

ANNOTATION

to a thesis research of Algozhina Anar Rashidovna on a topic "The relationship between emotional intelligence and professionally important qualities of higher education teachers", presented for the degree of Doctor of Philosophy (PhD) in the educational program "8D01102 - Educational Psychology"

The relevance of the dissertation research. The modern educational space of today's society is characterized by a growing demand for highly qualified personnel capable of realizing themselves in a diverse range of industrial and educational activities. The process of transformation of the subsystems of modern vocational education has formed a set of issues related to the testing of the reforms under consideration, the direction of their strategic vectors, as well as the problem of the formation of essential professionally important qualities of modern teachers. In the Address of the Head of State Kassym-Jomart Tokayev to the people of Kazakhstan "A Just State. United nation. A Prosperous Society" of September 1, 2022 raises an important question about the state of the education system, which plays a decisive role in raising the potential of the nation, where the driving force behind progress in education is dedicated educators. The paragraph "Strategic investments in the future of the country" outlines the tasks of the need to adopt a new standard for accreditation of pedagogical universities and develop a framework for the competence of a teacher, the need to reduce the shortage of the most sought-after and highly qualified personnel. Consequently, one of the important priority areas of innovative transformations in modern education is the process of forming the necessary professionally important qualities of competitive higher education teachers. The creation of a concept for the formation of professional competence of higher education teachers is an innovative and promising vector of scientific research in theoretical and applied aspects.

Considering that the problem of improving the quality of education makes the university management pay great attention to human resources, especially those who make them up, the assessment of professionally important qualities, competencies and performance of work by university teachers is of particular importance as an essential element of education quality management. The issue of developing human capital for the implementation of a new course of development of the country is raised in the National Development Plan of the Republic of Kazakhstan until 2025, which notes the need to eliminate the shortage of teaching staff to compete for the position of a teacher, change traditional training programs to prepare students for the future, pay attention to the motivation of constant improving skills and competencies throughout life.

Ensuring professional development and the high status of the teaching profession are also highlighted in the State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020-2025, which notes that despite the annual mass graduation of specialists in the field of education, there is still a need for teaching staff. In the light of new education standards, the question arises of new requirements for competencies, professional qualities, as well as personal characteristics of a higher education teacher.

The requirements for the psychological and pedagogical competence of a university teacher are constantly becoming more complicated, firstly, the social order for the training of higher personnel capable of developing an innovative economy and ensuring the competitiveness of the state requires a comprehensive improvement of the educational process in Kazakhstan. Secondly, the associated transition to a competency-based approach to teaching and reforming the system of higher education, respectively, places increased demands on the competence of university teachers. Thirdly, in connection with wide informatization, the introduction of distance learning technologies, the nature of the communicative interaction between the teacher and students is changing, and, consequently, his position and role in the didactic process of the university. The need to focus on the real needs of the labor market and meet the objectives of the country's new economic course is noted in the National Project "Quality Education. Educated Nation".

In connection with the development of interest in scientific knowledge in the study of human success, the construct of emotional intelligence has received its recognition in terms of its applied value and practical benefits in various areas of a person's life. Since one of the necessary conditions for ensuring the high quality of the education received is the improvement of the professional level of teachers and the formation of a pedagogical corps that meets the needs of modern life, the study of emotional intelligence is a necessary step in the solution for the motivational sphere, analysis of emotional experiences, self-esteem of the teacher's personality and its stability. under stressful working conditions.

Theoretical and empirical studies of emotional intelligence were covered in the works of researchers I.I. Vetrova, D.V. Lyusin, E.A. Orel, E.A. Sergienko, G.G. Garskova, I.N. Andreeva, V.S. Yurkevich, E.L. Nosenko, N.V. Kovriga, M.A. Manoilova, E.A. Khlevnaya and T.S. Kiseleva.

Methodological directions, development and standardization of methods to measure the level of development of emotional intelligence were covered in the works of T.D. Savenkova, Z.V. Parkhimovich, N.A. Rybakova, M.A. Alferova, Yu.A. Kochetova, M.V. Klimakov.

