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The influence of emotional intelligence on the adaptation of first-year students at a technical university

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Abstract. The article presented the results of the study of the influence of emotional intelligence on the adaptation of first-year students in the educational environment of a technical university. The relevance of the study is that emotional intelligence, as one of the unique phenomena of modern psychological science, has not been sufficiently studied. Such problems as the manifestation of emotional intelligence in different categories of people; how much emotional intelligence is developed in young people, how objectively they realise it, how emotional intelligence affects students' relationships in the educational environment and students' academic achievements, etc., remain unexplored. The purpose of the article was to reveal the scientific and theoretical foundations of emotional intelligence, to identify the most established scientific views on the nature of the phenomenon in question, to determine how this property is developed in students of a technical university, what is its influence on the adaptation of first-year students at the university, how students can manage their emotional intelligence, who helps them with this, etc. An analysis of the current state of the scientific and theoretical foundations of emotional intelligence showed that the most established view is that of emotional intelligence as a manifestation of the internal emotional attitude of the individual, accompanied by intellectual awareness of social behaviour, attitudes toward different types of activities and interactions in the environment. The article, based on modern research methods – tests of Hall and “Emin” (D. Lyusin), as well as on the results of a special ascertaining experiment, revealed the ways in which emotional intelligence influences students' academic achievements, the adaptation of pre-university students in the educational environment, the development of self-motivation, empathy in students, the recognition of other people's emotional attitudes, and the management of their emotional intelligence, which are a consequence of the purposeful supportive pedagogical activities of teachers. The practical significance of the research results lies in the fact that they can be used in the development of various adaptation programs for students, including those aimed at developing emotional intelligence as a psychological factor that ensures effective sociopsychological adaptation to the educational environment of a higher educational institution

Keywords: internal emotional attitude; academic achievements; attitude to learning; self-motivation; recognition; emotion management; adaptation programs

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■ INTRODUCTION

The social function and distinctive feature of higher education consisted in its responsibility to provide advanced professional training of socially and emotionally competent specialists demanded by the labour market, which, in turn, depended on the quality of education. Consequently, the quality of professional training of specialists remained one of the important tasks of the social and economic development of society (Shafait *et al.*, 2021). The implementation of new innovative educational technologies accompanied by the emotional intelligence (EI) of students into the university education system was expected to improve the quality of professional education at the university, thereby ensuring the formation of competitive personnel possessing professional competencies (Varyvoda & Gordenko, 2024). Preliminary studies of ways to increase the effectiveness of higher professional education showed that learning outcomes at universities largely depended on the emotional intelligence of students during the educational process, with future young specialists required to be psychologically resilient, socially flexible, and endowed with high emotional intelligence. D. Goleman (2021) demonstrated that emotions played a much greater role in relationships and success at work.

As noted by M. Reva (2022), emotional intelligence represented, on the one hand, the ability to recognise, analyse, and control one's own feelings and emotions, and on the other hand, the skill to sense and understand the moods of others. The higher and more productive the implementation of higher education based on the consideration of students' EI, the more highly qualified the specialist would be, along with their contribution to societal development and their own emotional well-being. One of the important ways to achieve such a result was reliance on students' EI in the university educational process. This implied that within the higher education system, significant importance was placed on the formation of professionalism combined with high emotional intelligence, which were essential conditions for improving learning outcomes. Consequently, there arose a need to enhance learning results through the systematic implementation and application of EI strategies. If this was the case, university students had to be professionals capable of responding to societal demands through EI, thereby achieving success in the learning process (Zhoc *et al.*, 2018).

Each university, depending on its mission, internal institutional structure, quantitative and qualitative composition of faculty members, characteristics of the educational environment, students' value orientations, and learning strategies, could encounter different stressful, emotional situations, shocks, and difficulties requiring resolution. These difficulties were primarily connected to the level of development of students' social and emotional intelligence, which manifested differently depending on a person's ability to perceive and understand their own and others' emotions, regulate, and control their own and others' emotional states. EI and learning outcomes ensured the achievement

of many successes in various fields beyond formal education, such as in professional activities. Therefore, the study of problems related to students' EI in order to ensure adaptation to the educational process and improve academic achievement became one of the urgent tasks of university pedagogy (Mamina, 2021).

The transition from school life to studying at a technical university represented a significant challenge for first-year students. Besides academic adaptation to increased workload, difficulties of technical disciplines, and new teaching methods, students faced the necessity to integrate into a new social environment, build relationships with peers and instructors, as well as independently resolve numerous everyday and organisational issues. In conditions of high competition and often abstract nature of technical specialties, stress, self-doubt, and difficulties in interpersonal interaction could become serious obstacles to successful adaptation and academic performance. In this context, the role of emotional intelligence became especially significant (Tsybul'skaya *et al.*, 2024). The ability to recognise and manage one's own emotions, understand the feelings of others, build empathetic relationships, and effectively cope with stress could substantially facilitate the adaptation process, help students overcome academic difficulties, find support within the social environment, and maintain the necessary level of motivation and well-being throughout the entire period of study. The aim of this article consisted in investigating the relationship between the level of emotional intelligence development in first-year technical university students and their success in the adaptation process to the conditions of higher education institutions.

■ LITERATURE REVIEW

A preliminary excursion into the history of research on emotional intelligence (EI) problems showed that the concepts of emotion and intelligence (important manifestations of a rational person) were quite complex and contradictory. At the same time, the interdependence of these concepts and phenomena was universally acknowledged. Life demonstrated that every person was subject to these two important mental phenomena. A person was especially sensitive when something concerned their close ones – children, loved ones, etc. – and exhibited critical thinking and reason when analysing others' actions. Reason and empathy were two important aspects of personality that, to some extent, opposed and competed with each other. However, interaction between them could lead to the emergence of empathy with rational approaches, which helped to better understand others and make informed decisions. It was assumed that emotion, as sensitivity, was closer to and an earlier manifestation of human traits. However, human actions based predominantly on emotions (whether positive or negative) could provoke similar emotions in those to whom they were directed; hence, a rational effect was required. At the same time, as noted by N. Kozlov (2014),

“a person ‘living by the head alone’ did not always understand others, often losing out to them in spontaneity, brightness, and the forcefulness of emotions. On the other hand, a person living solely by emotions and feelings too often found themselves in problematic situations that could have been avoided...” At the same time, “we overestimate the significance of purely cognitive abilities... but intelligence is powerless when emotions take over.” The authors adhered to the view that harmony arose as a result of a balance between reason and human emotions. As noted above, harmony between mind and feelings was possible and necessary, consisting not in equality but in hierarchy: reason made responsible decisions, while subordinated feelings assisted in this.

