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**Бидюк И.А., Соловьева Д.О.**

**Особенности копинг-стратегий у девушек с маскулинной и фемининной гендерной идентичностью**

*В статье приведены результаты исследования копинг-стратегий с учетом гендерной идентичности. Особенный интерес к проявлениям копинг-стратегий у маскулинных и фемининных девушек. Источников -17.*

**Ключевые слова:** копинг-стратегии, гендерная идентичность, маскулинность, и фемининность.

**Bidyuk I.A., Solovyeva D. O.**

**Features coping strategies of girls with masculine and feminine gender identity**

*The article presents the results of a study of coping strategies and gender identity. Of particular interest to the manifestation of the coping strategies of masculine and feminine girls. Sources -17.*

**Key words:** coping strategies, gender identity, masculinity, and femininity.

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**EFFECTS OF EMOTIONAL COMPETENCE ON  
SELF-DETERMINATION OF POSTGRADUATE STUDENT (PhD) AS UNIVERSITY  
TEACHER**

*The psychological factors of successful educational co-operation are investigated in the system «university teacher-student», particularly for the entry-level teachers of university – postgraduate students (PhD). There are most essential among them emotional competence of postgraduate students as teaching subjects, its positive influence on academic records of students as learning subjects and psychological well-being of both subjects of educational process. Reliability of research results is provided with the variety of the applied experimental methods, multiple regressive analysis too. Research is opened by the new prospects for assessing the role of quality of higher*

education, especially in his subjective parameters through their reflection on the personality, emotional and communicative indexes. Sources - 16.

**Key words:** emotional competence, entry-level university teacher, postgraduate student (PhD), psychological well-being, successful educational co-operation,

**Problem identification.** A new sociocultural situation in educational area, which is connected with transformations of the XXI century's society under the communicative paradigm (Yu. Habermas), requires active attraction scientific elite, particularly postgraduate students (PhD) in order to innovate higher educational system, especially the system «university teacher – student». Almost all university teachers, entry-level one's also, come across pedagogical difficulties in their career. These difficulties change into «challenge» for a young specialist and require a timely «answer». Besides, in case of lack of mastery experience, necessary skills, pedagogical abilities and competence university entry-level teachers, who, being at the same time postgraduate students, are more profoundly oriented to gaining proficiency in higher levels of scientific activities than to active participation in innovative educational processes. Taking into account that a competence approach has become one of the most the significant field of researches of the contemporary psychologists, studied not only in educational psychology but within personality psychology too, as well as it is that basic ideas of innovative pedagogy, it becomes urgent to study competence which is explained in terms of «emotional competence» (EC) and the personality traits as factors that can have an influence on the level of training of young specialists in the field of higher education.

**Review of the latest publications.** In general, the relation between intellect and emotions in the educational activities is not new in psychology (L. Vygotskyi, V.Viliunas, D. Elkonin, K. Izard, O. Leontiev, G. Kostiuk and others). However, new emphases have recently been laid upon the approaches to its study by borrowing the achievements of native and foreign psychologists (I. Arshava, T. Kyrylenko, E.°Nosenko, O.°Sannikova, R. Bar-On, N. Hall, D. Goleman, D. Lusin, D. Mayer, M.Reynolds, P. Salovey and others).

It has enabled to distinguish between emotional intelligence (EI) and emotional competence (EC) (D.Goleman, C.Saarni, I. Andreeva, I. Arshava, O. Loshenko, I. Matiikiv, E.Nosenko, O.Chebykin) [1-7; 9; 16] and begin studying dynamically contextualized traits of the personality (K. Petrides, E.°Fernhem, E. Nosenko, N. Kovryga), which EC belongs to. So introduction of EI of the personality, which form on the basis of systematic regularities between personality traits and special abilities, such as EC indicates fundamental problems and enables to look at them through the prism of searching for a lawful relationship in the field of increasing the successfulness of teaching and studying at the establishments of higher education.

