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THE ROLE AND SIGNIFICANCE OF EMOTIONAL INTELLIGENCE IN PROVIDING FUTURE PSYCHOLOGISTS' PROFESSIONAL RESOURCEFULNESS

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Abstract. The article is devoted to highlighting the role and significance of emotional intelligence in the structure of future psychologists' professional resourcefulness. To achieve this goal, the paper provides a brief overview of the theoretical-phenomenological model and presents a generalized analysis of some results from the research on psychological features of resource provision for future psychologists' professional development. Specifically, the results of correlation and factor analyses are presented, demonstrating the crucial role of emotional intelligence components, such as emotional awareness, empathy, managing the emotions of other people, and self-motivation, in ensuring the professional resourcefulness of psychology students. This significance was verified by establishing correlations and interdependencies between the investigated properties and the self-assessment of the professional development level. We identified that respondents with a high self-assessment of professional development level possess well-developed emotional intelligence, which serves as a guarantee for the success of their professionalization. In contrast, psychology students with a low self-assessment of professional development level exhibit significantly lower values in indicators of emotional intelligence and its components, and the structure of their factors is diffuse. This confirms the importance of developing emotional intelligence in future psychologists during their professional training.

Key words: emotional intelligence, resource provision, professional development, professional resourcefulness, future psychologists, self-assessment of the professional development level.

Introduction. In the context of transformative changes and collective trauma that Ukrainian society is experiencing today, there is a pressing need for high-quality professional training for socio-economic professionals. An important role in this is played by the cultivation of the future psychologists' professional resourcefulness, psychological resistance to traumatic events, self-effectiveness, and the ability to overcome emotional contagion when working with complex clients.

A key characteristic in the structure of such professional resourcefulness is the development of emotional intelligence and its components. In addition to the ability to empathize in working with trauma, every professional psychologist needs to be able to manage their own emotions, track their experiences and feelings, and determine the level of their psycho-emotional readiness to work with individuals who have become direct participants or witnesses of traumatic events. Therefore, the development of these mentioned qualities during the stage of obtaining higher psychological education plays a significant role in the professional development of future psychologists and ensures their professional effectiveness.

It is worth noting that the issue of professionalization of socio-economic professionals, particularly psychologists in Ukraine, has been investigated by researchers such as V. Andrushchenko, V. Kremen, H. Kostyuk, S. Maksymenko, L. Orban-Lembryk, N. Poviakel, O. Kokun, V. Shtyfurak, V. Pedorenko, O. Shamanska, O. Bondarenko, S. Vaskivska, Zh. Virna, V. Vlasenko, L. Dolynska, O. Dusavytskyi, P. Hornostai, O. Ivanova, V. Panok, Yu. Prykhodko, L. Umanets, N. Chepelieva, T. Shcherbakova, and others.

Various aspects of the professional training of future psychologists in the system of higher professional education have been explored by O. Bondarenko, O. Varfolomieieva, N. Kolomynskyi, L. Mova,

H. Radchuk, I. Andriichuk, N. Shevchenko, and others. The determination of professionally significant properties and criteria for the professional suitability of future psychologists has been addressed by N. Poviakel, N. Surhund, O. Cherepiekhina, S. Shandruk, T. Yatsenko, V. Shulha, V. Pedorenko, V. Shtyfurak, and others.

Special attention is given to studies on emotional intelligence as a professionally important trait for medical professionals and other representatives of socio-economic professions in the works of M. Shpak & V. Slavopas, S. Kasianovoi, H. Zakharchynoi & S. Hladun. The role and development of emotional intelligence in the professional education process have been highlighted in research conducted by N. Zhyhailo & M. Stasiuk, Yu. Breus, V. Zarytska, L. Kolisnyk, O. Myloslavska, I. Andreieva, S. Derevianko, O. Vlasova, N. Moriarti & A. Furman. The investigation of emotional intelligence as a professionally important trait for future psychologists has been carried out by T. Zhvaniia, O. Volkova, S. Derevianko, O. Ichanska, A. Zakrevska, N. Diomidova, O. Amplieieva, I. Voitsikh, and others.