Analysis of the study by P. van der Zanden *et al.* (2019) showed that successful people coloured their lives with emotions, but in situations requiring responsible decisions, emotions were sidelined in favour of reason. From this arose the necessity to form emotion and intelligence as a symbiosis of sensitivity and reason in human life activity, especially at a young age when feelings overflowed and were not always subject to analysis. EI in this case was understood as the ability to recognise one’s own and others’ emotions and manage them. This implied that educators, in the learning process, needed to pay attention not only to learning outcomes but also to monitoring the acquisition of intellectual, social, personal, and emotional skills necessary for students to achieve success in social life.

Theoretical analysis showed that despite numerous characteristics attributed to the concept of emotional intelligence, the absence of a unified definition and the vagueness of the term persisted. The research by M. Brackett *et al.* (2004) indicated the scientific relevance and practical significance of studying this psychological phenomenon, through which human behaviour could be predicted. Researchers adhered to the opinion on the importance of EI in human life, while also noting the difficulty of creating a unified concept based on the conclusions of various studies. The authors distinguished between interpersonal and intrapersonal types of emotional intelligence. According to scientific studies, people with a high level of EI could properly regulate states of emotional instability; a high level of interpersonal EI formed communicative competence, on the basis of which predisposition in the field of interpersonal relations was established; a high level of intrapersonal EI provided convincing evidence that persistence in achieving goals, persistence in decision-making and implementation – in other words, in the field of professional activity and personal achievements – was enhanced.

E. Erickson (1993) noted that “conditions ensuring the emotional well-being of an individual included a sense of individuality, sociability, and the ability to build close relationships, as well as the ability to demonstrate activity.” D. Goleman (2021) revised the definition of emotional intelligence, equating it largely with “proper” social behaviour. He emphasised four components included in the structure of emotional intelligence: self-awareness, self-control,

social sensitivity, and relationship management. According to R. Bar-On (2012), emotional intelligence was “a set of non-cognitive abilities and skills that influenced the ability to successfully cope with environmental demands and pressures.” From this, it followed that a key point in improving academic achievements and learning outcomes of students was ensuring their socio-psychological adaptation, conditioned by the peculiarities of students’ EI.

In the study by S. Derevyanko (2007), emotional intelligence was characterised as influencing students’ adaptability indicators. In the realm of emotional experiences, EI played a predominantly regulatory role, whereas in subject-subject relations, it played a stimulating role. Research results by E. Belonosova (2016) showed that activation of personal resources and communicative abilities of students was possible during adaptation to the process of obtaining higher professional education. An important condition for successful adaptation was the presence of constructive communicative strategies, manifested as the ability to understand and be aware of one’s own emotional states and the emotions of others, to control one’s own emotions and evoke desirable emotions in others, and to establish relationships based on mutual goodwill with peers, instructors, and staff members.

A. Kuteynikov & D. Shandlarenko (2015) believed that the most academically successful students were also the most adaptive. The development of emotional intelligence through specialised techniques implemented in the framework of training programs would contribute to improving first-year students’ adaptation to university education. EI could be considered a criterion of successful adaptation to the educational process. Studies by A. Rean *et al.* (2022) and A. Voskovskaya (2022) emphasised that student adaptation, especially of freshmen, was an important condition for learning success. Attention to the peculiarities of foreign education systems in recent years showed that, in most cases, the focus was on social and emotional aspects of learning. The global SEL (social-emotional learning) program could be considered a foundation for this. The increased focus on models for developing social and emotional learning aspects was explained by the integration of components of self-awareness, self-control, and relationship skills in the learning process. In a number of studies, EI was considered a component of critical thinking, complex problem-solving, and creativity – emotional intelligence. In particular, J. Durlak *et al.* (2015) in their experimental studies investigated “student self-awareness” as an expression of emotional intelligence. Self-awareness as a measure diagnosed learners’ recognition of their own thoughts and emotions and their influence on their own behaviour. In doing so, learners demonstrated the ability to independently manage learning by effectively controlling their thoughts, emotions, and behaviour. On this basis, the possibility of achieving academic success was demonstrated.

The formation of a more adapted personality, and subsequently the development of personality as a whole,

depended on knowledge of mechanisms and patterns of development of these qualities. For this reason, much attention was devoted to the problem of adaptation in general, and the development of personal adaptive potential of EI in particular, in the works of A. Maklakov (2001) and D. Leontiev (2016). Coping was one of the main aspects of adaptation actively studied by psychologists. In their models, R. Bar-On (2000) and D. Goleman (2021) considered adaptive capacity as a separate element of emotional intelligence. R. Bar-On (2000) linked emotional intelligence and coping strategies aimed at solving problems and defined them as adaptive. If a person avoided problems, such coping strategies indicated a low level of emotional intelligence.

Research by K. Zhoc *et al.* (2018) showed that a considerable amount of work addressed the influence of EI on students' academic outcomes. Analysing some of these, Chinese universities attached great importance to considering students' academic performance and learning outcomes as crucial indicators of life. EI stimulated learners' attention to the learning process and maintained their interest in education during learning. The study by R. King & J. Chen (2019) reflected the importance of EI manifestations by instructors, affecting students' academic performance. How well a teacher understood the importance of emotions and was able to work with emotions influenced not only how they themselves learned but also significantly affected learners' behavioural characteristics and the overall educational situation. The authors regarded emotions as the main catalyst of learning.

E. Belonosova (2016), in the experimental study noted that the implementation of the program influenced the development of emotional intelligence, especially its interpersonal component, positively affecting student adaptation. To ensure a more successful adaptation process, it was necessary to conduct various training sessions aimed at developing skills for understanding others' feelings and emotions, as well as activities focused on performing special tasks in which students learned to work in teams, support, and understand each other.

Thus, many studies demonstrated that freshmen's success in studies directly depended on the level of development of their emotional intelligence. Therefore, the need arose to consider opportunities for improving the quality of education by making additions to some conclusions within the university education system. A natural question arose: was it possible to teach emotional intelligence? Experimental studies of university students employing "behaviour modification" methods demonstrated that specially organised training exerted a positive and significant impact on the level of emotional intelligence.

