

PSYCHOLOGICAL FACTORS OF EMOTIONAL INTELLIGENCE OF SERVICE EMPLOYEES OF STATE EMPLOYMENT SERVICE

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Abstract. *The article considers emotional intelligence as a subject of scientific knowledge in psychological science and its impact on the professional success of employees of the state employment service. The relevance of the study of psychological factors of emotional intelligence of employees of the employment service is associated with unpredictable socio-economic and political conditions of society in our country, which require considerable transformation by the public employment service. All transformations are directly related to the staff of this service because it is specialists who must master new approaches, innovations, as well as competencies to reach a new qualitatively higher professional level, to best meet the needs of customers of the service. Theoretical analysis of psychological factors of emotional intelligence of employees of the state employment service is given. The general strategy of empirical research is stated and the choice of methods for determination of the level of emotional intelligence of employees of the employment service and psychological factors influencing this level is substantiated. The sample of employees of the employment service is*

substantiated. A qualitative and quantitative analysis of the results of the study, as well as a comparative analysis of the levels of manifestation of indicators of psychological factors in groups of specialists with different work in the employment service. The stages of social and psychological support for activating the development of emotional intelligence for effective professional activity and successful self-realization of the personality are revealed. The content of the training program provides a comprehensive impact on the cognitive (assessment), emotional (experience) and behavioural (communicative behaviour) areas of personality. The training program is based on the basic principles of socio-psychological training practice – establishing a connection (affiliation), empathy, acceptance of others, cognitive processing of experience. The most productive methods of activating the development of emotional intelligence were the basic methods of socio-psychological training (group discussion, role play) and means of art therapy (dance therapy, music therapy, etc.). The use of techniques and methods of art therapy during socio-psychological training has proven their effectiveness.

Keywords: *Emotional Intelligence; Psychological Factors; Intensification of Development; Professional Activity; the Success of the Professional Activity; Social and Psychological Support; Employees of the State Employment Service.*

Introduction. In modern society, the problem of competence in understanding and expressing emotions is quite acute, as the cult of rational attitude to life is gaining more and more supporters, which, in principle, contradicts the psycho-physiological and social characteristics, human needs. The very combination of the concepts of «intelligence» and «emotions» has caused much controversy and debate in the scientific community.

Today, due to the unstable socio-economic and political situation, in particular in Ukraine, the destabilization of the psychological state of the population has significantly increased. Researchers point to the negative phenomena experienced by a significant number of the country's population: tension, irritability, fear and uncertainty about the future. Therefore, emotional intelligence in recent decades has become the subject of scientific knowledge in psychological science and has led to the growing interest of scientists in the study of this phenomenon. The professional responsibilities of employees of the public employment service often require a specialist to

make urgent decisions, self-discipline, the ability to maintain high performance in different conditions, emotional impact, constant psychological and intellectual stress.

All this can lead to depletion of psychological and physical resources of the specialist and, as a consequence, – to his emotional burnout. That is why the development of emotional intelligence in employees of the public employment service is of particular importance. Because to help a person who is desperate and depressed, the employee must have high self-efficacy, self-confidence, skillfully combine intelligence and emotions, belief in their strength to motivate the unemployed to make more efforts to find work and to succeed in professional activities.

The relevance of the study of psychological factors of emotional intelligence of employees of the public employment service is because the employment service specialist must cope with the tasks and quickly adapt to new requirements provided his appropriate level of professional competence as a specialist, his psychological and physical health, and also mental resistance to the development of negative states due to the stress of his work. The latter task is especially difficult for people who work in the «man-man» system. Therefore, a modern employee of the employment service must not only be professionally competent but also must have a high enough level of emotional intelligence, which should ensure his success in psychological and professional adaptation.

Analysis of recent research and publications. The introduction of the concept of emotional intelligence in the psychological thesaurus contributed to the intensive growth of research aimed at operationalizing the emotional-intellectual construct (I. Andrieieva, O. Vlasova, J. Mayer, E. Nosenko, P. Salovey), the study of adaptive functions and adaptive potential of emotional intelligence (I. Arshava, M. Breckett, N. Kovryha, T. Kumsikova, V. Ovsiannykova, G. Yusupova).

