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EVOLUTION OF SCIENTIFIC RESEARCH ON EMOTIONAL INTELLIGENCE: FROM ANTIQUITY TO MODERN TIMES

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Abstract. *The definition of «Emotional Intelligence» today is not just a modern concept in pedagogy and psychology. In today's realities, the idea of emotional intelligence is rapidly gaining popularity, because it is the subject of scientific research and observations. However, people have not always perceived emotional intelligence in a modern interpretation. Scientific sources indicate that reflections on the connection between emotions and reason date back to antiquity and, having gone through a certain path of evolution, have reached the modern understanding of emotional intelligence.*

The modern system of higher education in Ukraine sets itself the task not only of transferring academic knowledge, but also of forming a personality ready for self-realization and competitiveness in the labor market. This requires the development of not only «hard» (skills), but also «soft» (soft skills). Among the key «soft» (soft skills) skills necessary for higher education applicants include emotional and social intelligence, empathy, motivation, sociability, flexibility, etc.

The purpose of the article is to study the evolution of scientific approaches to the study of emotional intelligence, which will allow us to trace its formation as an important scientific concept.

The definition of the concept of «emotional intelligence» was carried out through the analysis and synthesis of scientific sources, which made it possible to systematize existing approaches. The historical method helped to trace the evolution of ideas, and the logical method - to reveal their current state and internal connections. In addition, the comparative-typological method allowed to identify common features and differences between different concepts.

In the scientific article, the author traces the stages of evolution of scientific approaches to the study of emotional intelligence. Also, it is considered how emotions and intelligence were related in different historical periods. Analysis of the works of philosophers and scientists of different eras, from Aristotle to Daniel Goleman, demonstrates that the idea of the connection between emotions and intelligence has deep historical roots. It is proven that the study of emotional intelligence is a relevant vector for modern education and professional activity, since its formation has a positive impact on mental health, interpersonal relationships, self-development and success.

The results of this research demonstrate the history of the emergence of the concept of emotional intelligence, what I understand by emotional intelligence, and also that emotional intelligence is critically important for success in almost all areas of life. It has a positive impact on: mental health, interpersonal relationships, professional activities, etc.

Emotional intelligence is a relevant vector for modern education and professional development. Studying this topic allows better understanding of yourself, your emotions and the emotions of others, which opens the way to personal growth and greater success in life.

Key words: *emotional intelligence, emotions, mind, philosophical approaches, evolution, history, education.*

Introduction. The relevance of the problem of emotional intelligence is explained by the dynamism of the social aspect of personality development, since constant changes in the social environment cause changes in the formation of the

personality and require the activation of its adaptive capabilities. The issue of emotional intelligence can be considered quite young, since the first fundamental studies on this issue appeared in the 1970s–80s [8, p. 151].

Analysis of reliable sources and publications. Interest in the study of emotional intelligence among Ukrainian psychologists grew in the middle of the twentieth century, and was characterized by fundamental studies by such authors as: I. Bulakh, N. Kovryga, V. Krotenko, O. Lyashch, D. Maksymenko, E. Nosenko, Z. Ogorodniychuk, L. Rudenko, A. Sychevsky, V. Zarytska, and others.

Purpose. The presence of a large number of studies by both foreign and Ukrainian psychologists has allowed us to identify the following functions of emotional intelligence: self-awareness, self-control, social understanding and relationship management, which gives reason to consider this issue promising in the perspective of further research. And the connection of the phenomenon of emotional intelligence with various psycho-emotional states of the personality allows us to trace the features of managing and understanding one's own emotions, and also with the help of this knowledge to facilitate the process of adapting it to the conditions of social life, teaching how to correctly identify and control one's emotional experiences, such as empathy, anxiety, aggression [1, p. 892].

Therefore, emotional intelligence is not just the ability to feel emotions, but a set of sensory and intellectual abilities of a person. In scientific literature, this concept is defined as a key element that positively affects the development of the personality, establishing contacts with others and achieving success in professional activities.

Modern researchers, including D. Caruso, J. Mayer and P. Salovey, divide emotional intelligence into four main abilities: identifying emotions, that is, the ability to distinguish one's own and others' emotions, to find differences between them; using emotions, namely, the ability to use the potential of emotions to solve specific tasks; understanding emotions, through awareness of each emotion and understanding its origin, as well as managing emotions, which is the ability to control and manage one's own emotions [7].

The next follower of the idea of emotional intelligence is Salovey P. and D. Goleman, Mayer J., one of the key researchers in this field, argues that emotional intelligence encompasses not only self-control skills, but also the ability to interpret

other people's emotions to build effective interactions. He is also considered one of the first to introduce the term «emotional intelligence» in his book of the same name. The researcher interpreted the concept of emotional intelligence as a person's ability to recognize, understand and manage their own emotions, as well as to recognize, understand and influence the emotions of other people [6].