■ MATERIALS AND METHODS

To explore the theoretical foundations of emotional intelligence (EI) and its impact on the adaptation of first-year university students, academic achievement, and the ability to recognise and regulate their own EI within the

educational environment, modern methodologies and a comprehensive set of scientific methods were employed. Based on the research objectives and selected EI criteria, appropriate diagnostic tools were chosen. The theoretical phase involved methods of analysis, systematisation, generalisation, and comparative study of national and international psychological literature.

For diagnosing the state of EI and its influence on first-year students' adaptation, the Hall Emotional Intelligence Test (n.d.) and the Emotional Intelligence Test "Emin" by D. Lyusin (n.d.) were utilised. Among the empirical methods, a natural experiment was conducted to organise an educational environment aimed at developing EI and enhancing students' academic performance. The total sample consisted of 119 students (52 urban and 67 rural), aged 18-19 years, from the first and second years at the East Kazakhstan Technical University named after D. Serikbayev. The study took place in early October of the 2024/2025 academic year. Given the assumption that EI predominantly concerns students' social and interpersonal relationships, sociometric methods were applied to diagnose interpersonal relations within groups and assess the moral and psychological climate of faculties. In using sociometric techniques to study the influence of EI on academic achievement, attention was paid to both formal and informal social structures within the educational process. The research was conducted anonymously and with the informed consent of all participants.

The Hall Questionnaire measured levels of emotional awareness, emotion regulation, the ability to influence others' emotions, empathy, and self-motivation. Separate versions of the questionnaire were developed for urban and rural students (Hall Test for Urban Students, 2024; Hall Test for Rural Students, 2024). The "Emin" test assessed participants' abilities to understand and manage their own and others' emotions (Test "Emin" for Urban Students, 2024; Test "Emin" for Rural Students, 2024). To evaluate the impact of EI development on first-year students' adaptation, a formative experiment was conducted involving an experimental group (24 students) and a control group (28 students). The effectiveness of an 18-hour training program was assessed using non-parametric statistical methods, specifically the Mann-Whitney U test and the Wilcoxon signed-rank test. The study adhered to ethical standards outlined in the Code of Ethics of the American Sociological Association (2018) and the Guidance Note of the European Commission on Ethics and Data Protection (2021).

■ RESULTS AND DISCUSSION

Results of the Hall Test

(17 urban students participated in the study)

Emotional Awareness. As shown in Table 1, high scores on items related to recognising true emotions (30.37% fully agree and 33.33% mostly agree) indicate well-developed emotional awareness. This enables students to be conscious of their feelings and better navigate life situations.

Table 1. Interpretation of the “Emotional Awareness” scale, % of total students

Questions	Strongly agree (+3)	Mostly agree (+2)	Partly agree (+1)	Strongly disagree (-3)	Mostly disagree (-2)	Partly disagree (-1)
1	29.4	23.5	35.3	0	5.9	5.9
2	17.6	41.2	23.5	0	0	17.6
4	17.6	47.1	17.6	0	5.9	11.8
17	17.6	35.3	23.5	0	17.6	17.6
19	35.3	35.3	23.5	0	0	5.9
25	64.7	17.6	11.8	0	5.9	0
Med.	30.37	33.33	22.53	0	5.9	9.8

Source: developed by the authors based on Hall's questionnaire

Management of One's Own Emotions (Emotional Resilience, Non-Rigidity). As shown in Table 2, respondents demonstrated a moderately good ability to manage negative emotions, including overcoming them after distress and discarding negative feelings when necessary (9.8%

fully agreed, 16.67% mostly agreed, and 34.3% somewhat agreed). However, 31.2% of participants reported difficulties in completely letting go of unpleasant experiences, which may indicate the need for further development of emotional flexibility.

Table 2. Interpretation of the “Management of One's Own Emotions” scale, % of total students

Questions	Strongly agree (+3)	Mostly agree (+2)	Partly agree (+1)	Strongly disagree (-3)	Mostly disagree (-2)	Partly disagree (-1)
3	0	5.9	47.1	17.6	11.8	17.6
7	11.8	35.3	41.2	0	5.9	5.9
8	0	17.6	35.3	0	17.6	29.4
10	17.6	5.9	47.1	0	0	29.4
18	17.6	29.4	11.8	11.8	5.9	23.5
30	11.8	5.9	23.5	11.8	5.9	41.2
Med.	9.8	16.67	34.33	0	6.7	24.5

Source: developed by the authors based on Hall's questionnaire

Self-Motivation (Voluntary Emotion Regulation). Participants demonstrated confidence in their ability to concentrate and attain calmness, when necessary, as evidenced by responses to the question regarding the ability to enter

a state of readiness and focus (16.67% fully agree, 30.4% mostly agree, and 32.37% partially agree). This indicates a good level of self-motivation and the capability to mobilise oneself when required to achieve goals.

Table 3. Interpretation of the “Self-Motivation” scale, % of the total number of students

Questions	Strongly agree (+3)	Mostly agree (+2)	Partly agree (+1)	Strongly disagree (-3)	Mostly disagree (-2)	Partly disagree (-1)
5	35.3	11.8	47.1	0	0	5.9
6	29.4	47.1	5.9	0	5.9	11.8
13	23.5	23.5	41.2	0	5.9	5.9
14	0	23.5	29.4	0	17.6	29.4
16	0	41.2	35.3	0	5.9	11.8
22	11.8	35.3	35.3	0	11.8	5.9
Med.	16.67	30.4	32.37	0	7.85	11.8

Source: developed by the authors based on Hall's questionnaire

Empathy. As shown in Table 4, 84.34% of respondents demonstrated strong empathy and the ability to recognise the emotional needs of others, as evidenced by high scores on questions related to understanding the emotional

needs of those around them (22.6% fully agree, 30.4% mostly agree, and 31.34% partially agree). This enables effective interaction with others and provides support in difficult situations.