Dealing with the analysis of the aforesaid relationship, in particular with defining the nature of EC, it should be noticed that the forefather of the term is D. Goleman [5], who understands it as a personal dynamic phenomenon, where there are social skills next to the personal qualities; also treat EC as a personal capacity to provide optimal interaction between emotions and purposeful behavior (D. Goleman and J. Raven); C.°Saarni considers it to be a unity of three aspects: «I»-identity, character, abilities or skills, which contribute to the harmonious interaction of the individual with himself and his surroundings [7; 14]; EC is a specific construct of the person's emotional reaction, aimed at taking hold of a certain attitude to his emotional experiences and others' (O.A. Loshenko).

The problem of EC is becoming more widespread in the studies of interpersonal interaction [in 2; 3; 6; 15; 16], in particular in the systems «teacher – pupil» (V.Bocheliuk, I.Vakhovetska, V. Zagviazinskyi, V. Moliako and others) and «university teacher – student» (V. Andreev, O. Berak, L. Dvornichenko, S. Dmitrieva, N. Postaliuk, V. Semychenko) [6; 15]. Such a foreshortening is connected with a number of facts: first of all, emotional state of a university teacher has a direct influence on emotional state of students (E. Iliin, L. Karamushka, O. Polunina, T. Pirozhenko), secondly, phenomenon EC is stipulated by the processes of formation of the subject of educational

activities (K. Abulchanova-Slavska, A. Derkach, A. Markova, O. Sannikova), thirdly, competence is a condition of the effective management of educational processes (L. Karamushka, N. Kolominskyi, Y. Shvalb, O. Shchotka).

At the same time the notion «subjective well-being» (SWb), which partly coincides with emotional (EWb), psychological (PWb) and general well-being (GWb) [2; 10; 11; 13-15], is considered to be an inner criterion of university teacher's and students' adaptation to the educational environment. Besides, in the review of studies, relating the learner attitude's themselves to academic achievement, especially self-concept, Byrne (2002) [in 14] showed that self-concept and self-esteem are correlated positively to achievement and interpersonal relations.

It should be noted that emotions perform social and communicative functions, that is why consideration of emotions from the point of view of their communicative functions presupposes that they signalize socially relevant information, which is significant for achieving professional success, and ensure adaptive effective interpersonal interaction. If the university teacher have a high level of EC and empathy, it is probable that there is decline in the number of conflict situations with the students which contributes to fruitful cooperation, unity, a sense of belonging to the group, a feeling of well-being, content with the quality of education and intellectual activities on the level of the interpersonal system «university teacher – student». Thus, at present stage EC is studied as a necessary condition of the environmental mastery and as a factor of personality development in the educational environment and leadership.

**The objective of the present study.** The present study is aimed at ascertaining the psychological peculiarities and factors of organization of the successful educational cooperation of postgraduate students as university teachers and their students, determined by the influence of emotional competence on different types of well-being at the lessons and to demonstrate the key role of the emotional attitudes of the university teachers and learners both in one's to the process of knowledge translation vs acquisition and themselves as the subjects of educational activities.

The most likely psychological peculiarities and factors of the successful educational cooperation are the influence of emotional competence of postgraduate students and changes of the both university teachers' vs students' attitude to themselves as the subjects of educational activities

Its hypothesis consists in presupposing that there is a positive correlative relationship between emotional competence and psychological well-being of a postgraduate student as an entry-level teacher, which has an indirect influence on emotional comfort and well-being of students and pedagogical successfulness of a postgraduate students as their environmental mastery' trait. Consideration of relations of EC as a determinant of SWb is based on a more general hypothesis, according to which people with a high level of EC have such a level of balance of positive and negative affectivity which foreign researchers describe as a state of «flourishing» [in 15]. Such a state is attained due to the fact that individuals with the highest level of EC are able to act on the oversituational level.

Thus, an empirical model of psychological factors to be fruitful for the organization of successful educational cooperation, which determines relations of emotional competence of postgraduate students as entry-level university teachers and different types of well-being at the lessons both in postgraduate students and learners, has been tested.

**Method.** The present study which involved a sample of 171 participants – postgraduate students as university teachers and students of Oles Honchar Dnipropetrovsk National University both as the subjects of educational activities, has been intended to examine communicative function of emotional competence as a new dynamic integral personality trait.