The general aspects of the professional development of individuals among foreign psychologists have been illuminated by F. Parsons & H. Münsterberg, Z. Freud, W. Moser, E. Roeh, A. Maslow, H. Thome, H. Ries, P. Zieler, D. Tiedemann, E. Ginzburg, D. Super, and W. Jade. Works by B. Okun, A. Adber, M. Buber, L. Walberg, L. Biuhental, E. Kennedy, K. Shnaider, L.-E. Nastasa & A.-M. Cazan, N. S. Elman, W. N. Robiner, J. Illfelder-Kaye, A. I. Sheikh, D. L. Milne, B. V. MacGregor, and others are dedicated to the study of personal qualities necessary for a psychologist to carry out professional activities. Classics in the field of emotional intelligence theories include H. Gardner, J. Mayer & P. Salovey, D. Goleman, R. Bar-On and D. Caruso.

However, in none of the previously mentioned studies was the role of emotional intelligence in resource provision for future psychologists' professional development highlighted, making this issue relevant in the scientific discourse.

The article aims to determine the significance of developing emotional intelligence in the structure of professional resourcefulness of future psychologists and its role in resource provision for their overall professional development.

The main part. The exploration of emotional intelligence and the introduction of this issue into the scientific discourse were initiated by the American psychologist H. Gardner. In his 1983 monograph "Frames of Mind," Gardner expressed the idea of the necessity to reconsider the understanding of the concept of intelligence. H. Gardner proposed the existence of multiple intelligences, including verbal, logical-mathematical, spatial, kinesthetic, musical, and emotional intelligence. According to his classification, emotional intelligence is divided into interpersonal and intrapersonal (Gardner, 1983). The former defines an individual's ability to effectively interact with others, while the latter pertains to the capacity for self-realization, self-actualization, and success in life (Rakityanska, 2018).

H. Gardner's reflections prompted other scholars to pay attention to emotional intelligence as an independent phenomenon in the mental life of humans. The concept of emotional intelligence was introduced into scientific circulation by psychologists J. Mayer and P. Salovey in their articles in 1990 and 1993. In these works, the researchers proposed their understanding of this new scientific concept. Specifically, J. Mayer and P. Salovey defined emotional intelligence as a subtype of social intelligence, integrating the ability to control both one's own and others' emotions, differentiate them, and use this information to manage the thinking and actions of other people (Mayer & Salovey, 1993). The scientists proposed a model of emotional intelligence classified as an ability model, as they believed that the defined psychological property comprises a set of human abilities, including 1) perceiving, appraising, and expressing emotions, 2) using emotions to facilitate thinking, 3) understanding and analyzing emotions, and 4) emotionally regulating oneself reflectively (Mayer & Salovey, 1997).

It should be noted that the model proposed by J. Mayer and P. Salovey is foundational in the theory of emotional intelligence and is recognized as the most scientifically grounded and practical for application (Kanesan & Fauzan, 2019).

The popularization of the concept of emotional intelligence was facilitated by the book of the same name written by D. Goleman in 1995, which quickly gained widespread popularity worldwide. The author of the bestseller justified the significance of emotional intelligence in achieving personal and professional success (Rakityanska, 2018). By the term itself, the researcher meant an individual's ability to understand their emotions and the emotions of others to use this information to achieve personal goals (Goleman, 1995). In his book, D. Goleman also provided specific recommendations for emotional intelligence development. The psychologist argued that general intelligence plays an important role in an individual's career development up to a certain point. Over time, this individual-psychological disposition loses its significance in ensuring personal success, both in professional activities and in the social environment as a whole. Using empirical data, D. Goleman demonstrated that 85% of managerial effectiveness is determined by the emotional intelligence coefficient, while only 15% is attributed to the general intelligence coefficient. Furthermore, the researcher is convinced that emotional intelligence can be developed at any age (Rakityanska, 2018).

D. Goleman's model of emotional intelligence is termed a mixed model, the initial version of which included five constructs with twenty-five components of emotional intelligence. Later, in 2001, the psychologist proposed a model with four components that integrated twenty elements of emotional intelligence. D. Goleman categorized these four main dispositions as self-awareness, self-management, social awareness, and relationship management (Goleman, 2001) (Kanesan & Fauzan, 2019).

Another mixed model of emotional intelligence is the one proposed by R. Bar-On in 1997. The researcher defines emotional intelligence as a set of abilities that enable a person to act successfully. R. Bar-On identified five components, further divided into subcomponents, characterizing the structure of emotional intelligence. These components include 1) self-awareness (consciousness of one's emotions, self-confidence, self-esteem, and self-actualization); 2) communicative potential (empathy, social responsibility); 3) adaptation abilities (problem-solving skills, overcoming difficulties, emotional lability); 4) anti-stress potential (stress resilience, self-regulation); and 5) general mood (optimism) (Bar-On, 1997).

