსწავლემ სწრაფად იპოვოს საერთო ენა სხვებთან ურთიერთობაში, გაითვალისწინოს მათი ინტერესები, საჭიროებები და ოსტატურად მოაგვაროს კონფლიქტები. შესაბამისად, მნიშვნელოვანია არა მხოლოდ საკუთარი გრძნობებისა და ემოციების გაგება, არამედ მათი განცდა და გამოხატვა, ასევე მნიშვნელოვანია მათი მართვა. ყოველივე ამას კი თანამედროვე ფსიქოლოგიური ენაზე ემოციური ინტელექტი ეწოდება. ამ უკანასკნელის ფლობა კი, ეფექტური სასწავლო გარემოს შექმნისა და მართვის ძლიერი იარაღია.

საკვანძო სიტყვები: ემოციური ინტელექტი, მოსწავლე, სკოლა, სასწავლო გარემო, წარმატება.