

Intelligence, Social and Emotional Intelligence: Correlation of Concepts in Modern Psychology

Інтелект, соціальний та емоційний інтелект: співвіднесення понять у сучасній психології

Ivashkevych Eduard

Dr. in Psychology, Professor,
Rivne State University of the Humanities,
Rivne (Ukraine)

ORCID ID: <https://orcid.org/0000-0003-0376-4615>

Researcher ID: V-8872-2018

Scopus AuthorID: 57216880484

E-mail: ivashkevych.e@gmail.com

Івашкевич Едуард

доктор психологічних наук, професор,
Рівненський державний гуманітарний університет,
м. Рівне (Україна)

Spivak Vitalii

Ph.D. in Psychology, Assistant Professor,
Assistant Professor of the Department of Social Work,
Kamianets-Podilskyi National Ivan Ohienko University,
Kamianets-Podilskyi (Ukraine)

ORCID ID: <https://orcid.org/0000-0003-1843-562X>

E-mail: spivak@kpnu.edu.ua

Співак Віталій

кандидат психологічних наук, доцент,
доцент кафедри соціальної роботи,
Кам'янець-Подільський національний університет імені Івана Огієнка,
м. Кам'янець-Подільський (Україна)

Address for correspondence, e-mail: kpnu_lab_ps@ukr.net

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ABSTRACT

The purpose of our article is to carry out an analysis of the author's research on social intelligence according to Structural and Functional Approach; describe our researches of Social Intelligence; to propose own definition of "emotional intelligence"; to show the correlation of concepts "intelligence", "social intelligence" and "emotional intelligence" in Modern Psychology.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: the categorical method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization.

The results of the research. We think, that social intelligence is a system of cognitive characteristics of the individual. It consists of three basic components: social-perceptive abilities, social imagination and social technique of communication. So, the effectiveness of subject-subject communication largely depends on the formation of social intelligence. Social intelligence is considered as a certain cognitive component of communicative competence, which is defined as the ability of the individual to accept the position, point of view of another person, to predict his/her behavior, to solve effectively various problems arising between subjects of dialogical interaction.

Conclusions. We believe that emotional intelligence is defined as a set of non-cognitive abilities, competencies or skills that affect a person's ability to face challenges in the external environment, the emotional intelligence should be attributed to the empathic aspect of social intelligence. That is, we will consider emotional intelligence as a component of social intelligence. Let's justify our own point of view. In this context, emotional intelligence is a set of general personality's abilities, interconnected four skills, such as: awareness of one's own emotions, the ability to determine what emotion the person feels at a given moment in time, to determine what basic emotions consists of this understanding; the ability to manage one's own emotions (to change the intensity of emotions), to determine the source and the cause of their occurrence, the degree of usefulness; understanding other people's emotions, determining emotional states by their verbal and non-verbal manifestations; management of other people's emotions, providing purposeful action on emotions. At the same time, we'd like to make a generalization regarding the definition of emotional intelligence. Emo-

tional intelligence, as we see, is the ability of an individual to perceive, evaluate and express emotions adequately; the individual's ability to generate feelings when they contribute to thinking, to understand emotions and knowledge related to these emotions, the individual's ability to regulate emotions, contributing to one's own emotional and intellectual growth.

Key words: *intelligence, social intelligence, emotional intelligence, a set of non-cognitive abilities, competencies, skills, management of other people's emotions, the formation of social intelligence, subjects of dialogical interaction.*

Introduction

Contemporary development of western and our society is accompanied by the phenomena of globalization, informatization and innovation, which leads to the emergence of a wide range of opportunities for the development and self-realization of a young person in various spheres of his/her life and causes an increase in the intensity of mental and physical stress on a young person. The diversity and multiplicity of potential vectors for determining one's own place in life requires self-understanding and self-awareness from young people, which are the most positive conditions for the development of the ability to predict prospective life plans, personal orientations in their implementation and achieving life success (Гончарук & Онуфрієва, 2018).

