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THE CONCEPT OF EMOTIONAL INTELLIGENCE AND ITS COMPONENTS

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Abstract. In conditions of constant change and instability, there arises a need to develop people's personal qualities in order to be more efficient in each type of activity. People's personal problems, the inability to achieve their goals, and the impossibility of achieving success in work lead to the development of neurotic conditions, increasing stress in people, which in turn results in a number of negative phenomena in society. Therefore, in any activity, the proper management of emotions is a component of intellectual capital. The analysis of research conducted in the field of emotional intelligence suggests that, in order to eliminate negative phenomena in any type of activity, factors affecting people's mental health should be studied. Along with intellectual development, the development of emotional intelligence should also be taken into account, and potential negative phenomena should either be prevented or their negative impact reduced.

Key words: intelligence, self-awareness, Goleman, emotional intelligence, Plato, Kant, Hegel.

Introduction. At various times in history, researchers have proposed different definitions and approaches to explain the nature of intelligence. So, the structure, nature, and characteristics of human intelligence were discussed and became a subject of extensive research even a thousand years ago. There are two main approaches to intelligence: philosophical and psychological. The philosophical approach is found mainly in ancient Greek philosophy, where Aristotle and Plato regarded intelligence as the primary indicator of divine creation and the key ability that distinguishes humans from all other beings. Also, these approaches noted that while sensory organs and feelings are characteristic of other living organisms (animals), intelligence is unique to humans. According to Plato's concept, a person can have certain qualities by understanding the objects in the surrounding world, the happening events, himself and the surrounding world thanks to the intellect. He also referred to intelligence as "the melody of learning". In this concept, Plato and Aristotle noted that the mind and soul consist of three components: intellect, thought, and will. According to I. Kant and F. Hegel, intellect includes the ability to think, abstract and analytical forms of thinking, and is situated at a relatively lower level of cognitive processes compared to thought. Four hundred years ago, R. Descartes evaluated intelligence as "the ability to analyze correctly and distinguish truth from falsehood", while F. Terman described intelligence as the ability to think abstractly.

From a psychological approach, the word "intellect" is a combination of two Latin words (intellegentia and ingenium) and is defined as the process of understanding objects and events independently of sensory perception. According to M.T. Cicero, the first word, intellegentia, conveys the meanings of "understanding" and "knowledge", while the second word, ingenium, signifies "natural inclination" or "ability".

Conceptualization

In modern approaches, the paradigm of intelligence's dominance over emotions has caused a paradox among researchers. This paradox first began in the 1960s as a result of social and economic prob-

lems in North America and Europe. Later, brain research brought a new perspective on the relation CONCEPTUALIZATION ship between intelligence and emotion.

When we look at the results of two studies conducted in 1921–1986 during the period when intelligence was studied, we can see that there are different opinions. In 1921 researchers found that the main skills shaping and developing intelligence were problem-solving, decision-making, and the ability to learn and adapt to the environment. In contrast, the 1986 study highlighted that factors shaping intelligence included higher feelings, specific abilities, cultural values, and the process of execution.

It appears that while the concept of intelligence includes basic skills as well as special abilities, it can greatly vary over time in terms of other dimensions. It also depends on the national cultural ethnic characteristics and cultural values, resulting in various distinctions. In Western culture, speed is considered a core element of intelligence, whereas in Chinese culture, self-awareness and understanding are regarded as the main elements of intelligence.

Recent research on the brain and brain activity has suggested that intelligence is an integrated concept and does not depend on physical processes and emotions. For example, "mind", which is called the birthplace of intelligence has been analyzed in classical terms as "mental activity outside of emotions and behaviors". However, A. Damasio described the mind as a concept arising from the interaction of many different components and the functioning of various systems created by their combination, explaining the nature of emotions based on the type of nervous system (Jaya, Hall, Jaeger, & Eagan, 2007).

Considering these factors affecting the definition of intelligence, the approach of the American psychologist D. Wexler was accepted as the most suitable approach in terms of today's requirements.

We can summarize the results of research conducted in this direction and say that intelligence is a mental ability that is important for solving various problems and issues, as well as for adapting to the environment. Although some research has highlighted emotions as a form of intelligence, different periods have shown varying attitudes towards this phenomenon. If we consider the approaches of researchers about emotions from ancient times to the present day, we will come across different opinions. According to the Greek philosopher Plato (427–347 BCE), the soul is composed of a three-dimensional structure that includes consciousness, emotion, and motivation, and these elements differ from each other according to their functions.

Thus, researchers' interests in emotion and intelligence resulted in the introduction of a new concept into science, the concept of emotional intelligence (also known as emotional quotient or EQ). The concept of emotional intelligence has attracted the attention of many researchers since the 19th century (Goleman & Boyatzis, 2017).

