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## ФОРМУВАННЯ ЕМОЦІЙНОГО ІНТЕЛЕКТУ ЯК ЧИННИКА ЗМІЦНЕННЯ ПСИХІЧНОГО ЗДОРОВ'Я ТА АДАПТАЦІЇ СТУДЕНТІВ У КРИЗОВИХ УМОВАХ ВІЙСЬКОВОГО СТАНУ: ТЕОРЕТИЧНЕ ОБҐРУНТУВАННЯ ПРОБЛЕМИ

**Анотація.** Актуальність і практична значущість порушеної проблеми зумовлюється погіршенням психічного здоров'я українського населення, зокрема студентської молоді, за умов запровадження у 2022 р. військового стану в Україні. Подолання цієї проблеми потребує пошуку ефективних інструментів. Одним із них є формування емоційного інтелекту.

Мета дослідження полягає в науково-теоретичному обґрунтуванні потенційних можливостей розвитку емоційного інтелекту в студентській молоді як чинника збереження її психічного здоров'я та адаптації до кризових ситуацій спричинених військовими діями в Україні.

Методи дослідження: евристично-пошуковий (для систематизації і аналізу наукових джерел з порушеної проблеми); аналізу і синтезу (для розкладення і членування процесів і явищ формування емоційного інтелекту та сполучення розрізнених даних для відображення об'єкта дослідження як цілості); контент-аналіз, дискурс-аналіз (для вивчення окремих аспектів досліджуваних феноменів із позицій наукового дискурсу).

Результати дослідження полягають у розробці комплексної моделі формування емоційного інтелекту студентської молоді в кризових ситуаціях. Вона синтезує чотири основні теоретичні концепти: перший визначає емоційний інтелект як когнітивну здатність, спрямовану на обробку інформації крізь призму емоційного сприйняття; другий характеризує емоційний інтелект як здатність особи розпізнавати і розуміти емоції, наміри, бажання власні та інших людей, а також управляти ними; третій – структурує емоційний інтелект як рівні володіння особою 15 здібностями; четвертий стосується поєднання в структурі емоційного інтелекту особистісного та міжособистісного компонентів. Науково-теоретичне обґрунтування порушеної проблеми уможливило висунути гіпотезу, згідно з якою формування емоційного інтелекту студентської молоді, зокрема його чотирьох компонентів (інформаційний; адаптаційна поведінка; самоконтроль; емпатія), може стати ефективним чинником збереження її психічного здоров'я та адаптації до кризових ситуацій.

**Ключові слова:** емоційний інтелект, психічне здоров'я, кризова ситуація, адаптаційна поведінка, самоконтроль, емпатія, здобувачі освіти.

## DEVELOPMENT OF EMOTIONAL INTELLIGENCE AS A FACTOR FOR STRENGTHENING THE MENTAL HEALTH AND ADAPTATION OF STUDENTS IN THE CRISIS CONDITIONS OF THE STATE OF WAR: THEORETICAL JUSTIFICATION OF THE PROBLEM

**Abstract.** The relevance and practical significance of the raised problem is determined by the deterioration of the mental health of the Ukrainian population, in particular the student youth, under the conditions of the introduction of martial law in Ukraine in 2022. Overcoming this problem requires finding effective tools. One of them is the formation of emotional intelligence.

The purpose of the study is to provide a scientific and theoretical basis for the potential development of emotional intelligence among student youth as a factor in maintaining their mental health and adapting to crisis situations caused by military actions in Ukraine.

Research methods: heuristic-search (for systematization and analysis of scientific sources on the problem in question); analysis and synthesis (for the breakdown and division of processes and phenomena of the formation of emotional intelligence and the combination of disparate data to display the object of research as a whole); content analysis, discourse analysis (for the study of certain aspects of the studied phenomena from the standpoint of scientific discourse).

The results of the research consist in the development of a complex model of the formation of emotional intelligence of student youth in crisis situations. It synthesizes four main theoretical concepts: the first defines emotional intelligence as a cognitive ability aimed at processing information through the prism of emotional perception; the second characterizes emotional intelligence as a person's ability to recognize and understand their own and other people's emotions, intentions, desires, as well as manage them; the third - structures emotional intelligence as levels of a person's possession of 15 abilities; the fourth concerns the combination of personal and interpersonal components in the structure of emotional intelligence.