The models we described are fundamental in contemporary scientific theory about emotional intelligence. As a result of their analysis, Ukrainian researcher A. Kostuk formulated a comprehensive definition of the concept of emotional intelligence. She interprets emotional intelligence as an integrative personal attribute arising from the dynamic unity of affect and intellect through the interaction of emotional, cognitive, conative, and motivational characteristics. It is directed towards understanding one's own emotions and the emotional experiences of others, facilitating the management of emotional states, subordinating emotions to reason, and promoting self-awareness and self-realization through the enrichment of emotional and social experience (Kostuk, 2014). The functional characteristics of emotional intelligence are represented by a system of emotional attitudes towards oneself as a subject of cognition, the surrounding environment, and other people. This finds its reflection in social interactions (Kostuk, 2014).

In most contemporary scientific studies, emotional intelligence is regarded as one of the leading factors contributing to an individual's success in life (Kostuk, 2014). S. Kasianova emphasized the importance of its development in socio-economic professionals, as their work often involves intensive interaction with other people (Kasianova, 2019). Researchers O. Ichanska and A. Zakrevska identify emotional intelligence and empathy as resources for the professional training of psychology students. They argue that the development of these qualities contributes to an increase in stress resistance among future professionals and, during professional activities, leads to establishing better and more productive interactions with clients (Ichanska & Zakrevska, 2019).

In the context of our dissertation research on the psychological characteristics of resource provision for future psychologists' professional development, we have defined emotional intelligence as one of the components of their professional resourcefulness. Along with it, we included in its structure analytical

thinking style, tolerance for uncertainty, creativity, motivation for a professional career named "service", constructive coping strategies, and adaptive defence mechanisms. Each of these elements in the theoretical-phenomenological model of the research served its function in resource provision. Since the goal of the proposed study is to highlight the role and significance of emotional intelligence specifically in the structure of the professional resourcefulness of future psychologists, let's briefly examine our concept regarding the interaction and interdependence of the investigated properties.

Professional resourcefulness, as defined by us, is the state of an individual where they feel professional self-worth, possess a high level of awareness of the professional internal resources necessary for successful professional activity, and are capable of acquiring, developing, and actualizing them. One of the important resources for ensuring professional resourcefulness is emotional intelligence and its components, including empathy. It holds particular significance in the professional development of future psychologists whose work is closely related to providing psychological assistance to traumatized clients or those facing complex life situations. The ability to empathize, recognize, and understand another person's emotional state, influencing it while maintaining calm and self-control, is crucial for the effectiveness of a psychologist in the practice of psychological counselling.

For the verification of the significance level of each element of professional resourcefulness, we introduced the concept of self-assessment of the professional development level. This concept integrates components such as reflection and assessment of one's current capabilities, abilities, and potential in the profession; the time perspective of professional development (the presence of a flexible plan or a project for one's professional development); motivational and value level of professional development (independent choice of the profession, motives for its selection, a deep interest in the profession); flexibility and adaptability (to labour market conditions, conditions of the professional activity itself); understanding of which properties/resources are necessary for professional development. This property is central in the theoretical-phenomenological model of the research and represents the formation degree in psychology students of professional identity, self-concept, and professional level of aspiration. The indicator of self-assessment of the professional development level allows us to indirectly determine the positive or negative modality of the professional self-concept.

The study hypothesis assumes that the higher the self-assessment of the professional development level, the higher the development level of professional resourcefulness components in future psychologists and vice versa. We tested this interdependence and mutual conditioning during our empirical research, the analysis elements of which are presented in this article.

The methods. We utilized seven psychodiagnostic methods in the original dissertation research on the psychological features of resource provision for future psychologists' professional development. Considering the topic and purpose of this article, we analyze the results obtained through the N. Hall's emotional intelligence test and the author's questionnaire for determining the peculiarities of self-assessment of the professional development level among psychology students.

Among the methods of mathematical statistics, we employed various techniques, including comparing the mean values of sample indicators, the Shapiro-Wilk test to assess the normality of the distribution of values in the sample, Spearman's rank correlation coefficient, the Kruskal-Wallis test to identify the significance of changes in indicators and differences between them, and factor analysis. All calculations were performed using IBM SPSS Statistics version 23 and Microsoft Excel 2013 software.

