IRSTI 159. 922: 316. 6475

Tashimova F.S.[1], Kalipanova M.K.[2], Amanzhanova G.B.[3]

[1]doctor of psychological science, professor, e-mail: fatima_tashimova@mail.ru
[2]master degree student, e-mail: kmadina9595@gmail.com
department of general and applied psychology, al-Farabi Kazakh National University, Kazakhstan, Almaty,
[3]associated professor, Kazakh National Academy of Arts. T. Zhurgenova,
Kazakhstan, Almaty, e-mail: koka5656@mail.ru

CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND TOLERANCE IN STUDENTS' COMMUNICATION

The article is devoted to the study of professionally significant qualities of the personality of students of the Kazakh National University named after al-Farabi. Features of emotional intelligence and communicative tolerance are examined, as well as their interrelation among students as important determinants of their future professional activity in modern conditions. Social problems of modern society associated with the growth of cruelty, violence, aggression, require greater attention of psychologists to the study and formation of personality traits, through which it is possible to counteract these phenomena. Personality tolerance and developed emotional intelligence are, in our view, precisely such qualities. The study of emotional intelligence, communicative tolerance and their interrelationship as factors that determine the success of professional activity in the field of "man-man" in modern conditions is, in our opinion, relevant. The article describes the methods used in the study, as well as the final results. A negative correlation was found between the integrative index of emotional intelligence and the overall indicator of communicative intolerance of the individual. The ways of formation of the considered personality qualities of students are proposed. Work to develop the emotional intelligence of students includes the formation of the following skills: arbitrarily manage their emotions, understand the emotions of others, develop empathy, build strong-willed qualities, etc. Work on the development of tolerance in communicating with others may include the formation of the following skills: accepting another person, adequately perceiving and evaluating oneself, expressing one's feelings when communicating with different people in a non-human form for another, attentively treating the characteristics of another person, perceiving the other as an individuality, respect the feelings of others, etc.

Key words: professionally significant qualities of the personality; students of the pedagogical university; emotional intelligence; communicative tolerance; ways of forming.

Ташимова Ф.С.[1], Калипанова М.К.[2], Аманжанова Г.Б.[3]

[1]психология ғылымдарының докторы, профессор, e-mail: fatima_tashimova@mail.ru
[2]магистранты, e-mail: kmadina9595@gmail.com
жалпы және қолданбалы психология кафедрасы, әл-Фараби атындағы
Қазақ ұлттық университеті, Қазақстан, Алматы қ.
[3]Т. Жүргенов атындағы Қазақ ұлттық өнер академиясының доценті,
Қазақстан, Алматы қ., e-mail: koka5656@mail.ru

Студенттердің қарым-қатынасындағы эмоционалды интеллект пен толеранттылықтың өзара байланысын зерттеу

Мақала әл-Фараби атындағы Қазақ ұлттық университеті студенттерінің тұлғалық кәсіби мәнді сипаттамаларын зерттеуге арналған. Эмоционалды интеллект және қарым-қатынас толеранттылығының ерекшеліктері қарастырылады, сонымен қатар осы қасиеттердің студенттердің бойындағы өзара байланысы қазіргі таңдағы олардың болашақ кәсіби іс-әрекеттерінің детерминанттары ретінде қарастырылады. Қазіргі қоғам, ондағы зорлық-зомбылық, әлеуметтік зорлық проблемаларының өсуі, агрессия, психологиялық зерттеу және

дамыту жөніндегі мәселелерге ерекше назар аудара отырып, осы құбылыстарға қарсы тұру үшін пайдалануға болады. Біздің ойымызша, эмоционалдық интеллект, қарым-қатынас және төзімділік саласында кәсіби жұмыс қазіргі жағдайда табысқа анықтауышы ретінде олардың зерттеудің өзектілігі «Адам-адам». Мақалада зерттеу барысында жүргізілген әдістемелер, сонымен қатар дайын нәтижелер сипатталады. Эмоционалды интеллектінің интегративті көрсеткіші мен тұлғаның қарым-қатынас интолеранттылығының жалпы көрсеткіші арасында кері корреляция анықталды. Студенттердің бойында қарастырылып отырған тұлғалық қасиеттерді қалыптастыру жолдары ұсынылады. Студенттердің эмоционалды интеллектісін дамыту бойынша жұмыс өзіне келесі дағдыларды қалыптастыруды қосады: өзінің эмоцияларын ырықты басқару, басқа адамдардың эмоцияларын түсіну, эмпатияны дамыту, ерік қасиеттерін қалыптастыру және т. б. Қоршаған ортадағылармен қарым-қатынастағы толеранттылықты дамыту бойынша жұмыс келесі дағдыларды қалыптастыруды қосуы мүмкін: басқа адамды қабылдау, өзін адекватты қабылдау және бағалау, әртүрлі адамдармен қарым-қатынас барысында өз сезімдерін басқа адамды ренжітусіз жеткізу, басқа адамның ерекшеліктеріне көбірек назар аудару, басқаны жеке индивидуалды адам ретінде қабылдау, өзге адамдардың сезімдерін сыйлау және т. б.