Conclusions: scientific and theoretical substantiation of the raised problem made it possible to put forward a hypothesis according to which the formation of the emotional intelligence of student youth, in particular, its four components (informational; adaptive behavior; self-control; empathy) can become an effective factor in preserving their mental health and adapting to crisis situations.

**Keywords:** emotional intelligence, mental health, crisis situation, adaptive behavior, self-control, empathy, students of education.

### INTRODUCTION

**The problem formulation.** Initially, this study was planned as a continuation of previous studies [29] and was supposed to relate to the formation of emotional intelligence as a factor in the adaptation of student youth in the crisis conditions of the COVID-19 pandemic. However, the large-scale military operations that began in Ukraine in February 2022 and fundamentally changed its social development forced the subject of the study to be adjusted. Although the main participants of the experiment remained students, the representativeness of its results expanded, so they can be applied to other categories of the population, taking into account their psychophysiological and social characteristics.



Conducting such a study is actualized by official government data, according to which in the fourth month of the war, about a third of the population of Ukraine needed psychological support. According to scientists' forecasts, mental disorders will inevitably lead to the spread of cardiovascular diseases, diabetes, arthritis, asthma, cancer and other diseases. This situation is typical and is confirmed by the experience of other countries affected by armed conflicts (Lyashko, 2022).

### **AIM AND TASKS RESEARCH**

The purpose of the study is the scientific-theoretical substantiation of potential opportunities for the development of emotional intelligence (EI) in student youth as a factor in maintaining their mental health (MH) and adapting to crisis situations, in particular, those caused by military actions in Ukraine.

Achieving this goal involves defining terminology, ideological concepts, research hypotheses and developing a structural model of EI formation in the context of the problem.

### **RESEARCH METHODS**

During the preparation of the study, the following methods were used: heuristic-search (for the systematization and analysis of scientific sources on the problem in question); analysis and synthesis (for the breakdown and division of processes and phenomena of the formation of emotional intelligence and the combination of disparate data to display the object of research as a certain whole); content analysis, discourse analysis (for the study of certain aspects of the studied phenomena from the standpoint of scientific discourse).

### **RESULTS OF THE RESEARCH**

Based on international scientific experience (Interpretations..., 2020), we interpret a crisis situation as an extreme aggravation of contradictions, destabilization of the situation in various spheres of a person's social and personal life in a certain region, country or the world as a whole. Its most dangerous and complex type is a military-political crisis, which creates an atmosphere of incomplete and inconsistent information, uncertainty and unpredictability of the situation, general fear, confusion, and panic. A sharp increase in destabilizing factors in the environment leads to an increase in the number of people suffering from stress, behavioral and mental disorders, and exacerbation of chronic diseases (Russell, Charles, Figley, Robertson, 2015).

Analysis of scientific research (Centers..., 2020; Eysenbach, Fagherazzi, Torous, 2020; Mental health..., 2020) about the impact of a crisis situation (in particular, caused by COVID-19) on MH allows to consider it as a state of a person who functions at a satisfactory level of emotional and behavioral adaptation; the ability of an individual to realize himself as a subject of interaction with the surrounding world; mental mechanisms that determine a person's social activity. Mental health plays a decisive role in overcoming "normal life stresses", coping with life's stresses and ensuring productive social work. Fear, anxiety, and stress are normal reactions to the perception of real and imagined threats, however, during crisis situations they significantly increased, because the person was faced with the unknown, uncertainty due to new realities.

In our context, we should note that, according to American scientists, problems with mental health have become one of the main obstacles to the successful study of students, because they negatively affect their motivation, social interaction, concentration of attention, and aggravate various mental illnesses (Centers..., 2020).