**Sampling strategy and Resulting Sample.** The main stage of the research included acquisition of empirical data, mathematical and statistical processing of the received material and its quantitative and qualitative analysis. Its participants were entry-level teachers (postgraduate students)

and students of Oles Honchar Dnipropetrovsk National University (51 postgraduate students, 120 students, N=171 participants aged 18-28 years, equal number of males and females).

Data tools. At the organizational and methodological stage a set of instruments for carrying out an empirical research was chosen, in particular measures included: Emotional Intelligence Scales by N. Hall, Self-attitude Inventory by V. Stolin and S. Panteleev, Big-five taxonomic Inventory by L. Goldberg, adapted to the Ukrainian culture L.F. Burlachuk and D.K. Korolev; State-Trait Anxiety Inventory (Spielberger, adapted by Y. Khanin); Psychological Well-being Scales (Ryff, 1989, adapted by Znanetska, 2008), Flugel "palm-fliers" (adapted by Vilunas), Self-rating methodology of self-esteem by Dembo-Rubinshtein.

The questionnaire-inventory of personal EC, whose reliability was confirmed statistically ( $\alpha$  Cronbach 0,798), was created by the author of the paper. In order to establish the psychological factors of EC as to PWb depending on its level the multiple regressive analysis in the software package SPSS 15.0 (table 1) was used.

Besides, in order to find out the peculiarities of successful psychological organization of educational cooperation at the lessons and other types of educational communication between postgraduate students as entry-level teachers and students a specially created Observation Map, where competences and organizational, methodological, psychological and pedagogical difficulties were analyzed, was used. For instance, types of students' questions and answers, teacher's didactic methods; showing preferences – partial / general marks, types of encouragement and ways of supporting students. The results and their analysis are presented here inafter.

Procedure. Interviewers administered the items' inventory and scales – asking the respondents agreed or disagreed with the statement. The resultant procedure included finding out correlation coefficients as to sample of participants (of the low, middle, high EC variable) with the mean-level analyses statistically significant differences in their means, inafter the regression model with multiple regressive correlation coefficients one of them – standardized Beta, an index of contribution of each of the variables, was used.

Findings and Conclusion. As a result of the study three levels of EC have been found out and presented as (%): low (12,8), middle (50,0) and high (37,2). Correlation analysis, with the help of which the links of EC with factors PWb of the teachers-postgraduates have been established, indicates that there are significant ( $p<0,05$ ) positive links of EC with scales of all the Big-Five personality variables, mean values of others inventories: extraversion – introversion (0,422), self-control – impulsiveness (0,283), locus of control (0,344), attachment – isolation (0,337), expressiveness – practicality (0,411), self-acceptance (0,378), level of self-esteem (0,369), self-confidence (0,363), self-interest (0,194), integral feeling of pros and cons of one's own «I» (0,189), self-respect (0,163), purpose in life (0,160), which represent factors of personality sphere.

Besides, on the mean-level analyses there is also a significant positive link of EC with the subscales of positive emotionality (0,311), mean values of psychological well-being (0,221) and subscales of positive relations (0,222) as well as significant of negative links with the subscales: emotional stability – instability (-0,178), mean values of personal anxiety as trait (-0,355), situational anxiety as state (-0,337), which belong to the factors of emotional sphere. All correlation coefficients are statistically significant at the  $p<0,05$  level.

Indices of the teachers-postgraduates as to comradeship ( $p<0,05$ ), which concentrates on the pole of positive emotionality, correlating positively with self-respect, autosympathy, acceptance of one's own «I» at the  $p<0,01$  level and internality in the field of achievements, interpersonal relations at the  $p<0,05$  level are also significant. Since the increase of self-confidence, self-respect, self-esteem, openness to new experience, self-control, trust in one's feelings and intuition and decrease in the level of anxiety contribute to the level of EC, which has an influence on indices of subscales of PWb and successfulness of interpersonal interaction PhD's. It also proves the fact that indices of PWb for the teachers-postgraduates with middle and high levels of EC (87,2%) are from 215. The interconnection

of the teachers-postgraduates' EC with indices of PWb and their correlation with comradeship and subscales of positive relations in the range (0,221-0,711) ( $p < 0,05$ ) are obviously a factor of actualization of the social sphere, in particular the communicative substructure of environmental mastery's abilities and metaexperiencing of emotional moods.

