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IMPLICATION OF EMOTIONAL INTELLIGENCE OF STUDENTS ON SCIENTIFIC-PROFESSIONAL ACTIVITIES

Annotation. *This article examines the influence of the level of emotional intelligence on the effectiveness of scientific and professional performance of university students. Since EI is an important aspect to ensure the successful scientific and professional performance of university students. The purpose of the study was to identify the relationships between the level of development of emotional intelligence and scientific and professional activity in higher education institutions. Modern methods of EI assessment were used, such as questionnaires and tests that allow to objectively assess the level of its development in the participants. The results showed that a high level of EI contributes to better adaptation to the learning environment, increased motivation for learning and successful implementation of research projects. The scientific significance of the study consists in expanding the understanding of the role of EI in the educational process and the formation of scientific and professional competencies in future specialists. The practical value of the study consists in the development of a model, based on which it is possible to develop recommendations and programs to increase EI for students, taking into account the peculiarities of their specialization, which will improve the quality of education and prepare personnel with scientific and professional skills. The study as a whole confirms the hypothesis and the importance of taking into account EI in the educational strategies of universities and in programs to support students, as they affect their scientific and professional growth and will bring success in their future profession.*

Keywords: *emotional intelligence, students, universities, scientific and professional activity, influence, development model.*

Introduction

The relevance of the problem is conditioned by the fact that nowadays Kazakhstani education makes more and more demands to the training of specialists who have received higher education, regarding how successfully they can adapt to the rapidly changing in their chosen professional environment. One of the important factors that ensure a person's success in everything, including professional work, is considered to be emotional

intelligence (hereinafter abbreviated as EI). Emotional intelligence has a significant important role in interpersonal communication, decision making and stress management. At the same time, the question of the influence of emotional intelligence on the scientific and professional activity of students studying in universities, because in the process of learning in the course of such activity and form the basis of future, both professional and scientific activity.

The degree of development of the problem should be labeled as follows:

In the presence of a large number of studies devoted to the topic under study, we can consider that the issues of emotional intelligence on specifically on the scientific and professional activities of university students are insufficiently investigated;

– D.T. Makhmetov [1], B.E. Sabyrbai [2], A.K. Egenisov [3] should be referred to Kazakhstani researchers, who are somewhat dripping with these issues, as they show that in Kazakhstani science and practice there is a significant interest in this topic. The first one studies EI as a factor of professional success, the second one considers the influence of EI on students' academic performance, the third one analyzes the results of his comparative analysis obtained from undergraduates and bachelors regarding the general level of development of emotional intelligence. All of them reveal many theoretical provisions on the research topic;

– to foreign authors are such authors as C. Devis-Rozental [4], R. Garg and E. Levin [5]. Devis-Rozental [4], R. Garg and E. Levin [5], whose works are significant up to the present time, as they really brought a lot to science, both in the development of conceptual provisions of emotional intelligence, and in the field of applied ones. But in the context of higher education, they should be recognized as limited.

Scientific novelty of the study lies in a comprehensive approach to the study of the relationship between the level of students' emotional intelligence and their success in research and professional activities. The work is aimed at identifying specific mechanisms of EI impact on academic achievement, motivation to scientific research with career other orientations of students. This approach will allow a deeper understanding of the factors that influence the professional formation of future specialists through participation in research projects.

The purpose of the study is to determine the role of emotional intelligence in the formation of scientific and professional competence of university students.

In order to achieve it, the following objectives are set:

1. To study the theoretical basis of emotional intelligence and its influence on scientific and professional activity.

2. To conduct an empirical study of the level of EI, academic success, participation in research projects and professional plans in students of different majors.

3. Identify correlations between EI scores and academic success, participation in research projects, and professional plans students.

4. To develop recommendations to improve the impact of emotional intelligence of university students on scientific and professional activity.

5. The object of the study – students of higher educational institutions of Kazakhstan.

The subject of the study is the influence of emotional intelligence on students' scientific and professional activities.

The hypothesis of the study is that a high level of emotional intelligence positively affects students' success in research work and contributes to their professional self-actualization.

Research methods: literary analysis, questionnaires, testing, interviews, pedagogical experiment, statistical methods, analytical analysis and modeling.

The significance of the study lies in the focus on solving the actual problem associated with the development of professionally significant qualities of students, and has a significant potential that they need for practical application in the educational environment.

