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## DEVELOPMENT OF EMOTIONAL INTELLIGENCE AS THE BASIS OF PROFESSIONAL SUCCESS OF FUTURE EDUCATIONAL MANAGERS

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**Abstract.** The purpose of this article is to study the development of emotional intelligence as the basis of professional success of future educational managers. The authors of the article reveal the concepts of emotional intelligence, its role in the management of educational organisations, as well as the analysis of methods and techniques for the development of emotional intelligence in future educational managers.

The results of the research allow expanding theoretical ideas about emotional intelligence and its influence on professional development and success in the technological context of education.

The analyses of the works of many authors can be used by practicing education managers to enhance their professional success and improve their communication and leadership skills. The article also provides a contextualisation of emotional intelligence in the field of education, which can help educators and educational managers to use this knowledge to create an emotionally supportive educational environment.

The research conducted by the author is aimed at studying emotional intelligence in future education managers. In the course of the study the emotional intelligence test N. Hall was used. The test was conducted with the help of the program «Google drive». This methodology is designed to identify the ability to understand the relations of personality, represented in emotions, and to manage the emotional sphere on the basis of decision-making. The methodology is based on general theoretical ideas about emotional intelligence as a personal characteristic that allows to recognize and manage one's emotions, to recognize feelings in each specific situation.

According to the results of the research at the article level, the authors note that, the development of emotional intelligence in future educational managers can have a positive impact on the organizational culture and climate in educational institutions. It can help to improve the quality of education and student learning outcomes. Also, the development of emotional intelligence can help to overcome emotional and psychological problems of educators, such as stress and burnout, which has a positive effect on their work with students and colleagues.

Thus, the article has research and practical relevance and is also important in terms of social impact on education and society as a whole.

**Key words:** intelligenceemotional intelligence, success, professional success, educational manager, educational organisation, learner, development

### Basic provisions

Educational managers with a high level of emotional intelligence have a deeper insight into the worldview of their subordinates, their needs and motivation, which allows them to create an environment of support and inspiration. It is also worth noting that the level of emotional intelligence has an impact on the ability to communicate effectively and connect with diverse members of the educational community.

Managers whose emotional intelligence skills are at a high level are more sensitive to non-verbal cues, emotional cues and successfully adapt to a variety of communication styles. In general, the development of emotional intelligence in future managers in education contributes to the formation of a supportive and productive educational environment, which, in turn, contributes to the successful learning and development of students. In this regard, we believe that it is necessary to carry out all kinds of activities to increase the level of emotional intelligence in future educational managers.

### **Introduction**

The main goal of the National Project «Quality Education «Educated Nation»» is to improve the quality of education of students at all levels of education. The quality of education of students and the effectiveness of education management are closely interrelated and interdependent. Competent educational managers create conditions for successful learning, and successful learners return to the system as professionals able to contribute to the educational community and society as a whole [1].

Professionally successful education managers are able to develop and implement strategies to improve the quality of education. They can identify priorities, set goals and develop action plans for success. For example, the efficient use of finances, time and other resources in the education system is a key element. Competent managers are able to allocate resources in a way that maximizes results and ensures that educational institutions function effectively. Successful education managers also have the skills to develop and motivate teaching staff. They are able to create conditions for the professional growth of teachers, provide training and development, which in turn has a positive impact on the quality of the educational process. In addition, education managers are responsible for creating a suitable learning environment. They must ensure that learning programmes are up-to-date and that educational resources and technologies are available. Education systems are constantly undergoing changes socially, economically and technologically. Competent education managers are able to adapt quickly to new requirements and innovate to improve the system.

Thus, competent education managers are necessary to ensure the effective functioning of the education system, improve its quality and prepare students for the challenges of modern society.

According to the National Development Plan of the Republic of Kazakhstan until 2025, it is necessary to improve the efficiency of management and financing of education, as well as to continue the introduction of corporate governance, flexible financing system and managerial independence [2].

One of the tasks of the State Programme for the Development of Education and Science of the Republic of Kazakhstan for 2020 - 2025 is the introduction of a vertical system of management and financing of education.