It throws light on the role of EC in the structure of other competences. If there are problem methods (questions, contradictions, contradictory facts) in the structure of setting forth the material at the lesson, it is a valid indicator of the methodological competence used by the teacher-postgraduate (technical, mathematical, physical specialties) and his (her) environmental mastery: on the one hand, there is an increase in the students' cognitive activity, academic performance (51%) and their positive attitude to themselves; on the other hand, there is an increase in their anxiety ( $p < 0,01$ ). The same is true for the teachers-postgraduates (the humanities) provided that cognitive activity of the students is relatively high and positive relations in the subscales of PWb (46%) are the highest and indices of state anxiety are a little lower but trait anxiety are the highest mean absolute low at the  $p < 0,05$  level both one's.

Thus, first of all, cognitive activity of the students, which can be a valid indicator of the quality of education, increases the indices of teachers-postgraduates' PWb (such subscales as self-acceptance, autonomy and environmental mastery (0,711; 0,563; 0,432), secondly, state anxiety of the students decreases their index of PWb in the subscale of positive relations ( $p < 0,01$ ), which appeals to teachers-postgraduates' EC but is unconsidered in case of low levels of EC.

On the basis of correlation analysis significant links between the level of manifestation of EC and psychological factors of PWb have been established for the sample of postgraduate students. For the middle level of PWb (192,64-199,78) for the sample of postgraduate students, on the contrary to the high one, significant ( $p < 0,05$ ) positive links between the level of EC and subscales: attachment – isolation (0,363), self-control – impulsiveness (0,200) and negative ones – emotional stability – instability (-0,245) have been found out. These results certify the fact that understanding, responsibility, control of emotions, self-efficacy and self-confidence contribute to the development of EC of the teachers-postgraduates' personality which intensifies its influence on the indices of the successful educational cooperation.

For individuals from the sample of postgraduate students with a high level of PWb (215,0 and higher) significant positive links between the level of EC and the level of self-esteem (0,563) according to Dembo-Rubinshtein methodology as well as self-esteem with the scale of self-acceptance (0,721), which is a central component of PWb, have been found out, at the  $p < 0,001$  level. Besides, positive links with the subscales: integral feeling and pros and cons of one's own «I» (0,483), self-interest (0,400), self-acceptance (0,355) according to V.°Stolin's inventory have been determined.

It means that adequate self-esteem, interest to one's own inner world and self-acceptance contribute to the development of EC of the postgraduate students' personality, which effects their interpersonal relations with students. EC indices of the teachers-postgraduates correlate with their PWb and have positive links with PWb of the students at the  $p < 0,01$  level.

The regressive equation for participants with a middle level of PWb (table 1, domain 1) has been formed:  $EC = 0,596 \cdot \text{self-acceptance} + 0,336 \cdot \text{self-confidence} + (-0,259) \cdot \text{self-condemnation} + (-0,181) \cdot \text{self-understanding} + (-0,511)$ . It has turned out that the predicate of self-acceptance determines EC of the personality at 47,49%. It is known that self-acceptance determines a degree of autonomy, positive relations with others and presence of purpose in life. At the same time purpose in life have an influence on the quality of relations with others and personal development of the teacher as a professional, this fact has been revealed at the  $p < 0,05$  level.

Thus, high and middle EC correlate positively and greatly with the indices of PWb and V.°Stolin's subscales of self-attitude. The group with a middle level of PWb is characterized by the increase in the value of subordinate variables together with the increase in the mean value according

to the subscale of self-acceptance. Readiness to blame oneself for one's own failures serves as a factor of increasing the level of EC of the personality. The increase in the level of self-confidence, in particular vigorousness, reliability, independence is accompanied by the increase in the level of EC of the personality, ability to self-perfect emotionally, to control one's own and other people's emotions, to be an emotionally mature personality as a university teacher.

It is interesting that the increase in the level of self-understanding causes the decrease in the index of EC of the personality, which indicates the influence of cognitive abilities and necessity to develop psychological competence in general and EC in particular.

