

ემოციური ინტელექტის მეცნიერული კვლევის ისტორიული ასპექტები

თინათინ ჭარხალაშვილი

სოციალურ მეცნიერებათა დოქტორი

სტუ-ს ასისტენტი პროფესორი

E-mail: charkhalashvilitinano12@gtu.ge

აბსტრაქტი

პირველი ცნობები ემოციური ინტელექტის შესახებ, ჩარლზ რობერტ დარვინის შრომები ჩნდება, სადაც ის ემოციების უაღრესად მნიშვნელოვან როლზე საუბრობს და აღნიშნავს, რომ ემოციები დიდ როლს ასრულებენ პიროვნების გადარჩენასა და ადაპტაციაში. მეცხრამეტე საუკუნის დასაწყისში, მაშინ როდესაც ინტელექტის ტრადიციულ განმარტებებში ინტელექტის მხოლოდ კოგნიტური ასპექტები იყო აღნიშნული, მკვლევრები უკვე აღიარებდნენ არაკოგნიტური ასპექტების მნიშვნელოვან როლს, როგორც პიროვნების ზოგადი ინტელექტის ფორმირებისთვის მნიშვნელოვან ასპექტს. 1920 წელს ამერიკელი ფსიქოლოგი, თორნდაიკი ედვარდ ლი იყენებს ტერმინს სოციალური ინტელექტი, სოციალური ურთიერთობების, სხვა ადამიანების მართვისა და გაგების უნარების აღსაწერად, ხოლო მოგვიანებით ოცი წლის შემდეგ, რუმინული წარმოშობის ამერიკელი ფსიქოლოგი დევიდ ვექსლერი საუბრობს არაინტელექტუალური ფაქტორების გავლენის შესახებ ინტელექტუალურ ქცევაზე და აღნიშნავს, რომ ინტელექტის მოდელები მანამდე ვერ იქნება სრულყოფილი, ვიდრე ადეკვატურად არ იქნება აღწერილი ეს ფაქტორები.

ტერმინი „ემოციური ინტელექტი“ პირველგზა პიტერ სალოვეიმ და ჯონ მეიერმა 1990 წელს გამოიყენეს და ეს ფენომენი განმარტეს, როგორც ემოციების აღქმის, გამოხატვის, მართვისა და რეგულირების უნარი.

ემოციური ინტელექტის ცნებამ პოპულარობა აშშ-ში, დანიელ გოლემანის წიგნის -„ემოციური ინტელექტი: რატომ შეიძლება ჰქონდეს მას უფრო მეტი გავლენა, ვიდრე IQ ს.“- გამოცემის შემდეგ მოიპოვა. ნაშრომმა, ემოციური ინტელექტის სამეცნიერო კვლევებს ჩაუყარა საფუძველი. გოლემანი აღნიშნავს, რომ ემოციური ინტელექტი არ არის თანდაყოლილი ნიჭი, პირიქით, ის დასწავლილი კომპეტენციებია, რომლის გამომუშავება და განვითარება მთელი ცხოვრება გრძელდება და სწორედ ამ კომპონენტების დასწავლის ეფექტურობაზე დამოკიდებული ადამიანის როგორც პიროვნული, ასევე აკადემიური და პროფესიული წარმატება.

აღნიშნული სტატია ეხება ემოციური ინტე-

ლექტის მეცნიერული კვლევის ისტორიულ ასპექტებს. ასევე ემოციური ინტელექტის კვლევის თანამედროვე ტენდენციებს ამ ფენომენის მნიშვნელობას ადამიანის ცხოვრებაში.

საკვანძო სიტყვები: ემოციური ინტელექტი, ემოციების მართვა, პოზიტიური გარემო, პიროვნული ემოციური ინტელექტი, კომუნიკაციური ემოციური ინტელექტი.

HISTORICAL ASPECTS OF SCIENTIFIC RESEARCH ON EMOTIONAL INTELLIGENCE

Tinatini Tcharkhalashvili

Assistant Professor,

PhD in Social Sciences of GTU

ABSTRACT

The first references to emotional intelligence appear in the works of Charles Robert Darwin (Charles Robert Darwin, 1809-1882), where he talks about the extremely important role of emotions and notes that emotions play a major role in the survival and adaptation of a person. At the beginning of the nineteenth century, while traditional definitions of intelligence included only cognitive aspects of intelligence, researchers were already recognizing the important role of non-cognitive aspects as an important aspect in shaping a person's general intelligence. In 1920, the American psychologist Thorndike Edward Lee (Thorndike Edward Lee, 1874-1949) uses the term social intelligence to describe the skills of social relations, managing and understanding other people, and twenty years later, American psychologist David Wechsler (1896-1981) talks about the influence of non-intelligent factors on intelligent behavior and notes that models of intelligence cannot be complete until these factors are adequately described.