Empirical publications covering many aspects of the study of emotional intelligence are devoted to the work of Western scientists: R. BarOn, D. Goleman, R. Cooper, J.D. Mayer, D. Caruso, P. Salovey, G. Matthews, R. Roberts, A. Sawaf, M. Zeidner, M.A. Brackett, M. Davies, R.J. Stenberg, P.N. Lopes, R. Emmerling, S. Kagan, C.L. Gohm etc.

In the Kazakh scientific literature, studies on this issue are empirical in nature and are aimed at studying the initial level of emotional intelligence in different individuals: S.P. Saduova, A.A. Tolegenova, N.K. Toksanbayeva, Zh.I. Sardarova, A.M. Kustubaeva and E.V. Bagaeva, A. Lee, J. Aidosova, G. Tazhina. Among domestic studies, there are a few works that analyze the content and structure of emotional intelligence. In particular, these are the studies of such authors as A.A. Tolegenova, A.A. Elubaeva, L.O. Sarsenbaeva, A.K. Egenisova, P.E. Zharylgasov. However, a theoretical review of studies showed us that in the Kazakhstan educational environment there are no systematic studies of the study of emotional

intelligence, which can act as a predictor of the development of professional competence of teachers working at a university.

In the psychological and pedagogical literature, various aspects of the problem of the formation of the PVK of a modern specialist are highlighted: A.A. Derkach, V.L. Marishchuk, B.A. Dushkov, A.V. Korolev, B.A. Smirnov, S.V. Tarasov, E.I. Garber, V.V. Kozacha, M.V. Grigorieva, E.F. Zeer, A.V. Karpov, N.V. Kuzmina, O.A. Shusherina, A.K. Markov. A significant contribution was made by such scientists as V.D. Shadrikov, V.A. Bodrov, E.A. Klimov, N.S. Pryazhnikov, V.A. Slastenin. Currently, the following scientists are engaged in the study of professionally important qualities: K.V. Kolesnichenko, I.N. Leonov, A.R. Grigoryan, E.V. Shubina, A.G. Petrova, S.G. Leshchenko, Yu.A. Antsibor, T.V. Zhukova, V.I. Dolgov and others. Among the studies, of particular interest are works devoted to the professionally important qualities of a teacher: E.G. Romitsyna, V.A. Mazilov, Narulina, O.G. Startseva, E.S. Romanova, E.Yu. Maksimova, V.V. Belov, A.V. Shchiglinskaya, O.A. Vdovina, B. Dautova, O.N. Krylova and others.

Researches of Kazakh scientists touch upon the issues of professional development and competence of teachers in the context of updating the content of education, the problems of training teaching staff for higher educational institutions. In this vein, the works of M.S. Zhumataeva, M.K. Bapaeva, K.M. Berkimbaeva, Zh.B. Buraeva, A.A. Esipova and B. Satyvaldieva. Among domestic works, the works of T.V. Mikhailova and T.A. Parfenova, who studied the ideal image of a higher school teacher of Russian and Kazakh students according to professional and personal criteria.

An analysis of works devoted to the topic of emotional intelligence and professionally important qualities of higher education teachers shows that today in the domestic psychological and pedagogical literature there are few scientific works that study the relationship between emotional intelligence and professionally important qualities. In the structure of the psychological and pedagogical culture of a teacher of higher education, issues related to the study of emotional intelligence, the identification and development of important professionally important qualities that are necessary in the modern educational environment remain insufficiently studied. In the context of higher education, the study of emotional intelligence is an important direction in solving the problems of professional effectiveness of teachers, because emotional intelligence is an important condition for improving the professional level of teachers in accordance with the requirements of modern life. All this allows us to conclude that our study meets the needs of modern psychological and pedagogical science and practice. The relevance of the research work is due to the need to resolve the **contradictions** manifested in the education system:

- between the need for a deep analysis of the concept of emotional intelligence and the professionally important qualities of a teacher in the education system and the lack of comprehensive systematic research on this issue;

- between the need to identify professionally important qualities that are effective for the professional activities of higher education teachers and the lack of scientific and theoretical justification and practical approach to solving this problem;

– between the need to develop emotional intelligence as an important condition for improving the professional level of specialists and the lack of scientific and methodological support for the development of emotional intelligence in higher education.