At all levels of education will be created reserves of personnel for future managers who are outstanding leaders in their fields. This will be done through the implementation of the «New Formation Leader» programme and the «TVET Leadership Corps». In addition, a system for assessing the performance of heads of

educational organizations based on key performance indicators (KPI) will be developed and implemented, and a mechanism for regular change of heads in educational organizations will be established [3].

As noted in the Standard Qualification Characteristics of Educators' Positions, to be the head of an educational organization it is necessary to have the first or higher qualification category of a teacher, or the qualification of a teacher - expert or a teacher - researcher, or a teacher - master; or the qualification category «deputy head of the third qualification category» or «deputy head of the second qualification category» or «deputy head of the first qualification category» of an educational organization. In addition, it is also necessary to take courses in management and have a certificate, to be a professional teacher with a total work experience of at least five years and experience as a head teacher, to have worked in the field of education for two years before appointment. For the heads of educational organisations professional development in the field of management - at least once every three years [4]. That is, there should be constant work on their own professional development, including in the field of management and financial and economic activities.

On behalf of the Head of State in the framework of the implementation of the Law of the Republic of Kazakhstan «On the Status of the Teacher» it is provided to increase the remuneration of heads of colleges and their deputies for managerial skills in the amount of 30-100% of the basic official salary [5].

On the territory of the Republic of Kazakhstan and abroad future education managers are more often trained at the Master's degree level. Within the framework of these innovative educational programmes «Management in Education» the attention is focused on the formation of future educational managers' readiness to apply modern innovative technologies of management in education. The programme is also aimed at developing students' skills in creating concepts and programmes for the development and management of educational organisations, as well as the use of methods for monitoring and evaluating the external and internal environment of educational institutions. Special attention is paid not only to theoretical aspects, but also to familiarising students with real-life scenarios of educational management, as well as practical experience of professionals in the field. We believe that it is important not only to know the basics of management, finance, economics, marketing, but also the psychology of management, including the management of emotional intelligence.

Emotional intelligence plays an important role in the success of future educational managers. It includes the ability to recognise, understand and manage one's own emotions and the emotions of others. In the context of education managers, emotional intelligence can manifest itself in the following ways:

Leadership and motivation:

- Educational managers with high levels of emotional intelligence have the ability to inspire and motivate their team of teachers and other staff.
- They effectively stimulate the learning process, creating a supportive and inspiring learning environment.

Empathy and relationships:

- Managers with high emotional intelligence are able to empathise with the needs and feelings of learners, teachers and other staff.
- They build effective relationships based on mutual understanding, which contributes to a more productive educational environment.

Conflict and stress management:

- Educational managers with developed emotional intelligence are more successful in managing conflict and stressful situations.
- They are able to resolve conflicts in a constructive manner and maintain the psychological well-being of their team.

Social competence:

- The ability to interact effectively with a diverse group of people, including learners, parents, teachers and other participants in the educational process, is an important trait of a manager with a high level of emotional intelligence.

Adapting to change:

- Emotional intelligence helps educational managers better adapt to change and effectively manage change in the educational environment.
- They are able to maintain a positive attitude even in unstable situations.

Communication:

- A high level of emotional intelligence improves the communication skills of educational managers, which facilitates more effective information sharing within the educational system.

Self-awareness:

- The ability to self-reflect and recognise their own emotions enables education managers to better understand their strengths and weaknesses, which influences their professional development.

Emotional intelligence of future educational managers represents a key aspect of their successful performance as it influences interpersonal relationships, emotion management and decision-making in the educational environment.

## **Materials and methods**

The article studies scientific literature on the topic of research, normative documents and methodological materials on the topic of research. Research methods: theoretical methods - analysis, comparison, citation, generalisation.

