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<https://doi.org/10.48081/JOZM6956>***K. R. Yestaeva¹, A. O. Mukhametzhanova²**¹Karaganda Research University named after Academician E. A. Buketov,
Republic of Kazakhstan, Karaganda²Karaganda Research University named after Academician E. A. Buketov,
Republic of Kazakhstan, Karaganda*e-mail: bordeaux-k@mail.ru¹ORCID: <https://orcid.org/0009-0008-2393-8364>²ORCID: <https://orcid.org/0000-0001-7428-0605>**ANALYSIS OF THE BASIC CONCEPTS OF EMOTIONAL
INTELLIGENCE, METHODS OF ITS MEASUREMENT
AND IMPACT ON THE PROFESSIONAL
ACTIVITIES OF TEACHERS**

This article reveals the importance of developing the emotional intelligence of teachers, taking into account the rapid changes in society, high professional standards and the need for effective interaction. The purpose of this study is to analyze the basic concepts of emotional intelligence, develop methods for measuring this indicator, and assess the impact of the level of emotional intelligence on the work of teachers. This study applies a mixed methodological approach, combining both qualitative and quantitative research methods to provide a comprehensive analysis of emotional intelligence in the activities of a teacher. The significance of this study lies in the fact that emotional intelligence, including the ability to understand, manage and effectively express one's emotions, as well as to understand and influence the emotions of other people, is integral in the educational environment. By analyzing the fundamental concepts of EI and its impact on teaching, this study provides valuable insights on how teachers can improve their interpersonal relationships, classroom management, and overall effectiveness in their roles. Teachers' understanding and development of EI can lead to improved student

outcomes, stronger teacher-student relationships, and the formation of a more positive and productive educational environment. The study also highlights the importance of measuring and developing teachers' EI, offering practical recommendations for educational institutions. The results of the study confirm the important influence of emotional intelligence on the professional activities of teachers, showing that teachers with a higher level of emotional intelligence have a greater ability to effectively manage their emotions, constructive communication and conflict resolution in the educational environment. These results can be used to improve the professional training of teachers and the introduction of programs for the development of emotional intelligence in educational institutions.

Keywords: emotions, intelligence, professional activity, teacher, relationships, student, class, education, environment.

Introduction. In the modern world, teachers should not only know their subject well and be able to teach, but also have a developed emotional intelligence. Teachers should have the skills to understand and manage their emotions, be motivated, show empathy and have effective communication skills. This is important for successful interaction not only with students, but also with colleagues and parents. In modern educational conditions, the development of teachers' emotional intelligence plays a key role in achieving their professional success [1, p. 61].

With the increasing demands on the work of teachers, it becomes increasingly important to study and develop emotional intelligence.

Emotional intelligence is the ability to understand and distinguish emotions, use them to improve your thinking and manage emotions. People with developed emotional intelligence are able to evoke the right emotions to improve their thinking abilities, and apply knowledge about their emotions to control them, which contributes to their intellectual growth. Thus, research in this area is aimed at studying how people perceive and use information about their emotions [2, p. 1696].

The problem of emotional intelligence is related to how emotions and thinking affect a person's ability to adapt. To understand the connection between emotions and thinking in human interaction, there are two main approaches [3, p. 124].

The first approach, developed by scientists who followed the traditional directions of the psychology of social perception, examines the influence of emotions on cognitive processes through the analysis of specific situations.

The second approach proposed by R. Bayonet assumes that emotions and thinking function independently of each other. In the context of social perception, they are viewed as separate systems that, although interacting, operate on their

own principles. Emotions play a key role in this approach, as they evaluate and determine preferences immediately upon perception. Emotions are seen as more important for understanding than thinking [4, p.41].

B. Weiner emphasizes the importance of taking into account the interdependence of various factors that an individual associates with successes and failures. He identifies the main categories of these factors: internal and external, controlled and uncontrolled, stable and changeable. According to Weiner, when evaluating these factors, it is necessary to take into account the emotional aspect, and not be based solely on rational thinking [5].

The study by G. Leventhal, who supported the «perceptual-motor theory of emotions,» studied a person's personal experience during the disease process. He verbally recorded people's feelings and explored how emotions affect understanding in this situation [6].