The process of professional and life self-determination, which are necessary for personal development, in a great degree create conditions for actualizing the abilities and develop the experience of a young person. Not only a sufficient level of general intelligence, erudition, but also the presence of formed mental formations are responsible for the ability of young people to manage their thoughts, needs and feelings, to build harmonious relationships with themselves and the surrounding world (Mykhalchuk & Kryshevych, 2019). All these processes play a decisive role in overcoming external and internal obstacles by providing the way to effective life implementation. These mental formations, more often than other processes, are considered within such a phenomenon as social intelligence and emotional intelligence, which are an actual and promising problem of scien-

tific research in the sphere of Modern Psychology. We consider it appropriate to show the reliability of the concept "emotional intelligence" in the whole, to show if we can use it in our further researches. If it is, in what sense it is reliable to use the concept "emotional intelligence" from the psychological point of view.

In our opinion, the study of the problem of social and emotional intelligence of an individual should begin, first of all, with the definition of the concept of "intelligence" in the whole (Pimperton & Nation, 2010). Fundamental works deal with the study of intelligence, conditions and mechanisms of its development (Amichai-Hamburger, 2005; Key-DeLyria, Bodner & Altmann, 2019).

In psychological researches (Maslow, 1991), intelligence is considered as a system of *mental mechanisms* that make it possible for the individual to build a subjective picture of the world (Rogers, Lyon & Tausch, 2013). Also, intelligence is defined as a relatively stable structure of mental abilities. In a number of psychological concepts, the authors (Kim & Dindia, 2011) equate intelligence with a system of mental operations, with a style of the activity and problem-solving strategy, with the effectiveness of an individual approach to each specific situation that requires cognitive activity, with a cognitive style.

The understanding of intelligence is based on one or another of its models, which is based on some a priori theoretical models, and then it was verified in empirical researches. In Psychology, two main approaches to intelligence are distinguished: Cognitive Approach (Wright & Webb, 2011) (intelligence is determined through its main manifestations in the cognitive activity of the individual, such as activation of the act of thinking, memory, imagination and other mental functions) and Categorical Approach (Stephens & Rains, 2011), which allows to reveal the structure of intelligence, conditions and mechanisms of its functioning and development.

As a result of the analysis of experimental studies of foreign and domestic psychologists, the following categorical approach

ches to the concept of "intelligence" can be identified:

- 1) Phenomenological Approach (Arbuthnott & Frank, 2000);
- 2) Measuring (or testological) Approach (Гилфорд & О'Салливан, 2021);
- 3) Genetic Approach (Адлер, 1997; Nunan, 2003);
- 4) Factorial Approach (Nowak, Watt & Walther, 2009);
- 5) Regulatory Approach (Lawson & Leck, 2006);
- 6) Structural and Functional Approach (Ishkhanyan, Boye & Mogensen, 2019);
- 7) Informational Approach (Ramirez & Wang, 2008).

So, **the aim of our research** is, according to Structural and Functional Approach to describe our researches of Social Intelligence; to propose own definition of "emotional intelligence"; to show the correlation of concepts "intelligence", "social intelligence" and "emotional intelligence" in Modern Psychology.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

Results and their discussion

According to the sixth, Structural and Functional Approach, we provided our researches of Social Intelligence. Thus, according to our theoretical conception, social intelligence is directly related to the knowledge of human behavioral information. Also, it was defined as a system of intellectual abilities and characteristics of the person. Particular attention we deserve to the concepts which define social intelligence through the system of cognitive characteristics, according to which the effectiveness of communication depends on communicative, cognitive and vital competencies of the person, a great success of human processing of social information.

We think, that social intelligence is a system of cognitive characteristics of the individual. It consists of *three basic compo-*

nents: social-perceptive abilities, social imagination and social technique of communication. So, the effectiveness of subject-subject communication largely depends on the formation of social intelligence (Mykhalchuk & Ivashkevych Ed., 2018).

Social intelligence is considered as *a certain cognitive component of communicative competence*, which is defined as the ability of the individual to accept the position, point of view of another person, to predict his/her behavior, to effectively solve various problems arising between subjects of dialogical interaction.

Also, we'll propose the definition of social intelligence in the connection with the paradigmatic analysis of "*life competence*", which involves the acquisition by a person of the skills to develop the strategies of the activity, to plan prospective actions that the subject must achieve as a result of a clearly formulated goal, the ability to draw conclusions based on successes or failures when making future plans. In such a way social intelligence is considered by us as a certain cognitive competence that allows people to perceive events, objects and subjects of the surrounding world with a great degree of surprise and maximum benefit for themselves. According to our prediction, the cognitive substructure of an individual's psyche is defined by us as a set of *declarative and procedural knowledge* (which, at the same time, refers to *factual knowledge*). So, we can name the main content components of social intelligence, such as: the ability to solve practical tasks, the ability to verbally perceive and reflect the surrounding reality, social and communicative competence.

