

*Snizhana Marchyk*

Vinnytsia, Candidate of Psychological Sciences

kucheryava\_snizhana@ukr.net

ORCID-ID: 0000-0001-8530-3702

### **THEORETICAL APPROACHES TO THE STUDY OF EMOTIONAL INTELLIGENCE IN PSYCHOLOGY**

**Анотація.** Стаття присвячена теоретичному аналізу поняття емоційного інтелекту. Наведено огляд різних теоретичних підходів до вивчення емоційного інтелекту, що застосовуються зарубіжними та вітчизняними вченими. Особлива увага приділяється зарубіжним концепціям розуміння емоційного інтелекту, їхнім спільним та відмінним позиціям щодо структури та генезису його розвитку, оскільки початок досліджень цього поняття було покладено саме зарубіжними вченими. Значна увага приділяється проблемі актуальності недостатнього вивчення емоційного інтелекту та його впливу на особистість на сучасному етапі розвитку суспільства. Також підкреслюється доцільність вивчення емоційного інтелекту на сучасному етапі розвитку психологічної науки в Україні. Доведено, що проблема емоційного інтелекту не є новою в українській науковій літературі, а необхідність вивчення емоційного інтелекту вимагає глибшого аналізу цього поняття на сучасному етапі розвитку науки. У статті також описано перші теоретичні та емпіричні дослідження емоційного інтелекту. У статті проаналізовано та описано погляди різних вчених на класифікацію емоційного інтелекту протягом історії вивчення цього поняття. У статті описано поняття емоційного інтелекту, як його розуміють зарубіжні та вітчизняні вчені протягом усього періоду розвитку психологічної науки. Водночас дослідження феномену емоційного інтелекту призвели до розвитку уявлень про взаємозв'язок когнітивних та афективних процесів. Теоретичний аналіз наукової літератури вказує на те, що в сучасній психологічній науці існує проблема множинності концепцій та визначень емоційного інтелекту. Доведено, що серед вчених немає єдиної думки щодо розуміння сутності емоційного інтелекту, незважаючи на велику кількість досліджень, проведених з плином часу. Для успішного формування та розвитку необхідно розуміти, що стоїть за цим поняттям, тому в представленому матеріалі розглядаються різноманітні теоретичні підходи до вивчення емоційного інтелекту. Перспективами подальших досліджень є більш детальне емпіричне вивчення впливу емоційного інтелекту на різні сфери життя.

**Ключові слова.** Емоційний інтелект, наукові дослідження, психологічний аналіз, форми інтелекту, здібності.

**Abstract.** The article is devoted to the theoretical analysis of the concept of emotional intelligence. Various reviews of theoretical approaches to the study of emotional intelligence among foreign and domestic scientists are presented. Particular attention is paid to foreign concepts in the understanding of emotional intelligence, its common and different positions on the structure and genesis of development, because the beginning of research on this concept was laid by foreign scientists. Much attention is paid to the problem of the urgency of insufficient study of emotional intelligence and its impact on the individual at the present stage of development of society. The expediency of the study of emotional intelligence at the present stage of development of psychological science in Ukraine is also emphasized. It is proved that the problem of emotional intelligence is not new in the Ukrainian scientific literature, and the need to study emotional intelligence requires a deeper analysis of this concept at the present stage of development of science. The article also describes the first theoretical and empirical studies of emotional intelligence. The article analyzes and describes the views of various scientists on the classification of emotional intelligence throughout the history of the study of this concept. The article describes the concept of emotional intelligence as foreign and domestic scientists throughout the period of development of psychological science. At the same time, studies of the phenomenon of emotional intelligence have led to the development of ideas about the relationship of cognitive and affective processes. The theoretical analysis of the scientific literature indicates that in modern psychological science there is a problem of multiple concepts and definitions of emotional intelligence. It is proved that there is no consensus among scientists on understanding the essence of emotional intelligence, despite the large amount of research over time. For

successful formation and development it is necessary to understand what is behind this concept, so the presented material considers a variety of theoretical approaches to the study of emotional intelligence. Prospects for further research are a more detailed empirical study of the impact of emotional intelligence on various areas of life.

