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## Emotional competence of the person

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### Abstract

**Problem Statement:** Behaviour models depend on emotional experience and emotional memoirs of the person. Emotional competence is the integrative component of personal wellbeing during the process of personal growth.

**Research Questions:** Emotional competence plays an essential role in family relationships. The theoretical analysis of emotional competence impact on emotional and mental development and personal wellbeing was made

**Purpose of the Study:** The purpose of the paper is to make theoretical analysis of emotional competence concept, analyze its basic conditions and components. The investigation of emotional saturation, which is one of the important factors in successful development of emotional competence of the person also reflects the direction of this paper.

**Research Methods:** During this study there were used complex of methods: System analysis of structured components, lexical semantical analysis, classification method.

**Findings:** System analysis of structured components revealed meaningful emotional competence understanding among modern psychologists. Thus, 30% of modern psychologists comprehend the emotional competence as compliance of emotions to behavioral ability to understand, estimate, control emotions (90%)

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Self-control and regulation of relationship (65%), reflection (55%), empathy (43%), emotional literacy (52%), emotional thinking (35%), and the emotional intelligence (92%).

**Conclusions:** Emotional Competence considered as a factor of successful development of the person. In various researches the Emotional Competence level in the family has significant impact on emotional development of the person. With the deficiency of emotional contacts the process of mental development hampers and distorted.

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**Keywords:** Emotional competence, emotional saturation, personal development.

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## 1. Introduction

Whatever conditions and determinants would define life and activity of the person — internally, psychologically they become effective only in case they could manage and get into the sphere of his emotional relations.

Throughout centuries much has been documented about emotions, most of the scientists gave them one of the central roles among forces defining internal life and acts of the person

The concept of "emotional competence" appeared in the 90th years. It entered psychology by works of foreign researchers (Bar-On R. et al., 2006).

Buck (1991) speaks about the "emotional filters" attributing to events emotional value; one of them was created during evolution, others — during individual development. Due to that exclusive role which emotions is played in human life, Buck puts forward the concept of "emotional competence" which he defines as an ability to work with the internal environment of the feelings and desires. "Competence is the new growth of the subject of activity formed in the process of this activity, expressing knowledge, abilities, and personal qualities allowing solving successfully the problems making essence of this activity" (Buck, 1991).

Therefore, emotional competence is the education of the subject formed in the process of emotional activity, representing set of properties of the identity of the person, and also emotional knowledge; skills of emotional activity; the abilities which are shown in this activity, including emotional intelligence.

Thus, emotional competence understands as an ability to process information containing in emotions: to define value of emotions, their connections with each other, to use emotional information as a basis for thinking and decision-making (Mayer, Salovey, Caruzo, 2004); openness of the person to the emotional experiences (Andreyeva, 2006); emotional literacy (Yakovleva, 1997); ability to distinguish emotions of other people, ability to express own emotions and to operate them (Slepkova et al, 1997); awareness of emotions and management of them in relation to itself and in relation to another (Shabanov, Alyoshina, 2014).

Now emotional competence is studied as a necessary condition of success and leadership in the professional environment, and also as a factor of development of the personality.

### 1.1 Emotional competence and its components

Emotional competence is understood as compliance of emotions to behavior (Libina, Libin, 1998); as ability to understand own feelings and emotional conditions of others, it is correct to estimate them, and also to control the emotions and structurally express them, using them to operate

the behavior and to influence on other's behavior; as group of the developing abilities to regulate the interpersonal relations by understanding of own emotions and emotions of people around (Yusupova, 2006); as unity of three aspects: "I-identity", character and history of development considering emotional competence within overcoming psychology, enters concept of an adequate integrated assessment by the person of the interaction with outside surrounding.

As one of components of emotional competence authors allocate emotional intelligence.

The basic theoretical statements of modern researches define emotional intelligence as ability: to work in a consent with the internal environment of the feelings and desires; to understand the relations of the personality representing in emotions, and to operate the emotional sphere on the basis of the intellectual analysis and synthesis; effectively control emotions and use them for improvement of thinking. The emotional intelligence is interpreted as set of emotional, personal and social abilities which have impact on ability to cope effectively with requirements and pressure of the environment

In psychology of emotional intelligence some leading theories are allocated: Theory of emotional mental abilities of Mayer et al. (2004); theory of emotional competence of Goleman (1995); theory of emotional intelligence of Bar-On (2006); two-component theory of emotional intelligence of Lyusin (2004). The substantial characteristic of emotional intelligence which unites the listed theories is the set of abilities to understand and manage of own emotions, to understand and manage the emotions of other people.