The generalization of the approaches from the scientific literature to the definition of the concept of "social intelligence" allows us to outline the psychological content and characteristics of social intelligence of the person, as well as to analyze its structure. Thus, we mean social intelligence as the ability that has the following features:

1) the explication of social intelligence is possible only in the paradigm of the subject-subject activity;

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2) the amplification of the abilities of social intelligence occurs in the process of interpersonal interaction;

3) taking into account the multidimensional nature of the abilities of social intelligence, it is evident that social intelligence contains a certain complex of capabilities that are clearly coherent with each other, which are rather stable for this or that person;

4) the development of this group of abilities is due to the process of socialization of the person, the influence of both internal resources and characterological characteristics of the person, gender differences and the impact of the environment on a person.

According to this we believe that the structure of social intelligence of the person (and also the structure of social intelligence of the teacher) includes prognostic and communicative competence. The analysis of scientific researchers allows us to conclude that social intelligence and social competence are closely interrelated, but not identical categories, because social intelligence is distinguished as the means of human knowledge about social reality, and social competence is the product of this knowledge.

The main differences of social intelligence and social competence are, first of all:

a) in the ways of the development (if the development of social competence is facilitated by the acquisition of knowledge by a person and the actualization of personally significant experience, then social intelligence also (in addition to knowledge and experience) develops through the development of communicative properties, mechanisms of mental regulation, adaptive mechanisms of the psyche, self-control, self-regulation, stress resistance of the person;

b) in the content characteristics (social competence is much more narrower concept than social intelligence, because social competence contains a set of certain abilities and characteristics, and social intelligence is a personality neoplasm of the subject);

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c) in the functional plan of the representation of these two categories (the main functions of social competence are: social orientation, adaptation, integration of general social and personal experience of the person; the functions of social intelligence are: ensuring adequacy, adaptability in changing conditions of social reality, planning interpersonal events and forecasting their development, updating the motivation of the person, acquisition of social competence, self-development, self-knowledge, self-education, etc.).

We consider "social competence" as a broader content category, both in content and in functional plans, while social competence plays the role of so-called cognitive determinants of the development of social intelligence.

Let us show the relationships between *the levels of the development of social intelligence* and *the communicative competence* of the individual. These relationships, to a certain extent, lead to convergence of *the semantics of these non-identical concepts*. We also think, that *communicative competence* is a complex of entity that integrates in its content knowledge, skills and abilities, communicative qualities and characteristics, communicative-reflective and operational-activity features of the person, which in their integrity constitute a fairly stable personal development. *Communicative competence* is described by us through the content of such components:

- *a motivational and valuable component*, which is determined by the person's need to enrich personal and professional contacts, to show a tolerant attitude towards a communication of the partner, which is manifested in such personal qualities as contact, activity in communication, the ability to build trusting, to be tolerant, to emphasize on subject-subject personal relationships with colleagues;

- *a cognitive component*, which is determined by the formation of linguistic and intercultural, social competences. It shows the ability to develop a strategy for effective interpersonal interaction, to avoid conflicts in joint subject-subject activities;

• *the operational component*, which is considered by us as the indicator of “cultural maturity”. It is characterized by the presence of the skills of managing one’s own communicative activity, to show a high level of the development of communicative and reflexive skills, which ensure understanding of the essence of communicative situations, to enrich one’s own communicative needs and intentions, to reach mastery of communicative methods of the activities having been performed.

Thus, we highlight the main functions of social intelligence of teachers and directors of preschool educational establishments as “understanding other people”, which provides foresight in interpersonal relationships, the effectiveness of understanding of social situation in general and the situations of interpersonal interaction in particular. The function of “adaptation to the requirements of the society” is also dominant. We’ve to note that this function provides the ability of the person to use psychometric intelligence in order to adapt to the society effectively. The indicator of highly developed social intelligence is the effectiveness of the use of individual metacognitive strategies while performing social tasks and solving various problems.