Charles Spearman, having studied the statistical data obtained from tests of mental abilities, formulated a model of intelligence. He believed that intelligence does not include professional skills and is not directly related to personal characteristics [7].

Current research in the field of emotional intelligence highlights the increased interest in the ability to integrate emotional aspects into information processing and behavior management. This attention has been attracted by the limitations of traditional intelligence tests, which are not reliable enough to predict career success, professional effectiveness, or general adaptation. According to research, the IQ level on average contributes only 1-20 % to achieving success in various fields of activity [8].

A. Eisen investigates the influence of mood on perception and cognitive processes. His concept of «mood congruence» asserts that the correspondence between an individual's mood and the emotional coloring of the information presented has a positive effect on its processing and memorization. Thus, a good mood contributes to the effective perception and memorization of positive information, while a bad mood increases the success of processing negative information [9].

I. Meshcheryakova hypothesized that for the successful development of emotional intelligence among psychology students, certain learning conditions should be created. This includes focusing on various aspects of emotional intelligence, such as sensory perception of emotions, their understanding and management, as well as conducting trainings aimed at improving these skills.

The purpose of the study is to analyze the influence of teachers' emotional intelligence on their work activities. The authors intend to develop a methodology for measuring the level of this intelligence and assess its impact on the effectiveness

of teachers' work. In addition, it is planned to identify a correlation between the emotional intelligence of teachers and their professional success in order to offer recommendations on the integration of emotional intelligence development programs in educational institutions [10].

Methods and materials.

In the process of writing an article, different research methods are used. First, the researcher searches and reads information from various sources, such as books and scientific articles.

Quantitative data will be collected for the study using a questionnaire designed for a representative sample. The questionnaire contains structured questions, the analysis of which will allow you to explore the opinions and behavioral characteristics of the respondents. The data will be processed using statistical methods, which will identify the main patterns and trends in the responses, as well as draw informed conclusions based on statistical analysis of a large sample.

Results and discussion. Various techniques are used to assess the level of emotional intelligence, including self-assessment questionnaires, behavioral analysis and psychometric tests. Self-assessment questionnaires are aimed at studying self-understanding and self-regulation of the teacher's emotions. Behavioral analysis allows you to analyze the use of emotions in professional activities, while psychometric tests provide quantitative measurements of the level of emotional intelligence.

In the course of the study, a survey of teachers was conducted. 150 respondents from different educational institutions took part in the survey.

The purpose of the survey is to assess how teachers understand the importance of the ability to manage emotions, how they apply this skill in their work and what they need to study further. The results obtained will help to develop recommendations for the implementation of programs for the development of emotional intelligence in schools (Table 1).

Table 1 – Analysis of respondents' responses to assess their emotional intelligence

№	Question	Answer options	% (of respondents)
1	How important do you consider the development of emotional intelligence to be for successful teaching?	Very important	58
		Important	32
		Not really important	7
		No matter	3

2	How often do you use emotional intelligence in your work with students?	Always	45
		Often	40
		Sometimes	12
		Rarely	3
3	Rate your level of emotional intelligence:	Tall	27
		Above average	38
		Average	28
		Low	7
4	What self-regulation methods do you use in stressful situations?	Deep breathing and meditation	25
		Psychological self-support (affirmations, self-adjustment)	30
		Physical activity (sports, walking)	22
		I practically do not use self-regulation methods	23
5	How confident are you in your ability to empathize and understand the emotions of others?	I'm completely sure	35
		Rather, I'm sure	40
		Sometimes they have difficulties	18
		I'm often not sure	7
6	How does emotional intelligence affect your relationship with students?	Improves interaction and understanding	54
		Helps in conflict resolution	30
		It has a slight effect	12
		Does not affect	4
7	How much do you think emotional intelligence helps in classroom management?	It helps a lot	48
		It helps in certain situations	37
		It doesn't help much	10
		It doesn't help	5

8	How often do you experience emotional burnout?	Very often	16
		Sometimes	34
		Rarely	33
		Never	17
9	Do you consider it necessary to train teachers in emotional intelligence skills?	Yes, it is necessary	61
		Rather yes	27
		Probably not	8
		No, it's not necessary.	4
10	Which EI skills do you think should be developed first?	Managing emotions	38
		Empathy and understanding of the emotions of others	32
		Social skills and communication	20
		Self-motivation and positive thinking	10

The results obtained indicate a broad recognition of the importance of emotional intelligence among teachers and their active use of this intellectual component in professional practice. A significant part of the surveyed participants identified a high level of emotional intelligence and recognized the need for its further development, especially in the context of emotion management and empathy. These findings can be used in the planning of educational programs and the development of methodological recommendations for the promotion of emotional intelligence in education.