Table 4. Interpretation of the “Empathy” scale, % of the total number of students

Questions	Strongly agree (+3)	Mostly agree (+2)	Partly agree (+1)	Strongly disagree (-3)	Mostly disagree (-2)	Partly disagree (-1)
9	35.3	47.1	11.8	0	0	5.9
11	11.8	11.8	47.1	5.9	11.8	11.8

Table 4. Continued

Questions	Strongly agree (+3)	Mostly agree (+2)	Partly agree (+1)	Strongly disagree (-3)	Mostly disagree (-2)	Partly disagree (-1)
20	11.8	35.3	41.2	5.9	0	5.9
21	35.3	23.5	35.3	0	0	5.9
23	35.3	23.5	29.4	0	0	11.8
28	5.9	41.2	23.5	5.9	11.8	11.8
Med.	22.6	30.4	31.34	2.95	3.9	8.85

Source: developed by the authors based on Hall's questionnaire

Recognition of Others' Emotions and Influence on Their State. As shown in Table 5, 76.43% of participants rated their abilities to influence others as fairly high (36.23% mostly agree and 40.2% partially agree). The ability to affect the emotional

state of others and provide support demonstrates that the respondents have developed not only skills in recognising others' emotions but also possess the capacity to positively influence the mood and emotional condition of those around them.

Table 5. Interpretation of the scale "Recognition of Others' Emotions and Influence on Their State", % of the total number of students

Questions	Strongly agree (+3)	Mostly agree (+2)	Partly agree (+1)	Strongly disagree (-3)	Mostly disagree (-2)	Partly disagree (-1)
12	11.8	29.4	47.1	5.9	5.9	0
15	0	52.9	47.1	0	0	0
24	0	41.2	35.3	0	5.9	17.6
26	17.6	35.3	35.3	0	0	11.8
27	17.6	35.3	35.3	0	5.9	5.9
29	0	23.5	41.2	11.8	5.9	17.6
Med.	7.8	36.23	40.2	2.95	3.93	8.82

Source: developed by the authors based on Hall's questionnaire

Overall, across these five aspects, it can be noted that the test participants demonstrated a good level of emotional intelligence; however, certain aspects, particularly the management of negative emotions, may require further development to achieve greater emotional flexibility and resilience.

Results of the Hall Test

(the study involved 43 rural students)

Emotional awareness was measured through the participants' ability to recognise their emotions and use them as a source of information. As shown in Table 6, 81.76% of respondents agreed with statements reflecting the value of emotions as a source of knowledge about life and the importance of understanding their true feelings (18.61% fully agreed, 32.55% mostly agreed, and 30.6% somewhat agreed). This indicates that the test participants possessed

good emotional awareness, understanding the significance of both positive and negative emotions for decision-making.

Emotion Regulation (Emotional Resilience, Non-Rigidity). Emotion regulation reflects the respondents' ability to cope with negative feelings, restore calm, and avoid fixation on negative experiences. As shown in Table 7, 67.06% of participants positively assessed their ability to calm down and manage negative emotions, with a high percentage of moderate (+1 scale, 35.65%) and neutral responses as well. This is particularly evident in questions related to the ability to "easily manage feelings" after distress and "not dwell on negative emotions" (15.11% fully agree, 16.3% mostly agree, and 35.65% partly agree). Thus, participants generally demonstrated good emotional resilience skills; however, some may require further development of flexibility in managing emotions under stressful conditions.

Table 6. Interpretation on the "Emotional Awareness" scale, % of the total number of students

Questions	Strongly agree (+3)	Mostly agree (+2)	Partly agree (+1)	Strongly disagree (-3)	Mostly disagree (-2)	Partly disagree (-1)
1	16.3	34.9	37.2	2.3	7	2.3
2	16.3	37.2	30.2	2.3	4.7	9.3
4	16.3	30.2	41.9	0	0	11.6
17	11.6	37.2	20.9	4.7	11.6	14
19	16.3	27.9	27.9	2.3	2.3	23.3
25	34.9	27.9	25.6	0	0	11.6
Med.	18.61	32.55	30.6	1.93	4.26	12.01

Source: developed by the authors based on Hall's questionnaire

Table 7. Interpretation of the “Emotion Regulation” scale, % of total students

Questions	Strongly agree (+3)	Mostly agree (+2)	Partly agree (+1)	Strongly disagree (-3)	Mostly disagree (-2)	Partly disagree (-1)
3	11.6	14	23.3	14	20.9	16.3
7	23.3	20.9	37.2	0	4.7	14
8	9.3	14	37.2	7	9.3	23.3
10	14	18.6	37.2	0	2.3	27.9
18	20.9	16.3	39.5	2.3	9.3	11.6
30	11.6	14	39.5	7	7	20.9
Med.	15.11	16.3	35.65	5.05	8.9	19

Source: developed by the authors based on Hall's questionnaire

Self-Motivation (voluntary emotion regulation). Self-motivation is characterised by the ability to evoke positive emotions and maintain calmness to complete tasks. As shown in Table 8, a high percentage (78.27% positive responses: 23.65% strongly agree, 27.5% mostly agree, and 27.12% somewhat agree) to questions regarding the ability to “evoke

positive emotions” and “be calm and focused” indicates that respondents generally demonstrated confidence in their capacity to sustain a positive attitude despite external circumstances. The conclusion: respondents possessed a strong ability for self-motivation, utilising their internal resources to maintain the emotional state necessary for goal achievement.

Table 8. Interpretation of the “Self-Motivation” scale, % of the total number of students

Questions	Strongly agree (+3)	Mostly agree (+2)	Partly agree (+1)	Strongly disagree (-3)	Mostly disagree (-2)	Partly disagree (-1)
5	37.2	34.9	18.6	2.3	0	7
6	23.3	41.9	20.9	2.3	4.7	7
13	18.6	16.3	30.2	2.3	9.3	23.3
14	18.6	18.6	30.2	0	9.3	23.3
16	23.3	23.3	39.5	0	4.7	9.3
22	20.9	30.2	23.3	2.3	4.7	18.6
Med.	23.65	27.5	27.12	1.53	5.45	14.75

Source: developed by the authors based on Hall's questionnaire

Empathy is associated with sensitivity to the emotional needs of others and the ability to respond adequately. The results showed that 78.33% of respondents gave positive answers regarding their ability to “listen to others” and “respond to the emotions of those around them” (21.33% fully agreed, 24.8% mostly agreed, and 32.2% somewhat

agreed), indicating a high level of empathy. Some participants selected neutral or slightly negative responses, which may indicate a need to further develop this skill for certain individuals. Therefore, the respondents demonstrated a high level of empathy, allowing them to understand and provide emotional support to others.