Methods and materials

At the first stage, a literature analysis was conducted based on a qualitative assessment of the available context on the research topic. A total of 19 sources were reviewed.

At the second stage, of the main research methods, was data collection. For this purpose, a questionnaire was conducted among 200 senior students of Pavlodar Pedagogical University named after Alkey Margulan and Toraigyrov University of Pavlodar, studying at different specialties (humanitarian and natural-technical). The questionnaire included three blocks of specific questions

- to assess the level of emotional intelligence. All questions in this block were based on the scale of emotional intelligence developed by Daniel Goleman and adapted for the Russian-speaking audience (E.A. Sergienko, E.A. Khlevnaya, I.I. Vetrova, Y.P. Migun 2019) [6]. The main evaluation parameters were EI indicators: self-control; empathy; social competence; management of interpersonal relations and others.

- on the assessment of students' academic performance; students' involvement in research work, participation in scientific; publication activity and others;

- to assess the degree of satisfaction with the organization's scientific and professional activities and how much they think it will help in their future profession and career expectations.

A total of 200 people were interviewed, of whom 110 were students of humanities specialties and 90 of technical specialties. All of them are senior students. The set of questions outlined above will allow collecting the necessary information to assess

the level of students' emotional intelligence, their academic performance, involvement in research work and satisfaction with the organization of scientific and professional activities. Sample of students was based on the fact that they study at different faculties and chose different directions of their future professional. In this way it is possible to cover a wider range of scientific disciplines studied at universities and different specializations. The age of the participants ranged from 20 to 25 years old, the average age was 22–23 years old. Gender distribution did not matter, both men and women could participate.

The testing was conducted in order to more accurately establish the level of emotional intelligence in students. To calculate it, a specialized test for determining EI (or EIT) was used, which makes it possible to obtain its assessment in each participant of the survey research. The test is evaluated on a Likert scale (five points: from 1, which means «completely disagree», to 5 – «completely agree». The maximum sum is equal to 200 points). for this purpose, the EI questionnaire K. Barchard, edited by G.G. Knyazev, L.G. Knyazev, L.G. Mitrofanova, O.M. Razumnikova, includes 7 scales of 68 questions. From which the surveys are grouped in the volume of four, the following scales of 40 questions, which we need based on the topic of the research, in the following areas:

- Self-control (level of irritation and calmness under stress);
- Empathy (understanding other people's feelings and being interested in the opinions of others);
- social competence (communication skills; cooperation in a group);
- relationship management (conflict resolution; negotiation skills [7]. The test results are obtained for each parameter of emotional intelligence in the form of average scores.

Additionally, in-depth interviews were conducted with individual students who were selected as the best students according to their answers in the questionnaire and EIT test results. The interviews provided additional qualitative information about the personal experiences of the respondents regarding the relationship of their emotional intelligence to their studies and future professional activities. The main themes of the interviews were: assessment of the importance of emotional intelligence; the impact of emotional intelligence on scientific and technical activities; and the impact on future career prospects.

The pedagogical experiment was conducted in two groups of students of humanitarian and specialties. 20 people participated in each group. The experiment lasted 6 months and included a series of trainings and seminars on the development of emotional intelligence, as well as during this period the model of EI development was introduced in them), which are realized in the framework of the modern model of the influence of emotional intelligence of university students on their scientific and professional activity and professional development. At the first stage, the initial indicators of emotional intelligence

(on a five-point scale), as well as indicators of scientific-professional activity (SPA), such as participation in scientific conferences, number of publications and participation in research projects, are conducted in students of two groups. At the end of the experiment, a follow-up study is conducted. They are compared and conclusions are drawn

To process the obtained data statistical methods of regression analysis are used, using the statistical analysis package SPSS to establish how much the level of EI predicts success in both academic and professionally significant applied, usually achieved through the organization of scientific and professional activities in higher education.

Analytical analysis technique was also applied, aimed at determining the findings related to the study of emotional intelligence in the context of academic and scientific professional activities.

The modeling method is used to make recommendations within the current integrated model.

Results

Results of the literature analysis on the study of the theoretical foundations of emotional intelligence and its impact on scientific and professional activity.