In the study, 197 students participated, including those from the full-time program specializing in Psychology, 2nd to 4th years of the Bachelor's degree, and 1st year of the Master's degree at Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University (Vinnytsia, Ukraine) and Khmelnytskyi National University (Khmelnytskyi, Ukraine).

The results and discussion. In the initial stage of processing and summarizing the obtained results from the sample of psychology students, we identified that among the emotional intelligence compo-

nents, the highest scores were observed in emotional awareness (28.71). Conversely, the managing one's own emotions component has the lowest values (23.17). From this, we infer that at the cognitive and rational level, psychology students understand the importance of emotional intelligence in their professional activities and life in general. However, they appear to utilize this understanding minimally for the practice of emotional self-regulation in everyday situations. Additionally, they exhibit well-developed traits such as empathy (27.93) and managing the emotions of other people (27.54). Nevertheless, the difficulty in managing their own emotions indicates a certain weakness in the self-effectiveness of future psychologists and a tendency to distance themselves from their own emotional and sensory expressions.

Further processing of the results involved conducting correlation and factor analyses to determine the interrelation and interdependence between self-assessment of professional development level as an indicator of the formation of professional self-concept and identity, and the emotional intelligence components. This allowed us to establish the significance of emotional intelligence in the resource provision of future psychologists' professional development as an element of professional resourcefulness. To achieve this, we verified the normal distribution of values using the Shapiro-Wilk criterion, which determined the choice of non-parametric methods in mathematical statistics.

Thus, we have analyzed internal and external relationships between the measured indicators in the sample using the Spearman correlation coefficient. Internal relationships involve identifying correlations with the integral indicator of self-assessment of the professional development level.

As a result of calculating the Spearman correlation coefficient for the integral indicator of self-assessment of the professional development level, it was determined that it is most strongly associated with emotional intelligence components such as managing the emotions of other people (0.265) and empathy (0.238) (Table 1).

Table 1

Spearman's correlation of “the self-assessment of the professional development level” indicator with the components of emotional intelligence

EI Component	Correlation index
Managing the emotions of other people	,265**
Empathy	,238**
Self-motivation	,194**
Emotional awareness	,189**
Managing one's own emotions	,091

At this stage of the research, we can already observe that the most significant components of emotional intelligence in the structure of future psychologists' professional resourcefulness are the ability to manage the emotions of others and empathy. The latter trait plays a crucial role in establishing psychological contact, fostering an atmosphere of trust, and promoting understanding between the psychologist and the client. Additionally, the high self-assessment by psychology students of their ability to influence the emotions and experiences of others likely contributes to greater confidence in their professional competencies and effectiveness.

At the second level of significance, self-motivation and emotional awareness are found, determining the level of future psychologists' realization of the necessity to develop their emotional intelligence for achieving success in professional development, growth, and the practice of psychological counselling. The correlation between self-motivation and self-assessment of the professional development level may also indicate the ability of psychology students to evoke and sustain the emotions necessary for practical activities.

Among other correlation indicators, we also sought external relationships between diagnosed traits that had maximum significance, namely 0.4. From the indicators approaching the value of 0.4, we note the correlations: "emotional awareness" and "integral way of life" in professional career motivation – 0.388; "empathy" and "service" in professional career motivation – 0.376; "self-motivation" and "positive interpretation and personal development," a way of reacting to stressful situations – 0.370.

We explain the identified external relations with the following trends:

- emotional awareness of respondents may motivate them towards a more diverse life development rather than solely focusing on professional growth and career advancement. Substantial success in the professional realm sometimes entails significant workload and emotional stress, leading to rapid emotional and professional burnout. Therefore, the balance of individual life spheres and their diversity is crucial for emotional well-being and the opportunity for relief through activities beyond the professional sphere. In turn, the multifaceted development of personal identity and self-realization, along with the development of various aspects of private life, contributes to a more harmonious individual emotional development;

- the positive correlation between empathy and professional career motivation "service" reflects the dependence of humanistic views, belief in people, and interest in them on the emotional intelligence development in respondents. It demonstrates their capacity for empathy, understanding others' emotions, and the ability to delve into another person's emotional state. We consider such a connection as one of the significant elements in the professional resourcefulness structure of future psychologists and the resource provision of their overall professional development. Their professional activities demand a high level of engagement in the lives, experiences, and emotions of others, and the provision of quality and effective psychological assistance is impossible without psychologists having humanistic values and well-developed empathy in their moral-ethical structure;

- a high level of self-motivation as a component of emotional intelligence may determine respondents' ability to positively interpret problematic or stressful events in their lives and use them as a resource for personal development. Furthermore, advanced self-motivation signifies developed willpower, self-discipline, purposefulness, emotional regulation, and the ability to subordinate emotions to rational ways of understanding life events and problem-solving. In our opinion, this emotional intelligence trait is associated with a cognitive and constructive coping strategy in the results of respondents' diagnostics.