Table 9. Interpretation of the “Empathy” scale, % of the total number of students

Questions	Strongly agree (+3)	Mostly agree (+2)	Partly agree (+1)	Strongly disagree (-3)	Mostly disagree (-2)	Partly disagree (-1)
9	41.9	30.2	14	0	2.3	11.6
11	7	16.3	34.9	9.3	18.6	14
20	30.2	20.9	34.9	4.7	0	9.3
21	20.9	25.6	37.2	0	2.3	14
23	4.7	27.9	44.2	0	4.7	18.6
28	23.3	27.9	27.9	4.7	2.3	14
Med.	21.33	24.8	32.2	3.12	5.03	13.6

Source: developed by the authors based on Hall's questionnaire

Recognition of others' emotions and the ability to influence their emotional state reflect the social competence of the participants. As shown in Table 10, 78.35% of respondents demonstrated high scores on items related to “tuning into others' emotions”, “improving mood”, and “picking up cues in communication”, indicating the

respondents' confidence in their ability to positively affect the emotional state of others. Thus, the participants demonstrated strong skills in recognising and positively influencing the emotions of others, which is essential for establishing and maintaining harmonious interpersonal relationships.

Table 10. Interpretation of the “Recognition of Others’ Emotions” scale, % of total students

Questions	Strongly agree (+3)	Mostly agree (+2)	Partly agree (+1)	Strongly disagree (-3)	Mostly disagree (-2)	Partly disagree (-1)
12	16.3	30.2	34.9	0	4.7	14
15	23.3	32.6	34.9	0	2.3	7
24	14	20.9	32.6	2.3	2.3	27.9
26	23.3	34.9	27.9	0	2.3	11.6
27	20.9	18.6	44.2	0	4.7	11.6
29	16.3	16.3	27.9	4.7	9.3	25.6
Med.	19.02	25.6	33.73	0.78	4.3	16.3

Source: developed by the authors based on Hall’s questionnaire

Overall, the results from the Hall questionnaire indicated that the respondents demonstrated a well-developed emotional intelligence across all five scales. They exhibited strong skills in emotional awareness and management, self-motivation, empathy, and the ability to influence others’ emotions.

Results from the “Emin” test (35 urban students participated)

Analysis by Main Scales. Regarding interpersonal emotional intelligence (IEI), respondents demonstrated a relatively high ability to notice others’ emotions. For items 1, 3, 20, and 27, 34, 28, 22, and 24 students respectively selected “strongly agree” (22.85%) or “somewhat agree” (54.25%), indicating a high sensitivity to others’ emotions. The average score on this scale can be considered high.

Intrapersonal Emotional Intelligence (IAI). Questions aimed at understanding one’s own emotions showed that respondents generally had good awareness of their feelings. For items 7, 14, and 26, 30, 28, and 27 students respectively chose “somewhat agree” (47.63%) or “strongly agree” (33.3%), suggesting a moderate to high level of intrapersonal EI.

Understanding Emotions (UE). Responses related to comprehension of emotional states, both personal and others’, indicated that respondents possessed good emotion perception skills. For items 1, 20, and 32, 34, 22, and 19 students respectively selected “somewhat agree” (53.33%) or “strongly agree” (18.1%). The level of emotional understanding can be characterised as high.

The “Emotion Management” (EM) scale included items related to managing both own and others’ emotions. Responses showed that respondents did not always successfully regulate their emotions, especially under stress. For items 6, 12, and 37, only 12, 7, and 15 students respectively chose “somewhat agree” (19.03%) or “strongly agree” (13.33%). Conversely, for the same items, 23, 28, and 5 students selected “strongly disagree” (16.13%) or “somewhat disagree” (37.13%).

Subscale Analysis. Understanding Others’ Emotions (UEO). For items 1, 3, and 11, 34, 28, and 25 students respectively selected “somewhat agree” (54.27%) or “strongly agree” (28.6%). Responses to questions focused on perceiving and understanding others’ emotions indicated confidence in the ability to notice others’ emotional states. This subscale reflects a high level.

The subscale “Managing Others’ Emotions” (MEO) included questions about influencing others’ emotional states. Responses indicated that some respondents were

able to successfully support others’ moods, though not consistently. For items 9 and 15, 23 and 21 students respectively chose “somewhat agree” (52.85%) or “strongly agree” (10%), indicating a moderate level of managing others’ emotions.

Understanding Own Emotions (UOE). For items 14 and 26, 28 students each selected “somewhat agree” (47.15%) or “strongly agree” (31.4%), suggesting respondents were fairly confident in their feelings. This subscale is at a moderate to high level.

Managing Own Emotions (MOE). For items 6 and 28, 12 and 28 students respectively selected “somewhat agree” (41.4%) or “strongly agree” (15.75%). Responses to questions related to emotion regulation and self-control indicated that respondents sometimes experienced difficulties controlling emotional outbursts, reflecting a moderate level on this subscale.

Expression Control (EC). For items 21 and 39, 23 and 16 students selected “somewhat agree” (44.25%) or “strongly agree” (11.45%). Responses concerning control over emotional expression showed that respondents were moderately capable of regulating their emotions. This aspect can also be characterised as moderate.

In general, respondents demonstrated good skills in understanding emotions – both others’ and their own – reflected in high interpersonal and intrapersonal EI scores. However, skills in managing emotions, both personal and others’, require further development. This result suggests that respondents could better control and influence the emotional climate by improving their abilities in self-regulation and expression management.

Results of the “Emin” test (study included 24 rural students)

Analysis by Main Scales. Interpersonal Emotional Intelligence (IEI). For question 1 – 21, question 3 – 18, question 27 – 16 students selected “somewhat agree” (61.45%) or “fully agree” (15.65%). Respondents are mostly confident in their ability to notice the emotional states of others. This indicates a high level of interpersonal emotional intelligence.

Intrapersonal Emotional Intelligence (IIEI). For question 7 – 20, question 14 – 16, and question 26 – 17 students selected “somewhat agree” (45.83%) or “fully agree” (27.77%). Respondents are aware of their emotions and understand their causes. This suggests a medium or high level of intrapersonal emotional intelligence, as respondents can track and recognise their emotions.

Understanding Emotions (UE). Questions related to recognising emotional states show that respondents have high emotional sensitivity. For question 3 – 18, question 11 – 16, and question 20 – 19 students selected “somewhat agree” (61.1%) or “fully agree” (12.5%). The level of emotion understanding in the group can be considered high.

Emotion Management (EM). For question 6 – 8, question 12 – 1, and question 37 – 17 students selected “somewhat agree” (23.63%) or “fully agree” (9.7%). Respondents indicated that they do not always control their emotions in stressful situations, which indicates a medium level of emotion management. They may try to manage their reactions but do not always do so effectively.