Emotional intelligence is the ability to consciously perceive and control one's own emotions, as well as the emotions of others. This concept was first formulated by researchers J. Mayer and P. Salovey in 1990. D.Goleman in 1995 published «Emotional Intelligence: Why It Can Matter More Than IQ» and this concept became more relevant and is considered one of the first works devoted to emotional intelligence. It is now increasingly recognised that a person's success in life is largely dependent not only on intelligence (IQ), which accounts for approximately 20%, but also on emotional intelligence (EQ), which plays a key role in the remaining 80%. The author discusses the importance of developing emotional intelligence in interpersonal

relationships, education and career. In his research, he mainly emphasised on the development of social and communication skills related to emotional intelligence [6].

Mayer J.D., Salovey P., Caruso D.. «Emotional Intelligence: Theory, Findings, and Implications. Psychological Inquiry». The article reviews the theory of emotional intelligence and its relationship to cognitive intelligence. The authors also review research findings and practical applications of emotional intelligence, highlighting the following main topics:

1. The concept of emotional intelligence: The authors offer a definition of emotional intelligence (EI) and explain its components, including recognising and managing one's own emotions, managing the emotions of others, empathy and the ability to use emotions to achieve goals.

2. Emotional Intelligence and Personal Success: This article examines the relationship between EI and psychological well-being as well as health. It discusses how a high level of emotional intelligence promotes psychological adjustment, improves interpersonal relationships, and contributes to an overall sense of happiness and life satisfaction.

3. Emotional Intelligence and Social Success: This article analyses the relationship between emotional intelligence and the quality of interpersonal relationships. It focuses on the ability of individuals with high EI to actively express and effectively read emotions, which facilitates deeper and closer connections with others.

4. Emotional Intelligence and Academic Success: This article discusses the impact of emotional intelligence on academic achievement. It indicates that high EI scores are associated with better academic performance, better adaptation to the learning environment and effective stress management strategies.

5. Emotional Intelligence and Professional Success: This article discusses how emotional intelligence affects performance in the work environment. High levels of EI are associated with improved leadership skills, teamwork, interpersonal conflict resolution, and overall professional success [7].

According to the Drigas A., Papoutsi C. emotional intelligence encompasses a set of abilities and skills that individuals must progressively and hierarchically cultivate for emotional self-realization. It involves responding to emotional stimuli, recognizing and expressing emotions, maintaining full awareness, and managing one's own emotions as well as those of others. Developing social skills is crucial for enhancing intrapersonal, interpersonal, and professional relationships. This includes fostering empathy and compassion, accurately discerning emotions, and ultimately aiming for emotional growth, self-actualization, transcendence, and the unity of emotions, recognizing that humans are interconnected within a unified world [8].

Villagran and Martin believe that emotional intelligence is the ability to comprehend the psychology of people during communication, ensuring interaction without judgement. It also includes the ability to control one's emotions and consciously understand them [9].

As we described above the development of emotional intelligence is critical for leaders and managers to effectively deal with the complexities of their roles. Emotional

intelligence, the ability to understand and manage one's own emotions and the emotions of others, is essential for personal and professional success. In this article, we have reviewed the works of authors in this field and provide a brief analysis on the literature reviewed.

According to Asmamaw and Semela the appointment of managers in higher education to managerial positions tends to be predominantly related to research achievements rather than managerial or leadership experience or skills. Asmamaw and Semela's study revealed that managers with developed emotional intelligence are able to interact successfully with people in different functional roles. They can lead with empathy, which creates strong bonds between the manager and team members. Such characteristics foster sustainable team relationships, reduce staff turnover, reduce absenteeism and increase overall productivity within the organisation. Researchers Asmamaw and Semela suggest that university managers and policy makers should consider emotional intelligence as an important criterion for identifying potential leaders and improving their leadership skills [10].

According to the results of Valverde-Janer M. et al. study, male learners showed higher levels of resilience, persistence in learning and have greater self-control under stress. On the contrary, female learners demonstrated higher emotional intelligence and greater attention to their emotions. The Connor-Davidson Resilience Scale (CD-RISC) created by Connor and Davison in 2003 was used for the study, using the Spanish version adapted from Crespo et al. [11]. Future preschool teachers showed an average level of emotional intelligence. Future primary education teachers had the highest negative level of personality traits, being the most neurotic of all groups in this study, but future social educators were the most psychotic compared to their sample groups. The study of these researchers suggests the need to work on improving these skills during the training of future teachers [12].