Presentation of the main material. The first ideas about the connection between emotions and reason date back to the times of Antiquity. Ancient philosophers, in particular Aristotle, Democritus, Epicurus and Socrates, believed that a person combines emotional and rational grains. They identified three components of the human soul: desire, feeling and reason. These philosophers studied in detail the combination of emotions with reason. For example, Democritus and Socrates analyzed the similarities and differences between sensations and feelings. Epicurus and Aristotle, promoting the principle «Know thyself», believed that emotions have destructive power, and assigned a dominant place to reason.

The philosophical teaching of the time identified the human soul with a cart driven by the charioteer, the mind, which maintains a balance between feelings and impulsiveness. However, there were other views that argued that the mind was not dominant over emotions, since emotions could influence the ability to reason [14].

Thus, the idea of the connection between emotions and reason originated in antiquity, where philosophers, in particular Aristotle and Socrates, considered the human soul as a combination of these two principles. Although most thinkers, such as Epicurus and Aristotle, considered reason to be dominant, capable of controlling emotions, there were also those who recognized the reverse influence, arguing that emotions can shape and influence reasoning. It should be emphasized that already in ancient philosophy the foundations were laid for further discussions about the relationship between the rational and the emotional in human nature, which became the foundation for modern concepts of emotional intelligence.

Stoic philosophers (Aurelius, Cicero, Seneca,) emphasized the negative impact of emotions on the personality. According to their teachings, the

goal of life is to «live in harmony with nature», which means subordinating all reason. During this period, knowledge was divided into «knowledge-thought» and «knowledge-truth», with only «knowledge-thought» giving feelings.

The Stoics believed that the highest ethical value was «benevolence», which could be achieved through good deeds and the fulfillment of duties. They also identified components of freedom, including sensual and intellectual. Plutarch and Cicero argued that human nature can change under the influence of various factors, and the choice between good and evil depends on free will [4, p. 129–130].

From the above, we conclude that the philosophy of Stoicism emphasized the dominant role of reason, considering it the only path to harmony and well-being. The Stoics believed that emotions, or affects, are destructive and should be subordinated to rational thinking. This approach led to the division of knowledge into «true», which is achieved by reason, and «false», which comes from the feelings. Thus, the Stoics laid the foundation for further study of the influence of emotions on the will and freedom of choice, emphasizing that moral qualities and character are formed by conscious control over internal experiences.

During the Middle Ages, philosophical views on emotional intelligence (P. Abelard, F. Aquinas, T. Carthaginian) combined ancient rationalism with Christian doctrine. Personality was viewed as a creation of the Almighty, and the mind as a tool for knowing the inner world. Researchers believed that self-observation was key to understanding religion and self-knowledge.

At this time, the idea of the incompatibility of faith and reason appears, but it is also argued that faith and reason are combined to experience happiness. F. Aquinas analyzed the nature of conflicts and argued that a person has a tendency towards both good and evil [9].

Thus, in the Middle Ages, philosophers, combining ancient ideas with Christian teachings, focused on the inner world of man as a creation of God. They considered reason as a means of self-knowledge and understanding of faith, and introspection was considered a key method for this. Despite the discussions about the incompatibility of faith and reason, philosophers, in par-

ticular F. Aquinas, emphasized that their combination is necessary for achieving happiness and harmony. Thus, at this time the foundations were laid for understanding internal conflicts and moral choices, emphasizing the role of conscious knowledge of one's own nature.

Modern philosophers (F. Bacon, T. Hobbes, R. Descartes, J. Locke, B. Spinoza) opposed emotions and reason, but recognized the dominance of the cognitive sphere over the affective one. They identified six main passions: surprise, love, hatred, desire, joy, and sadness. Descartes considered passions as a component of thinking, and Locke – as a motivation for learning [11].

It should be emphasized that in the philosophy of the Modern Age there was a clear opposition between emotions and reason, where the latter was given a leading role. Thinkers such as Descartes and Locke recognized emotions (passions) as important elements of human nature, but believed that they should be subordinate to rational thinking. Despite their subordinate role, emotions were considered an integral part of mental processes and even as an important motivator for cognition and learning, which laid the foundation for further research into their role in human behavior.

The Age of Enlightenment continued the study of the connection between emotions and reason. Philosophers such as Voltaire, Diderot, and Rousseau emphasized the importance of emotional health and empathy. They believed that knowledge of the world occurs through personal experiences, which shape the mind of the individual. For example, Jean-Jacques Rousseau laid the foundation for understanding emotional states in conjunction with intelligence [2, p. 1362–1363].