Түйін сөздер: тұлғаның кәсіби мәнді сипаттамалары, педагогикалық университеттің студенттері, эмоционалды интеллект, қарым-қатынас толеранттылығы.

Ташимова Ф.С.[1], Калипанова М.К.[2], Аманжанова Г.Б.[3]

[1]доктор психологических наук, профессор, e-mail: fatima_tashimova@mail.ru
[2]магистрант, e-mail: kmadina9595@gmail.com
кафедра общей и прикладной психологии, Казахский национальный университет им. аль-Фараби, Казахстан, г. Алматы
[3]доцент, Казахская национальная академия искусств им. Т. Жургенова, Казахстан, г. Алматы, e-mail: koka5656@mail.ru

Изучение взаимосвязи эмоционального интеллекта и толерантности в общении у студентов

Статья посвящена изучению профессионально значимых качеств личности студентов Казахского национального университета им. аль-Фараби. Рассматриваются особенности эмоционального интеллекта и коммуникативной толерантности, а также их взаимосвязь у студентов как важные детерминанты их будущей профессиональной деятельности в современных условиях. Социальные проблемы современного общества, связанные с ростом жестокости, насилия, агрессивности, требуют большего внимания психологов к изучению и формированию качеств личности, с помощью которых можно противодействовать этим явлениям. Толерантность личности и развитый эмоциональный интеллект являются, на наш взгляд, именно такими качествами. Изучение эмоционального интеллекта, коммуникативной толерантности и их взаимосвязи как факторов, определяющих в современных условиях успешность профессиональной деятельности в сфере «человек-человек», является, на наш взгляд, актуальным. В статье описываются методики, проведенные в исследовании, а также готовые результаты. Выявлена отрицательная корреляция между интегративным показателем эмоционального интеллекта и общим показателем коммуникативной интолерантности личности. Предлагаются пути формирования рассматриваемых качеств личности у студентов. Работа по развитию эмоционального интеллекта студентов включает формирование следующих умений: произвольно управлять своими эмоциями, понимать эмоции других людей, развитие эмпатии, формирование волевых качеств и т. д. Работа по развитию толерантности в общении с окружающими может включать формирование следующих умений: принимать другого человека, адекватно воспринимать и оценивать себя, выражать свои чувства при общении с разными людьми в необидной для другого форме, внимательно относиться к особенностям другого человека, воспринимать другого как индивидуальность, уважать чувства других и т. п.

Ключевые слова: профессионально значимые качества личности, студенты педагогического университета, эмоциональный интеллект, коммуникативная толерантность, стратегии и способы формирования.

Introduction

Professional formation of students of any higher institutions assumes not only the formation of their professional qualities, but also the development of personal qualities important for the future profession (Romanova, 2010: 28; Romanova, 2010: 44). Many of them will work in the field of "man-man", so, it turns out that communication with other people is one of the important factors of their future

professional activity (Cooper, 1997: 31). In this regard, the personality characteristics that help to ensure the effectiveness of communication become professionally significant (Carmeli, 2003: 778). In today's world, where the integration of different ethnic groups is increasingly frequent and powerful, the ability to effectively cooperate, communicate and work with each other becomes a higher level of skills (Gubina, 2010: 70, Gubina, 2011: 178).

In Kazakhstan, in particular, the experience of international cooperation, the exchange of students is becoming a frequent practice. As a consequence, the issue is not just about tolerance as a generalized concept, but about ethnic tolerance is more relevant than ever. Modern society is characterized by a peculiar system of values. Setting for rationality, for success in a career, to receive money; the orientation of parents, teachers only on the intellectual development of the child, his academic success and good grades lead to a decrease in the value of emotions in society, to impoverishment of the emotional sphere in children and adults. Meanwhile, the role of emotions in a person's life is enormous: they allow a person to realize the subjective significance of occurring events, to focus on the other, make a person's life fuller and brighter.