The need to resolve these contradictions and the search for evidence-based ways to resolve them determined the problem of our study: an empirical study of the relationship between emotional intelligence and professionally important qualities of a higher education teacher and the development of an effective, evidence-based system for the development of emotional intelligence. The insufficient development of the formulated problem and the practical significance of its solution determined the topic of the dissertation research: "**The relationship between emotional intelligence and professionally important qualities of higher education teachers**".

Object of study: professional activity of higher school teachers.

Subject of study: the relationship between emotional intelligence and professionally important qualities of higher education teachers, their development.

The purpose of the study: theoretical substantiation and experimental testing of the structural-content model of the relationship between emotional intelligence and professionally important qualities of a teacher of higher education, programs and technologies for the development of emotional intelligence.

The hypothesis of the study: if a developed structural-content model of the relationship between emotional intelligence and professionally important qualities of a higher school teacher, a program and technology for the development of EI, is introduced into the professional activity of a teacher of higher education, this will help improve the quality of professional activity, since this will ensure the purposeful formation of knowledge, skills, social skills in the field of emotional culture, as well as the development of professionally important qualities necessary for professional activities.

In accordance with the purpose and hypothesis of the study, the following tasks were set:

1. Analyze the current state of knowledge and semantic characteristics of emotional intelligence and professionally important qualities of a teacher; clarify the content of the concepts of emotional intelligence and professionally important qualities of teachers of higher education.

2. Determine and substantiate professionally important qualities that are necessary and in demand for the professional activity of a teacher of higher education and establish significant correlations between indicators of emotional intelligence and professionally important qualities.

3. To design a structural-content model of the relationship between emotional intelligence and professionally important qualities of a teacher of higher education in the conditions of modern educational space.

4. Develop and implement a program and technology for the development of emotional intelligence of higher education teachers.

5. To carry out an experimental verification of the effectiveness of the developed structural-content model of the relationship between emotional intelligence and

professionally important qualities of a higher school teacher, programs and technologies for the development of emotional intelligence.

The main idea of the study: the development of emotional intelligence and professionally important qualities of higher school teachers should be carried out taking into account the developed structural-content model of the relationship between emotional intelligence and professionally important qualities of a higher school teacher, programs and technologies for the development of emotional intelligence.

Theoretical and methodological basis of the study: the theory of the relationship between cognitive and emotional processes (L.S. Vygotsky, A.N. Leontiev, S.L. Rubinshtein, etc.); modern theoretical and empirical studies of emotional intelligence (D. Goleman, R. BarOn, R. Cooper, J.D. Mayer, D. Caruso, P. Salovey, R. Roberts, R.J. Stenberg, M. Zeidner, E.L. Nosenko, N. V. Kovriga, D. V. Lyusin, M. A. Manoilova, I. N. Andreeva, E. A. Sergienko, E. A. Khlevnaya, G. G. Garskova, E. I. Burdina), positions and ideas on improving the systems of vocational education and professional development (A.A. Bodalev, E.A. Klimov, V.V. Petukhov, A.I. Smirnov, G.A. Uruntaeva, etc.); theories of development, self-development and self-realization of the personality in professional activity (A.B. Orlov, L.M. Mitina, N.S. Pryazhnikov, V.I. Dolgova, V.K. Shayakhmetova, S.M. Dzhakupov, etc.) ; scientific positions on the problem of professionally important qualities of a teacher (Yu.N. Kulyutkin, A.K. Markova, E.I. Rogov, V.A. Slastenin, etc.); structural and functional studies of professional activity (N.V. Kuzmina, V.D. Shadrikov, etc.).