The individual emotional intelligence of teachers correlates with their ability to effectively manage their emotions and interact with students and colleagues. Research shows that a high level of emotional intelligence among teachers correlates with their effectiveness in maintaining discipline in the classroom, increasing student motivation and optimizing the learning process. Teachers with high emotional intelligence successfully manage their emotions in stressful situations. They do not panic, show calmness and confidence, and recover quickly after difficult moments, which helps to create a good classroom environment. Research shows that such teachers are less likely to experience emotional burnout.

The level of emotional intelligence and the ability to manage your emotions and interact complement each other very much, and this has a good effect on work results.

Based on the analysis of the questionnaire, the following recommendations were developed for the development of emotional intelligence of teachers:

1 Training aimed at developing emotional intelligence among teachers helps to improve personal emotional regulation, increase empathic skills, increase the effectiveness of communication and conflict resolution. These aspects play an important role in the formation of a favorable and productive educational environment.

2 To promote emotional regulation among teachers, it is advisable to introduce breathing and meditation practices. These exercises help to maintain calm and increase concentration. In addition, providing teachers with psychological support, including counseling sessions and group discussions of emotional problems, also has a beneficial effect on their emotional well-being.

3 In order to help improve the level of emotional intelligence among teachers, it is proposed to periodically assess this level using a variety of psychological tests and questionnaires. This approach will help to identify both the strengths and weaknesses of emotional intelligence, which in turn contributes to the creation of personalized training programs. In addition, this assessment also provides an opportunity to monitor the progress and effectiveness of the program and adjust it if necessary.

4 In order to promote the development of emotional intelligence among teachers in the school environment and other educational institutions, it is important to create a supportive and friendly atmosphere. This environment should provide teachers with the opportunity to openly discuss their emotional states and problems, and receive the necessary support and assistance. Also, organizing joint events to strengthen mutual understanding and cooperation between colleagues can contribute to this process.

5 It is important that educators integrate emotional intelligence into their daily teaching practice. Maintaining empathy and understanding in communication with students can promote the development of closer ties and stimulate their motivation. Developing students' emotional management skills can help create a positive atmosphere in the learning environment and have a positive impact on their learning process.

As part of the study, a model was developed aimed at studying the correlation between emotional intelligence and pedagogical professional activity. This model structures emotional intelligence into three key components: concepts, measurement methods, and the impact on the teacher's work. The proposed tool provides teachers with the opportunity to more thoroughly evaluate and develop their emotional abilities (Figure 1).

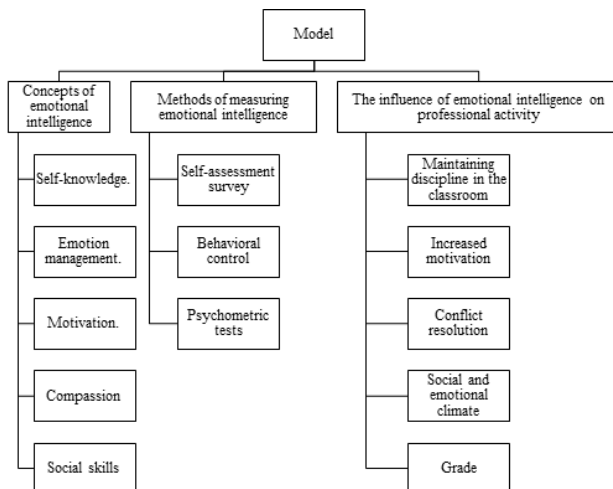


Figure 1 – A model of emotional development of teachers

The application of this model helps to increase the understanding of schools and other educational institutions of their assistance in improving the skills of emotional intelligence of teachers. The stages of the implementation of the emotional development program for teachers are shown below (Table 2).