Two predicates, which influence on subordinate variables, namely an integral index of EC (table 1, domain 2) – self-acceptance and self-confidence, have been determined for the individuals with a high level of EC.

Table 1

**Standardized Beta, an index of contribution of each of the variables according to the regression model of emotional competence**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std.error	Beta		
<b>Middle Level</b>						
1	(Constant)	(-) 51,186	3,256		-0,157	0,006
	Self-acceptance	1,616	0,379	0,596	4,024	0,000
	Self-confidence	1,566	0,477	0,336	3,490	0,001
	Self-condemnation	-1,023	0,367	-0,259	-2,787	0,006
	Self-understanding	-0,819	0,442	-0,181	-1,853	0,067
<b>High Level</b>						
2	(Constant)	(-) 68,303	3,219		-2,432	0,018
	Self-acceptance	0,201	0,043	0,508	4,678	0,000
	Self-confidence	1,263	0,458	0,299	2,758	0,008

Regression equation is  $EC = 0,508 \text{ self-acceptance} + 0,299 \cdot \text{self-confidence} + (-6,830)$ . It has turned out that the variable self-confidence determines the subordinate one (86, 26%). It means that the increase in the level of self-confidence is accompanied by the increase in the level of EC of the personality. The same is true for the increase of self-acceptance.

Summing up all the data, it should be noted that the determinative factor of PhD's EC (middle and high) on two levels of PWb (for the sample of postgraduate students and for the sample of students) is a variable PhD's self-confidence, which belongs to the personality sphere, and variable of experienced positive emotional states as precursors of an academic success of the students, which belongs to the emotional sphere.

The Observation Map has been used to study the relations between EC and other competences PhD, especially their environmental mastery' trait as precursors of successful educational co-operation. The relations of difficulties of the entry-level teacher with a high level of EC and PWb have been analyzed in accordance with the emotional attitude of their students towards studying and themselves (table 2). It is found with statistically significant "opposite" groups' sample taking into account the existing groups of difficulties and obstacles in the interpersonal interaction of a university teacher and students and referring to the levels of the emotional attitude (EA) of the students towards educational activities and studying (I. Yermakova, E. Iliin, L. Povarnitsyna,

A. Prykhozhan, G. Kostiuk, N. Postaliuk, V. Semychenko, O. Chebyikin) ad the emotional attitude (EA) to themselves as their positive or poor academic self-concept (I.Arshava, E. Nosenko, B.M. Byrne, M.J. Hogan, J.D.A. Parker, L.J.Summerfeldt) [in 2; 4; 5; 8; 9; 12-14].

Table 2

**Emotional attitude of the students towards studying in the groups of the entry-level teachers with a high level of EC, who undergo various difficulties (% of students)**

Levels of EA of the students to themselves	Interpersonal difficulties of the entry-level teachers with high EC				
	Misunders tanding	Non- acceptance	Diffidence	Irritation	General dissatisfaction
PEA	9	3	13	14	2
GP	0	0	3	18	3
GP with HS	8	37	41	31	5
DEA	46	37	9	18	24
EEA	17	23	34	16	26
NEA	46	57	19	18	25

Note. Emotional attitude (EA) of the students to themselves – productive EA (PEA); general positive (GP) EA; GP EA in case of heightened sensibility to a valuation component of studying (GP with HS); diffusive EA (“educational tiredness”) (DEA); excessive EA (EEA); negative EA (NEA). Difficulties of the entry-level teachers – misunderstanding, non-acceptance, diffidence, irritation, general dissatisfaction

In case of high EC the groups of difficulties in the interaction between the entry-level teacher and students depend on the EA to themselves of the teachers-postgraduates rather than students ( $p < 0,01$ ). In opposite, in case of low EC the groups of difficulties in the interaction between the entry-level teacher and students depend on the EA to study of the students rather than teachers-postgraduates ( $p < 0,05$ ). Besides, even in case of the productive EA towards studying of the students, some part of the entry-level university teachers have the feelings of diffidence and irritation as to the students’ educational actions (13 and 14% of participants PhD respectively). That is true as to teachers, which showed significant differences in subscales of “positive relations”  $F = 29,0/39,4$ ,  $p < 0,01$ .