The first publications on a problem of EI belong to Mayer and Salovey (2004). In a format of the original concept of Mayer et al. (2004), the emotional intelligence is a group of mental abilities which promote understanding of own emotions and emotions of people around. The structure of emotional intelligence offered by authors includes: assessment and expression of own emotions (verbal or nonverbal option); other people (nonverbal perception or empathy); regulation of emotions of own and other people; use of emotions: flexible planning, creative thinking, switching of attention, motivation. As mental ability, emotional intelligence is a component of extensive group of properties of the personality and one of identity development factors.

Mayer et al. (2004) laid the foundation of the research activity directed on studying of features of emotional intelligence, broad distribution the concept "emotional intelligence" gained by Goleman's works.

Actually one of the most considerable advances in studying of emotional culture happened in 1980 when the Bar-On (2006) began the work in this area. If work of Mayer et al. (2004) included only informative abilities connected with processing of information on emotions, in Bar-On's studies the role of personal characteristics amplified. The emotional intelligence in Bar-On's studies are all non cognitive abilities, knowledge and competence giving to the person the chance to cope successfully with various life situations.

Bar-On allocates the following five components in structure of EI: 1) intra personal EI – awareness of the emotions, self-esteem, self-confidence, self-updating, independence; 2) interpersonal EI – empathy, establishment of the relations, social responsibility; 3) management of a stress – resistance to a stress, control of emotions; 4) adaptability – compliance of reality, flexibility, the effective solution of problems; 5) the general mood – happiness, optimism.

According to Goleman (1995) "emotional competence", is an ability to realize and recognize own feelings, and also feelings of others, for self-motivation, for management of the emotions in itself and in the relations with others".

Goleman (1995) describes EI by means of two measurements "I – Others", "the Identification – Regulation", their combination gives an idea of four components in structure of EI: 1) consciousness – awareness of the emotions, an exact self-assessment, self-confidence; 2) self-checking – control of the emotions, openness, adaptability, aspiration to achievements, initiative, optimism; 3) social keenness – empathy, understanding of structure of the relations in the organization, orientation to rendering services; 4) management of the relations – development of others, enthusiasm, assistance to changes, rendering influence, settlement of the conflicts, team work and cooperation.

Also idea of "emotional literacy", that is purposeful increase of social and emotional competence is closely connected with the concept "emotional intelligence".

Since 90 – ies years the investigation of emotional competence and emotional intelligence was started by Lyusin (2004), Yakovleva (1997), Yusupova (2006), Zaporozhets et al. (1985). Emotions are connected with intelligence, thinking, a reflection. Competence also contacts thinking, intelligence, a reflection.

The Russian author Lyusin (2004) defines EI as an ability to understand personal and others' emotions and to manage them. Lyusin's model is based on allocation of two parts of emotional intelligence: interpersonal and intra personal. The interpersonal emotional intelligence unites in itself abilities to understand and to manage emotions of people in their surrounding, intra personal – to understand and manage own emotions. Thus, despite the mixed models in this case the personal characteristics which are directly not connected with cognitive abilities are expelled from structure of emotional intelligence.

Yusupova (2006) considers emotional competence as group of the developing abilities by self-control and regulation of the interpersonal relations by understanding of own emotions and emotions of people around. It allocates two components of emotional competence: cognitive (understanding) and behavioural (management). Each component has two vectors: the internal - an orientation on itself and external - an orientation on others.

Thus, the construct of emotional competence consists of four basic components - self-control, regulation of relationship, a reflection and empathy which form four functional blocks - behavioural, cognitive, intrapersonal and interpersonal.

For example, Libina (1998), studying individual distinctions in response to a stress, defines emotional competence as an ability of the personality to carry out optimum coordination between emotions and purposeful behaviour.

As we see, among researchers there is no unambiguous definition of this concept, the universal point of view on its contents and structure, and also on the factors defining its development.

Some authors consider such concepts as emotional intelligence and social intelligence. The partial identification of these concepts is connected with allocation in structure of emotional intelligence of a number of abilities of a social and communicative orientation: social skills, understanding of social interactions (Goleman, 1995), ability to perceptual interpretively recognition of emotions in an interpersonal context (Mayer et al., 2004). In separate works the emotional intelligence is considered in contextual borders of social intelligence; among other researches of ability to social interaction are based on the preceding development of separate structural components of emotional intelligence.