**Keywords.** Emotional intelligence, scientific research, psychological analysis, forms of intelligence, abilities.

**Introduction.** The problem of studying emotional intelligence, oddly enough, continues to be one of the most relevant in psychology. The current development of reforming education in Ukraine of the current generation is aimed, first of all, at the harmonious growth of the personality. Creating a favorable educational environment for the realization of each is an important task of today. Nevertheless, this issue is inextricably linked with educational programs or additional educational classes. That is, the focus is on developing the intellectual potential of the generation. However, at the same time, insufficient attention is paid to the study of the influence of spiritual intelligence on other personality characteristics, although a broader study of this psychological phenomenon is an extremely important task of Ukrainian science in the 21st century.

Studying the influence of emotional intelligence on personality is an important vector of research for psychological science, and for humanity in general. After all, determining the factors of its influence on the life of a person will reveal answers to many questions. Updated research, not only on age-related aspects of emotional intelligence, is very scarce at the current stage of development of Ukrainian psychology. This acute issue requires a more detailed solution not only from the side of psychology, but also in general. The most important reason, in our opinion, for the continuation of research on emotional intelligence is that its influence on personality has not been studied enough. This is a relevant direction of research at the moment, especially among Ukrainian scientists.

**The purpose of** the presented material is to theoretically analyze the concept of «emotional intelligence» in psychology.

**Theoretical foundations of the study.** The concept of «emotional intelligence», it can be argued, appeared in psychological science relatively long ago, but still attracts the attention of many scientists. The study of this psychological concept began in 1983, when researcher Howard Gardner described the first features of emotional intelligence in his famous monograph «Frames of mind». The scientist suggested that there is no single concept of «intelligence», but there are subtypes of intelligence that have a significant impact on the life of the individual as a whole. Therefore, based on his own research, Howard Gardner identified seven subtypes of intelligence: verbal, logical-mathematical, spatial, kinesthetic, musical and emotional. In turn, the emotional type was divided into intrapersonal and interpersonal. Interpersonal intelligence had already been described in the psychological literature, because this concept was called social intelligence, or in other words, social competence. The most important feature was that this concept of social intelligence characterized the ability of a person to interact with other people. Unlike the first type, intrapersonal intelligence was characterized, first of all, by the ability of a person to find himself, that is, to self-actualize in life, and also to have motivation to achieve success [12].

Scientists such as J. Meyer and P. Selovey [13,14] continued the understanding of the concept of emotional intelligence, which was initiated by Gardner. Scientists argued that a person who possesses emotional intelligence has five basic abilities. The first and most important is characterized by a person's awareness of his own emotions. It is this property that is leading in emotional intelligence, because the ability to manage and control his own emotions, regulate and reveal them begins from the time when a person understands the determinants of the emergence of his experiences. After all, the ability to realize his experiences, to understand their causes of occurrence allows a person to better not only cope with them, but also to understand the nature of their occurrence.

The next property of emotional intelligence has been described as the conscious management of one's own emotions. The ability to regulate personal emotions manifests itself in the form of a desire to calm oneself, reduce the anxiety that arises, or even irritability or anger. Individuals who do not have this characteristic are constantly in a state of distress and a desire to overcome their own negative emotions. In turn, individuals who have the ability to control and regulate their own emotions overcome emotional states much better and more effectively, and most importantly, faster.

The third component of emotional intelligence was characterized, first of all, as an opportunity to motivate oneself to activity, because it is realized in the individual's aspirations to direct one's own emotions in favor of achieving the goal of activity, to self-motivation for new achievements, to creative activity. That is why it is believed that self-control is a component of the aspiration to motivate the achievement of the goal. Its implementation is carried out in the form of the ability to postpone instant gratification for the sake

of achieving a more significant distant goal. Researchers believe that the aspiration of the individual and his ability to postpone the satisfaction of instant impulses is a very good basis for his further successful activity.