Based on their own reasoning, in the Age of Enlightenment, philosophers, moving away from purely rationalist approaches, began to pay considerable attention to the role of emotions. They considered emotional health and empathy as important components of personality development. Thinkers, in particular Jean-Jacques Rousseau, emphasized that knowledge of the world is inextricably linked with personal experience and feelings. Thus, emotions ceased to be simply an obstacle to the mind, but began to be considered an integral part of the cognitive process, which

laid the foundation for modern ideas about their connection with intelligence.

Categorical and conceptual analysis of the phenomenon of «emotional intelligence» involves considering and understanding key concepts, in particular, «intelligence» and «emotional intelligence» [5, p. 215].

So, there are different interpretations of the concept of intelligence, in particular, it is identified with mental operations, with the style and strategies of solving problem situations, with the ability to learn and learn. The opinion of scientists who interpret intelligence as a certain degree of a person's ability to solve tasks and problems of appropriate complexity is relevant for our study.

In modern psychology and pedagogy, researchers distinguish between academic and non-academic intelligence, which is important for our study.

By academic intelligence we mean the type of intelligence that is associated with academic success, mastery of knowledge, logical-analytical abilities, and working with abstract concepts. The characteristics of academic intelligence include verbal, mathematical, and analytical abilities that are responsible for the ability to learn, master theory, and logical thinking, etc. We also note that academic intelligence is measured by IQ tests, such as the Wechsler and Stanford-Binet tests. The presence of academic intelligence in a person can be evidenced by high results in external examinations/NMT, high results in Olympiads, the ability to independently master scientific information, etc [10, p. 2–3].

By non-academic intelligence we mean a type of mental activity or abilities that are not directly related to formal education, academic knowledge or scientific research. This may include: the ability to solve everyday life tasks; understanding people, emotions, effective communication; the ability to generate new ideas, non-standard solutions; spontaneous, informal cognition of reality; accumulated experience, which is not always based on book knowledge [15, p. 892].

Intelligence as a category of scientific knowledge is a complex multi-structural, multidimensional phenomenon. Modern science has a number of interpretations, approaches to its understanding and ontogenesis. Intelligence is

the most studied category and at the same time the least understood and explained in the scientific space.

Usually, when we talk about intelligence, we mean a person's mental abilities. However, each of us is endowed with a number of relatively autonomous intelligences. The level of development of each of them and their combination determine a person's abilities to learn about a particular object and life in general [11; 13, p. 9].

So, within the framework of our study, we will understand intelligence as a holistic mental property of a person, which reflects his ability to learn, learn, abstract thinking, logical analysis, and effectively solve problems. Therefore, intelligence encompasses both innate abilities and acquired knowledge, skills, and experience of activity that are manifested in the process of solving intellectual, communicative, and practical tasks in various spheres of life. Given the multifaceted nature of this concept, intelligence is considered as a systemic formation that combines general and special abilities that can have a different level of manifestation in each individual.

Summarizing the above provisions, we can conclude that emotional intelligence is interpreted as the ability of a person to realize, regulate and appropriately express their own emotions, as well as to show empathy and understanding of the emotions of other people. Such an ability is especially important in the field of military service. This definition is based on the systematization of modern scientific approaches presented by both Ukrainian researchers (G. Garkasov, D. Lyusin, M. Shpak, and others) and foreign scientists (U. Dax, J. Meyer, H. Weisbach and others), which focus on the crucial role of emotional intelligence in the context of interpersonal interaction, overcoming stressful situations, and implementing effective leadership [12].

Originality. Thus, within the framework of our study, emotional intelligence will be understood as an integral psychological characteristic of a person, which includes the ability to realize, recognize, understand, evaluate and regulate both one's own emotional states and the emotions of other people. Emotional intelligence involves the development of empathy, emotional self-regulation, internal motivation, social sensitivity,

effective communication skills, as well as the ability to build productive interpersonal interaction in various social contexts.

It tooks a key role in decision-making processes, stress management, conflict management, teamwork and the formation of a healthy socio-psychological climate in the team. Emotional intelligence is closely related to the general emotional culture of a person, contributes to his personal growth, professional development and successful adaptation to changes in the external environment. In our study, this phenomenon is considered as one of the leading competencies of a modern specialist, which ensures the integrity of cognitive, emotional and behavioral manifestations in the process of activity [3, p. 171].