The definition of the concept of emotional intelligence is given by many researchers, both well-known authors Daniel Goleman, Peter Salovey, John Mayer, and modern ones. Let us dwell on the complex definition of EI, given to emotional intelligence, proposed by A. Savira investigating its structure and typology, as it is a complex of human abilities based on feelings and sensations, emotions, sensual states, as well as on their understanding and ability to manage them. The author adds competences based on deep sensory experiences related to processing and transformation of information caused by emotions. Thus, the integrative essence of emotional intelligence, expressed in humans in the unity of human cognitive and affective processes, is revealed [8]. S. Juyal identifies and describes the main components of EI that should be considered in education (self-awareness, self-regulation, motivation, empathy, social skills) [9].

Scientific and professional activity of students in higher education is also defined by many authors. Let us refer to the opinion of S. Saeed in the context of competency-based approach in professional training of students: as research activity, which includes two main elements (research and development activities of students and research and development activities, which means research work [10]. In Kazakhstani universities NAP is defined by the State Educational Standards of the Republic of Kazakhstan and is included in the programs of all specialties [11]. Modern foreign authors M. Munakata, A. Vaid, and A. Vaidata point out its importance in relation to EI. A. Munakata, Vaidya (2013), investigating the development of creativity through personalized education [12], as well as S.Y. Hwang redefining creativity as presence and expression in higher education [13], L. Latifah investigating leadership and creativity in higher education institutions [14],

W. Seneru comparing university design and NAP based on students' and teachers' perceptions of creativity [15], and A. Vasiou who concluded that modern students need good NP – skills, not just diplomas [16].

When considering various models of EI that can influence the NAP of university students, the main ones are still considered, as W. Abera answers, the Goleman mixed model, the Mayer-Salovey-Caruso model and others. Abera, Goleman's mixed model, Mayer-Salovey-Caruso model and others [17]. The analysis has shown that each model has advantages and disadvantages and should be taken into account in the study

The analysis also points to the importance of EI for the effective performance of professional duties and, based on this, requires the organization of active NAP in higher education institutions. The examples of professions where a high level of EI is especially important include managers, teachers, medical workers, service professionals and others. It is important to realize that emotional intelligence influences scientific and professional activity, because through such influence it is possible to teach a person to manage the following processes inherent to NPD: stress, teamwork, decision-making and so on. The connection between the level of EI and the productivity of NPD is confirmed by the implementation of measures based on the following: the reciprocity of emotional intelligence and personality traits, since it is the personality traits (especially self-awareness and self-reflection) of a person that influence the development of EI [18]; on the development of emotional intelligence, through methods and programs to increase the level of EI (trainings and exercises for the development of individual aspects of EI most important for NPD) [19].

Thus, the analysis provides insight into the importance and influence of emotional intelligence on scientific and professional activities, and provides a basis for further research.

The results of the questionnaire to establish the students' main indicators of EI, academic performance and research activity and satisfaction with scientific and professional activities of the university are shown in Table 1.

With regard to emotional intelligence, students of both orientations have good indicators, but higher levels of self-control, empathy and social competence in students of humanities universities, compared to technical specialists. Such peculiarities can be explained by the fact that in humanities disciplines training traces the development of skills associated with a greater need for social interaction and emotional involvement. Average indicators of academic performance are better for students of humanities specialties, but the differences are not significant. Research and publication activity is also slightly higher among them, possibly due to more projects and activities focused on interdisciplinary research. Students in both groups are generally satisfied with the organization of educational scientific and professional activities, although humanitarians

Table 1 – Questionnaire survey indicators (average for the group)

parameters	liberal arts majors	technical specialties
Level of EI		
Self-control		
– Irritation level	3.8	3.2
– Calm under stress	4.1	3.5
Empathy		
– Understanding other people's feelings	4.5	3.7
– Interest in the opinions of others	4.3	3.9
Social competence		
– Communication skills	4.2	3.6
– Group cooperation	4.0	3.8
Relationship management		
– Conflict resolution	3.9	3.5
– Negotiations	4.1	3.7
Academic performance and research activity		
Average grade point average		
– Average score	4.2	4.0
Research activity		
– Research participation	70%	60%
– Publication of articles	30%	20%
– Scientific conferences	50%	30%
Satisfaction with scientific and professional activities of the university		
Self-control		
– Irritation level	3.8	3.2
– Calm under stress	4.1	3.5
Empathy		
– Understanding other people's feelings	4.5	3.7
– Interest in the opinions of others	4.3	3.9
Social competence		
– Communication skills	4.2	3.6
– Group cooperation	4.0	3.8

report slightly higher satisfaction. Both types of students are confident that the knowledge they receive will be useful in the future, but technical specialists more often note the relevance of education to their scientific and professional plans

The results of (EIT) testing are reported according to Figure 1.