Finally, we computed the number of significant correlations for each measured indicator to identify the most "connected" and "isolated" indicators. As a result, we determined that the indicators of emotional intelligence components are among the most powerful in the professional resourcefulness structure of future psychologists. Specifically, the self-motivation indicator has 31 significant correlations with other diagnosed traits, empathy has 30, emotional awareness and managing the emotions of other people has 27, and managing one's own emotions has 23 (Table 2).

Table 2

Measured indicators of the emotional intelligence components by the number of significant external connections

EI Component	Number of significant connections
Self-motivation	31
Empathy	30
Emotional awareness	27
Managing the emotions of other people	27
Managing one's own emotions	23

Such a distribution of connections reflects the specificity of the sample of psychology students, where self-motivation and empathy are among the most powerful components of resource provision for their professional development. These results from the correlation analysis confirm the significance of emotional intelligence in the process of professionalization of future psychologists and its defining role in their professional resourcefulness.

For a more comprehensive understanding of the characteristics of emotional intelligence manifestation in the resource provision for future psychologists' professional development, let's examine the dynamics of its development in psychology students across different academic years.

We analyzed the average values of the indicators in the groups and found that in the vast majority of them, the dynamics were not direct, that is, based on the results, it is not possible to claim that the dynamics of most of the analyzed indicators has an increasing or decreasing nature or trend. On the other hand, from all values, we selected for analysis only those in which significant changes were recorded. The Kruskal-Wallis test was used to identify the significance of these changes. Among the components of emotional intelligence, noticeable changes were found in the dynamics of emotional awareness, self-motivation, and empathy (Table 3).

Table 3

**Distribution of average values in indicators of the emotional intelligence components
by year of study**

EI Component / year of study	2nd (bachelor)	3rd (bachelor)	4th (bachelor)	1st (master)
Emotional awareness	28,88	29,43	27,24	30,23
Self-motivation	26,34	26,39	24,92	28,71
Empathy	29,02	27,63	26,77	28,65

From the presented values, we can observe a significant decrease in the indicators of the emotional intelligence components in the fourth year of the bachelor's program. In all emotional intelligence indicators, it is the lowest. This may indicate a specific characteristic of the respondents, particularly in the fourth year of the bachelor's program in our sample, where there is a lower level of development of emotional intelligence compared to cohorts from other years pursuing the same degree. However, this proposition cannot explain the peculiarities of emotional intelligence indicators for all fourth-year psychology students from different educational institutions. Therefore, we consider that such a trend should be interpreted with a focus on the dynamics of future professionals' professional development.

One explanation for such a decline in the indicators of emotional intelligence in fourth-year psychology students could be a general decrease in the level of motivation for learning. However, a more likely explanation in this case is the presence of somewhat lowered self-assessment of their professionally important qualities among fourth-year students. This could be attributed to a more constructive understanding of the standards and requirements of the professional activities of psychologists and an awareness of the need for further professional improvement.

This decline in indicators is also noticeable against higher values among younger psychology students. Here, we can hypothesize the presence of the Dunning-Kruger effect, in which individuals with lower levels of professional knowledge and skills directly associated with the year of study tend to have an inflated self-assessment of their professional abilities and qualities. On the other hand, the increase in the manifestation of emotional awareness, self-motivation, and empathy among students in the master's degree, in our opinion, is natural and regular. At this stage of professional education, most future psychologists have the opportunity to test their professional skills and determine their effectiveness in practice.

To confirm the interdependence between the emotional intelligence components and self-assessment of the professional development level, as well as their significance in the professional resource-

fulness structure of future psychologists, we conducted a factor analysis of the research results. Before this, we divided the sample of psychology students into groups based on levels of self-assessment of the professional development level, specifically into groups with low, medium, and high levels of manifestation of this trait. According to this, we conducted a comparative analysis of the indicators of respondents with low and high degrees of self-assessment of professional development level.