The ability to understand one's emotions and emotions, the ability to establish emotional and trustful relationships with other people is very important for representatives of many professions (Ciarrochi, 2000: 539). The ability to cognize one's feelings, recognize the experiences of another person largely determines the professional suitability of any specialist.

Analyzing the social problems of modern society associated with the growth of cruelty, violence, aggression, require more attention of psychologists to the study and formation of personality traits, through which it is possible to counteract these phenomena. One of the important qualities of a person in this regard is communicative tolerance. In today's risk society, there is a need to develop special programs for the formation of tolerant behavior, especially "in the group of youth and adolescents as the most sensitive to the manifestation of intolerance and xenophobia due to age-specific features." In this connection, it is important to find out what this phenomenon represents and what factors influence the formation of communicative tolerance?

Analysis of various studies allows us to consider tolerance in a wide range: from understanding it as neuropsychic resistance to its evaluation as a moral characteristic of the individual (Asmolov, 2011: 13). Tolerance is defined M. Walzer as a socially significant characteristic, as a special positive way of accepting differences, which excludes the development of confrontations and xenophobia (Walzer, 2000: 17). The presence of tolerant attitudes and value orientations presupposes the stability of the individual to ethnic, religious, worldview and other differences. Manifestations of tolerance are: the desire for dialogue, empathy, cooperation, tolerance, as well as resistance to stress, uncertainty, to aggressive behavior, etc. By giving a generalized characterization of the tolerant personality, G. Olport also distinguishes empathy among a number of parameters (Shekoldina, 2004: 17). Tolerance as a personal characteristic is formed under the influence of many factors (list which and who researched). We believe that tolerance is inextricably linked with the factor of emotional intelligence. The term "emotional intelligence" was introduced into scientific usage by American psychologists P. Salovey and J. Meyer in 1990 (Lyusin, 2004: 29). They developed the first concept of emotional intelligence – the ability to carefully comprehend, evaluate and express emotions; the ability to understand emotions and emotional knowledge; also the ability to manage emotions, which contributes to the emotional and intellectual growth of the individual. The components of emotional intelligence (according to D. Goleman): self-awareness (knowledge of their internal states, preferences, opportunities), self-control (ability to cope with their inner states and motivations), motivation (emotional inclinations that direct or facilitate achievement of goals), empathy feelings, needs and cares of other people), relationship skills (the art to evoke in others the desired reaction for you) (Goleman, 2013: 560). Emotional intelligence is an important factor for prosocial and other positive behaviors. It is noted that developed emotional regulation can help people interact more effectively with others (Jordan, 2004: 195). A person with a high level of EI is benevolent in interpersonal relationships, is capable of creating emotionally successful relationships (Petrides, 2000: 313). Emotional intelligence and tolerance in communication in this article, we will consider in the context of professionally significant qualities of the personality of a psychologist, teacher, social worker. It is of interest to consider the relationship between tolerance and emotional intelligence (Romanova, 2010: 72).

Materials and methods

The purpose of the study: the study of personal characteristics of students of the local university,

the presence of which determines the success of professional activity in modern society.

Objectives of the study:

1. To study the features of emotional intelligence in students of the al-Farabi Kazakh University;

2. To reveal the peculiarities of tolerance in communication among students of the university;

3. Analyze the relationship between emotional intelligence and communicative tolerance among students at a pedagogical university;

The study was conducted in the al-Farabi Kazakh National University. The study involved 40 students.

Age of respondents from 18 to 20 years, girls – 20 people, boys – 20 people. To obtain empirical data, the following methods were selected:

1. Methodology of evaluation of "emotional intelligence" (EQ questionnaire) (Ilyin, 2001: 633).

The technique was proposed by N. Hall to identify the ability to understand the personality relations that are represented in emotions and to manage the emotional sphere on the basis of decision-making. It consists of 30 statements and contains 5 scales:

• "Emotional Awareness" – the ability to observe changes in one's feelings; the ability to analyze negative feelings; knowledge, understanding of your emotions and managing your life.

• "Managing your emotions" – this is emotional resourcefulness, emotional unreality; coping with one's feelings; ability to easily turn off from experiencing trouble.

• "Self-Motivation" is the arbitrary control of your emotions; ability to induce a wide range of positive emotions; the ability to approach creatively to life's problems; the ability to easily enter a state of calm and concentration; the ability to easily reject negative feelings when you need to act.