The analysis of these sources shows that at this stage the theoretical and methodological foundations of intelligence, emotions and the relationship between them are quite deeply studied; emotional intelligence as a separate psychological phenomenon is investigated, its essence, the structure is revealed. However, research on the role of emotional intelligence and its activation of development as a way to optimize the successful professional activity of the individual remains insufficiently covered both in psychological theory and in practice.

The development of the problem of emotional intelligence is of interest for the complex and long-term process of professional development of the personality of the specialist. Numerous studies have been devoted to

the problem of formation of professional orientation, development of theoretical and methodological bases of professional training of future specialists (O. Holomshtok, E. Klimov, S. Pavliutenkov, M. Priazhnykov, H. Radchuk, B. Fedoryshyn, S. Chystiakova, P. Shavir, etc.). The ideas of personality development and the formation of a person's psychological readiness for future work were reflected in the works of K. Abulkhanova-Slavskaya, O. Asmolov, L. Bozhovych, L. Vyhotskyi, O. Leontiev, V. Rybalka, S. Rubinstein, and others. However, the contribution of emotional intelligence to improving the psychological readiness for future professional activity of employees of the state employment service has not been studied enough. The relevance of the topic is due to the awareness of its practical significance in terms of finding new ways to train these professionals.

In today's world, scientists offer different models of emotional intelligence, and it is usually described as a complex multicomponent construct. Since the set of components and their hierarchy do not have a clear definition, it is difficult to delineate the boundaries of this mental phenomenon and at the same time identify those components that are affected. However, most agree that emotional intelligence develops in the process of interpersonal communication.

Emotional intelligence (hereinafter – EI) – a group of mental abilities that are involved in understanding and understanding their own emotions and the emotions of others. People with a high level of EI understand the emotions and feelings of others, can effectively manage their emotional sphere, and therefore in society their behaviour is more adaptive and they more easily achieve their goals in interaction with others [6; 8]. The term «emotional intelligence» began to be used in the early 1990s. Psychologists John Mayer and Peter Salovey began to use it to describe the degree of development of such human qualities as self-awareness, self-control, motivation, the ability to put yourself in the place of others, communication skills, the ability to establish mutual understanding. This term combines the ability of people to understand their thoughts, feelings and control their own emotions [9]. Emotional intelligence, according to researchers, is:

- the ability to understand the attitudes of the individual, represented in emotions and manage the emotional sphere based on intellectual analysis and synthesis; as the ability to effectively control emotions and use them to improve thinking, etc. (J. Mayer, P. Salovey) [9];

- integral property of the individual to recognize, understand, control, regulate their own emotions and the emotions of others and use these abilities to achieve vital goals (V. Zarytska) [3];

- the complex construct of mental abilities related to the operation

of emotional information and the formation of the emotional experience of the subject (Yu. Breus) [2];

– a set of mental abilities to understand their own emotions and the emotions of others, as well as to manage the emotional sphere (I. Andrieieva) [1].

M. Smulson proposes the definition of intelligence as a holistic (integral) mental education, which is responsible for generating, constructing and restructuring mental models of the world by setting and solving problems and points out that intelligence has interprocess and metacognitive nature and different modalities depending on specific tasks. and features of the context in which they are carried out [7]. Of the three leading functions of intelligence – reflective, value-oriented and prognostic – the most important for the study of emotional intelligence is the second, which will serve as a strong argument in the appropriate context.

The biological prerequisites for the development of EI are innate features related to the functional asymmetry of the brain and the properties of temperament. The social preconditions of EI are formed primarily in the family environment. They are determined by the nature of relations between parents, their attention to the inner life of the child and the strategy of education, which involves the formation of adequate self-esteem and positive self-image, development of self-control and ability to weigh emotional information, lack of rigid attitude to the child's behaviour.

The influence of EI on human life proves the feasibility of studying the psychological factors that affect its development, which is presented in Fig. 1.

The psychological factors include such components EI as: behavioural, motivational, cognitive-target, professional.

Psychological factors include elements such as temperament, character, motivation, perception, assimilation, beliefs, attitudes, information processing, confidence in their emotional competence, emotional knowledge and skills, the manifestation of EI depending on the environment.

Temperament in its characteristics largely determines such dimensions of adult personality as neuroticism, extraversion and consciousness, which are highly correlated with questionnaires on EI.