The next dominant function of social intelligence of teachers and directors of preschool educational establishments is the function of “deep knowledge of the behavior of social objects”. This function ensures the ability of the person to communicate with other people, the ability to predict the consequences of other people’s behavior; the ability to distinguish essential features in the content of verbal and nonverbal reactions of people; the ability to understand changes in the meaning of verbal and nonverbal reactions of people depending on the context of a particular situation; the ability to understand the logic of the development of the situations of interpersonal interaction, to understand the value of the behavior of other people.

Also, we’ve to underline cognitive and behavioral functions of social intelligence. In particular, the cognitive function involves the assessment of the prospects of the person’s develop-

ment; understanding of people; to provide social insight; knowledge of social norms. Behavioral functions include: the ability to co-operate with other people; social adaptation; empathy in interpersonal relationships.

We believe that social intelligence, clearly, includes *declarative and operational (procedural) knowledge* that the individual uses in a real life to interpret events, to create plans and predict both the actions of everyday life and professional situations. These ideas, personal memories and rules of interpretation constitute the cognitive aspect of social intelligence. In turn, the mnemonic aspect fills the experience gained by a person, while the empathic capabilities of the subject have the aim actualizing the mechanisms of anticipation in solving various problems of social life.

Thus, *the cognitive aspect* of social intelligence includes a set of fairly stable knowledge, assessments, rules for interpreting events, people's behavior, their relationships, etc., based on the formed system of interpretations at the microstructural and macrostructural levels. The microstructure of the cognitive aspect of social intelligence is determined by the functions of the latter, such as *the cognitive-evaluative one*, on which is depended the competent processing and the evaluation of information perceived by the subject; *prognostic function*, on the basis of which the planning and forecasting of the development of interpersonal interactions are carried out; *communicative functions*, which ensure the effectiveness of the actual communicative process (this function is associated with adequate perception and understanding of the partner in communication); *reflexive function*, which is reflected directly by the person's self-knowledge. In turn, the macrostructure of the cognitive aspect of social intelligence is manifested in the individual's attitude to himself/herself as a value, value-semantic position to interpersonal relationships, as well as by the actualization of motivational and value orientations of the individual, axiological attitude by him/her to professional and other activities.

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The source of social intelligence *at the microstructural level* is the continuous updating of the functions listed by us. The result of their integration can be considered a set of subjective scales that allow the subject to navigate the features of interpersonal interaction, to recognize and adequately assess the behavior of other individuals. One of the main results of high-level social intelligence will be the presence of the individual of subjective statistics of different modalities. It is a space of subjective psycho-semantic scales, symbols of nonverbal behavior, norms of language production, etc.

The task of social intelligence *at the macrostructural level* is to provide opportunities to assess themselves and other people as individuals. In this case, the value orientations of the individual may not coincide with generally accepted social norms and even conflicts with them, but there is always a society and its specific representatives, in which the individual worldview, personal values and meanings will find their support.

The empathetic aspect of social intelligence largely depends on what form of the behavior the individual chooses as a priority, what he/she expects from the subjects around him/her, what valuable interpretive complex in relations to the surrounding world has formed in a person, what opportunities this individual has in terms of using mechanisms of anticipation in solving various problems of social life, etc. We'd like to note, that, in fact, it is not the content and forms or definitions, cognition, that have a matter in any case, but the way and quality of the current experience. This point becomes quite relevant when the question arises as to how what happens between a person and the world in the form of experience and behavior becomes "intrapersonal", that is how "it is dismembered in the person himself/herself", at the level of his/her social intelligence.

Let us talk about *emotional intelligence*. We see, that the study of emotions, which actively began at the end of the last century, gave the impetus for the appearance in the psychological science of the concept of "emotional intelligence", which is

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new for scientific paradigm (Rezaei & Mousanezhad, 2020). Thus, in the researches of scientists (Rains & Scott, 2008) the authors emphasized that society, taking care of improving the mind, made a lot of mistakes. After all, a person reveals himself/herself more upset through his/her own feelings and thoughts. That is why solving the problem of the development of emotional intelligence will contribute to the humanization of the world-view of modern society as a whole.

As the results of our theoretical analysis showed, emotional intelligence became the subject of psychological researches relatively recently, in 1990s. This happened thanks to the researches of foreign researchers (Benson, 2001). According to our own observations, the need for the appearance of the term "emotional intelligence" in Psychology was due to the development of researches in the field of emotions and intelligence in general, when the scientists (Heino, Ellison & Gibbs, 2010) studied the connection between the mental and affective aspects in the structure of mental activity, as well as in the researches according to the emotional abilities of a person (Walther, 2011).