As for the fourth component of emotional intelligence, it is interpreted as recognizing and understanding emotions that may appear in other people. This ability is associated with the manifestation of empathy, because people who show it are more sensitive to weak social signs and this must be taken into account in communication [2]. The last - fifth component of emotional intelligence manifests itself in the form of the ability to maintain friendly relations with society. It was it that was analyzed by the authors, oddly enough, as a kind of art of a positive attitude towards other people. This is a very important social skill that is realized in a person's ability to cope with emotions that arise in the process of interacting with society. This subtype of emotional intelligence, also studied by other scientists, was called social intelligence. It determines not only a person's leadership abilities, but also his effectiveness in interpersonal communication. Because people who have a fairly high level of developed social intelligence have the ability to cope with the emotions that other people show in communication with them, and accordingly achieve great success in interaction [9].

Emotional intelligence, as analyzed by scientists, allows for the processing of all types of information that are combined with emotions. As well as the use of emotions themselves to facilitate various cognitive processes and solve problems or tasks that are urgent at a given moment. It is important that developed emotional intelligence even helps the person himself to be attentive to the smallest changes within himself and the environment. It is assumed that the use of even negative emotions can be both for one's own purposes and to control others to achieve a goal [10, p. 49].

American psychologist N. Hall, studying emotional intelligence, defined it as the ability to understand the differences between positive and negative emotions and even between different positive emotions, which helps to establish constructive dialogue and relationships [5].

He included emotional awareness, management of one's emotions, self-motivation, empathy, and the ability to recognize the emotions of other people in the composition of emotional intelligence. But researcher R. Bar-On explained that emotional intelligence is a set of emotional, personal and social abilities that affect the overall ability to effectively cope with the demands and pressures of the environment. He identified five components of emotional intelligence: 1) self-knowledge, awareness of one's own emotions and the related self-confidence, self-esteem, self-actualization, independence); 2) interpersonal communication skills based on empathy and social responsibility; 3) the ability to adapt, flexibility of response, constructive problem solving; 4) management of stressful situations, control of impulsivity, resistance to stress; 5) prevailing positive mood, happiness, optimism [4, pp. 32-34].

The ability to understand emotions means a person's ability to recognize an emotion, that is, to establish the very fact of the presence of emotional experience in oneself or in others; the ability to identify an emotion and find a verbal expression for it; understanding the reason that caused this emotion and the consequences to which it will lead. The ability to manage emotions characterizes a person's ability to control the intensity of emotions, primarily to muffle excessively strong emotions; to control the external expression of emotions; if necessary, to arbitrarily evoke one or another emotion [7].

Developed emotional intelligence performs a number of functions, among which I. Sobchenko identifies the following: interpretative - makes it possible to decipher emotional information and create one's own «explanatory dictionary of emotions»; regulatory - ensuring emotional balance and comfort of the individual and the adequacy of the external manifestation of emotions; adaptive and stress-protective functions are manifested in the actualization and stimulation of a person's mental reserves in difficult life situations; the activating function provides a flexible ability to congruence in communication. As a result of the development of emotional intelligence of the individual, emotional competence is formed, which is a set of knowledge, skills and abilities that allow making adequate decisions and acting on the basis of the results of intellectual processing of external and internal emotional information [7].

K. Petrides and E. Furnham (Petrides, Furnham, 2003) defined emotional intelligence within the framework of trait theory as a set of behavioral tendencies and the ability to recognize, process and use emotional information. This construct includes empathy, impulsivity and persistence, as well as elements of social intelligence [12].