Emotional competence is defined, in particular, as ability to work with the internal environment of the feelings and desires, openness of the person to experience, the experiences

(Slepkova et al., 1997). Apparently, broad definitions take place here too. The emotional thinking, owing to semantic uncertainty of concept, is often identified with emotional intelligence (Orma, 2003) or, on the contrary, is understood as the certain defective component of thought process reducing objectivity of knowledge (Yarchak, 2002).

Summarizing what we said above, it is possible to tell that chronologically, the concept of emotional competence was entered into psychology almost along with concept of emotional intelligence. Particularly, Goleman (1995) allocated two separate components ("personal competence" and "social competence") as a part of emotional competence and added elements which are included into structure of emotional intelligence in their structure.

Concept of "emotional thinking" also insufficiently operationalized. The substantial essence of concept is not clear that interfere with accurate differentiation of characteristics of emotional thinking and emotional intelligence.

At the same time, Andreyeva (2006), as a result of the analysis of a problem of a ratio of the listed above concepts, defines emotional competence as set of various knowledge, skills whereas context of emotional thinking is limited to effectiveness of the cognitive sphere: processing of emotional information and etc.

It is possible to say that, the emotional thinking is reflected by processing of emotional information, emotional competence – provides the systematic organization of the processed material. Emotional intelligence, being the knowledge tool, carries out a double role: at the same time carries out extraction and application of emotional knowledge. Thus, the emotional thinking is reflects the process, emotional competence – result, emotional intelligence – means of emotional knowledge.

### ***Emotional competence in the process of personality development***

In Post-soviet psychology the data allowing considering development of the emotional sphere in the context of process of personality formation. In due time Ushinsky (1950), while emphasizing social sense of emotions, noted that the society caring only about formation of the person's mind, makes a big mistake, because the person is more what he feels, than what he thinks.

In specific researches, Druzhinin (2000) marks out that the level of development of emotional intelligence, emotional competence of parents plays a significant role in emotional development of the child. Transition from authoritative pedagogics to pedagogics of cooperation and personality focused interaction with children demands from parents the ability to distinguish particular emotional state, mood of the child, to communicate adequately with children of different age, to point out correctly their advantages, to express own emotions so that they were clear and caused proper response from the child, to teach emotional literacy among children, parents have to be emotionally informed and be able to find the common emotional language with the child.

According to Yakovleva (1997), awareness of own identity is the understanding of own emotional reactions and states indicating the individual relation to the events. It is known that the ban on emotions conducts to their suppression from consciousness. In turn, the impossibility of psychological processing of emotions promotes increase of their physiological component.

It is also known that the foundation of future personality is laid at preschool age which, as famous russian psychologist Leontyev (1948) said, is the period of initial, actual formation of the personality. Cardinal social transformations have a great influence on the modern preschool child and put on such emotional trials for which the human nature can't adapt naturally. Surrounding realities are capable to brake, moreover - to distort the emotional world of the child. According to

researchers, the emotional intelligence and the related qualities promote not only the moral development of children, but also the academic progress (Nguyen, 2007).

As well according to Zaporozhets (1985), emotional development of the preschool child is one of the most important conditions of his education. Emphasizing importance of emotional experiences of the child at interaction with society for its personal formation, he focused attention that early trouble. Affective relations with close adults and contemporaries create danger of violation of the subsequent formation of the personality.

Abramyan (1984) admitted the fact that the internal emotional attitude of the child towards surrounding reality "grows" from his practical interaction with this reality. This difficult process can make the content of social orientation of requirements development and motives at the advanced preschool and younger school age. From this point of view the interrelation of emotional, social and moral development of preschool children and younger school students is possible.

Thus, emotional competence develops in ontogenesis, being result of learning and an interiorization of social experience. Processes of a self-assessment are the cornerstone of confidence in the emotional competence: representations that the person can understand emotions and operate them. Purposeful development of emotional competence, according to Libina (1998), is connected with increase in variability of behaviour. The increase in variability of behaviour is possible only through refusal of stereotypic forms of behaviour. The mental mechanism of development of emotional competence is creation of the new positive links allowing to develop the individual style balanced in parameters of an optimality, comfort, adaptability and productivity.