Conclusions. An analysis of the evolution of scientific views on emotional intelligence shows that the idea of a connection between emotions and reason has deep historical roots. From ancient philosophers who viewed reason as a tool for controlling emotions, to the Stoics who considered affects destructive, and modern thinkers who contrasted these concepts, a significant transformation has occurred.

During the Middle Ages and the Enlightenment, philosophers began to recognize the importance of emotions for self-knowledge and knowledge of the world in general. This paved the way

for the modern understanding of emotional intelligence as a set of abilities that include awareness, understanding, and management of one's own emotions and the emotions of others. It has been proven that high levels of emotional intelligence have a positive effect on mental health, interpersonal relationships, professional activity, and success.

The study of emotional intelligence is a relevant and promising direction for modern education and professional activity. Further prospects for the development of the study include: studying the connection between emotional intelligence and psycho-emotional states of the individual for a better understanding of the management and awareness of one's own emotions; studying the functions of emotional intelligence, in particular self-awareness, self-control, social understanding and relationship management, which gives grounds to consider this issue promising for further scientific research; analyzing the role of emotional intelligence as one of the leading competencies of a modern specialist, ensuring the integrity of cognitive, emotional and behavioral manifestations, especially in professional activity; studying EI in the context of overcoming stressful situations, conflict management, establishing teamwork and forming a healthy socio-psychological climate in the team.

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ЕВОЛЮЦІЯ НАУКОВИХ ДОСЛІДЖЕНЬ ЕМОЦІЙНОГО ІНТЕЛЕКТУ: ВІД АНТИЧНОСТІ ДО СУЧАСНОСТІ

БІЛОНОЖКО НАТАЛІЯ ЙОСИПІВНА

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Анотація. Визначення «Емоційний інтелект» на сьогоднішній день, це не просто сучасна концепція в педагогіці та психології. В реаліях сьогодні, ідея емоційного інтелекту набуває швидкої популярності, тому що є предметом наукових досліджень та спостережень. Але, не завжди емоційний інтелект люди сприймали в сучасній інтерпретації. В наукових джерелах зазначається, що роздуми над зв'язком емоцій і розуму сягає античності та пройшовши певний шлях еволюції до сучасного розуміння емоційного інтелекту.

Проблематика. Сучасна система вищої освіти в Україні ставить перед собою завдання не лише передачі академічних знань, але й формування особистості, готової до самореалізації та конкурентоспроможності на ринку праці. Це вимагає розвитку не тільки «твердих» (hard skills), але й «м'яких» (soft skills) навичок. Серед ключових «м'яких» (soft skills) навичок, необхідних для здобувачів вищої освіти, виділяють емоційний та соціальний інтелекти, емпатію, мотивацію, комунікабельність, гнучкість тощо.

Мета статті: дослідження еволюції наукових підходів до вивчення емоційного інтелекту, що дозволить простежити його становлення як важливого наукового поняття.

Методи дослідження. Визначення поняття «емоційний інтелект» було здійснено шляхом аналізу та синтезу наукових джерел, що дало змогу систематизувати існуючі підходи. Історичний метод допоміг простежити еволюцію ідей, а логічний – розкрити їхній сучасний стан та внутрішні зв'язки. Крім того, порівняльно-типологічний метод дозволив виявити спільні риси та відмінності між різними концепціями.

Основні результати дослідження. В науковій статті авторка прослідковує етапи еволюції наукових підходів до вивчення емоційного інтелекту. Також, розглянуто, як у різні історичні періоди співвідносилися емоції та розум. Аналіз праць філософів та вчених різних епох, від Аристотеля до Деніела Гоулмана, демонструє, що ідея про зв'язок між емоціями та інтелектом має глибоке історичне коріння. Доведено, що дослідження емоційного інтелекту є актуальним вектором для сучасної освіти та професійної діяльності, оскільки його сформованість позитивно впливає на ментальне здоров'я, міжособистісні стосунки, саморозвиток та успіх.

Наукова новизна результатів дослідження. Результати мого дослідження демонструють, історію виникнення поняття емоційний інтелект, що я розумію під емоційним інтелектом, а також, що емоційний інтелект є критично важливим для успіху майже у всіх сферах життя. Він має позитивний вплив на: ментальне здоров'я, міжособистісні стосунки, професійну діяльність тощо.

Висновки та конкретні пропозиції автора. Емоційний інтелект – є актуальним вектором для сучасної освіти та професійного розвитку. Вивчення цієї теми дозволяє краще зрозуміти себе, свої емоції та емоції інших, що відкриває шлях до особистісного зростання та більшого успіху в житті.

Ключові слова: емоційний інтелект, емоції, розум, філософські підходи, еволюція, історія, освіта.

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