Erdirençelebi M. and others conducted a study to determine the influence of the level of emotional intelligence and the level of emotional labour of teachers and bank employees in the service sector on the level of their emotional burnout.

According to the results of Mann-Whitney U-test, it was concluded that the level of emotional intelligence of teachers is higher than that of bank employees. It was also found that the level of emotional burnout among bank employees is higher than that of teachers [13].

In conclusion, the article provides a broad overview of research demonstrating the importance and impact of emotional intelligence on various aspects of life, including personal well-being, social relationships, academic career and professional success.

K.M. Taibolatov, V.E. Chernik, R.J. Erofeeva in the article «Emotional intelligence of students in the context of foreign theories» discusses in detail four models of emotional intelligence and analyses the latest research of scientists from Russia, Spain and Great Britain. In addition, the historical context of emotional intelligence development is traced. The detailed analysis reveals the following components of students' emotional intelligence: emotional awareness, ability to manage their emotions, empathy, ability to manage the process of communication, self-motivation and stress resistance. These identified components, obviously, can be used

to develop a diagnostic complex in the study of emotional intelligence in the domestic model [14].

In the course of scientific research Rysbekova A.K., Abdraim A., Mannapova U.S. in the article «Emotional intelligence as the basis of professional success of a future teacher» several programmes aimed at the development of emotional intelligence in future teachers were analysed. Within the framework of the article a comprehensive analysis of the psychological abilities of teachers in the modern educational system was carried out. In this context, recommendations for psychological testing facing future educators were developed. The authors, based on the results of their research, gave an example of the psychological image of a successful teacher, which occupies an important place in the development of emotional intelligence [15].

### **Results**

The study of emotional intelligence of future educational managers is especially important, as these indicators reflect not only the characteristics of personality, but also are a kind of indicator for the development of professionally important qualities of future specialists. The development of emotional intelligence as a set of emotional and social abilities opens new opportunities for more effective interaction in communication. Emotional intelligence is one of the regulators of relationships between people, including between teachers and students, contributes to the perception and understanding of each other, emotional states and experiences.

The research conducted by the author is aimed at studying emotional intelligence in future education managers. The base for the study was two universities that have the opportunity to prepare education managers, namely Kazakh National Pedagogical University named after Abai and Turan-Astana University. The sample of the study consisted of 120 students from the two universities.

The emotional intelligence test N. Hall was used in the course of the study. The test was conducted using the Google drive programme. This technique is designed to identify the ability to understand the relationships of personality, represented in emotions, and to manage the emotional sphere on the basis of decision-making. The methodology is based on general theoretical ideas about emotional intelligence as a personal characteristic that allows you to recognise your emotions, manage them, recognise feelings in each specific situation, etc.

This technique was used to determine the general level of students' emotional intelligence, as well as its structural components such as emotional awareness, management of their emotions, self-motivation, empathy and recognition of other people's emotions.

The results of the conducted research indicate that students are characterised by an average level of emotional intelligence (69%). 11% of the subjects showed a high level and 20% - its low level (Figure-1). The obtained data indicate that the subjects in general understand themselves and others well in emotional terms, feel psychological well-being, have a positive attitude towards themselves, successfully manage their emotions with the help of certain volitional efforts.

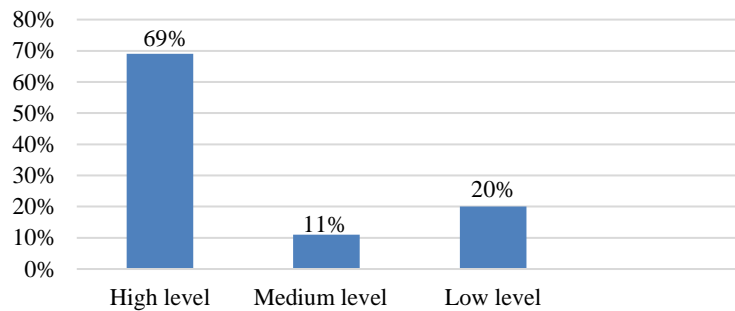


Figure 1 - Results of the conducted research using N. Hall's method for determining emotional intelligence

The obtained result characterises the subjects as individuals inclined to attach great importance to their own emotional sphere, their feelings and experiences, inclined to analyse them and act on the basis of analysis. All this indicates that the subjects have the potential to develop their emotional intelligence at the stage of higher education; therefore, purposeful work on its development is important.