This tendency is especially vivid in case of the DEA of the students – misunderstanding, non-acceptance’ teacher of the students (46/37%); in case of the EEA of the students – teacher’s diffidence of the students (34% ); in case of the NEA of the students – misunderstanding, non-acceptance (46/57% of the teachers). But inspite of this PhD’s self-esteem and their environmental mastery’ trait were with significant differences in the means among teachers of the low and high level of EC.

Whereas the general dissatisfaction of postgraduate students is 24%, 26%, 25% respectively in case of all the mentioned students’ EA to study, which is considered not as students’ poor academic self-concept by the sample of postgraduate students but as students’ poor educational activities or their lazy.

At the same time it is the EA of the students in case of heightened sensibility to a valuation component of studying that arouses in the entry-level teachers with high EC non-acceptance, diffidence and irritation (37, 41, 31% respectively). It should be noted that among psychological factors of organizational components of the successful educational co-operation in EC self-understanding and the level of self-esteem, which correlate with high level of EC and PWb, appear to be the most dependent on the latter.

One cannot but mention the levels of EC of the postgraduate students. The lowest level of EC ( $n=7$ ,  $r=0,333$ ,  $p<0,05$ ) is characterized by reticence, low self-control, low self-esteem and high state anxiety, self-diffidence and low belief in one's own self-efficacy as a teacher. Those with middle levels of EC connect it with previous their academic successfulness ( $n=19$ ,  $r=0,378$ ,  $p<0,05$ ), while those with high levels of EC ( $n=25$ ,  $r=0,378$ ,  $p<0,05$ ) connect it with the level of satisfaction of their activities as a teacher, and learning outcomes of their students ( $n=19$ ,  $r=0,371$ ,  $p<0,001$ ). And then they have high scores PWB as studying and teaching subjects.

In case of the middle level of EC the personality of postgraduate students is characterized by a high self-control and self-confidence, appeal to students, believe in oneself, a high self-esteem and a natural anxiety. However, these PhD's have a reduced scores of self-interest and are not able to come into empathical contacts with their students and colleagues, with the exception of having good relations with their scientific supervisors. The highest level of EC of the postgraduate students is characterized by emotional maturity. Thus, one can speak about the oversituational' activity of these PhD's as teachers.

In conclusion it should be noted that the empirical findings have confirmed the positive link between the successful educational interaction and the emotional competence of the postgraduate students as entry-level university teachers. The analysis of the received correlations has revealed that the level of EC (low, middle and high) is determined by the factors of personal and emotional spheres, whereas its middle and high levels have close links with psychological well-being as well as with emotionally attitude to the others and to themselves, environmental mastery, which appears to be a determinant of postgraduate students' successfulness in the system «university teacher – student».

Besides, the present-day status of the researches in the field of emotional competence indicates that this phenomenon has become one of the most discussed problems in personality psychology, which partly enables to overcome the limitedness of the methodology of nonclassical rationalism and turn to postnonclassical research logic.

This allows also claiming that emotional competence do play an important role in the development favorable educational interactions, especially as for the system «university teacher – student», which contributed to broadening of concepts about relations between intellect and emotions. Thus, it is that factor can be used as a new personality-mediated measure of teacher' efficacy in universities too.

The research findings open up new prospects for assessing the role of emotional competence in enhancing positive “educational” traits of the PhD as university teachers and well-being of subjects of learning and teaching.

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**Богучарова О.І.**

#### **ВІПЛИВ ЕМОЦІЙНОЇ КОМПЕТЕНТНОСТІ НА САМОВИЗНАЧЕННЯ АСПИРАНТА ЯК ВИКЛАДАЧА УНІВЕРСИТЕТУ**

*Досліджено психологічні чинники успішності комунікації в системі «викладач вузу-студент» у викладачів-початківців університету – аспірантів (PhD). Найбільш важливими серед них виявилися емоційна компетентність аспірантів як суб'єктів педагогічної діяльності, її вплив на академічну успішність студентів як суб'єктів навчання та психологічне благополуччя обох суб'єктів освітнього процесу. Надійність результатів дослідження забезпечено різноманітним застосованим методом, у тому числі множинного регресійного аналізу. Дослідження відкриває новий підхід до оцінювання якості вищої освіти в її суб'єктивних параметрах через їх відображення в особистісних, емоційних і комунікативних характеристиках. Джерел – 16.*

**Ключові слова:** аспірант (PhD), викладач-початківець вузу, емоційна компетентність, психологічне благополуччя, успішна навчальна взаємодія.