Humanities students demonstrated a higher level of self-control (167 points vs. 152 for technicians), indicating that humanitarians are better able to cope with emotions and maintain concentration in stressful situations. The difference in the level of empathy

between the two groups was more significant (172 points for humanitarians vs. 159 for technicians), indicating that humanities disciplines require more attention to the feelings and views of others. Humanitarians performed significantly better in social competence (175 points vs. 160 for technicians). This is probably due to the greater volume of social interactions and the need for cooperation in the humanities. In managing interpersonal relationships, humanities students were also ahead (170 points vs. 155 for technicians). This result may indicate a greater need for advanced communication skills in the humanities. The total emotional intelligence score for humanitarians was 173 points (closer to the maximum 200 points), while for technicians it was 157 points (also above average). Thus, the obtained data confirm that humanitarians have a higher level of emotional intelligence, which is probably due to the specifics of their educational programs and professional orientation

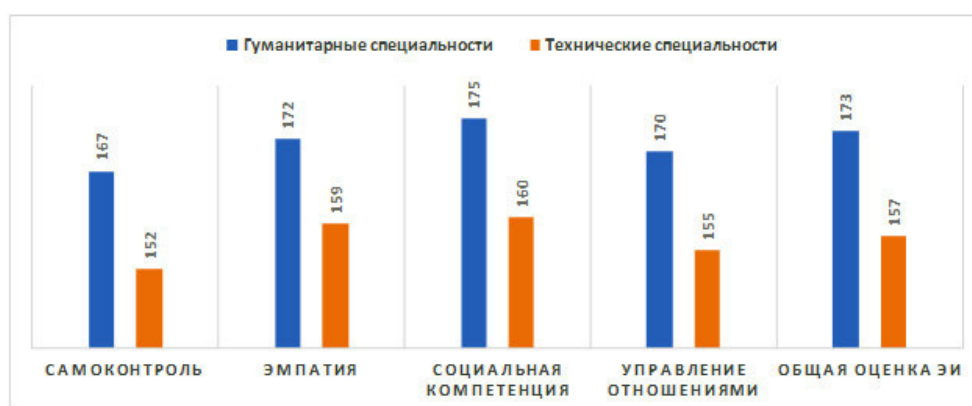


Figure 1 – Emotional Intelligence test results, in scores

In general, the obtained results of the two types of research indicate that the differences in the levels of emotional intelligence between the students of humanities and technical specialties, which suggests that universities should pay more attention to the development of emotional intelligence among students of technical specialties, as it is the basis for the development of students so necessary for technicians, skills of scientific and professional activities to develop recommendations and special programs for the development of such activities.

These conclusions are also confirmed by the results of interviews. For example, one of the answers of a student of pedagogical specialty: «I believe that empathy is a key element of my future profession. Without the ability to understand and feel other people it is impossible to succeed in working with students. During my studies, I often encountered situations where my emotion management skills helped me to smooth conflicts in groups

and achieve better results.» While an engineering student points out that «in the technical faculty, logic and analytical thinking are more valued, but in teamwork emotional intelligence also plays an important role. And noted that when they work on projects, there are many problems, such as the ability to negotiate and take into account the opinion of each team member. In his opinion, that they develop these skills less than humanitarians, although the needs are greater.» The results of the interviews are summarized and the averages allow us to draw the following conclusions: once again the importance of the organization of scientific and professional activities in universities for the development of emotional intelligence of all students is emphasized, but to a greater extent the impact is noted in students of humanities, and the need for development is greater in the second group. And also the importance of the organization of scientific and professional activities in universities for the development of emotional intelligence of students is noted in all students.

The results of the regression analysis reflecting the influence of emotional intelligence and its connection with study and future scientific and professional activity, e in the form of percentage distribution of responses, are shown in Table 2.