The term “emotional intelligence” was first used by Peter Salovey and John Meyer in 1990, and this phenomenon was defined as the ability to perceive, express, manage and regulate emotions.

The concept of emotional intelligence gained popularity in the US after the publication of Daniel Gole-

man's book "Emotional Intelligence: Why It Can Matter More Than IQ". The work laid the foundation for scientific studies of emotional intelligence. Goleman points out that emotional intelligence is not an innate talent, on the contrary, it is a learned competence, the production and development of which continues throughout life, and it is on the effectiveness of learning these components that a person's personal, academic and professional success depends.

This article deals with the historical aspects of the scientific study of emotional intelligence. As well as modern trends in the study of emotional intelligence, the importance of this phenomenon in human life.

Keywords: Emotional intelligence, Emotion management, Positive environment, Personal emotional intelligence, Communicative emotional intelligence.

INTRODUCTION

The first references to emotional intelligence appear in the works of Charles Robert Darwin (Charles Robert Darwin, 1809-1882), where he talks about the extremely important role of emotions and notes that emotions play a major role in the survival and adaptation of a person. At the beginning of the nineteenth century, while traditional definitions of intelligence included only cognitive aspects of intelligence, researchers were already recognizing the important role of non-cognitive aspects as an important aspect in shaping a person's general intelligence. In 1920, the American psychologist Thorndike Edward Lee (Thorndike Edward Lee, 1874-1949) uses the term social intelligence to describe the skills of social relations, managing and understanding other people, and twenty years later, the American psychologist of Romanian origin David Wechsler (Wechsler David, 1896-1981) talks about the influence of non-intelligent factors on intelligent behavior and notes that models of intelligence cannot be complete until these factors are adequately described.

The concept of emotional intelligence gained popularity in the US after the publication of Daniel Goleman's book "Emotional Intelligence: Why It May Have More Influence Than IQ". The work laid the foundation for scientific studies of emotional intelligence. Goleman points out that emotional intelligence is not an innate talent, on the contrary, it is a learned competence, the production and development of which continues throughout life, and it is on the effectiveness of learning these components that a person's personal, academic and professional success depends.

Emotional intelligence is understood 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 thinking and acting.

Each skill type consists of a number of components. On the other hand, the ability to identify and express emotions is divided into two components, one is aimed at one's own emotions, and the other is at the emotions of others. The first component includes verbal and non-verbal sub-components, and the second includes non-verbal perception and empathy sub-components. Regulation of emotions consists of two components: namely, regulation of one's own and other's emotions.

The third type of skills, related to the use of emotions in thought and action, includes components of flexible planning, creative thinking, diverted attention and motivation.

Howard Gardner (1943) came closest to the concept of emotional intelligence, who described intrapersonal and interpersonal intelligence within the framework of his theory of multiple intelligences. The qualities described by him in this concept are directly related to emotional intelligence.

The first and famous model of emotional intelligence was developed by Peter Salovey and John Mayer (Mayer, J. D. & Salovey, P.). It was by these authors that the term "emotional intelligence" was introduced. Emotional intelligence was understood as a complex construct consisting of three types of abilities: 1. Identification and expression of emotions, 2. Regulation of emotions, 3. Use of emotional information in thinking and acting. Each skill type consists of a number of components. The ability to identify and express emotions is divided into two components, one of which is directed at one's own emotions and the other at the emotions of others. The first component includes verbal and non-verbal sub-components, and the second includes non-verbal perception and empathy sub-components. Emotion regulation consists of two components, it is the regulation of one's own and other's emotions. The third type of skills is related to the use of emotions in thinking and acting and includes components of flexible planning, creative thinking, redirected attention and motivation.

Meyer and Salovey later developed and refined the presented model, which is reflected in their various publications. The revised version is based on the idea that emotions contain information about a person's connection to other people or things.

In other words, they "give information" to a person about the nature of these connections. Connections can be not only actual, but also remembered and even imag-

ined. Changes in connections with other people and things lead to changes in related emotions. Based on this, emotional intelligence is understood as the ability to process information contained in emotions: to understand the knowledge of emotions and their connections, to think and make decisions based on emotional information. After analyzing the ability to process emotional information, Salovey and Mayer identified four components, which they called "branching". It is important to note the fact that each component refers to one's own emotions as well as to the emotions of other people.