• "Empathy" – the ability to listen to the problems of others; sensitivity to the emotional needs of others; understanding the emotions of others; recognition of emotions by the expression of a person; catching signs in communication, which indicate what others need.

• "Recognition of the emotions of other people" – the ability to influence the emotional state of other people; an adequate response to the mood, wishes of other people; the ability to improve the mood of others;

Calculation of results: for each scale, the sum of points is calculated taking into account the sign of the answer ("+" or "-"). The more the plus amount of points, the more expressed this emotional manifestation. The integrative level of emotional intelligence was also determined, taking into account the dominant sign.

2. Methods of diagnosis of general communicative tolerance (V.V Boyko) (Soldatova, 2008: 60)

The technique allows you to diagnose tolerant and intolerant personality settings, manifested in the process of communication. General communicative tolerance defines other forms of communicative tolerance: situational, typological, professional. The questionnaire of V.V. Boyko includes 45 questions, which are grouped into 9 scales. The form is presented to respondents without the name of scales. With the help of this technique, tolerance is examined through its reverse side – intolerance. When processing results, the total score for each scale is calculated. The maximum number of scores on each scale is 15, the total for all scales is 135. The higher the number of points scored by the respondent, the higher the degree of his intolerance to others.

To process the data obtained, the methods of mathematical statistics were used: the calculation of mean values, the correlation analysis (according to K. Pearson), the determination of the reliability of the differences (using the Mann-Whitney U criterion).

Results and its discussion

Studying the features of emotional intelligence (EI) in students.

Using the methodology for assessing EI, students were identified with indicators for each scale of the questionnaire and then an integrative measure of emotional intelligence was calculated. The more the positive amount of points, the more expressed this emotional manifestation. EI indices were calculated for the entire sample of subjects, as well as for groups of subjects that differed in gender and in the direction of instruction. The average values of EI indicators for the entire sample of students are presented in Table 1.

Integrative indicator of emotional intelligence is equal to 29. 14 points. According to the normative values indicated in the H. Hall technique (70 or more are high, 40-69 is the average level, 39 or less is a low level), this characterizes the low level of EI in the sample of students studied. Consider the level of partial EI for each of the five scales (normative values: 14 or more – high, 8-13 – medium, 7 and less – low). On the scale of «Emotional Awareness» (8. 32 points) and on the scale «Empathy» (7. 81), students showed an average level. The «Emotional Awareness» scale characterizes how attentive the subjects are to their emotions, whether they want to understand them. Scale «Empathy» – how

sensitive a person is to the emotional needs of other people, whether he understands the external expression of emotions, whether he tunes to the emotions of another. On the other scales («Emotion Management», «Self-Motivation», «Recognition of Emotions of Other People»), subjects experience a low level of severity. The lowest score was typed by subjects on the scale «Managing their emotions» (0. 65 points). This scale determines the emotional unreality, man's resourcefulness.

The predominance of low values for integrative and partial EI indicators is related, in our opinion, to the age features of the subjects. According to the data available in the literature, EI depends on age, increasing between early adolescence and early adulthood (Andreeva, 2012: 288). The vast majority of subjects participating in the study are students of the 1st and 2nd courses, so we can assume that they have EI at the stage of formation.

Table 1 – Mean values on the scales of emotional intelligence in students

Emotional Awareness	8,32
Managing your emotions	0,65
Self-motivation	5,71
Empathy	7,81
Recognizing the emotions of others	6,93
Integrative indicator of emotional intelligence	29,14

It seems interesting to consider the question of whether there is an intersexual difference in the indices of students' EI. The mean values of EI indices in young men and women participating in the study are presented in Figure 1.

