

World Conference on Psychology and Sociology 2012

# Emotional Intelligence as the Object of Research in Modern Psychology

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## Abstract

This article discusses the scientific understanding and the structural components of emotional intelligence. Significant contribution to the development of this concept did researchers such as P. Selovey, J. Meyer, D. Goleman, R. Bar-On, which identified the cognitive and personality components. The content of emotional intelligence is distinguished understanding of ones emotions and the emotions of others, self-motivation, self-control, empathy, flexibility, resistance to stress and other personal characteristics that improve efficiency in various spheres of life. Relatively new concept in its content focuses differentiated assessment of events is the link between reflection events and behavior. The end product of emotional intelligence is making decisions based on the reflection and understanding of emotions, which are differentiated assessment of events.

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Selection and peer review under the responsibility of Prof. Dr. Kobus Maree, University of Pretoria, South Africa.

*Keywords:* Emotional Intelligence;

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## 1. Introduction

Originally, the meaning of “Emotional Intelligence” was connected with social intelligence and was observed like one of its components. It has appeared just in context of social intelligence problem developments by such researchers as J. Guilford, H. Gardner and G. Aizenk. By the way, on the current stage, researches of emotional intelligence are quite independent direction of psychology. According to the Ushakov’s opinion, although emotional intelligence is closely related to social intelligence, it has its own characteristics. Therefore, these two constructs can be considered as overlapping areas (Sergienko & Vetrov, 2009).

According to Pankova (2010), emotional intelligence or emotional competence in the widest meaning connects in itself abilities of personality in effective communication by understanding the emotions of others and the ability to adapt to their emotional state.

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According to Goleman, emotional intelligence is a group of mental abilities that are involved in recognizing and understanding our own emotions and emotions of others. Such categories as self-awareness, self-control, motivation, empathy and social skills also are a component of emotional intelligence (*How to start a leader*).

Manoilova defines emotional intelligence as a person's ability to recognition, adoption and regulation of emotional states and feelings of others and oneself.

From the above definitions of emotional intelligence, we can make conclusion that most researchers shared the view that emotional intelligence is the human ability to recognize and regulate one's own emotions and emotions of others.

According to the first model of emotional intelligence (EI) developed by Salovey and Mayer, EI is defined as a complex construct consisting of three types of abilities:

1. Identification and expression of emotions,
2. Regulation of emotions,
3. Using emotional information in the thinking and activities.

Each type of author's identified abilities consists of number of components. Ability of identification and expression of emotions consists of two components, one of them directed on your own emotions, and another is on others emotions. In the first component are included verbal and nonverbal subcomponents, and in the second – subcomponents of nonverbal perception and empathy. Regulation of emotions consists of two components: regulation of your own and others' emotions. The third type of skills associated with using emotions in thinking and activities includes components of flexible planning, creative thinking, redirected attention, and motivation (Lyusin, 2004). So, the author's selected components are not simply structural elements of EI, they are the serial stages involved in cognitive processes and activities of the person generally.

Later, Selovey and Mayer finalized and clarified the proposed model which is based on the idea that emotions contain information about human relationships with other people or objects. It is noted that in this relation may be not only relevant but also remember, and even imaginary. Changing relationships with other people and objects leads to changing of emotions experienced in this regard. In the light of these views, emotional intelligence is interpreted as the ability to process the information contained in the emotions: to determine the value of emotions, their relationships with each other, to use emotional information as a basis for thinking and decision making, which can later be reflected in concrete actions. On the basis of abilities related to the processing of emotional information, the authors identified four components that are being developed and are developing in the course of the ontogenetic process. The selected components belong to their own emotions and the emotions of others:

1. *Identifying emotions* is explained as the ability to identify and appropriately express emotions, to distinguish between genuine emotion and imitation.
2. *Using emotions to enhance thinking and acting*. Includes the ability to use emotions to direct attention to important events, to cause emotions that contribute to problem solving and the generation of creative ideas, to use mood swings as a means of analyzing different points of view on the issue.
3. *Understanding emotions* is defined as the ability to understand complex emotions and connections between emotions, transitions from one emotion to another, causes of emotions, verbalization of emotions.
4. *Managing emotions* is the ability to control emotions, reduce the intensity of negative emotions, awareness of emotions, including the unpleasant, and the ability to solve emotionally laden problems without suppressing the associated negative emotions. Promotes personal growth and improvement of interpersonal relationships (Lyusin, 2004).

Later, Goleman, based on earlier ideas of Selovey and Mayer, added to the structure of emotional intelligence such concepts as enthusiasm, perseverance and social skills, so there were combined cognitive abilities that were included in the model of Selovey and Mayer and personal characteristics selected by

Goleman. Due to the popularity of Goleman's book "Emotional Intelligence", his model has become better known, not only among psychologists, but also in wider communities (Karpov & Petrovskaya, 2006).

According to Goleman, emotional intelligence is "a person's ability to interpret their own emotions and the emotions of others in order to use this information to realize their own aims" (Goleman, 2009). According to Goleman, the specific structure of emotional intelligence includes a set of heterogeneous and even divergent settings: first, understanding one's own emotions, aims and results of their behavior, and yet the understanding of emotions and behavior of others; secondly, the ability to regulate their emotions and behavior and influence on the behavior of others. Even though these qualities belong to the same area, they are in different directions, and therefore represent a variety of ways from the same individual (Goleman, 2009). Another researcher of emotional intelligence, Bar-On (1997), gives very wide interpretation of the concept of emotional intelligence. He defines EI as a set of non-cognitive abilities, knowledge and competencies that provide a person to successfully deal with various life situations. Bar-On has identified five areas of competence which are related to the five components of EI. Each of these components consists of several sub-components:

1. *Knowledge of yourself*: awareness of your emotions, self-confidence, self-esteem, self-actualization, independence.
2. *Interpersonal skills*: empathy, interpersonal relationships, social responsibility.
3. *The ability to adapt*: problem solving, communications with the reality, flexibility.
4. *Stress management*: stress tolerance, control of impulsivity.
5. *The prevailing mood*: happiness, optimism (Lyusin, 2004).

So, a review of works devoted to the development and research of the problem of emotional intelligence suggests that emotional intelligence is mainly associated with individual abilities, which are indicators of communicative competence. The structure of emotional intelligence includes such factors as the ability to recognize their emotions and emotions of others, empathy, regulation of emotional states, and the implementation of self-control.

Future research of emotional intelligence is related to its effect on various aspects of the life of the individual. It should be noted that emotional intelligence reflects the inner world of man and its relationship to the behavior and interaction with reality. The final product of emotional intelligence is making decisions based on the reflection and understanding of emotions, which are being differentiated value of the events that have personal meaning (Ilyin, 2001). Targeted development of emotional intelligence contributes to the effectiveness not only in interpersonal relationships, but also staff management, in the manifestation of the skills of a competent leader, and in many other areas.

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