In the preschool childhood actually a personality, consciousness and attitude of the child is forming. According to what, it is possible to say that development of emotional intelligence and formation (enrichment) of emotional competence gain special importance and relevance at preschool age. As to this period there is an active emotional formation of children, abilities to a reflection and a decentration. Children have all age opportunities and prerequisites for development of emotional intelligence as subsystems of emotional competence. The emotional intelligence is shown in internal opportunities of the child and is closely connected with his cognitive development. However children for successful adaptation to the physical and social world have to reach a certain level of emotional development. Level of emotional competence of the child - system manifestation of his emotional knowledge, abilities, abilities, personal qualities and their possession for the independent solution of the arisen emotional situations will be considered as result of such development. Therefore a certain level of development of emotional intelligence as internal ability is a component of emotional competence of the child.

So free, warm relations between the adult and the child promotes his emotional progress, adults encourage children to suppress negative emotions, communication between the adult and the child promotes development the technician of regulation of emotions, the adult trains children in ways of response to many consequences.

According to Zabramnaya (1998) deprivation of the child in love and participation of adult in his life blocks the emotional sphere, and could be the cause of delay of mental development of the child, loss of interest in surrounding life. Such omissions are irreplaceable even in later time.

Low level of emotional intelligence is capable to fix the complex of qualities called an alexithimia. Alexithimia - difficulty in understanding and determination of own emotions - increases risk of developing of psychosomatic disorders at children and adults. Thus, ability to

understand own feelings and to operate them is the personal factor strengthening psychological and somatic health of the child.

Many researchers noted that the child's separation from mother in the first years of life causes considerable violations in mental development of the child that leaves an indelible mark on all his life. Also most of them, while describing emotional development of children, noted that the ability of the child to love people around is closely connected with that, how much love he received by himself and in what form it was expressed.

One of striking examples is the phenomenon of "hospitalization", at its interaction of the child with the adult is limited only to formal care of children and possibility of full emotional communication between the child and the adult is excluded (it occurs at the placement of the child of early age to children's home).

It is proved that such children in many respects lag behind the contemporaries as in physical, intellectual, and in emotional development: they start sitting, going, speaking later, their games are poor and monotonous and are often limited to simple manipulation with a subject. Such children are mostly passive, incurious; don't own certain skills of communication with other people. Certainly, the described examples represent the extreme, atypical phenomena, but they are a bright illustration to the fact that communication of the child with adults is fundamental determinant mental development and mental health of children.

In normal ordinary life the child is surrounded with attention and care of the next adults, and, apparently, there shouldn't be reasons for concern. However among children who are brought up in a family there are high percent of mental disorders too, including neurosis which emergence is caused by social factors.

Therefore it is so important to lay the basis of the confidential relations between the child and the adult, having provided emotionally and psychologically favorable conditions for harmonious development of the child.

#### ***Emotional saturation as one of important needs of the personality***

According to Dodonov (1978) emotions possess independent value. He says that person needs "emotional saturation", i.e. emotional experiences. For justification of this requirement he also refers to known consequences of a separation of the child from mother and to a phenomenon of a touch deprivation. The first proof is based on the lack of intimate contact of the baby with mother which leads to his bad development, to frequent diseases, defective emotionality, "coldness", low ability to empathy and sympathy. He speaks about an emotional deprivation, considering that it is a consequence of a touch deprivation. About it the author writes: "... if importance of purely touch saturation for normal development and functioning of a brain is proved, whether it is natural to assume that, saturation by emotions ... is even more necessary? And time the situation is thus, it means that emotional saturation of an organism is its important congenital and on life developing requirement" (Dodonov, 1978).

Dodonov believes that the need for emotional saturation is physiological in spite of the fact that emotions by themselves are carrying psychological content.

Emotional starvation is so real phenomenon, as well as starvation muscular. It is endured in the form of boredom and melancholy (Dodonov, 1978).

The need of the person for emotional saturation is satisfied mainly in the fight processes for achievement of the most different purposes which the individual striving for.

Simonov (1981) disagrees with the statement of emotions as values as in this case they are the motive "attracting" the subject to activity. He refers to Leontyev (1977) who claimed that

emotions aren't motives. According to Simonov (1981), the independent value of emotions is their ability to motivate behavior anyway appears illusion.