Regarding emotional and social intelligence, there are various studies on this issue among scientists. Some consider emotional intelligence a substructure of social intelligence, but there are other opinions. Emotional intelligence is a broader concept, and social intelligence is one of its aspects. After all, in the studies of H. Weisinger, D. Goleman, R.K. Cooper, A. Savaf, emotional intelligence is considered a fundamental factor in the success of human life; in the works of S. Anderson, F.P. Dean and J. Ciarrochi -

as a prerequisite for mental and physical health. The role of emotional intelligence as a factor of productive socio-psychological adaptation of students was studied by S.P. Derevyanko; as an intrapersonal factor of effective socialization of youth by T.P. Shemyakina and S.A. Bogomaz; emotional intelligence was studied as a condition and factor of effective control activity by A. Petrovskaya, I.A. Yegorov, T.A. Pankova [8].

Nevertheless, the attention of researchers to the issues of emotional intelligence is attracted by the fact that this concept harmonizes well with the ideas of everyday psychology and expands the existing scientific results about the diversity of human abilities. This opinion is held by the scientist J. Carroll. After all, the concept of emotional intelligence theoretically reflects the idea of the unity of affective and intellectual processes. From the point of view of practice, this construct was developed in connection with the study of human success in various spheres of life and activity. The prospects and validity of using the concept of emotional intelligence are shown by many works conducted in various psychological disciplines [8].

Regarding the study of emotional intelligence in domestic psychology, the conclusions of the famous psychologist L. Vygotsky, who argued that, first of all, the development of emotions is parallel to their awareness, attract attention. According to his research, emotions in people are isolated from instincts and transferred to the sphere of the mental [1, p. 13], the following assumptions were obtained: 1) most human emotions are intellectually mediated; 2) there is a natural connection between emotional and intellectual processes of thinking; that the development of emotions occurs in unity with the development of thinking; 3) emotions participate in the regulation of thinking and its motivation (motivational and emotional regulation of thinking); 4) emotion is one of the components of thinking. [7, p. 54].

Ukrainian scientists are intensively engaged in research on emotional intelligence. It should be noted that the most famous in this field are such scientists as E. Nosenko, N. Kovryga, S. Derevyanko, M. Shpak, O. Lyashch, I. Matiykiv and others.

There are different definitions of the concept of «emotional intelligence» among Ukrainian scientists. For example, psychologist O. Lyashch notes that «emotional intelligence is understood as an intellectual ability associated with understanding and managing emotional manifestations of a person» [6, p. 330].

In turn, Ukrainian researchers N. Kovryga and E. Nosenko interpret the term «emotional intelligence» as follows: «intelligence not only raises us above our passions and weaknesses, but also helps to take advantage of our advantages, talents and benevolence» [9, p. 23].

Scientist A. Chetvertak-Burchak reveals EI as a predictor of the success of human life [10]. Another Ukrainian researcher (V. Zarytska) reveals the socio-psychological components of EI, including self-regulation and self-control of emotions, their understanding, and the use of emotions in communication and activity [3].

M. Shpak considers emotional intelligence as a personal resource for ensuring psychological well-being, and also offers a structural-functional model of EI, which is revealed at the sensory-perceptual, personal, cognitive, spiritual, and subjective levels [11].

Based on the empirical results obtained in the studies of E. Nosenko and N. Kovryga, they formulated the conclusion that the manifestation of emotional intelligence is mediated by the internal characteristics of the personality, and also identified five factors of emotional intelligence: indicators of the level of situational and personal anxiety; indicators of the level of self-esteem, tolerance for uncertainty, level of academic success and characteristics of the advantages that the subjects attributed to various behavioral strategies. [6, p. 330].

The ability to understand emotions allows you to accurately interpret the intentions, motives and state of communication partners, which is a decisive factor in the formation of friendly and long-term relationships. On the other hand, inappropriate interpretation of emotions can lead to distortion of communicative signals, increased tension and even a break in relationships [8]. An empathetic person is able to catch both overt and latent emotional manifestations, which allows him to be flexible in communication, avoid conflicts and show support. As I. Tolmachova notes, a high level of emotional plasticity, which includes empathy, self-control and the ability to sympathize, helps to maintain mutual understanding even in difficult situations [2].