Research methods: theoretical analysis (analytical-synthetic, comparative) of scientific literature on the research problem; questioning "Assessment of professionally important qualities of a teacher"; psychodiagnostic methods: questionnaire "Emotional intelligence" ("EmIn") D.V. Lyusin, a method for diagnosing emotional intelligence by M.A. Manoilova, the test "Level of subjective control" (E.F. Bazhina, E.A. Golyunkina, A.M. Etkind), the method of perceptual assessment of the type of stress resistance N.P. Fetiskin, the method of "General level of sociability" (V.F. Ryakhovsky), the express questionnaire "Index of tolerance", the scale of self-assessment of innovative personality traits (Lebedeva N.M., Tatarko A.N.); ascertaining, forming and control experiment; modeling, statistical methods: correlation analysis, Spearman's rank correlation coefficient, Student, Mann-Whitney, Wilcoxon criteria analysis. For statistical data processing, the software package "IBM SPSS Statistics" was used.

Research sources: scientific works of philosophers, psychologists, teachers, sociologists on the research problem under study; official government materials and regulatory documents in the field of education, as well as the applicant's own teaching and research experience.

Main stages of the study:

The first stage of the study (2019 to 2020) - is problem-search. At this stage, a theoretical analysis of the psychological and pedagogical literature on the research problem was carried out, the relevance was substantiated, the object, subject, goal, hypothesis and research objectives were determined, methods and methods of

research on the problem of emotional intelligence and professionally important qualities were selected adequate to the goals and objectives.

The second stage of the study (2020-2021) - is empirical. At this stage, the identification of important and necessary professionally important qualities of a teacher of higher education that meet the requirements of legal documentation has been carried out. Interrelations between emotional intelligence and professionally important qualities are defined; the defining, forming and control stages of the experiment were organized. A structural-content model of the relationship between emotional intelligence and professionally important qualities of a teacher of higher education was designed; developed and implemented a program for the development of emotional intelligence; its effectiveness has been tested. Primary and final diagnostics of the level of emotional intelligence and professionally important qualities were carried out.

The third stage of the study (2021-2022) - is the final stage, during which the results of all stages of the study were mathematically and statistically processed and summarized, analysis of the experimental work, conclusions were formulated, and the dissertation work was framed.

Research base: Karaganda University named after academician E.A. Buketov.

At each stage of the empirical study, groups of subjects were formed in accordance with the purpose and tasks set. 160 respondents (48 males and 112 females) aged 24 to 28 took part in the adaptation of the questionnaire into Kazakh. The empirical study of emotional intelligence and professionally important qualities involved 382 university professors (260 women and 122 men).

To study the dynamics of the development of emotional intelligence and professionally important qualities, we formed a control and experimental group, a total of 100 people (74 women and 26 men). The experimental group included 48 university teachers who took part in the emotional intelligence development program. The control group consisted of 52 teachers who did not participate in the program.

Scientific novelty and theoretical significance of the research:

1. The analysis of the current state, the semantic content of emotional intelligence and professionally important qualities made it possible to clarify the content of the concepts of "emotional intelligence" and "professionally important qualities of higher school teachers".

2. The professionally important qualities of higher education teachers are substantiated and highlighted, which meet the modern requirements of regulatory and legal documentation "National Qualifications Framework" of Kazakhstan, Professional standard of "Teacher") and the most relevant according to the results of the pilot study: responsibility, sociability, stress resistance, tolerance and creativity. The relationship between indicators of emotional intelligence and professionally important qualities of teachers of higher education has been established.

3. A structural-content model of the relationship between emotional intelligence and professionally important qualities of a teacher of higher education has been developed.

4. A program and technology for the development of emotional intelligence has been developed and implemented.

5. The effectiveness of the developed model, program and technology for the development of EI was experimentally tested, a positive dynamics in the development of emotional intelligence and professionally important qualities of higher school teachers was revealed.

Practical significance of the study:

1. Questionnaire "Emotional intelligence" ("EmIn") D.V. Lyusin, adapted into the Kazakh language, was included in the State Register of Rights to Objects Protected by Copyright (certificate № 29170);

2. A program for the development of emotional intelligence in two (Kazakh and Russian) languages was developed and tested (certificates № 27445 and № 29106), which is implemented in the work of the "Center for the Development of Pedagogical Excellence" of Karaganda University named after academician E. A. Buketov.