Subscale Analysis. Understanding Others’ Emotions (UOE). For question 1 – 21, question 3 – 18, and question 3 – 16 students selected “somewhat agree” (51.37%) or “fully agree” (25%). The high level of this subscale is confirmed by the fact that 76.37% of respondents are confident in their ability to notice and understand others’ emotions.

Managing Others’ Emotions (MOE). For question 5 – 10, question 9 – 19 students selected “somewhat agree” (47.95%) or “fully agree” (14.6%). 37.55% of respondents report that they cannot always influence others’ emotional states. The level of managing others’ emotions is assessed as medium, as the ability to influence others is moderately developed.

Understanding Own Emotions (UOE). For question 14 – 16, question 26 – 17 students selected “somewhat agree” (43.75%) or “fully agree” (25%). These results show that respondents generally understand their emotions. This indicates a high level in this subscale.

Managing Own Emotions (MOE). For question 6 – 8, question 28 – 19 students selected “somewhat agree” (39.6%) or “fully agree” (16.7%). Responses related to self-control indicate that respondents sometimes experience difficulties managing their emotions. This points to a medium level on this subscale.

Expression Control (EC). For question 21 – 15, question 23 – 15 students selected “somewhat agree” (60.4%) or “fully agree” (2.1%). Respondents mostly control the expression of their emotions, indicating a moderate capacity for expression control. This subscale is also at a medium level.

Results of the study on emotional intelligence level and evaluation of the development program

Overall, the study results indicated that the participants demonstrated a good level of emotional intelligence, but certain aspects, particularly managing negative emotions in relation to others, might require additional development to achieve greater emotional flexibility and resilience. However, a considerable number of respondents experienced difficulties in recognising and managing emotions, both their own and those of others. Some respondents might face challenges in emotion recognition and management for various reasons, such as insufficient sensitivity to the emotions of others. Respondents could misinterpret others’ emotional states, struggle to maintain emotional contact, and fail to respond effectively to emotional signals from interlocutors. Individuals with a low level of emotional

awareness found it difficult to recognise their needs and were poorly informed about their internal state.

Regarding individual personality traits, factors such as anxiety, which causes avoidance of triggering situations, or self-centeredness, which leads to an inability to notice and understand others’ emotional states, were observed. The level of emotional intelligence development was important for emotional self-regulation and social interaction, as a low level of this component could increase risks associated with social isolation.

As demonstrated in Figures 1, 2, and 3, difficulties in recognising and managing emotions could impede the formation of deep and meaningful relationships. In Figure 1, among 24 rural students, 9 students selected the options “strongly disagree” – 16.7%, and “somewhat disagree” – 20.8%.

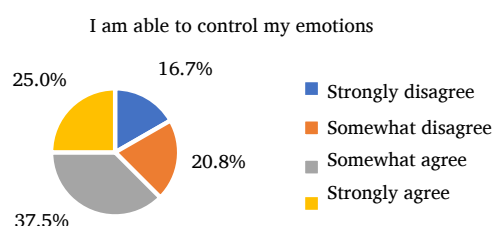


Figure 1. Ability to control one’s own emotions

Source: developed by the authors based on the “Emin” questionnaire

As shown in Figure 2, out of 24 rural students, 8 students selected the options “somewhat agree” – 29.2% and “strongly agree” – 4.1%.

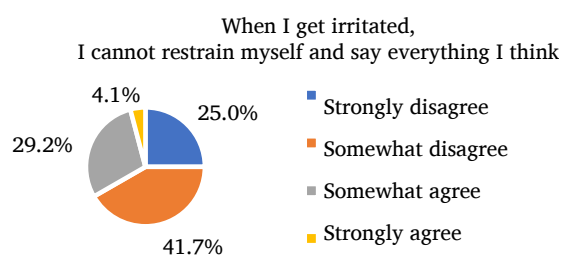


Figure 2. Student behaviour when irritated

Source: developed by the authors based on the “Emin” questionnaire

As shown in Figure 3, out of 35 urban students, 16 urban students selected the options “somewhat agree” (40%) and “strongly agree” (5.7%).

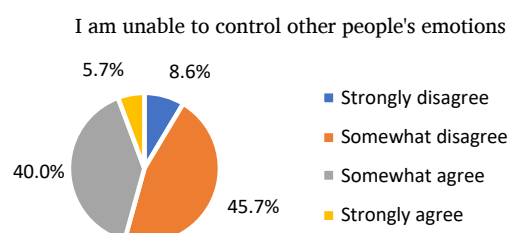


Figure 3. Ability to manage the emotions of others

Source: developed by the authors based on the “Emin” questionnaire

As shown in Figure 4, improving skills in emotional control and influencing the emotions of others can help respondents cope more effectively with emotional situations. “Somewhat disagree” – 37.5%, “strongly disagree” – 16.7%.

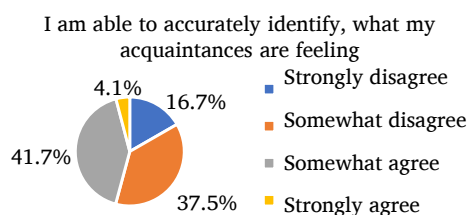


Figure 4. Ability to perceive what others are feeling
Source: developed by the authors based on the “Emin” questionnaire

As shown in Figure 5, out of 24 rural students, 11 students chose the options “somewhat disagree” (37.5%) and “strongly disagree” (8.3%).

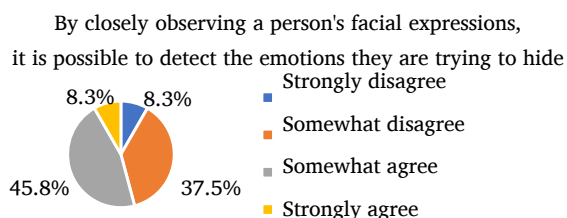


Figure 5. Ability to recognise the emotions others are hiding
Source: developed by the authors based on the “Emin” questionnaire

Figures 6-9 show that 11 out of 24 rural students and 12 out of 35 urban students demonstrated poor ability to manage mood. Additionally, 22 rural students out of 43 struggled to cope with pressure, which may indicate a low level of stress resilience. In response to the question, “I can easily detach from distressing experiences”, 10 out of 17 urban students reported that they were unable to do so. Individuals with low stress resilience typically exhibit high sensitivity, where emotions dominate over rational thinking; they have low attention span and increased anxiety; they respond sharply to unexpected events (unable to control their reactions, possibly displaying aggression, shouting, or crying); they appear nervous, physically and mentally tense, and restless; they are unable to think clearly and respond adequately, struggle to manage emotions, and quickly fall into panic; they frequently suffer from insomnia and psychosomatic disorders.