Next, let us consider the levels of development of each structural component of emotional intelligence (Figure 2).

Such structural component of emotional intelligence as «Managing one's emotions» 75% is the most developed in students. Students have the ability to manage and subordinate their own emotions. The same high level of answers showed such component as «Emotional awareness» 70% for this component many respondents noted that they can understand what they honour at a certain moment by situations. The average level of 55% showed the component «Management of other people's emotions». Many respondents noted that they find it difficult to influence other people's feelings. The average level of 56% showed the component «Self-motivation». Students have internal motivation to manage their emotions, self-control, perseverance in achieving their goals. The low level of the structural component of emotional intelligence was shown by the block «Empathy» 30%. Many students noted that it is difficult for them to determine emotions by gestures, facial expressions, facial expressions, and non-verbal communication.

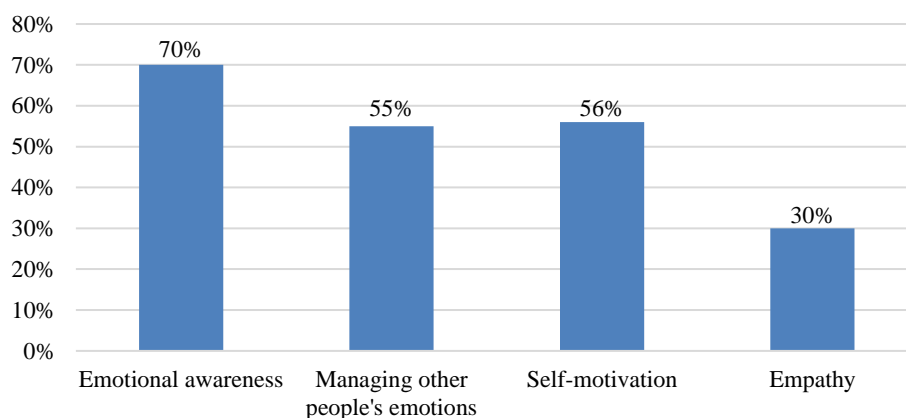




Figure 2 - Level of development of each structural component of emotional intelligence in students

So, the obtained results allow us to note that the average level of emotional intelligence is characteristic for students, which indicates the presence of potential for its development. Such structural component of emotional intelligence as emotional awareness is the most developed, which indicates the presence of not only the potential for the development of emotional intelligence, but also the inner readiness to change this quality in themselves. However, in the presence of knowledge about the emotional sphere, about emotions and feelings, students find it more difficult to apply this knowledge in practice: it is difficult for them to distinguish and understand the emotions of others, it is difficult to respond adequately to their emotional states and control their feelings and emotions. That is why it is important to develop all other structural components of emotional intelligence on the basis of students' knowledge and inner motivation.

Thus, emotional intelligence is the ability to understand the attitude of a person, represented in emotions, and to manage the emotional sphere on the basis of intellectual analysis and synthesis; a set of emotional, personal and social abilities that influence the effectiveness of communication. All of the above confirms the need to develop emotional intelligence of future educational managers in the process of their professional training.

### **Discussion**

Why developing emotional intelligence is important:

1 Improving interpersonal skills: Developing emotional intelligence helps build quality relationships with others. The ability to understand and respect the emotions and needs of others facilitates effective communication, conflict resolution and co-operation.

2 Leadership skills: Leading and successful leaders have a high level of emotional intelligence. They know how to inspire and motivate others, handle criticism, and build productive teams. Developing emotional intelligence enables leaders to become effective and credible leaders.