The concept of emotional intelligence began to be studied in 1990 by J. Mayer and P. Salovey. In scientific and psychological literature related to emotional intelligence, there are numerous definitions, each exploring emotional intelligence from different perspectives (Mayer, Salovey, Caruso, 2002). Just as there are researchers who define emotional intelligence as the ability to correctly understand and effectively express emotions, there are also those who define this ability as a different type of intelligence that affects professional performance, leadership, and work productivity. While some researchers described emotional intelligence as a social ability that affects employees' job performance, other researchers analyzed it as the ability to understand and correctly evaluate one's own and others' inner world, and to be able to respond appropriately to changing life conditions, behavioral and emotional reactions.

Self-awareness

This component, which involves understanding and recognizing one's own emotions, encompasses the awareness of one's feelings and emotions, as well as one's strengths and weaknesses. In other words, it is the ability to know one's own inner world and distinguish between different emotions.



Fig. 1. According to D. Goleman, the components of emotional intelligence

Known as self-consciousness, this component is considered the most crucial among the components of emotional intelligence.

Because individuals who first understand and recognize themselves are correctly able to understand and evaluate the characteristics, feelings, and emotions of others. Such people have the ability to accurately define their desires and goals, which is very important for success in their work and the correct decision-making process.

If we pay attention to the mechanism of formation of the self-awareness component, we will observe that self-evaluation is initially formed. A person's self-awareness is a process that develops over time and begins to be formed from childhood. People who are able to assess themselves correctly, when they face any failure and defeat, they openly admit it and can accept their mistake. These people, who know their strengths and weaknesses well and are not afraid to discuss them, frequently face constructive criticism. Another characteristic related to self-awareness is self-confidence. People with adequate self-confidence not only possess comprehensive knowledge about their personal characteristics but also have forecasting skills, enabling them to plan even the risks they take in advance.

Self-regulation

This refers to the ability to correctly manage and control one's emotions and feelings. In a narrow sense, it is the skill of managing emotions rather than emotions managing the person. For example, an employee who performs poorly and unsuccessfully in front of their boss might lose self-control, shouting or slamming their hands on the tables, expressing anger toward everyone. However, an employee skilled in self-regulation would take a different approach. He accepts his poor performance, pays attention to his speech and actions without making quick and harsh decisions, returns to the cause of failure, explains the reasons that hindered him and tries to eliminate the mistakes. At the necessary moments, he gives his suggestions to overcome this failure. This feature plays a very important role for managers. The manager must first of all properly control his feelings and emotions in order to create an environment of trust and justice in the team. Because "politics" and internal unhealthy competition usually decrease in such collectives, productivity increases (Goleman & Boyatzis, 2017).

Empathy

One of the important factors that attract attention during the study of emotional intelligence is the correlative relationship between emotional intelligence and empathy. In 1972, Albert Mehrabian and Norman Epstein, who conducted research in this area, defined empathy as the ability to understand others' emotions, care about them, and correctly comprehend those emotions.

Based on the results of research conducted in this field, it has been revealed that individuals with high emotional intelligence also tend to have high empathy abilities. In a study conducted by C. Mayer and Cobb, they claimed that there is a positive correlation between emotional intelligence and empathy, proving that empathy is an important factor for emotional intelligence.

If we look at many psychological literatures, we will see that empathy is the ability to put yourself in the other person's place and understand what that person is feeling. More broadly, empathy is the ability to listen to others impartially and put yourself in their shoes, noticing their needs, concerns and expectations, without getting caught up in individual emotions. According to the psychological literature, empathy consists of three main elements:

1. To view events from the perspectives of others;
2. To accurately understand their feelings and thoughts;
3. To make other people feel that they are properly understood.

Self-motivation

It is known that motivation is considered as an internal force that makes a person move in a certain direction. Also, motivation is related to what a person thinks, what he wants, his interactions with others and what he learns from them. For example, in the sentence "I wish I had learned more about myself and my profession," emotions represent the role of motivation in a unique and irreplaceable way. Scientists and psychologists studying motivation have significantly different views on the concept of motive. But despite this, they all perceive the motive as a concrete psychological phenomenon. Basically, they are grouped according to the point of view of psychologists about motive. They see the motive as an intention, need, goal, desire, personality trait, situation. Below, each of these perspectives is analyzed.

In many contexts, need is viewed as a driving force behind a person's actions, behavior, and conduct. It is not in vain that need is accepted instead of motive. Because need incites human activity. This leads to the conclusion that motive explains where the energy for human activity comes from. A detailed and critical approach to motivation has been explored in the research of psychologists E.N. Bakikhanov and V.A. Ivannikov. According to these researchers, considering motivation as a driving force leads to two conclusions.