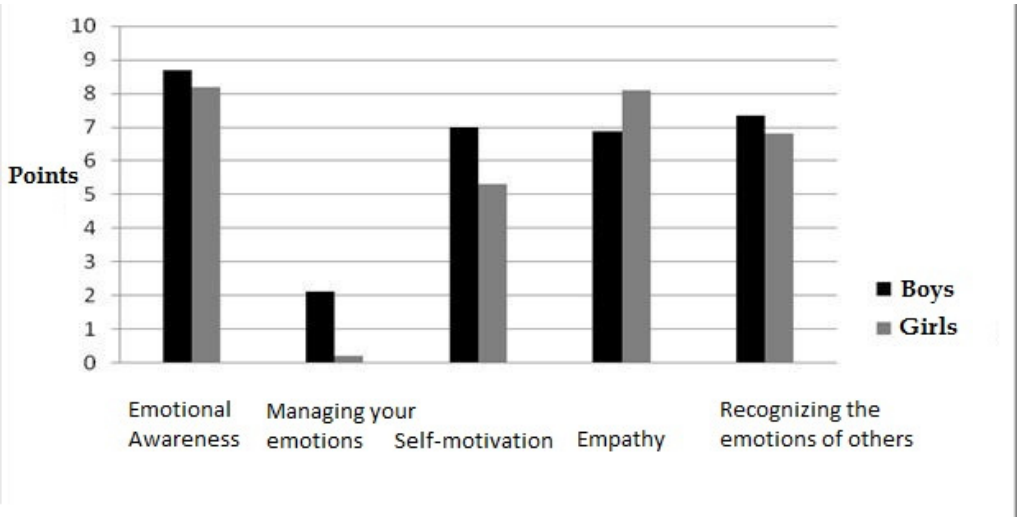

Figure 1 – Mean values of EI indicators in boys and girls

When comparing the average values of the EI indices in the groups of boys and girls, it should be noted that there is a certain difference on the scale 1 "Managing your emotions" (2. 12 for boys and 0. 2 for girls) and for scale 3 "Self-Motivation" (7. 00 y boys and 5. 31 in girls), but these values do not reach the level of significance. We obtained the same result when comparing the mean values of the integrative index of EI in young men (31. 4 points) and in girls (28. 4 points). Significant differences (according to the Mann-Whitney U criterion) were not detected for any of the considered EI indicators. This is consistent with the literature data that the differences between men and women are of a qualitative rather than a quantitative nature. The expression of emotions and their regulation are largely due to the influence of gender norms that are formed through education (Chu, 2002: 94).

Studying the peculiarities of communicative tolerance among students

Using the questionnaire of V. Boyko, the ability to positive communication in the studied group of students was studied. The average values were calculated for the overall indicator of communicative tolerance and for the indices of each of the 9 scales. Table 2 presents the average values of CT indices in the sample of students studied.

Table 2 – Average values of indicators of communicative tolerance in the sample of students studied

The general indicator of communicative tolerance	50,28
The rejection or misunderstanding of the individuality of another person	5,59
Using yourself as a benchmark in assessing behavior and your way of thinking other people	5,56
Categorical or conservative in assessing other people	7,32
Inability to hide or smooth out unpleasant feelings when confronted with non-communicable qualities of a partner	5,67
The desire to remake, re-educate partners	5,30
The desire to adjust the partner for himself, make it "convenient"	6,40
Inability to forgive others for mistakes, awkwardness, unintentionally caused trouble for you	6,06
Intolerance to physical or mental discomfort created by other people	3,11
Inability to adapt to the nature, habits and desires of others	5,22

The maximum total score on all scales is 135. The higher the number of points scored by a respondent, the higher the degree of his intolerance to others. The average value of the total score for the entire sample is 50. 3 points. The average score for each scale is in the range from 7. 3 to 3. 1 points (the maximum score on each scale is 15). This can also be explained by the tendency to lower the level of intolerance in the subjects. Low values on the scale "Intolerance to physical or mental discomfort created by other people" characterize subjects as being tolerant of other people's experiences, their problems, their hardships.

Consider the question of whether there are differences in the manifestation of communicative tolerance among young men and women participating in the study (Figure 2).