Table 2 – Results of regression analysis

Independent variable	For students of humanitarian specialties		For students of technical specialties	
	β (standard coefficient)	p-value	β (standard coefficient)	p-value
Overall assessment of EI	0.57	<0.001	0.39	<0.005
Satisfaction with the quality of teaching	0.31	0.01	0.24	0.02
Participation in research projects	0.22	0.05	0.16	0.08
Experience in internships or traineeships	0.18	0.07	0.13	0.11

Interpretation of the results indicates that the level of emotional intelligence has a significant impact on academic performance and success in professionally significant activities for both humanities students and technicians. However, the influence is stronger in humanities students ($\beta=0.57$) than in technicians ($\beta=0.39$). This confirms that emotional intelligence plays a more significant role in the success of humanities students. The positive effect of satisfaction with the quality of teaching on academic performance and professionally significant activities is also significant, but less strong than the total EI score. In humanities students this effect is more pronounced ($\beta=0.31$) than in technicians ($\beta=0.24$). This may indicate that the quality of teaching has a greater impact in the humanities, where interaction and support from the teacher may play a more

prominent role. Participation in research projects shows that this factor has a moderately significant contribution to academic performance and to scientifically and professionally meaningful activities, with humanities students ($\beta=0.22$) having a higher contribution than technicians ($\beta=0.16$). This may be due to the fact that research work requires a higher level of emotional intelligence for effective teamwork and interaction with the scientific community. Internship or practicum experience is least significant in this model, especially for technicians ($\beta=0.13$, $p=0.11$), indicating a weak relationship between internship experience and academic performance or professionally relevant activities. For humanities students, this factor still has some influence ($\beta=0.18$, $p=0.07$), which may be related to the greater importance of interpersonal skills in humanities professions.

A modern model of the influence of university students' emotional intelligence on their scientific-professional activity, which is based on a comprehensive approach that takes into account various aspects of emotional intelligence (EI) and its influence on academic and scientific-professional activity, has been developed. The model is based on three key components of emotional intelligence that are directly related to students' scientific and professional activities:

1. Development of self-control and self-regulation, including measures aimed at developing competencies: the ability to manage one's emotions and behavior in stressful situations; maintaining concentration and motivation to achieve goals.

2. Development of empathy and social perception, containing measures aimed at creating competencies to take into account the feelings and needs of others; to ensure effective teamwork and build trusting relationships.

3. Social competence and leadership: which includes measures to develop skills in conflict management and decision-making and to develop the ability to cooperate effectively and lead a team.

The results of the pedagogical experiment are summarized below in the volume of initial and final indicators of emotional intelligence and indicators of scientific-professional activity (SPA), shown in Table 3.

Table 3 – Results of comparative analysis of the pedagogical experiment

Indicators	Humanitarian group			Technical team		
	Initial value	Final value	Percentage of increase	Initial value	Final value	Percentage of increase
Emotional intelligence	3,2	4,1	27,8	2,8	3,6	28,6
Participation in conferences, once a year	1,5	2,8	66,7	1,2	1,8	50
Number of publications, times per year	0,2	0,7	250	01	05	500
Participation in projects, once a year	1,1	1,9	72,7	09	1,5	66,7

The obtained results allow us to draw the following conclusions about the positive impact of the developed measures for the development of emotional intelligence (EI) on the scientific and professional activity of students. Since the level of EI increased by 27.8% in students of humanitarian specialties, which indicates a significant progress in mastering the skills of self-control, empathy and social competence, which is important for NAP. In students of technical specialties, the growth was 28.6%, which confirms the universal applicability of approaches to the development of EI regardless of the focus of training. Participation in conferences increased by 66.7% in humanities students and 50% in technicians. This indicates the increased confidence and willingness of students to present their scientific achievements publicly. The number of publications increased by 250% for humanities students and 500% for technicians, indicating a significant increase in research activity and quality of scientific papers. Participation in projects increased by 72.7% for humanities students and by 66.7% for technicians, which emphasizes the increased interest and ability of students in joint research work.

Overall trends: all showed a large increase in scientific and professional activity, with the humanities group slightly more so, which may be due to the greater predisposition of humanities students to social-emotional aspects. Technical students showed significant improvements, especially in the area of publications and project participation, which emphasizes the importance and impact of EI development for students of all university majors. The main reasons for the improvement or impact of EI on NPD are as follows: improvement of emotion management skills and maintaining concentration contributed to more effective performance of tasks and increased motivation for NPD; development of empathy and skills of interaction with colleagues and scientific community contributed to the increase in the number of publications and project participation.

They are reflected in Table 4.