Table 2 – Stages of implementation of the emotional development program for teachers

№	Name of the stage	Goal	Expected results
1	Program development	It is necessary to develop a comprehensive and effective training program for the development of emotional intelligence among teachers and ensure the integration of appropriate methodological approaches and educational materials that contribute to the achievement of educational goals.	Creating a course structure that covers key aspects of emotional intelligence.

2	The formation of a clear and consistent curriculum.	<p>1 Identify and describe the key topics and modules of the course, including theoretical foundations and practical skills.</p> <p>2 Develop learning materials such as presentations, workbooks, and exercises appropriate to the course objectives.</p> <p>3 Select and justify the teaching methods that will be most effective in achieving the course goals.</p>	Availability of structured training materials ready for use.
3	Development of educational materials	<p>1 Create presentations and lectures explaining the basic concepts and methods of emotional intelligence.</p> <p>2 Develop workbooks and exercises that will help participants apply their knowledge in practice.</p> <p>3 Make a list of recommended resources, such as books and articles, for additional study.</p>	Providing teachers with useful resources for self-study and practice.
4	Teaching methods	<p>1 Introduce lectures and seminars for the theoretical study of the material.</p> <p>2 Organize trainings and master classes for the practical development of skills.</p> <p>3 Use group discussions and role-playing games to develop social skills and resolve conflicts.</p>	Trainers who have the necessary knowledge and skills to effectively conduct the course.
5	Training and training of trainers	<p>1 To ensure uniformity and high quality of training among trainers.</p>	Prepared materials and instructions for trainers that contribute to the successful implementation of the course.

6	Program implementation	<p>1 Conduct pilot testing of the program to identify possible problems and receive feedback.</p> <p>2 Make the necessary changes to the program based on feedback from the participants of the pilot group.</p> <p>3 Organize the official launch of the program and ensure its implementation with high quality.</p>	<p>1 Successful testing and adjustment of the program based on feedback from the pilot group.</p> <p>2 Launch the program taking into account all the recommendations and improvements received during the pilot testing.</p>
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These actions will facilitate the establishment of an efficient emotional intelligence enhancement program, leading to the enhancement of teachers' professional competence and the advancement of the educational process.

Conclusion

A good level of emotional intelligence is important for educators because it helps them better understand and manage their feelings. It helps to cope with stress and fatigue. Knowing their emotions also helps teachers better understand students' feelings and help them solve problems. A high level of emotional intelligence simplifies communication with colleagues and improves the atmosphere in the educational environment.

Teachers can develop their emotional intelligence to better understand their feelings, emotions, and behavior. To do this, they need to be aware of their emotions, learn to understand students' feelings and find ways to help. It is also important to learn how to cope with stress, resolve conflicts, improve communication skills and develop leadership skills. Long-term training and attendance at professional events will help teachers to be aware of new methods and do their job better.

The ability of teachers to manage their emotions has a positive effect on their work and on their personal well-being. This is due to the fact that the quality of learning improves with a high level of emotional intelligence. If teachers pay attention to the development of their emotional intelligence, this can lead to an increase in the overall effectiveness of a school or other educational institution.

Thus, the development of emotional intelligence helps teachers to better understand their feelings, control them and communicate successfully with other people. This is important in order to be a good teacher and help students achieve academic success.

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АНАЛИЗ ОСНОВНЫХ КОНЦЕПЦИЙ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА, МЕТОДОВ ЕГО ИЗМЕРЕНИЯ И ВЛИЯНИЯ НА ПРОФЕССИОНАЛЬНУЮ ДЕЯТЕЛЬНОСТЬ ПЕДАГОГОВ

В данной статье раскрывается важность развития эмоционального интеллекта педагогов, с учетом стремительных изменений в обществе, высоких профессиональных стандартов и потребности в эффективном взаимодействии. Цель данного исследования заключается в проведении анализа основных концепций эмоционального интеллекта, разработке методов измерения этого показателя, и оценке влияния уровня эмоционального интеллекта на трудовую деятельность педагогов. Данное исследование применяет смешанный методологический подход, объединяя как качественные, так и количественные методы исследования для обеспечения всестороннего анализа эмоционального интеллекта в деятельности педагога. Значимость данного исследования заключается в том, что эмоциональный интеллект, включающий способность понимать, управлять и эффективно выражать свои эмоции, а также понимать и влиять на эмоции других людей, является неотъемлемым в образовательной среде. Анализируя фундаментальные концепции ЭИ и его влияние на преподавание, данное исследование предоставляет ценные идеи о том, как учителя могут улучшить свои межличностные отношения, управление классом и общую эффективность в своих ролях. Понимание и развитие ЭИ у педагогов могут привести к улучшенным