The concept of *emotional intelligence* firstly was appeared in psychological literature with the issue of the well-known monograph by H. Gardner "Frames of mind" (1983). In this book the scientist shows the need to revise the interpretation of the concept of *general intelligence* and the method of its measurement using the coefficient of intellectual development "IQ", which was justified there for the first time and was fixed in psychological methodology, empirical tests and methods.

H. Gardner (Gardner, 1983) gave a detailed definition of the concept of *emotional intelligence* in two forms of its representation. The researcher proposed to consider *interpersonal emotional intelligence* as a person's ability to understand other people, to understand the motives of their activities, their attitude to work, to profession, and to decide how to cooperate with the people around them in a better way. At the same time, H. Gardner (Gardner, 1983) distinguished intrapersonal emotional intel-

ligence from interpersonal. By intrapersonal emotional intelligence the scientist understood a certain self-directed characteristic, that is a person's ability to form an adequate model of his/her own "Self" and used it for the purpose of more effective functioning in the life.

In the researches of H. Gardner (Gardner, 1983) we found the confirmation of the opinion that the further development of the understanding of the concept of emotional intelligence, which was firstly proposed by H. Gardner (Gardner, 1983), is in this theory, that *emotional intelligence* is defined as *a set of non-cognitive abilities, competencies or skills* that affect a person's ability to face challenges in the external environment.

Conclusions

We believe that if we accept the theory of H. Gardner (Gardner, 1983), namely that *emotional intelligence* is defined as *a set of non-cognitive abilities, competencies or skills* that affect a person's ability to face challenges in the external environment, then *emotional intelligence should be attributed to the empathic aspect of social intelligence*. That is, we will consider *emotional intelligence as a component of social intelligence*. Let's justify our own point of view.

So, we proposed to define *emotional intelligence* as the ability to monitor one's own and other people's feelings and emotions, to distinguish between them and use this information to manage own spheres of thinking and actions. Thus, we'd like to apply the understanding of emotional intelligence onto the paradigm of indicating the degree of the development of such cognitive human qualities, as self-awareness, self-control, motivation, the ability to put oneself onto the place of other people, to provide cooperation with them and establishing mutual understanding with others. In this context, emotional intelligence is a set of general personality abilities, interconnected four skills, such as: awareness of one's own emotions, the ability to determine what emotion the person feels at a given moment in time,

to determine what basic emotions consists of this understanding; the ability to manage one's own emotions (to change the intensity of emotions), to determine the source and the cause of their occurrence, the degree of usefulness; understanding other people's emotions, determining emotional states by their verbal and non-verbal manifestations; management of other people's emotions, providing purposeful action on emotions. At the same time, we'd like to make a generalization regarding the definition of emotional intelligence. *Emotional intelligence*, as we see, is the ability of an individual to adequately perceive, evaluate and express emotions; the individual's ability to generate feelings when they contribute to thinking, to understand emotions and knowledge related to these emotions, the individual's ability to regulate emotions, contributing to one's own emotional and intellectual growth.

So, we defined *emotional intelligence* as the ability to understand one's own and other people's feelings, to motivate oneself and others, to manage emotions both alone with oneself and in the environment of others. Based on the materials of psychological research and a series of surveys, we'll prove that success in life, which depends not so much on general intelligence (we mean IQ), but on the ability to control one's own emotions, actually the level of IQ formation.

We highlighted the emotional intelligence as the ability to understand *personal relationships*, which are represented in emotions of the individual, as well as the ability to manage the entire emotional sphere on the basis of their intellectual analysis and synthesis. We believe that a necessary condition for emotional intelligence is the subject's understanding of emotions, and the final product of such ability is decision-making based on the display and understanding of emotions that differentiate events with existing personal content.

Social and emotional intelligence in the structure of the first one are provided by *self-control* of the person. In such sense *we can differentiate simple emotions and emotional intelligence*.