Table 4 – Practical recommendations

EI parameters	Educators	Engineers
1	2	3
1. Self-control and self-regulation	Stress management trainings: Special sessions on teaching relaxation methods, breathing techniques and strategies for managing emotions in difficult pedagogical situations. Psychological counseling to maintain psycho-emotional health and prevent professional burnout. Result: Increased resistance to stressors, reduced anxiety, improved concentration and productivity in work.	Training in time management and effective methods of time planning and prioritization to optimize productivity. Problem-solving courses on developing critical thinking skills and finding optimal solutions in non-standard situations. Result: Increased work efficiency, reduced stress-induced errors, improved quality of completed tasks.

Continuation of table 4

1	2	3
2. empathy and social perception	Game techniques and role-playing simulating real pedagogical situations where students learn to understand and take into account the emotional state of students. Workshops on active empathy: skills in active listening, recognizing non-verbal cues and demonstrating caring and understanding. Result: Improved relationships with students, increased trust and mutual understanding, creation of a favorable atmosphere in the classroom.	Communication trainings: effective communication skills in technical teams, understanding of cultural and individual characteristics of colleagues. Intercultural programs to develop the ability to work in multinational and multicultural teams. Outcome: Improved team understanding, reduced conflicts, increased efficiency of teamwork
3. Social competence and leadership	Conflict resolution workshops: on techniques for resolving disputes and conflicts in the educational environment. Leadership trainings to develop classroom management skills, motivate students and build team spirit. Outcome: Effective classroom management, conflict prevention and resolution, building a cohesive team of students.	Presentation and public speaking training: skills in presenting technical projects and ideas in front of an audience. Leadership trainings: Training in project management principles, team coordination and strategic decision making. Outcome: Ability to effectively present and defend technical solutions, project management and coordination of cogakih manda work.

Based on the results obtained, it is also possible to recommend, for example, different approaches to the development of emotional intelligence (EI) for pedagogical and technical specialties in relation to the NAP, since each of these educational areas has unique requirements for personal qualities and scientific and professional skills. Specific measures are proposed for each specialty within the three areas of EI development: self-control and self-regulation, empathy and social perception, and social competence and leadership.

Conclusion

This study investigated the relationship and influence of the level of emotional intelligence (EI) of university students and their scientific and professional activities. In the course of the survey on two indicators (EI and academic performance), higher indicators were found in students of humanities specialties. Regarding satisfaction, students of both groups are satisfied with the organization of educational activities and are sure that the knowledge they receive will be useful in the future, especially for technical specialists.

These indicators are confirmed by the results of interviews. The test results demonstrate the differences in the levels of emotional intelligence between students of humanitarian and technical specialties, which served as a basis for further research and development of a model and recommendations for the development of emotional intelligence among students of different directions. Regression analysis confirmed that the level of emotional intelligence is a strong factor influencing the success in scientific and professionally significant activities, especially among students of humanities specialties.

A model based on three key components of EI was developed: self-control and self-regulation, empathy and social perception, social competence and leadership. Experimental verification showed that the development of these components has a positive impact on students' scientific and professional activity, including participation in conferences, publication activity and participation in research projects, as both groups showed tangible improvements, which confirms the universality and significance of EI development for all areas of STD education. At the same time, when developing the model, it was determined that it is necessary to take into account the peculiarities of specialization. Thus, for pedagogical specialties, the development of emotional intelligence should be aimed at the formation of such forms of NTDs, which are based on sustainable skills of emotion management, deep understanding and consideration of the emotional state of students, as well as effective classroom management. For technical specialties, it is important to develop self-control and time management skills, effective team communication and leadership skills for successful project management.

Scientific novelty consists in the fact that for the first time the model of the influence of EI on scientific and professional activity of students of different specialties has been proposed and experimentally tested. The results of the experiment confirmed the effectiveness of an integrated approach to the development of EI in the context of scientific and professional training. Possible areas of application of the study: educational institutions for the development and implementation of programs for the development of EI and NAP for students of all specialties.

Scientific significance lies in the expansion of theoretical ideas about the role of EI in education and scientific and professional training, opening new directions for research. The practical significance of the model and recommendations consists in increasing the efficiency of students' scientific and professional activity, improving their competitiveness in the labor market.

Forecast of development and prospects for further development: further expansion and improvement of models of EI development taking into account the specifics of various professional areas; integration of EI into online education and distance learning formats and others.

Contribution of the authors:

J. Doncheva – was responsible for the theoretical foundation of the study. She conducted a comprehensive review of the existing literature on emotional intelligence and its relevance to scientific and professional competencies. She contributed to the development of the research framework, defining key constructs, hypotheses, and conceptual models, and helped formulate the methodological strategy for the study.