1. When the subject experiences tension from motivation, the activation of the organism begins with the expenditure of energy.

2. The higher the tension of the need, the more intense the arousal becomes. Therefore, if the conditions do not meet the need, the energy should start increasing and manifest itself in the subject's activity as a general increase that occurs independently of the intended goal (Poveda-Brotons, Izquierdo, Perez-Soto, Pozo-Rico, Castejón, & Gilar-Corbi, 2024).

According to D. Goleman, emotional intelligence is a combination of a group of skills that include the ability to self-motivate despite disappointments, to recover quickly from negative situations, to manage and regulate one's emotions, and to distance oneself from distressing and upsetting thoughts.

Social skills

It is the ability of a person to direct the behavior of others towards his will by persuading other people. Social skills are also described as the ability to effectively manage interpersonal relationships. In a broader sense, this skill is actually described as the successful use of all the abilities that make up emotional intelligence (motivation, empathy, etc.).

Socially adept individuals often seek a broad range of information and are skilled at establishing a common ground for adaptation in interpersonal relationships. A person who understands and controls both their own and others' emotions and thoughts is likely to build more successful interpersonal relationships. Success-oriented motivation and optimistic behavior also play a role in establishing these connections. Therefore, social skills can emerge in many ways. In many firms, social skills are becoming more important than other skills for leadership. Because it is important for a leader to man-

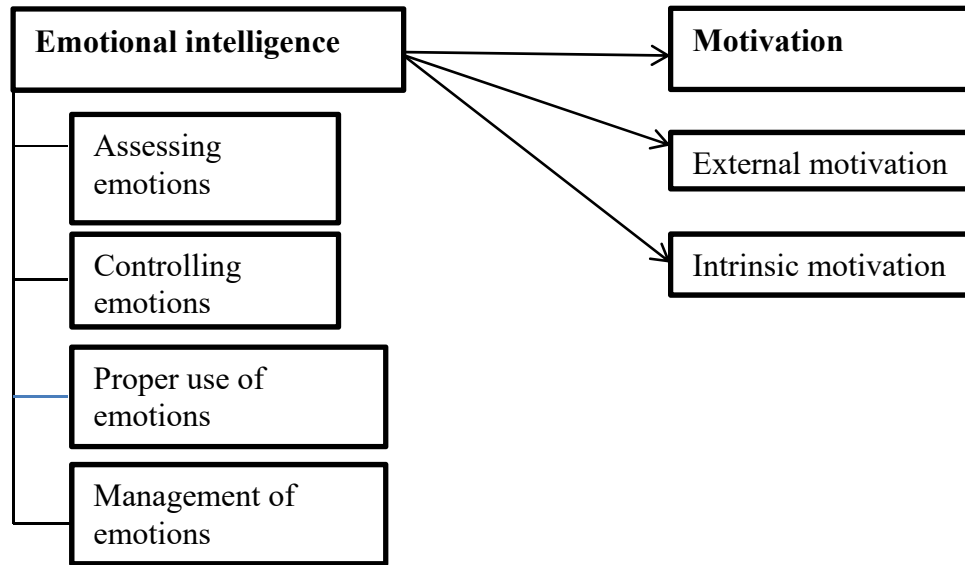


Fig. 2. Relationship between emotional intelligence and motivation

age relationships effectively. In short, a leader's job is to help people solve a problem successfully, and social skills are crucial for accomplishing this.

Conclusion. Emotional intelligence can be characterized as the ability to accurately identify the current emotion a person is experiencing, be aware of changes in the intensity of that emotion, and recognize transitions from one emotion to another.

Emotional intelligence allows you to understand the emotions experienced by other people through their verbal and non-verbal speech and behavior, differentiates the manifestations of people's feelings, helps the ability to determine the source and cause of an emotion, its purpose and possible outcomes of development. It also finds a way to regulate emotions according to its degree of usefulness in a given situation, if necessary.

Emotional intelligence includes the ability to determine the possible cause of an emotion in another person and to accept the consequences of its development, the change in the emotional state of another person using verbal and non-verbal communication (the intensity of the emotion, the transition to another emotion, the ability to arouse the desired emotion in people). Therefore, a person with high emotional intelligence knows how to understand himself and the reasons for his feelings and interact effectively with the external world.

Increased emotional intelligence allows a person to recognize the underlying reasons behind numerous negative emotions, assess situations accurately, and respond with wisdom. This capability can help mitigate feelings of uncertainty and anxiety, which are often characterized by negative emotions.

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