**Conclusions.** Thus, the analysis of scientific literature indicates that both foreign and domestic scientists who have studied the concept of «emotional intelligence» in psychological science distinguish it as a complex construct. In turn, we are inclined to believe that emotional intelligence is a set of mental abilities for identifying, understanding and controlling emotions. This is an important integral characteristic of a person, which is manifested in his effectiveness in understanding emotions, generalizing their content, highlighting the emotional in interpersonal relationships, regulating emotions in such a way as to positively influence cognitive activity and overcome negative emotions that can interfere with communication or

prevent one from achieving one's own success. Some scientists have defined the concept of «emotional intelligence» as a substructure of social intelligence, but it differs from it in a special feature - it encompasses deep emotions that occupy an important place for personal growth.

Of course, the peculiarity and complexity of scientific research is that at this stage of development of psychology in Ukraine, there is no meaningful definition of the influence of emotional intelligence on certain characteristics and properties of the personality. Such issues are currently present both among Ukrainian and foreign scientists. Despite the contradictions in the interpretations of scientists, who in turn are trying to supplement the phenomenon with new aspects, the study of this phenomenon continues and this is a relevant and necessary vector of research for science.

Emotional intelligence, unlike intelligence, not only determines the activity of all cognitive processes, but also gives this process an emotional coloring, which leads to a more qualitative, efficient and productive work of the course of its internal mechanisms. Emotions in the structure of emotional intelligence acquire the ability to express and reproduce at the cognitive level. At the same time, they are modified, adapted and filled with understanding of the specific activity performed by a person.

**Prospects for further research** lie in a more detailed empirical study of the influence of emotional intelligence on various spheres of a person's life.

#### **References:**

1. Bokovets O.I. (2022). Emotional intelligence as a resource of mental health. *Habitus*. №37. 68-75.
2. Borisenko L., Korvat L. (2023). The relationship between emotional intelligence and self-efficacy of the individual. *Journal of social and practical psychology*. 2. 5-10.
3. Burlako, N. I. (2019). Psychological features of emotional intelligence. *Psychological hours*, 5 (7), 34–49. <https://doi.org/10.31108/1.2019.5.7>.
4. Derevianko, S. P. (2016). Phenomenology of emotional intelligence: teaching method. *Manual*. 312 p.
5. Kolisnyk, L. O. (2020). Sotsialno-psykholohichni aspekty rozvytku emotsiynoho intelekt. *Pedahohichnyy visnyk*, 4, 56–65
6. Lyash O.P. (2023). Emotional intelligence as a subject of psychological research. *Problems of modern psychology*. 22. 324–335.
7. Lyash O. (2021). The genesis of emotional intelligence in adolescence: dissertation of the doctor of sciences in psychology: 19.00.07. «*Pedagogical and age psychology*». 458 p.
8. Mazokha I. (2020). Analysis of the problem of emotional intelligence as a personal resource. *Modern psychology: problems and prospects*. 100-104
9. Nosenko E. L., Kovryga N. V. (2003). Emotional intelligence: conceptualization of the phenomenon, main functions: monograph. 159 p.
10. Opanasyuk I. V. (2013). Psychological essence of the phenomenon of «emotional intelligence». *Collection of scientific works: philosophy, sociology, psychology*. 18. Part 1. 213 p.
11. Yamnitsky V.M. (2021). Socio-psychological adaptation of the personality: modern approaches. *Science and education*. 6. 82-86.
12. Gardner, H. (1993). Multiple intelligences: the theory in practice. *New York: Basic Books*, 304 p.
13. Mayer, J.D. and Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied and Preventive Psychology*. 4.197-208.
14. Mayer, J.D., and Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*. 17. 433-442.

The article has been submitted to the editorial board 03.02.2026

The article has been recommended for publication 18.03.2026