3 Improved self-management: Critical awareness and management of your emotions enables you to cope with stress, make better decisions and self-regulate. Developing emotional intelligence improves self-awareness and self-confidence.

4 Conclusions: The development of emotional intelligence is a key aspect of achieving personal and professional growth in today's world.

### **Conclusion**

The development of emotional intelligence plays an important role in achieving professional success of future educational managers. Emotional intelligence includes a set of skills that allow to effectively manage one's own emotions and the emotions of others, as well as to establish quality interpersonal relationships. The education management profession requires constant interaction with a variety of people: students,

educators, parents, and other interested parties. The ability to communicate effectively and manage one's emotions during conflict situations is one of the key factors of professional success. The development of emotional intelligence also contributes to the leadership skills of an educational manager. A manager must be able to inspire and motivate his or her team and make important decisions in emotionally charged situations. The ability to understand and respond appropriately to the emotions of others is an essential skill for effective leadership.

In addition, developing emotional intelligence promotes an understanding of oneself and one's needs and desires. This enables an education manager to make informed decisions, set the right priorities and manage their time and resources effectively. Various methods and tools can be used to develop the emotional intelligence of future education managers, including emotional competence trainings, seminars and courses, individual counselling and independent study of literature on the topic. In conclusion, the development of emotional intelligence is an integral part of the professional growth and success of future education managers. It helps to manage emotions effectively, improves communication and leadership skills, and promotes self-understanding and mindfulness.

#### *Recommendations*

Enhancing emotional intelligence in future educational managers can be done through various methods and strategies. Here are some ways:

- Organising special programmes and trainings to develop emotional intelligence.
- Incorporating courses in the curriculum aimed at understanding and managing emotions.
- Conducting discussions and case studies with a focus on emotional understanding.
- Training in effective communication, including active listening skills and clear expression of emotions.
- Developing skills to manage conflict and resolve misunderstandings.
- Training in methods of effective stress management and emotional resilience.
- Offering specialised courses and reading literature on the development of emotional intelligence.

These approaches can be implemented in educational programmes and organisational structures to ensure the comprehensive development of emotional intelligence of future educational managers.

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## **БОЛАШАҚ БІЛІМ БЕРУ МЕНЕДЖЕРЛЕРІНІҢ КӘСІБИ ЖЕТІСТІГІНІҢ НЕГІЗІ РЕТІНДЕ ЭМОЦИОНАЛДЫҚ ИНТЕЛЛЕКТІНІ ДАМЫТУ**

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**Аңдатпа.** Жазылған мақаланың мақсаты – болашақ білім беру менеджерлерінің кәсіби табысының негізі ретінде эмоционалды интеллектінің дамуын зерттеу. Авторлар эмоционалды интеллект ұғымын, оның білім беру жүйесіндегі рөлін, сондай-ақ болашақ білім беру менеджерлерінің эмоционалды интеллектілерінің деңгейлерін анықтауға мүмкіндік алды.

Зерттеу нәтижелері эмоционалды интеллект және оның білім берудің технологиялық контекстінде кәсіби даму мен табысқа әсері туралы теориялық түсініктерді кеңейтуге мүмкіндік береді.

Көптеген авторлардың еңбектеріне жасалған талдау тәжірибелік білім беру менеджерлері кәсіби табыстарын арттыру, коммуникация және көшбасшылық дағдыларын жақсарту үшін пайдалана алады. Мақалада сонымен қатар білім беру саласындағы эмоционалды интеллект контексті қарастырылған, ол педагогтар мен білім беру жетекшілеріне эмоционалды қолдау көрсететін білім беру ортасын құру үшін көмектеседі.

