

Development of Emotional Intelligence of Students as a Condition of Successful Adaptation to Training

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ABSTRACT

The article deals with the problems of students emotional intelligence formation from the standpoint of the of educational process organization. Thus, the dynamics of the emotional intelligence formation is greatly associated with the mentality of a particular nation. And her role in the further training and professional adaptation of the future teacher is especially relevant in today's multi-cultural educational environment. Thus, in the context of the training the future teacher's emotional intelligence considered as the ability for effective interpersonal interaction, successful adaptation to training and further educational activities, an objective perception of the information and respond to any changes in the surrounding world; the ability of properly understanding the behavior of classmates, students, colleagues and parents in the learning process and teaching practice.

KEYWORDS

Emotions; emotional intelligence; educational process; adaptation

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Introduction

Many scientists currently apply to the problems of social and emotional intelligence development. The reason of attractiveness of the theme is clear. Philosophers and psychologists have down the ages been interested in the problem of correlation of emotional and cognitive spheres of human psyche (Petrides & Furnham, 2000; Roberts, Zeidner & Matthews, 2001; Taylor, 2001). In our research we consider the phenomenon of emotional intelligence from the perspective of organization of educational process.

Foreign (Goleman, 1995; Goleman, 1998; Bar-On, 2006; Salovey & Mayer, 1989; Mayer, Caruso & Salovey, 1999; Taylor, Parker & Bagby, 1999) and Russian scientists (Andreeva, 2011; Lyusin, 1999; Ushakov, 2003) defined the essence of emotional intelligence as a capability of understanding and control of

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personal and others' emotions, pointing out intrapersonal and interpersonal emotional intelligence, which is especially important in the context of understanding pedagogical activities as a double-sided process (Nabiev & Chelnokova, 2015).

Materials and Methods

Notably, the role of emotional intelligence in education and future teacher's professional adaptation is on the front burner in the conditions of multicultural educational environment. The dynamics of emotional intelligence formation mostly depends on the fact how the mentality of a certain nation is connected with the way of acquisition of the standards and stereotypes of human behavior. The research shows that there are constant elements of the cultural and scientific content in the Russian mentality among which one may distinguish the following emotional reactions and common traits: omnitude, search of absolute truths, application of science for peoples' benefit, but not only for constructing theoretical provisions etc (Lyusin & Ushakov, 2004).

Therewith according to the researches of V.A. Malinin et al. (2016) may highlight an important peculiarity of efficiency of a personal integration into a community being the basis of national self-comprehension which is emotional intelligence, i.e. emotional attitude to the moral standards. Functional importance of emotions is concluded in the possibility of creation of an individual's 'world view'. While emotional acquisition by a human of a situation mostly depends on the fact how he/she perceives the phenomena of the outer world.

However it is necessary to understand that emotional people having sensual experience of a certain mental type see the world differently. That's why their behavior often contradicts relevant situational standards and requirements as their behavior is based on deep, 'supersituative' regularities of this experience.

While in the process of training of a future teacher the socialization contributing to successful adaptation to education and pedagogical activities require adequate interiorization of external requirements to the pedagogical profession. Therewith it is necessary to define and distinguish those psychological mechanisms and pedagogical conditions which would turn these requirements into the 'subjective reality of an individual'.

Human emotions (both positive and negative) from the perspective of future teacher's personality development are the mechanisms and conditions of attitude towards the rules, values and standards accepted in the society and professional association. These emotions are deemed to be called 'social emotions'. From the perspective of organization of educational process professional adaptation implies acceptance by the teacher of the culture of a certain educational institution, association and development of a certain emotional attitude to the traditions, rules, settings, and values which exactly define the general culture of the institution (Uttal, 2001; Zeidner, 2003).

Results

Emotional intelligence in the context of professional training of future teachers is considered as a capability of effective interpersonal interaction, successful adaptation to the educational process and further pedagogical activities, as well as the objective perception of information and response to all

the changes of the environment; the ability to correctly understand the behavior of the mates, students, colleagues and parents in the educational process and at the pedagogical practice. The success of emotional impact and interaction of teacher, encouraging the students to active intellectual activities depends on the emotional capability of the teacher, according to E.E. Shherbakova (2006).

Trying to point out the reasons which cause the difficulties in students' adaptation to pedagogical activities, one may highlight the following most obvious correlations: 1) real opportunities in mastering pedagogical profession; 2) coincidence of educational and professional interests; 3) sense of duty and aiming for social recognition.

The situation is significantly cleared up with the using of the 'ideal teacher' concept which is the example of a professional, the bearer of civil, industrial and personal functions formed at the highest level. One may distinguish the main dominating emotions of the modern student connected with the future, expectation of the future which will ensure successful job. It is a very important content characteristic of student's emotions.

Students' emotional sphere is surely diverse and multifaceted. It includes moral, social and political senses. Besides, the students develop in themselves aesthetical perceptivity, which helps future teachers to release from bad habits and low manners; the ability to empathy contributing to the development of delicacy, gentleness, generosity and restraint.

Dialectical unity of students' abilities and motivation in the higher pedagogical school is connected with the level of their education and its quality. Often insufficient abilities are compensated with professional motivation of student, and positive attitude towards profession is mostly connected with the idea of it and the final goal of learning.

This fact is highly significant in the situation of steady decline in satisfaction of the chosen profession to the senior courses (Muhina & Shherbakova, 2014; Nabiev & Chelnokova, 2015). In a series of researches of J.M Stoppard & C.D. Gunn Grushy (1993), D. Swift (2001), D.R. Trinidad & C.A. Jonson (2002) and others it is noted that distinct manifestation of some or other emotional peculiarities of a personality influences professional self-identification of the students, i.e. their sustainable motivation to a certain profession.

Emotional capability provides future teachers with an opportunity not only to comprehend their feelings, but also to decide what to do next: to change the profession or to correct their emotions and behavior. On the other hand it is necessary to understand that emotional response is a rather serpentine process, as a person often does not understand what response his or her emotional state causes among the others as the person cannot look at him/herself from the outside.

That's why there is a necessity and the desire of involvement into the content of future teacher's professional training with such trait as self-adjustment. Control over the cognitive processes, personal actions and emotions, is a psychological base of self-adjustment.

Discussion

In this regard the leading conditions of formation of professional skills and social emotions is the future professional activities realized in the frameworks of the theory by A.A. Verbitsky (2010) and the technology of context learning. The concept of ‘active learning’ is fundamental in this process.

In the process of education it is suggested to ensure gradual transition of students to the basic forms of activities of a higher level: from the academic educational activities to the quasi-professional activities (business and didactic games) and then to the educational-professional activities, scientific and research work of students (SRS), practices, and work experience jobs. According to the estimations of the following scientists – A.A. Borisova (1990), A.A. Verbicky (2010), V.S. Mukhina (1985) etc. – application in the educational process of theory and technology of context learning allows solving the issues connected with the idea of sense-making influence of context of students’ professional and pedagogical activities (Aboimova, 2009).

Conclusions

Thus development of future teachers’ emotional intelligence is first of all characterized by the ability to comprehend their own feelings and emotions and control them. It is the basis for development of the students’ communicative tolerance, empathy, adequate self-esteem and the level of ambitions, self-confidence and competence. In its turn it provides an opportunity to comprehend feelings and emotions of all the subjects of educational process and regulate them.

High level of teachers’ emotional intelligence characterizes them as personalities able to self-analysis of their life and professional way with deep elaboration of emotional sphere; it also characterizes them as self-actualizing personalities.

Disclosure statement

No potential conflict of interest was reported by the authors.

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