Under such circumstances, the relevance of research aimed at studying effective ways of preserving MH and human adaptation in crisis situations, in particular, caused by military actions, is increasing. Representative scientific studies (Bariso, 2018; Bar-On, 2005; Goleman, 1998; Mayer, Salovey, Caruso, 2000; Salovey, Mayer, 1990) testify that one of the promising ways and means of solving this problem is the formation of EI. Based on their analysis, a complex model of EI formation was developed as the ability to perceive adequately and process information critically and to exercise self-control and emotional self-regulation of behavior in crisis situations.

This model synthesizes four main theoretical concepts. The first defines EI as a cognitive ability aimed at processing information through the prism of emotional perception. The cognitive ability of EI consists of four "branches": recognition and expression of emotions; using emotions to solve specific tasks; understanding the emotions that preceded and followed the events; regulation of one's own and others' emotions for successful interaction with the external environment (Salovey, Mayer, 1990).

The second concept characterizes EI as a person's ability to recognize and understand emotions, intentions, desires of other people and their own as well as to manage them to solve practical tasks; as a unity of intellectual processes and a tool for effective interaction with the social environment, which allows one not to succumb to stress (Goleman, 1998; Nelis, Quoidbach, Mikolajczak, Hansenne, 2009; Stein, Book, 2011).

The third concept structures the EI model as levels of a person's possession of 15 abilities: self-assessment of capabilities and limitations; awareness of one's emotional state; self-expression of feelings, thoughts; emotional stability; empathy; self-identification; social contacts; resistance to stress; control of emotions; assessment of realities; adjusting thoughts, ideas, behavior according to circumstances; effective problem solving; self-actualization; optimism and emotional balance; satisfaction with life (Bar-On, 2005).

The fourth concept contains two aspects related to: a) an organic combination in the structure of EI of personal and interpersonal components, which are aimed at one's own emotions and the emotions of others (according to Goleman, 1998); b) a clear fixation of the influence of EI on adaptation, which includes assimilation - reproduction in the cognitive activity of the subject of the main characteristics of the object of knowledge and accommodation - adaptation of the subject to new realities (according to Piaget, 1966).

The synthesis of these concepts allows us to present an integrated model of the formation of EI as a vital resource for the preservation of MH and adaptation to a crisis situation (in our case, caused by military actions in Ukraine). It consists of four main components that outline the essence and indicators of a person's possession of EI as a factor in the regulation of behavior, emotions and adaptation to the challenges of a crisis situation (table 1).



Table 1.

**Components and indicators of determining the levels of formation of EI as a vital resource of adaptation to a crisis situation**

EI component	Indicators of EI components
Informational component reflects psycho-emotional perception	Ways of receiving information; subjects of information; nature of information perception; its effect on the psyche
Adaptive behavior is adaptation to new living conditions	Adaptability - correspondence between goals and the result of life activities, determined by a person's attitude to the surrounding world and himself; non-adaptability – a perceived inconsistency between goals and the result of life activities; maladaptability - disharmony between goals and activity results, which causes mental tension, weakening of immunity
Self-control is the conscious control of behavior and emotions. mental state, reactions to events	The ability to realize and manage feelings, emotions; tolerance; positive thinking; optimism; ability to psychological adaptation
Empathy is sympathy, perception of another's feelings	The ability to understand the feelings and emotional state of another person; adequacy of perception of the social environment; development of social compassion; the ability for sincere emotional relationships; willingness to help others

On the basis of the specified theoretical provisions, a hypothesis is put forward, according to which the organization of targeted training on the formation of specified components of EI can become an effective factor (vital resource) in preserving the MH of a person and its adaptation to a crisis situation. To test the hypothesis, an experiment should be conducted, which should be a continuation of the theoretical justification of the raised problem.

#### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The scientific-theoretical substantiation of the raised problem made it possible to put forward a hypothesis according to which the formation of EI of student youth, in particular, its four components (information; adaptive behavior; self-control; empathy) can become an effective factor in preserving its MN and its adaptation to crisis situations. All life crises, including those caused by military events, mass casualties and large-scale destruction, always end sooner or later. Therefore, their experience should be carefully studied in order to use the potential of EI in increasing human life resources effectively. As the famous Sir Winston Churchill said, "Never let a good crisis go to waste".

We see the prospects for further research in the organization and conduct of experimental work on the formation of EI among student youth. Its results should confirm or refute our hypothesis.

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