B. Matayev – coordinated the empirical research phase, organized and conducted the pedagogical experiment, and ensured ethical compliance during data collection. He managed collaboration with participating universities, oversaw data gathering (questionnaires, interviews), and contributed significantly to the structuring and writing of the manuscript, integrating theoretical and empirical findings.

D. Akhmetova – conducted the data processing and statistical analysis, applying regression analysis and interpreting the findings. She was responsible for visualizing the results and drawing practical conclusions. Akhmetova also developed and tested training modules and interactive tasks to foster emotional intelligence, and provided the final recommendations for educational practices based on the research outcomes.

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ЖОО студенттерінің эмоционалды интеллектінің ғылыми-кәсіби қызметке әсері

Аннотация. Бұл мақалада университет студенттерінің ғылыми және кәсіби қызметінің тиімділігіне эмоционалды интеллект деңгейінің әсері қарастырылады. Өйткені эмоционалды интеллект университет студенттерінің табысты ғылыми және кәсіби қызметін қамтамасыз етудің маңызды аспектісі болып табылады. Зерттеудің мақсаты эмоционалды интеллекттің даму деңгейі мен жоғары оқу орындарындағы ғылыми және кәсіби қызмет арасындағы байланысты анықтау болды. Қатысушылардың даму деңгейін объективті бағалауға мүмкіндік беретін сауалнамалар мен тесттер сияқты эмоционалды интеллектті бағалаудың заманауи әдістері қолданылды. Нәтижелер эмоционалды интеллекттің жоғары деңгейі оқу ортасына жақсы бейімделуге, оқуға деген ынтаны арттыруға және ғылыми жобаларды тыбысты орындауға ықпал ететінін көрсетті. Зерттеудің ғылыми маңыздылығы білім беру процесінде эмоционалды интеллекттің рөлі туралы түсініктерді кеңейту және болашақ мамандардың ғылыми және кәсіби құзыреттіліктерін қалыптастыру болып табылады. Зерттеудің практикалық құндылығы-білім беру сапасын арттыруға және ғылыми және кәсіби құзыреттіліктері бар кадрлар даярлауға мүмкіндік беретін мамандану ерекшеліктерін ескере отырып, студенттердің эмоционалды интеллектісін арттыру бойынша ұсыныстар мен бағдарламалар жасауға болатын модель жасалды. Зерттеу жоғары оқу орындарының білім беру стратегияларында және студенттерді қолдау бағдарламаларында эмоционалды интеллектті есепке алудың гипотезасы мен маңыздылығын растайды, өйткені олар олардың ғылыми және кәсіби өсуіне әсер етеді, және болашақ кәсібінде табыстылық әкеледі.

Кілтті сөздер: эмоционалды интеллект, студенттер, университеттер, ғылыми және кәсіби қызмет, ықпал, даму моделі.

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Влияние эмоционального интеллекта студентов вуза на научно-профессиональную деятельность

Аннотация. В данной статье рассматривается влияние уровня эмоционального интеллекта на эффективность научно-профессиональной деятельности студентов университета, поскольку эмоциональный интеллект является важным аспектом для обеспечения успешной научной и профессиональной деятельности студентов университета. Целью исследования было выявление взаимосвязи между уровнем развития эмоционального интеллекта и научно-профессиональной деятельностью в высших учебных заведениях. Использовались современные методы оценки эмоционального интеллекта, такие как опросники и тесты, позволяющие объективно оценить уровень его развития

у участников. Результаты показали, что высокий уровень эмоционального интеллекта способствует лучшей адаптации к учебной среде, повышению мотивации к обучению и успешному выполнению исследовательских проектов. Научная значимость исследования заключается в расширении представлений о роли эмоционального интеллекта в образовательном процессе и формировании научных и профессиональных компетенций у будущих специалистов. Практическая ценность исследования заключается в создании модели, на основе которой можно разработать рекомендации и программы по повышению эмоционального интеллекта у студентов с учетом особенностей их специализации, что позволит повысить качество образования и подготовить кадры с научными и профессиональными компетенциями. Исследование в целом подтверждает гипотезу и важность учета эмоционального интеллекта в образовательных стратегиях вузов и в программах поддержки студентов, так как они влияют на их научный и профессиональный рост и принесут успех в их будущей профессии.

Ключевые слова: эмоциональный интеллект, студенты, вузы, научная и профессиональная деятельность, влияние, модель развития.

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