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The last one consists of the ability to “dosage” emotions, and is manifested in the field of communication, which necessarily requires the presence of well-developed empathy. Also, we can give the explanation of emotional intelligence through the concept of “intelligence”, since it not only raises us above our passions and weaknesses, but also helps us to take a great advantage of all our advantages, talents and virtues. We suggest interpreting emotional intelligence as a set of abilities to understand one’s own and other people’s emotions and manage them. Sometimes we understand, that it is better to interpret emotional intelligence through cognitive abilities, and not to include personal qualities into its composition. In such a way emotional intelligence can facilitate or hinder the understanding of emotions, without being structural units of the latter. We’d emphasize a great importance of understanding, that emotional intelligence is not the opposite of general or social intelligence, but it is only a unique intersection of both processes. This allows us to define emotional intelligence as a group of mental abilities that help the person to perceive and understand one’s own feelings, as well as the feelings of other people, which leads to the ability to regulate feelings emotionally. Both sides of emotional intelligence are important. We mean the understanding emotions with the help of cognitive aspect of social intelligence and providing productive components of intelligence (creativity, intuition) with the help of emotions. In such a way we’d like to note that emotional phenomena are regulated and mediated by the individual, indicating the presence of a complex of individual abilities and traits that can be responsible for the influence of emotional phenomena on the entire process of cognition and human behavior.

So, according to the results of the analytical review, we can note that in modern psychological studies emotional intelligence is considered as an important integral characteristic of the person, which is realized in the person’s ability to understand emotions, to generalize their content, to distinguish emotional subtext in interpersonal relations, to regulate emotions in such

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a way as to contribute with the help of positive emotions to successful cognitive activity and to overcome negative emotions that interfere with the communication or threaten the achievement of individual success.

There are discussive questions of the probable existence of the influence of emotional intelligence on the success of solving the main life tasks by the person. These questions are debatable and promising for our further studies. We also predict that emotional intelligence is a possible and important condition for ensuring subjective well-being, self-improvement, friendly relationships and personal well-being. All these aspects we'll prove in further our publications.

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Івашкевич Едуард, Співак Віталій. Інтелект, соціальний та емоційний інтелект: співвіднесення понять у сучасній психології.

Мета статті: відповідно до структурно-функціонального підходу здійснити аналіз авторських досліджень соціального інтелекту; запропонувати власне визначення поняття «емоційний інтелект»; показати співвідношення понять «інтелект», «соціальний інтелект» та «емоційний інтелект» у сучасній психології.

Методи дослідження. Для розв'язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення.

Результати дослідження. Доведено, що соціальний інтелект є системою когнітивних властивостей особистості, що складається з трьох базових складових: соціально-перцептивних здібностей, соціальної уяви та соціальної техніки спілкування, від сформованості яких великою мірою залежить ефективність суб'єкт-суб'єктного спілкування. Показано, що соціальний інтелект розглядається як деякий когнітивний компонент комунікативної компетентності, що визначається як здатність особистості прийняти позицію, точку зору іншої людини, передбачити її поведінку, ефективно розв'язувати різні проблеми, що виникають між суб'єктами діалогічної взаємодії.

Висновки. Вважаємо, що емоційний інтелект слід визначати як набір некогнітивних здібностей, компетентностей чи навичок, які впливають

на здатність людини протистояти викликам зовнішнього середовища, то потрібно віднести емоційний інтелект до емпатійного аспекту соціального інтелекту. Тобто, емоційний інтелект вважатимемо складником соціального інтелекту. Показано, що емоційний інтелект виступає сукупністю загальних здібностей особистості, взаємопов'язаних чотирьох навичок, таких як: усвідомлення своїх емоцій, уміння визначити, яку емоцію відчуваєш у даний момент часу, визначити, з яких базових емоцій складається емоція; вміння управляти власними емоціями (змінювати інтенсивність емоцій), визначити джерело та причину їх виникнення, ступінь корисності; розуміння емоцій інших людей, визначення емоційних станів за їх вербальними й невербальними проявами; управління емоціями інших людей, цілеспрямована дія на емоції. При цьому зроблено узагальнення щодо визначення емоційного інтелекту. Емоційний інтелект – це здібність особистості адекватно сприймати, оцінювати та виражати емоції; здатність індивіда породжувати почуття, коли вони сприяють мисленню, розуміти емоції та знання, що стосуються емоцій, а також здібність людини регулювати емоції, сприяючи власному емоційному та інтелектуальному зростанню.

Ключові слова: *інтелект, соціальний інтелект, емоційний інтелект, комплекс некогнітивних здібностей, компетентності, навички, управління емоціями інших людей, формування соціального інтелекту, суб'єкти діалогічної взаємодії.*

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