Thus, emotional saturation of an organism is its important congenital and on life developing requirement. This requirement can be satisfied not only via positive, but also via negative emotions. Negative emotion is an alarm signal; shout of an organism that this situation for it is disastrous. Positive emotion – is a signal of the returned wellbeing. It is clear, that the last signal doesn't have to sound long therefore emotional adaptation to the good comes quickly. The signal of alarm has to be given all the time until danger is eliminated (Volkov, & Volkova, 2003).

Life of the modern person is inconceivable without negative emotions, and it is impossible to protect the child from them and there is no need to do it. After all our brain needs tension, training, a hardening as much as muscles.

Thus, the main task of family education is creation of the atmosphere of emotional security, heat, love of the child. Parents have to take care of favorable conditions for emotional development of the child, his emotional socialization, because behavior models of the adult often depend on emotional experience which he gained in the childhood, from those emotional memoirs and feelings which he endured at early stages of his life.

## **2. Problem Statement**

Behaviour models depend on emotional experience and emotional memoirs of the person. Emotional competence is the integrative component of personal wellbeing during the process of personal growth.

## **3. Research Questions**

Emotional competence plays an essential role in family relationships. The theoretical analysis of emotional competence impact on emotional and mental development and personal wellbeing was made

## **4. Purpose of the Study**

The purpose of the study is to make theoretical analysis of emotional competence concept, analyze its basic conditions and components. The investigation of emotional saturation, which is one of the important factors in successful development of emotional competence of the person also reflects the direction of this paper.

## **5. Research Methods**

During this study there were used complex of methods: System analysis of structured components, lexical semantical analysis, classification method.

## **6. Findings**

For conducting the content analysis of the concept "emotional competence" 25 sources reflecting a problem of development of emotional competence in different stages of personal



development were chosen. Authors describe emotional competence as set of emotional, personal and social abilities, qualities and lines.

With the help of content analysis we allocated the Emotional Competence components as: an ability to clarify your own emotions and emotions of other people, ability to express, operate and control emotions; self-confidence, self-updating, a self-assessment, empathy, establishment of the relations, social responsibility, emotional stability, adaptability, optimism, openness, aspiration to achievements, initiative, rendering influence, settlement of the conflicts, social competence, happiness, optimism, self-esteem, independence, flexibility, openness to the emotional experiences, a reflection, emotional literacy, emotional thinking, social intelligence.

Using the content analysis, we counted the frequency of occurrence of categories. 32 various categories which authors used at the description of emotional competence were revealed. The first are brought in the table # 1 the 10 most often used categories.

**Table 1.** Frequencies of distribution of categories

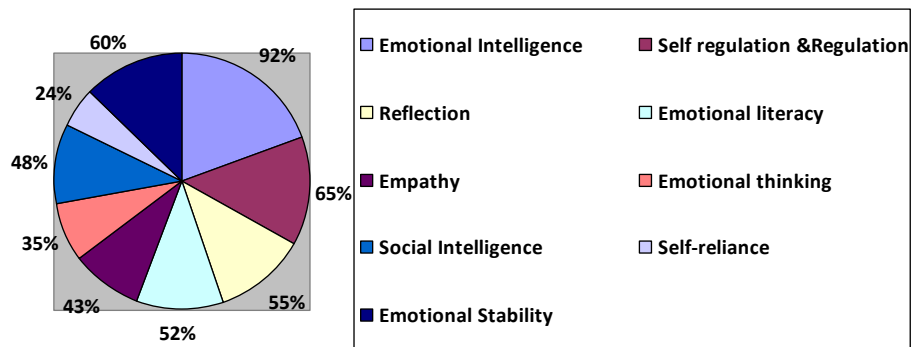
<b>№</b>	<b>Categories</b>	<b>Mentioning frequency in %</b>
1	emotional intelligence	79,5%
2	ability to clarify your own emotions and emotions of other people	63%
3	ability to operate the emotions and emotions of other people	63%
4	ability to express own emotions and to control them	55%
5	emotional literacy	46,6%
6	emotional stability	30,7%
7	emotional knowledge, skills	29,5%
8	social intelligence	24,4%
9	reflection	21,6%
10	emotional thinking	20,5%

Data from this table reveals basic elements of the concept of "emotional competence". In spite of all difference of sources and the used formulations, repeatability of the basic structural elements of this concept is rather obviously traced. There is an opportunity to analyze these elements regarding to detection of the most often mentioned actual characteristics of emotional competence of the person. The obtained data on rate of mentions of the concept "emotional competence" and its basic elements can be built from bigger to the smaller. It allows us to define most significant components of the Emotional Competence of the person.