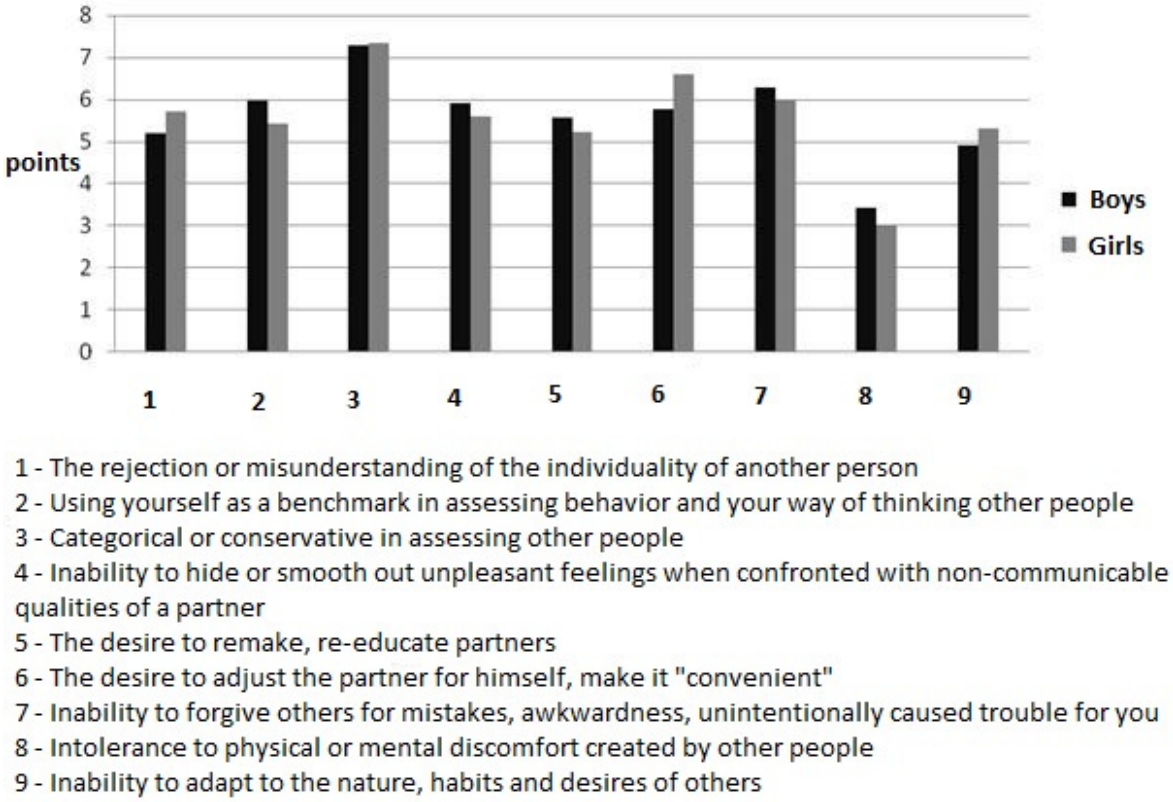

Figure 2 – Average values of indicators of communicative tolerance in young men and girls

The total number of scores on all scales for boys is 50. 7, for girls – 50. 2. There are no significant differences between young men and women in the manifestation of different aspects of tolerance.

Studying the relationship between emotional intelligence and communicative tolerance among students

To reveal the relationship between the results of the study of emotional intelligence (EI) and communicative tolerance, the statistical method of correlation according to K. Pearson was used. Correlations between general indicators of emotional intelligence and communicative tolerance were revealed. Then, in the course of further analysis, the relationships between individual indicators of EI and indicators for individual scales of communicative tolerance were determined.

A negative correlation was found between the integrative index of emotional intelligence and the overall indicator of communicative intolerance of the personality (r = -0. 236 at p = 0. 014). This indicates that with a high level of development of emotional intelligence, a low degree of expressiveness of communicative intolerance is observed, in other words, a person demonstrates tolerant attitudes. This shows that the ability to understand and control one's emotions and emotions of other people is closely connected with having tolerant attitudes towards others, the ability to make concessions, and the ability to maintain relationships with other people.

Thus, the correlation analysis showed that between the indicators of emotional intelligence and communicative intolerance, a statistically significant negative correlation was established at the level of significance p <0. 01 or p <0. 05.

Conclusion

In the study, a close relationship between emotional intelligence and communicative tolerance among students of the al-Farabi Kazakh National University was revealed. Work on the development of emotional intelligence of students includes the formation of the following skills: arbitrarily manage their emotions, understand the emotions of others, develop empathy, build strong-willed qualities, etc. Work on the development of tolerance in communicating with others may include the formation of the following skills: accepting another person, adequately perceiving and evaluating oneself, expressing one's feelings when communicating with different people in a non-human form for another, attentively treating the characteristics of another person, perceiving the other as an individuality, respect the feelings of others, etc.

Forms of work with students, contributing to the development of their considered professionally significant personal qualities: strengthening the practical component in classes in special disciplines; involving students in the volunteer movement, which involves the participation of students in work with various vulnerable groups of the population; independent work of students, etc. A special place in the formation of the studied personality traits is the practice of students: pedagogical practice, including the compilation of a psychological and pedagogical portrait of the child, the writing of the psychological and pedagogical characteristics of the children's group, etc. ; industrial practice, the content of which includes the conduct of correctional-developing activities, trainings, psychological consultations, etc (Bokut, 2012: 8, Bokut, 2014: 40).

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