Using the Kruskal-Wallis test, we identified indicators where the mentioned factor had statistical significance. Among such indicators, the components of emotional intelligence – emotional awareness, self-motivation, empathy, and managing of the emotions of other people were determined (Table 4).

Table 4

Xi-square statistics and significance of indicators of emotional intelligence components, which have statistically significant differences by factor

EI Component	Xi-square	Degree of freedom	Asymptotic significance
Emotional awareness	8,023	2	0,018
Self-motivation	7,185	2	0,028
Empathy	10,93	2	0,004
Managing the emotions of other people	14,546	2	0,001

By comparing the average values of the identified indicators in groups with different self-assessments of the professional development levels, it was found that the group with a low level of its manifestation has significantly lower values of emotional intelligence components compared to groups with medium and high self-assessment. This allowed us to conclude that the indicators of emotional intelligence components are linearly related to the self-assessment of the professional development level of psychology students – the higher the self-assessment, the higher their manifestation (Table 5).

Table 5

Comparison of mean values for indicators of emotional intelligence components, which have statistically significant differences by factor

EI Component	Low level	Medium level	High Level
Emotional awareness	27,7	29,19	28,74
Self-motivation	25,1	26,23	27,64
Empathy	26,38	28	29,43
Managing the emotions of other people	25,24	27,81	29,4

Through the procedure of factor analysis, we have established that the first and most powerful component in the structure of factors in the group of psychology students with a high self-assessment of the professional development level is the emotional intelligence factor (more than 24% of the total variance), which incorporates four indicators – its components – empathy (0.889), management of other people's emotions (0.838), emotional awareness (0.765), and self-motivation (0.544). In individuals with a low self-assessment of the professional development level, these indicators were more "dispersed" across different components, indicating insufficient formation of emotional intelligence in general.

These results allow us to assert that the development of emotional intelligence and a high level of its manifestation directly contribute to the professional resourcefulness of future psychologists and promote the success of their professional growth. This trend is reflected in the high self-assessment of

the professional development level by psychology students, which determines a corresponding level of aspirations and a better understanding of the importance of forming and improving professionally significant qualities.

On the other hand, respondents who have a low self-assessment of their professional ability, suitability, and competence, as well as a poorly developed professional self-image, are characterized by a low level of emotional intelligence development and its components. This negatively affects the overall level of reflection on their abilities and potential in the profession.

Conclusions. Therefore, the theoretical analysis of the issue has demonstrated that most contemporary scholars identify emotional intelligence as one of the valuable individual resources for achieving professional and social success. Its development is also crucial for future psychologists. Abilities such as recognizing and understanding one's and others' emotions, managing them, self-motivation, and empathy play a vital role in ensuring psychologists' professional resourcefulness and their effectiveness in practical activities.

Within the scope of our dissertation research on the psychological features of resource provision for future psychologists' professional development, emotional intelligence was identified as one of the key structural components of professional resourcefulness. We examined its significance through the interrelation and interdependence with the central property in our theoretical-phenomenological and empirical models, namely, the self-assessment of the professional development level.

As a result of the conducted quantitative and qualitative analysis of the research results, we have confirmed that among the most significant components of the professional resourcefulness of future psychologists and the resource provision for their professional development, the following emotional intelligence components stand out: empathy, managing the emotions of other people, emotional awareness, and self-motivation. Within this sample of psychology students, the emotional awareness indicator has the highest values, indicating a high level of awareness of the necessity for developing their emotional intelligence as a professionally important trait and a generally vital ability. Additionally, the components showing the strongest correlations with the integral self-assessment of the professional development level are the indicators of managing the emotions of other people and empathy. This suggests that the professional interest of the respondents is reinforced by their people-centric and humanistic orientation, along with an understanding of the importance of emotional intelligence in working with people. Similarly strong is the correlation between the self-assessment of the professional development level and self-motivation, indicating the ability of psychology students to consciously alter their emotional states to ones conducive to practical activities.

In conclusion, factor analysis has allowed us to determine that, in the sample of psychology students with high self-assessment of the professional development level, the factor of emotional intelligence occupies the first place and plays a decisive role in ensuring their professional resourcefulness. On the other hand, respondents with low self-assessment of the professional development level exhibit low values of emotional intelligence and its components, which are scattered across various factors. From this, we can conclude that the development of emotional intelligence in future psychologists is critically important during the stage of their professional development, the formation of their professional self-concept, and the provision of professional resourcefulness.

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