Авторлар мақала көлемінде жүргізген зерттеу жұмыстары болашақ білім беру менеджерлерінің эмоционалды интеллекттерінің қалыптасу деңгейлерін анықтауға бағытталған. Зерттеу барысында Н.Холлдың эмоционалды интеллект тесті пайдаланылды. Сынақ Google Drive бағдарламасы арқылы жүргізілді. Бұл әдіс эмоцияларда бейнеленген жеке қарым-қатынастарды түсіну қабілетін анықтауға және шешім қабылдау негізінде эмоционалды саланы басқаруға арналған. Әдістеме эмоцияларыды тануға, оларды басқаруға және әрбір нақты жағдайда сезімдерді тануға мүмкіндік беретін жеке сипаттама ретінде эмоционалды интеллекттің жалпы теориялық тұжырымдамаларына негізделген.

Зерттеу нәтижелеріне сүйене отырып, авторлар болашақ білім беру менеджерлерінің эмоционалды интеллектілерінің дамуы білім беру ұйымдарындағы ұйымдық мәдениет пен климатқа оң әсер етуі мүмкін екенін атап өтті. Бұл білім сапасын жақсартуға және білім алушы студенттердің оқу нәтижелерін жақсартуға көмектесуі мүмкін. Сондай-ақ эмоционалды интеллекттің дамыту педагогикалық ұжымның стресс және шаршау сияқты эмоционалды-психологиялық мәселелерін жеңуге көмектеседі, бұл олардың студенттермен және әріптестермен жұмысына оң әсер береді деп атап көрсетеді.

Қорытындылай келе, авторлар мақаланың ғылыми-тәжірибелік маңызы бар екенін, сонымен қатар білімге және жалпы қоғамға әлеуметтік әсер ету тұрғысынан да маңыздылығын сипаттады.

**Тірек сөздер:** интеллект, эмоционалды интеллект, жетістік, кәсіби жетістік, білім беру менеджері, білім беру ұйымы, білім алушылар, дамыту

## **РАЗВИТИЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА КАК ОСНОВА ПРОФЕССИОНАЛЬНОЙ УСПЕШНОСТИ БУДУЩИХ МЕНЕДЖЕРОВ ОБРАЗОВАНИЯ**

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**Аннотация.** Цель данной статьи заключается в изучении развития эмоционального интеллекта как основы профессиональной успешности будущих менеджеров образования. Авторы статьи раскрывают понятия эмоционального интеллекта, его роли в управлении образовательными организациями, а также анализ методов и приемов развития эмоционального интеллекта у будущих менеджеров образования.

Результаты исследований позволяют расширить теоретические представления об эмоциональном интеллекте и его влиянии на профессиональное развитие и успех в технологическом контексте образования.

Анализ трудов многих авторов может быть использован практикующими менеджерами образования для повышения своей профессиональной успешности и улучшения коммуникативных и лидерских навыков. Кроме того, статья предоставляет контекстуализацию эмоционального интеллекта в области образования, что может помочь педагогам и руководителям образовательных учреждений использовать эти знания для создания эмоционально благоприятной образовательной среды.

Проведенное автором исследование направлено на изучение эмоционального интеллекта у будущих менеджеров образования. В ходе проведения исследования использован тест эмоционального интеллекта Н. Холла. Тест был проведен с помощью программы «Google диск». Данная методика предназначена для выявления способности понимать отношения личности, репрезентируемые в эмоциях, и управлять эмоциональной сферой на основе принятия решений. Методика построена на общетеоретических представлениях об эмоциональном интеллекте как о личностной характеристике, позволяющей распознавать свои эмоции, управлять ими, распознавать чувства в каждой конкретной ситуации.

По результатам исследования на уровне статьи авторы отмечают, что, развитие эмоционального интеллекта у будущих менеджеров образования может иметь положительное влияние на организационную культуру и климат в образовательных учреждениях. Это может способствовать повышению качества образования и улучшению результатов обучения учащихся. Также развитие эмоционального интеллекта может помочь преодолеть эмоциональные и психологические проблемы педагогических работников, таких как стресс и выгорание, что положительно сказывается на их работе с учениками и коллегами.

Таким образом, статья имеет исследовательскую и практическую значимость, а также важна с точки зрения социального влияния на образование и общество в целом.

**Ключевые слова:** интеллект, эмоциональный интеллект, успешность, профессиональная успешность, менеджер образования, организация образования, обучающийся, развитие

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