результатам учащихся, укреплению отношений учитель-ученик и к формированию более позитивной и продуктивной образовательной среды. Исследование также подчеркивает важность измерения и развития ЭИ учителей, предлагая практические рекомендации для образовательных учреждений. Результаты исследования подтверждают важное влияние эмоционального интеллекта на профессиональную деятельность педагогов, показывая, что учителя с более высоким уровнем эмоционального интеллекта обладают большей способностью эффективного управления своими эмоциями, конструктивной коммуникации и разрешения конфликтов в образовательной среде. Эти результаты могут быть использованы для улучшения профессиональной подготовки учителей и внедрения программ по развитию эмоционального интеллекта в образовательных учреждениях.

Ключевые слова: эмоции, интеллект, профессиональная деятельность, педагог, отношения, ученик, класс, образование, среда.

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ЭМОЦИОНАЛДЫ ИНТЕЛЛЕКТТІҢ НЕГІЗГІ ТҰЖЫРЫМДАМАЛАРЫН, ОНЫ ӨЛШЕУ ӘДІСТЕРІН ЖӘНЕ МҰҒАЛІМДЕРДІҢ КӘСІБИ ҚЫЗМЕТІНЕ ӘСЕРІН ТАЛДАУ

Бұл мақалада қоғамдағы жылдам өзгерістерді, жоғары кәсіби стандарттарды және тиімді өзара әрекеттесу қажеттілігін ескере отырып, мұғалімдердің эмоционалды интеллектісін дамытудың маңыздылығы ашылады. Бұл зерттеудің мақсаты-эмоционалды интеллекттің негізгі тұжырымдамаларына талдау жасау, осы көрсеткішті өлшеу әдістерін әзірлеу және эмоционалды интеллект деңгейінің мұғалімдердің жұмысына әсерін бағалау. Бұл зерттеу мұғалімнің іс-әрекетіндегі эмоционалды интеллектті жан-жақты

талдауды қамтамасыз ету үшін сапалы және сандық зерттеу әдістерін біріктіре отырып, аралас әдістемелік тәсілді қолданады. Бұл зерттеудің маңыздылығы білім беру процесінің ажырамас бөлігі болатын өз эмоциясын түсіну, басқару және тиімді көрсете алу қабілеті, сондай-ақ өзге адамдардың эмоциясын түсіну мен оған ықпал ету қызметтерін атқаратын эмоционалды интеллектіні зерттеуде жатыр. ЭИ-нің іргелі тұжырымдамаларын және оның оқытуға әсерін талдай отырып, бұл зерттеу мұғалімдердің тұлғааралық қарым-қатынастарын, сыныпты басқаруды және олардың рөлдеріндегі жалпы тиімділікті қалай жақсартуға болатыны туралы құнды идеяларды ұсынады. Педагогтардың ЭИ түсіну және дамыту білім алушылардың оқу нәтижелерін жақсартуға, ұстаз-оқушы қарым-қатынасын нығайтуға және барыныша дұрыс әрі өнімді білім беру ортасын құруға алып келеді. Зерттеу сонымен қатар білім беру мекемелеріне практикалық нұсқаулар ұсына отырып, мұғалімдердің ЭИ-ін өлшеу мен дамытудың маңыздылығын көрсетеді. Зерттеу нәтижелері эмоционалды интеллекттің мұғалімдердің кәсіби қызметіне маңызды әсерін растайды, эмоционалды интеллект деңгейі жоғары мұғалімдердің эмоцияларын тиімді басқару, сындарлы қарым-қатынас және білім беру ортасындағы жанжалдарды шешу қабілеті жоғары екенін көрсетеді. Бұл нәтижелер мұғалімдердің кәсіби дайындығын жақсарту және білім беру мекемелерінде эмоционалды интеллектті дамыту бағдарламаларын енгізу үшін пайдаланылуы мүмкін.

Кілтті сөздер: эмоциялар, интеллект, кәсіби қызмет, тәрбиеші, қарым-қатынас, оқушы, сынып, білім, орта.

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