3. For the first time, an instrument (a card of emotional words) was compiled in the Kazakh language, which contributes to the formation of emotional and expressive vocabulary, allowing a person to more accurately assess and express their experiences and feelings.

4. A special course "Modern trends in the study of emotional intelligence" was developed and tested in the pedagogical process of the university.

5. Methodological support of the specialized course "Modern trends in the study of emotional intelligence" was developed and tested: curriculum, electronic lectures, slide presentations.

The main points of the research submitted for the defense:

1. The concept of emotional intelligence, which is defined as a cognitive-personal education with the most pronounced cognitive component, a set of mental abilities to understand emotions and manage them, as well as communicative, emotional, intellectual and regulatory abilities that affect the development of professionally important qualities necessary for successful professional activity in education system.

The concept of professionally important qualities of a teacher of higher education, which is defined as psychological qualities that are productive for the effective implementation of professional activities, communication and professional growth, overcoming stressful situations, qualities that manifest themselves at professionally set and personally conditioned levels of professional activity and ensure full and successful pedagogical activity

2. Among the professionally important qualities of higher education teachers are the qualities that meet the modern requirements of legal documentation "National Qualifications Framework" of Kazakhstan, Professional standard of "Teacher") and the most relevant qualities according to the results of the pilot study: responsibility (a quality that manifests itself as a duty, necessity give an account of their actions, actions and be responsible for their possible consequences), sociability (willingness and ability to easily establish, maintain and maintain positive relationships in communication and interaction with others), stress resistance (a set of personal qualities that determine resistance to various types of stress), creativity (the ability to achieve a goal, find a way out of a situation that seems hopeless, with an unusual use

of the environment, objects and situations), tolerance (a quality manifested in respect, acceptance and proper understanding of other cultures, ways of expressions and manifestations of human individuality). There is a relationship between the indicators of emotional intelligence and professionally important qualities of teachers of higher education, namely, teachers of higher education:

- control of one's emotions, control of expression and control of emotions correlates with the general internality; understanding other people's emotions and control of expression with the internality of achievements; interpersonal emotional intelligence with internality in the field of failures and with internality in the field of interpersonal relations; managing one's emotions and managing emotions in general with internality in the field of industrial relations; understanding of emotions with internality in the field of health and disease.

- understanding of one's own emotions, understanding of other people's emotions and understanding of emotions in general correlates with creativity.

- understanding of other people's emotions, interpersonal emotional intelligence and understanding of emotions in general correlates with sociability (with an average level).

- control of one's emotions, control of expression and control of emotions in general correlates with stress resistance.

- understanding other people's emotions, managing other people's emotions, managing emotions in general correlate with tolerance, managing other people's emotions with ethnic tolerance and tolerance as a personality trait; interpersonal emotional intelligence with social tolerance; intrapersonal emotional intelligence with tolerance as a personality trait.

3. The structural-content model of the relationship between emotional intelligence and professionally important qualities of a higher education teacher includes a target block (development of emotional intelligence and professionally important qualities, methodological approaches, principles); content-procedural block (program and technology for the development of emotional intelligence, components and forms of work); effective block (increasing emotional intelligence and professionally important qualities of a teacher of higher education).

4. The Emotional Intelligence Development Program is a system of comprehensive measures aimed at developing emotional intelligence as the basis of professionally important qualities of higher education teachers.

Technology for the development of emotional intelligence is a complex of structural relationships in complex multi-level systems characterized by the sequence and organization of interactions between individual levels for the development of emotional intelligence. The stages of development of emotional intelligence are arranged according to a hierarchical principle, i.e. as the order of subordination of the lower elements to strictly defined steps and the transition from the lower to the higher.

5. Professionally important qualities such as responsibility, sociability, stress resistance, tolerance and creativity can be improved through the development of emotional intelligence.