1. Identification of emotions - includes several interrelated skills, such as perception of emotions (i.e. the ability to notice the fact of the presence of an emotion), their identification, adequate expression, separation of their imitations from true emotions. 2. The use of emotions to increase the efficiency of thinking and activity - includes the ability to use emotions to draw attention to important events, the ability to cause emotions that contribute to solving a task (for example, using a good mood to discover creative ideas), the use of mood swings Ability to analyze different opinions related to the problem. 3. Understanding emotions - includes the skills of understanding emotion complexes, connections between emotions, transition from one emotion to another, causes of emotions, verbal information about emotions. 4. Emotion management - includes the ability to control emotions, reduce the intensity of negative emotions, understand one's own, including unpleasant emotions, as well as the ability to solve emotionally charged problems without suppressing the related negative emotions. Contributes to personal growth and improvement of interpersonal relations.

Other models with a slightly different view of emotional intelligence emerged in the 1990s, known as the Daniel Goleman and R. Bar-On (Bar-On & Goleman, 1990) models.

D. Goleman (1995) built his model on the basis of Salovey and Mayer's (Salovey, Mayer, 1990) early views, but added several more components to the ones they identified, such as perseverance, enthusiasm, and social skills. Thus, he combined Salovey and Meyer's cognitive skills related to personality traits.

R. Bar-On's (Bar-On, 1997) model provides a broad definition of the concept of emotional intelligence. This model defines emotional intelligence as all non-cognitive skills, knowledge and competence that enable a person to successfully deal with various life situations. R. Bar-On identified five areas of competence that can be equated with the five components of emotional in-

telligence. Each of these components consists of several sub-components:

1. Self-awareness: awareness of one's emotions, self-confidence, self-respect, self-actualization, independence. 2. Interpersonal skills: empathy, interpersonal relationships, social responsibility. 3. Ability to adapt: solving problems, connection with reality, flexibility. 4. Management of stressful situations: resistance to stress, control over impulsivity. 5. Elevated mood: happiness, optimism.

In recent decades, due to the variety of models of emotional intelligence, it has become necessary to classify them. Of which, two classification attempts attract relatively more attention.

John Mayer, David Caruso, and Peter Salovey (Mayer, Caruso, Salovey, 1999) proposed a distinction between ability models and mixed models. The first type includes their own model, which explains emotional intelligence as a cognitive ability, and the second type - models that consider emotional intelligence as a combination of cognitive skills and personality traits.

Konstantine Vasili Petrides and Adrian Furnham (Petrides, K. V., & Furnham, A. 2000) presented their vision regarding this issue. They considered emotional intelligence as an ability (called ability EI or information-processing EI) and emotional intelligence as a trait (trait EI). According to their explanation, the characteristics of the mentioned model are determined mainly by the method of measuring the construct, not by theories. Emotional intelligence as a trait is related to the assessment of the stability of behavior in different situations, so it is possible to use questionnaires to measure it. Emotional intelligence as a feature belongs to the traditional psychology of intelligence, therefore tasks similar to intellectual tests are more adequate to measure it.

The model of emotional intelligence proposed by Dmitry Liusin (2000) is interesting. The author defines emotional intelligence as the ability to understand and manage one's own and others' emotions. To clarify this definition, we need to consider what the author means by the skills of understanding and managing emotions.

According to Liusin, the ability to understand emotions means that a person: 1. Can recognize emotion, e. i. to determine what he is experiencing, as well as others. 2. Can recognize emotion, e. i. Determining what emotion he or the other person is experiencing and finding a verbal expression for it. 3. Learns the causes of a given emotion, and the consequences it will lead to. The ability to manage emotions means that a person: 1. Can control the intensity of emotions, first of all to slow down excessively strong emotions. 2. Can control the

outward expression of emotions. If necessary, he can be emotional at will.

According to Dmitry Liusin, the ability to perceive and control emotions can be directed at other people's emotions. Based on this, the scientist introduces the issue of intrapersonal as well as interpersonal emotional intelligence. In these two variants, it implies the actualization of different cognitive processes and skills, which must be interconnected. The researcher presents emotional intelligence as a construct with a dual nature, which is related, on the one hand, to cognitive abilities, and on the other hand, to personal qualities, and considers it as a psychological education that is formed by a person during his life under the influence of various factors and determines his level of development and specific individual characteristics. He considers questionnaires to be more useful for measuring intrapersonal emotional intelligence, and for measuring interpersonal emotional intelligence it is more correct to use tasks in the author's opinion, although at this time complex methodological questions arise, which are related to right and wrong answers.

MAIN PART

CONTEMPORARY TRENDS IN EMOTIONAL INTELLIGENCE RESEARCH

In Georgia, research on emotional intelligence is a relatively new trend. Researcher Khatuna Marskvishvili is one of the first who proposed emotional intelligence from a new point of view. In particular, for the study and rehabilitation of mental disorders, peculiarities.

For this purpose, he conducted a study entitled: "Relationship between emotional intelligence and mental disorders", which in turn consists of three studies:

(a) "Living in a different world: emotion-related self-perceptions in mental disorders" (Living in a different world: emotion-related self-perceptions in mental disorders);

(b) "The relationship between emotional intelligence and mood disorders" (The relationship between emotional intelligence and mood disorders);

(c) "Does emotional intelligence predict personality disorder symptomatology?"