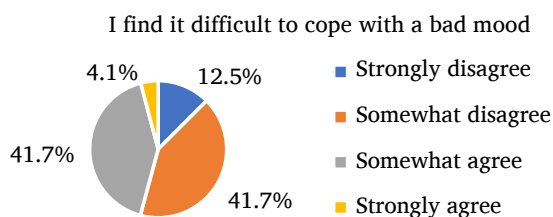


Figure 6. Ability to cope with bad mood (rural students)
Source: developed by the authors based on the “Emin” questionnaire

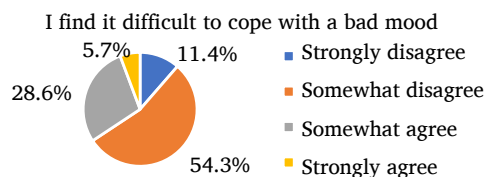


Figure 7. Ability to cope with bad mood (urban students)
Source: developed by the authors based on the “Emin” questionnaire

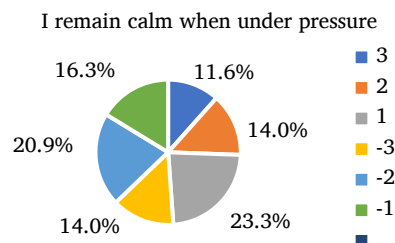


Figure 8. Ability to remain calm when under pressure
Source: developed by the authors based on the Hall's questionnaire

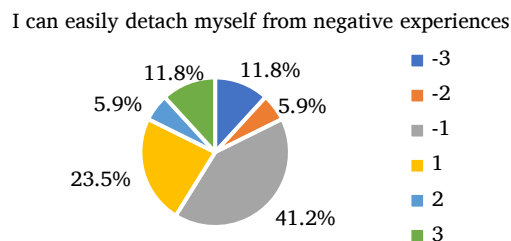


Figure 9. Ability to detach from negative experiences
Source: developed by the authors based on the Hall's questionnaire

Based on the research results, several conclusions were drawn. Overall, emotional intelligence plays a crucial role in the ability to adapt to various conditions. It represents the capacity to identify, recognise, and differentiate emotions (both one's own and those arising in others), as well as the ability to use the understanding of emotions to manage one's behaviour and relationships with others. Researchers note that the better developed emotional intelligence is, the higher the adaptive capabilities (Rean & Wang, 2024). Individuals with a high level of emotional intelligence adapt more easily to any situations and conditions without a decrease in performance or experiencing negative emotions (Palamarchuk & Korotsinska, 2020).

The results of the conducted study indicated the need for targeted work on developing emotional intelligence, aimed at improving the adaptation of first-year university students to academic life. To address this task, among participants with low adaptability and interpersonal emotional intelligence scores, an experimental group of 24 individuals and a control group of 28 individuals were formed. An 18-hour training program titled “Interpersonal Understanding in a Group” was implemented with the experimental group, aiming to create comfortable psychological conditions for developing interpersonal understanding among first-year students. The training program plan included:

1. Introductory part. The goal was to increase interest in the sessions and create a positive emotional atmosphere. A specific ritual was introduced, and a warm-up activity was conducted to activate group participants. The thematic focus related to psychological sciences.

2. Main part. This included a set of psychotechnical exercises and methods aimed at achieving the program's objectives. Special attention was given to developing emotional awareness, as previous research has shown that this is a key element of emotional intelligence that responds well to training (Ivanova, 2011).

3. Final part. This involved summarising the sessions, reflection, and a farewell ritual. Reflection entailed retrospective analysis in two directions: emotional (whether the session was liked or not) and meaningful (the significance and purpose of the session).

After the program completion, a reassessment of its effectiveness was conducted in both the experimental and control groups. Analysis using the Mann-Whitney test demonstrated a significant improvement in adaptation and interpersonal emotional intelligence scores among the experimental group participants, with mean values increasing from 30 to 34.3. To determine the direction of changes, calculations using the Wilcoxon signed-rank test were performed, showing an increase from 18.3 to 20.3, with statistically significant results. These findings indicate that the implementation of the program contributed to the development of emotional intelligence, particularly its interpersonal aspect, which positively affected student adaptation. The improvement in scores suggests that through mastering interpersonal interaction skills and techniques, students became better equipped to adjust to new environments and academic conditions. Therefore, emotional intelligence can be considered a criterion for successful adaptation to various spheres, including the educational process.

■ CONCLUSIONS

The modern educational system represents a complex multi-agent environment that requires not only the transfer and assimilation of knowledge, skills, and abilities but also the creation of an educational environment that facilitates the rapid adaptation and transformation of the established social relationships of recent high school graduates to the relatively free academic environment of the university and to the independent organisation of the learning process. Therefore, alongside the formation of academic skills, an important aspect of university education is the development of emotional intelligence (EI), which is defined as the ability to understand, recognise, and manage one's own emotions, as well as to interact taking into account the emotional states of others. This means that EI is a key aspect of social personality development and academic success of students in a modern university.

The study conducted, considering scientific-theoretical concepts of EI, as well as the results of original research related to the study of EI's influence on student adaptation and improvement of their academic achievements,

allowed the following conclusions to be made. Despite the fact that most psychological and pedagogical studies emphasise the importance and necessity of EI as a means of cognitive activity and stress its role in forming practical skills and abilities, and despite studies demonstrating the connection between EI and teachers' instructional activities in the educational process, issues related to the impact of emotional intelligence on students' self-organisation and adaptation in the educational process of technical universities remain insufficiently explored. A specialised study carried out considering the aforementioned circumstances and aiming to investigate students' self-regulation and their ability to control their EI showed that many students are well aware of the significance of EI in human life, have good self-motivation regarding EI, and show empathy towards participants in the educational process. At the same time, many of them struggle to manage their emotions, fail to direct their EI towards priority tasks in the cognitive process, have difficulty recognising the EI of others, suffer from an inability to regulate their mood, etc. The research confirmed the hypothesis about the necessity of psychological and pedagogical support of students' EI by identifying their attitudes and levels of EI development.