**Богучарова Е.И.**

#### **Воздействие эмоциональной компетентности на самоопределение аспиранта как преподавателя университета**

*Исследованы психологические факторы успешности коммуникации в системе «преподаватель вуза-студент» у начинающих преподавателей университета – аспирантов. Наиболее важными из них оказались эмоциональная компетентность аспирантов как субъектов преподавания, ее позитивное влияние на академическую успеваемость студентов как субъектов обучения и психологическое благополучие обоих субъектов образовательного процесса. Надежность результатов исследования обеспечена многообразием использованных*

методов, в том числе множественного регрессионного анализа. Исследование открывает новый подход к оцениванию качества высшего образования в его субъективных параметрах через их отображение в личностных, эмоциональных и коммуникативных особенностях. Источников – 16.

**Ключевые слова:** аспирант (PhD), начинающий преподаватель вуза, психологическое благополучие, успешное учебное взаимодействие, эмоциональная компетентность.

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**Борисюк А. С.**

### **ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ ЕМОЦІЙНОЇ СФЕРИ ДІТЕЙ З ДИСТАНТНИХ СІМЕЙ**

*У статті наведено теоретичний огляд та результати емпіричного дослідження психологічних особливостей емоційно-почуттєвого розвитку дітей дошкільного віку з дистантних сімей. Джерел – 4.*

**Ключові слова:** сім'я, функції сім'ї, дистантна сім'я, батьківські ролі, емоційний розвиток

**Постановка проблеми.** Сім'я – одна із основних цінностей, створених людством за всю історію його існування. Сім'ю визначають як малу соціально-психологічну групу, члени якої пов'язані шлюбними або родинними стосунками, спільністю побуту й взаємною моральною відповідальністю. Сім'я виступає джерелом та ланкою передачі дитині соціально-історичного досвіду, перш за все, досвіду емоційних та ділових взаємостосунків між людьми. Вона була, є і буде важливим інститутом виховання, соціалізації дитини. Тут дитина пізнає навколишній світ, тут у неї формуються естетичні смаки, характер, світогляд. Унікальність сімейного виховання пояснюється, перш за все, його первинністю та значущістю близьких дорослих через біологічну й психологічну залежність від них.

Низка соціологічних досліджень свідчить, що люди, які мають (за їх власною оцінкою) хорошу сім'ю, довше живуть, менше хворіють, продуктивніше працюють, більш спокійно переносять життєві труднощі порівняно з тими, кому не вдалось створити власну сім'ю чи зберегти її від розпаду.

Сучасна сім'я поставлена у жорсткі умови, які змушують її виживати у надто складних ситуаціях. Зміни в політичних, соціальних, економічних умовах та у суспільній свідомості громадян України, деформація соціально-економічної функції сучасної сім'ї загострюють протиріччя у сімейному вихованні, негативно позначаються на процесі соціалізації дитини.

На жаль, сьогодні зростає кількість дистантних сімей, що призводить до зростання кількості так званих "соціальних сиріт", тобто дітей, які фактично стали сиротами при живих батьках. Головною причиною цього тривожного явища став масовий виїзд працездатного населення України в інші країни з метою покращення матеріального становища.

Дистантні сім'ї є потенційно неблагополучними, оскільки в них порушені зв'язки з мікро- та макросередовищем, внутрішньо- родинні зв'язки, структура сім'ї, спроможність сім'ї виконувати свої функції. Гостро постає проблема виховання та соціалізації дітей з таких сімей, які досить часто залишаються без належного нагляду та піклування. Дитина в дистантній сім'ї періодично або постійно живе в умовах неповної сім'ї, що породжує низку соціально-психологічних проблем та негативно впливає її емоційно-почуттєву сферу.