Using a method of classifications we found out that 90% of authors understand Emotional Competence as ability to understand, estimate, control the emotional states and emotions of other

people, 40% as openness of the person to the emotional experiences, 30% of authors understand Emotional Competence as compliance of emotions to behavior

Thus, main components of the Emotional Competence are: emotional intelligence, according to 92% of authors, self-control and regulation of relationship (65%), a reflection (55%), emotional literacy (52%), empathy (43%), emotional thinking (35%), 48% of authors allocate social intelligence as the Emotional Competence component, self-confidence is mentioned by 24% of authors (Figure 1).



**Figure 1.** Main components of emotional competence

The rating of the most often found basic elements of the concept of "emotional competence" looks as follows:

- Openness of the person to experience, the experiences - 4;
- A factor of successful development of the personality, successful interaction with others and successful performance of activity – 3;
- Ability to realize the emotions and emotions of other person, ability to operate the emotions and emotions of other people and on this basis to make interaction with people around. – 2;
- The Emotional Competence is the main component of Emotional Intelligence – 1.

Each structural component is interconnected with all others and is an integral part of emotional competence.

Also by means of a method of classifications we allocated some theoretical approaches by definition of Emotional Intelligence – models of abilities and the mixed models. Representatives of the first approach include only cognitive abilities in structure of Emotional Intelligence and suggest using objective tests as a method of its diagnostics. The most known model of abilities belongs to Mayer et al. (2004) which defines as Emotional Intelligence ability, connected with processing of emotional information.

Also, representatives of the second approach include personal characteristics in structure of Emotional Intelligence besides cognitive abilities. Goleman (1995) and R. Bar-On's (2006) models, are distinguished from the main displaced models.

In spite of the fact that D. Goleman considers Emotional Intelligence within the solution of concrete business challenges, and R. Bar-On – within the general process of adaptation, according to the contents these models are in many respects crossed. The consciousness across Goleman is intra personal Emotional Intelligence, according to Bar-On; self-checking across Goleman includes such Emotional Intelligence components as adaptability, management of a stress, the general mood according to Bar-On (2006), social keenness and management of the relations across Goleman (1995) corresponds to interpersonal Emotional Intelligence according to Bar-On.

The data obtained as a result of the content analysis of the concept "emotional competence" show that in general authors' positions an integrated approach to definition of a set of basic elements of this concept occurs.

The method of classifications helped us to allocate the following scientific issues and authors who investigated them:

## **7. Conclusions**

As a result of the analysis of various definitions of "emotional competence" concept the main characteristics revealed which allow us to formulate the following understanding of this concept:

"Emotional competence" is a set of emotional, personal and social abilities, qualities and personality characteristics, which promote understanding of own emotional states, emotions and feelings of other people. Emotional competence help people to understand their emotions, their correct self estimation, and also control the emotions and their constructive expression that is expressed by emotional literacy, emotional stability, adaptability, empathy and self-confidence which in the turn promote successful development of the personality, successful interaction with people around and successful performance of their activity.

From positions of our research the understanding of emotional competence of parents as the factor influencing on efficiency of interaction with the child and his emotional and psychological development is valuable.

Proceeding from this understanding of emotional competence concerning to the parents in the process of education of their children, the problem of a choice of an interaction options with the child, process of emotional saturation of the child and its influence on emotional and psychological development is actual.

On the basis of revealed results in the present study the hypothesized statement which reflects the idea, that successful emotional and psychological development of the child is connected with the high level of Emotional Competence of the parents is important.

The analysis of modern literature showed that in the last decade the number of the publications devoted to research of various aspects of Emotional Competence considerably grew. The problem of formation of Emotional Competence rests against ambiguity of interpretation of the Emotional Competence definition, and also against complexity of its measurement. It is possible to say that concept of Emotional Competence for more than 20 years of its studying, wasn't clarified, discussions about substantial filling of the concept are continuing. Each concept has the methodological bases of development and its measuring device that complicates studying the Emotional Competence and developing training programs. Thus, it is possible to assume that high rates of Emotional Competence are necessary attribute of success for both parents, and children that

will help to create special training and developing programs for emotional competence of the modern person.

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