Approbation and implementation of research results: the main results of the dissertation research were presented:

– in the materials of the international scientific and practical conference of the near abroad: Psychological and pedagogical view of professionally oriented education (Russia - Ufa, 2020, 2020);

– in scientific journals recommended by the Committee for Quality Assurance in the Field of Science and Higher Education of MSHE of RK: ("Bulletin of KazNPU named after Abai", series "Psychology", 2021; "Bulletin of Toraigyrov University", series "Pedagogy", 2021; ("Bulletin of KazNPU named after Abai", series "Psychology", 2021; "Bulletin of Karaganda University", series "Pedagogy", 2022; "Bulletin of the Eurasian National University named after L.N. Gumilyov", series "Pedagogy. Psychology. Sociology", 2022);

– in a publication indexed in the Scopus database: Journal of Applied Research in Higher Education, 2022.

The reliability and validity of the data obtained is ensured by the scientific and methodological validity of the initial theoretical provisions of the study, a systematic consideration of the problem, the program of empirical research, the adequacy of the selected research methods, the reliability of empirical data, a sufficient sample size, the correct application of mathematical statistics methods for processing quantitative data in combination with their qualitative analysis.

The structure of the thesis: the dissertation consists of an introduction, three sections, a conclusion, a list of references and appendices. The work contains 18 tables and 29 figures. The list of sources used includes 214 sources.

The introduction substantiates the relevance and choice of the research topic; the object and subject of research are determined; the goal, hypothesis, tasks of scientific research are formed; the methodological and theoretical base of the research, methods are presented; the stages and procedure of the study are determined; the base of the study is noted; substantiates the scientific novelty and theoretical significance, practical significance of the study; the main provisions of the study submitted for defense are revealed; contains information about the approbation and implementation of the results of the study, the reliability and reliability of the data obtained; the structure of the dissertation is given.

In the first section of the thesis "**Theoretical aspects of studying the relationship of emotional intelligence and professionally important qualities in the context of higher education**", the first chapter analyzes the introduction of the concept of "emotional intelligence" into the categorical apparatus of psychology, its methodological approaches, and the main models of intelligence. As a result of the analysis of the concepts of emotional intelligence, common meanings are revealed in many interpretations of emotional intelligence. The phenomenon of emotional intelligence, its applied significance and practical benefits in various areas of personal life are described, the place of emotional intelligence in the context of education is determined. As a psychological and pedagogical problem, the current state and semantic characteristics of professionally important qualities, the structure of professionally important qualities are analyzed. Empirical studies of emotional intelligence as a determinant of successful professional activity of a teacher, studies

of professionally important qualities of a teacher of higher education are considered. The concepts of emotional intelligence and professionally important qualities of a higher school teacher are clarified.

In the second section "**The relationship of emotional intelligence and professionally important qualities of teachers of higher education**" in the second chapter, empirical aspects of the study of the relationship between the level of emotional intelligence and professionally important qualities are presented. The substantiation of the methodological tools for the study of emotional intelligence and professionally important qualities, the description of the results of identifying and evaluating professionally important qualities that meet the requirements of the regulatory documentation of a higher school teacher and are necessary based on the results of a pilot study are given. The results of the correlation analysis of the relationship between emotional intelligence and professionally important qualities of higher education teachers are presented.

In the third section "**Experimental and experimental verification of the effectiveness of the structural-content model of the relationship between emotional intelligence and professionally important qualities of a teacher of higher education and the program for the development of emotional intelligence**" in the third chapter, the content of the structural-content model of the relationship of emotional intelligence and professionally important qualities of a teacher of higher education is given; description of the program and technology for the development of emotional intelligence. The results of an experimental work to test the effectiveness of a structural-content model of the relationship between emotional intelligence and professionally important qualities of a higher school teacher and a program for the development of emotional intelligence are presented.

In conclusion, conclusions are formulated that confirm the hypothesis of the study and the provisions submitted for defense.

The appendix contains materials complementing the main text of the dissertation: indicators of adaptation of the questionnaire, adapted questionnaire "Emotional Intelligence" by D.V. Lyusin n Kazakh, author's certificates, questionnaire for assessing professionally important qualities of a teacher, the content of the emotional intelligence development program, copyright agreements, implementation acts, training program for the development of emotional intelligence, tables of experimental data.