A study conducted by Khatuna Marskvishvili in the direction of emotional intelligence after the August war (2010) among temporarily displaced persons revealed that individuals with emotional intelligence have a low rate of post-traumatic stress.

The author notes that by understanding emotional intelligence, it will be relatively easy to find out the nature of mental disorders. Accordingly, the researcher's goal was to study the relationship between emotional

intelligence and mental disorders, because, as we mentioned, different dimensions of emotional intelligence are closely related to the majority of symptoms of mental disorders.

The researcher used the emotional intelligence personality trait research questionnaire (Georgian).

According to the analysis of the results of the study, it was determined that the rate of emotional intelligence in patients with mental disorders is significantly lower than in healthy individuals.

Tamar Jincharadze, a researcher of the relationship between parents' emotional intelligence and children's self-esteem, emphasizes that the relationship between emotional intelligence and self-esteem in psychology is not sufficiently studied, which adds relevance to such an issue as the relationship between parents' emotional intelligence and children's self-esteem. To achieve this academic goal, the researcher studied the relationships between these two phenomena (2015). He used a 153-item Emotional Intelligence Research Questionnaire, and used the Dembo-Rubinstein Self-Esteem Questionnaire, which includes 10 questions, to measure the self-esteem of adolescents. The results of the research revealed a positive correlation. According to the results of the study, there is a positive correlation between the two variables mentioned above. The research revealed the following characteristics of parents' emotional intelligence Empathy, emotionality and assertiveness. As for the connection with children's self-esteem, research has shown that in middle childhood, adults are characterized by high self-esteem. According to the author, the research has practical value in order to regulate problematic family relationships.

CONCLUSION

According to the studies of the authors listed above, individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Emotional intelligence is an ability that is important for observing one's own and others' emotions and feelings, for noticing people's inner moods, as well as for using the information received from the point of view of thinking and behaviour management.

In conclusion, we can say that according to the model of social-emotional intelligence, emotional intelligence is a set of interconnected emotional and social competencies, skills and habits that determine how well an individual presents himself and how well he knows his strengths and weaknesses, how he copes. daily needs and how he establishes social relationships, how he accepts challenges and burdens.

In conclusion, we can say that according to the model of social-emotional intelligence, emotional intelligence is a set of interconnected emotional and social competencies, skills and habits that determine how

well an individual presents himself and how well he knows his strengths and weaknesses, how he copes with daily needs and how he establishes social relationships, how he accepts challenges and burdens.

USED LITERATURE:

1. Mariskvishvili Kh. Relationship between emotional intelligence, coping strategies, and post-traumatic stress (on the example of forcibly displaced persons as a result of the August 2008 Russia-Georgia conflict), TSU, Vol. 2010.
2. Melikishvili N., Age characteristics of child development 2017.
3. Uznadze D., Basic provisions of the psychology of mood, TSU works, vol. 19, Tbilisi, 1941.
4. Kopaliani K. Leadership and emotional intelligence in student groups, 1st international scientific-practical conference. Theory and practice of modern management, 2014.
5. Goleman, D. (1998). Working with emotional intelligence. New York: Bantam Books. P. 298.
6. Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotion Quotient Inventory. In R. Bar-On & J. Parker (Ed's.), The Handbook of Emotional Intelligence. San Francisco: Jossey-Bass.
7. Alexander B. Siedling, Donald H. Saklofske and K.V. Petrides. Measures of Ability and Trait Emotional Intelligence, London, UK.
8. Calkins SD, Smith CL, Gill KL, Johnson MC. Maternal interactive style across contexts: Relations to emotional, behavioural, and physiological regulation during toddlerhood. Social Development.
9. Eisenberg N, Fabes RA, Murphy BC. Parents' reactions to children's negative emotions: Relations to children's social competence and comforting behavior. Child Development 1996.
10. Lengua LJ, Kovacs EA. Bidirectional associations between temperament and parenting and the prediction of adjustment problems in middle childhood. Journal of Applied Developmental Psychology. 2005.
11. Seligman M E P. Learned Optimism: How to Change Your Mind and Your Life. New York: Knopf, 1991.
12. Extremera, N. (2013). Emotional intelligence, life satisfaction, and subjective happiness in female student health professionals: the. Journal of Psychiatric and Mental Health.
13. Halberstadt AG. Family socialization of emotional expression and nonverbal communication styles and skills. Journal of Personality and Social Psychology. 1986.
14. Morris AS, Silk JS, Steinberg L, Aucoin KJ, Keyes AW. Parental influences on children's emotion regulation and emotionality. 2007 Manuscript submitted for publication.