Therefore, one of the important tasks for improving the quality of education at universities remains the problem of psychological and pedagogical support for students' emotional intelligence at the initial stage of university education, which requires teaching them EI management through the introduction of specialised courses and EI regulation training. In their study, the authors demonstrated the relationship between student adaptation in higher education institutions by determining their levels of emotional intelligence development, which, besides university academic achievements, also influence other accomplishments. All this is determined by the possibility of implementation based on emotional intelligence and student adaptation.

Thus, the development of emotional intelligence plays a significant role in the successful adaptation of students to studying in a new educational institution and contributes to the formation of positive relationships with others. To help first-year students cope more easily with the transition to a new academic environment and community, it is necessary to take their individual characteristics into account and organise orientation programs – a series of practical sessions. These sessions should help students understand the challenges of the adaptation period, learn to effectively cope with emerging difficulties, and develop the ability to interact constructively with others. Special attention should be given to conducting trainings aimed at developing the ability to understand the emotions and feelings of others, as well as performing group tasks that will help students learn to work in teams, support each other, and show mutual understanding.

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Аннотация. Макалада техникалык университеттин билим берүү чөйрөсүндө эмоционалдык интеллекттин биринчи курстун адаптациясына тийгизген таасири боюнча изилдөөнүн жыйынтыктары келтирилген. Изилдөөнүн актуалдуулугу эмоционалдык интеллект заманбап психология илиминин уникалдуу кубулуштарынын бири катары жакшы изилденбегендигинде. Адамдардын ар кандай категорияларында эмоционалдык интеллектти көрсөтүү сыяктуу маселелер дагы эле изилдене элек; жаштардын эмоционалдык интеллектти канчалык өнүккөн, алар аны канчалык объективдүү билишет; макаланын максаты эмоционалдык интеллекттин илимий-теориялык негиздерин ачуу, каралып жаткан кубулуштун табияты жөнүндө эң туруктуу илимий көз караштарды аныктоо, техникалык жогорку окуу жайынын студенттеринде бул касиет канчалык өнүккөнүн, ЖОЖдогу биринчи курстун студенттеринин адаптациясына анын таасири кандай экендигин, студенттер өздөрүнүн эмоционалдык интеллекттин кантип башкарууну билишет, аларга ким жардам берет ж. б. Эмоционалдык интеллекттин илимий-теориялык негиздеринин азыркы абалын талдоо, социалдык жүрүм-турумдун интеллектуалдык аң-сезими менен коштолгон инсандын ички эмоционалдык мамилесинин көрүнүшү катары эмоционалдык интеллектке болгон көз караш, айлана-чөйрөдөгү ар кандай иш-аракеттерге жана өз ара аракеттенүүгө болгон мамиле эң жакшы жолго коюлганын көрсөттү. Макалада, заманбап изилдөө методдоруна таянуу-холл жана «Эмин» тесттери (Д. Лусин), ошондой эле атайын негиздөөчү эксперименттин натыйжалары боюнча, студенттердин академиялык жетишкендиктерине эмоционалдык интеллекттин таасири, билим берүү чөйрөсүндө биринчи курстун студенттеринин адаптациясы, студенттердин өзүн-өзү мотивациясын, эмпатиясын өнүктүрүү, башка адамдардын эмоционалдык мамилесин таануу жана алардын эмоционалдык интеллектин башкаруу, бул мугалимдердин максаттуу колдоочу педагогикалык иш-аракеттеринин натыйжасы. Изилдөөнүн жыйынтыктарынын практикалык мааниси, алар жогорку окуу жайынын билим берүү чөйрөсүнө натыйжалуу социалдык-психологиялык адаптациялоону камсыз кылган психологиялык фактор катары эмоционалдык интеллектти өнүктүрүүгө багытталган студенттер үчүн ар кандай адаптациялык программаларды иштеп чыгууда колдонулушу мүмкүн.

Негизги сөздөр: ички эмоционалдык мамиле; окуудагы жетишкендиктер; окууга болгон мамиле; өзүн-өзү түрткү берүү; таануу; эмоцияны башкаруу; адаптация программалары

Влияние эмоционального интеллекта на адаптацию первокурсников в техническом университете

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Аннотация. В статье представлены результаты исследования влияния эмоционального интеллекта на адаптацию первокурсников в образовательной среде технического университета. Актуальность исследования состоит в том, что эмоциональный интеллект как один из наиболее уникальных феноменов современной психологической науки недостаточно изучен. До сих пор не исследованными остаются такие проблемы, как проявление эмоционального интеллекта у разных категорий людей; насколько у молодых людей развит эмоциональный интеллект, насколько они объективно осознают его; как эмоциональный интеллект влияет на взаимоотношения студентов в образовательной среде и на академические достижения студентов и т.д. Цель статьи состояла в раскрытии научно-теоретических основ эмоционального интеллекта, выявлении наиболее устоявшихся научных взглядов о природе рассматриваемого явления, в определении, насколько данное свойство развито у студентов технического вуза, каково его влияние на адаптацию первокурсников в вузе, насколько студенты умеют управлять своим эмоциональным интеллектом, кто им в этом помогает и др. Анализ современного состояния научно-теоретических основ эмоционального интеллекта показал, что наиболее устоявшимся является взгляд на эмоциональный интеллект как на проявление внутреннего эмоционального отношения личности, сопровождаемого интеллектуальным осознанием социального поведения, отношение к разным видам деятельности и взаимодействия в окружающей среде. В статье, опираясь на современные методы исследования – тесты Холла и «Эмин» (Д. Люсин), а также на результаты специального констатирующего эксперимента, раскрыты пути влияния эмоционального интеллекта на академические достижения студентов, на адаптацию первокурсников в образовательной среде, на развитие самомотивации, эмпатии у студентов, на распознавание эмоционального отношения других людей и управления своим эмоциональным интеллектом, которые являются следствием целенаправленной поддерживающей педагогической деятельности преподавателей. Практическая значимость результатов исследования заключается в том, что они могут быть использованы при разработке различных адаптационных программ для студентов, в том числе направленных на развитие эмоционального интеллекта как психологического фактора, обеспечивающего эффективную социально-психологическую адаптацию к образовательной среде высшего учебного заведения

Ключевые слова: внутреннее эмоциональное отношение; академические достижения; отношение к обучению; самомотивация; распознавание; управление эмоциями; адаптационные программы