Character – a set of stable individual personality traits that cause a similar algorithm of behaviour in similar situations and form a systemic structure of character, which consists of the following subsystems: traits that express attitudes toward other people (friendliness, aggression, sociability, sensitivity, compassion, demanding, distrust 'I, tact, decency); traits that express the attitude to work (responsibility, initiative, inertia, diligence, punctuality, purposefulness); traits that express self-esteem (selfishness, self-

criticism, egocentrism, pride, modesty, self-sacrifice).

Motivation is a psychophysiological process that determines the direction, organization, activity of a person to meet their own needs, in particular: biogenic (satisfaction of which is necessary to support physiological life) (food, water, air, clothing, housing), psychogenic (satisfaction of which is necessary for psychological comfort (social status, social status), utilitarian (satisfaction of which is necessary to improve the quality of life), hedonic (the need to achieve which is necessary for pleasure, the satisfaction of the person).

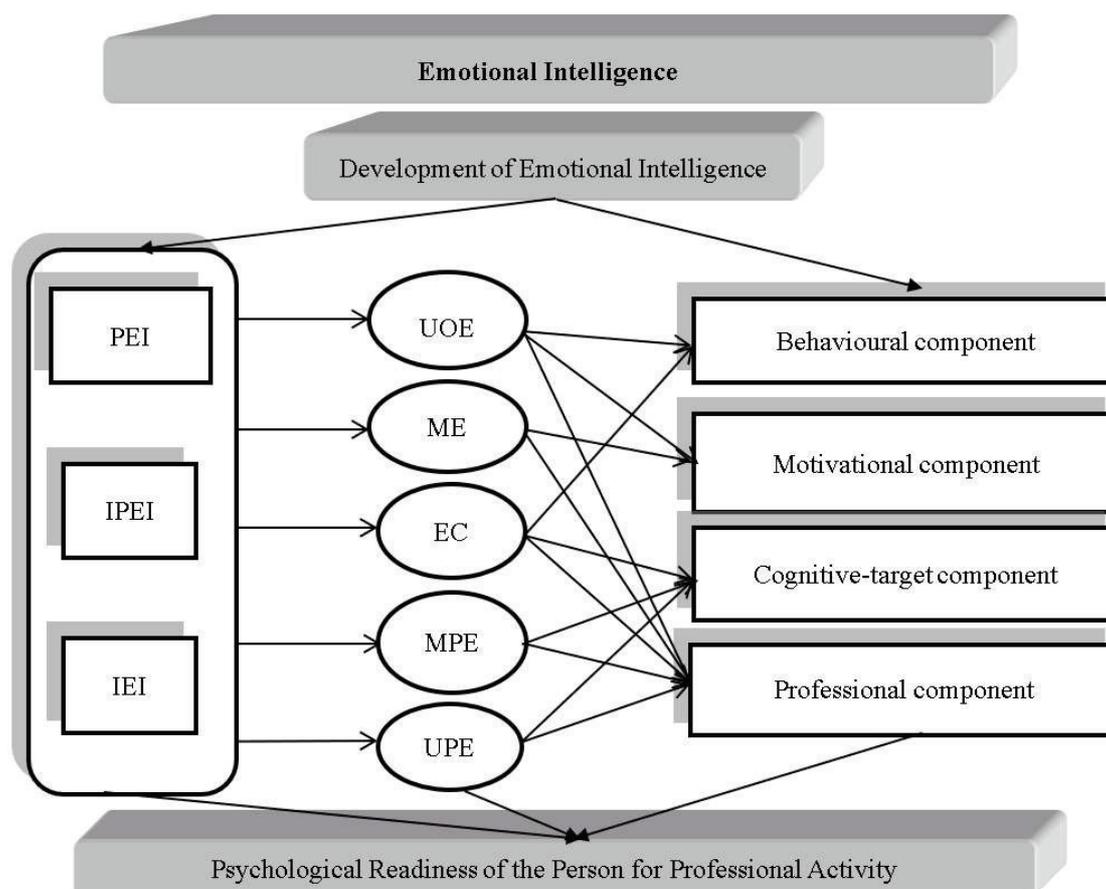


Fig. 1. Model of influence of psychological factors of EI on the professional activity of the person

Note. PEI – potential emotional intelligence; IPEI – intrapersonal emotional intelligence; IEI – interpersonal emotional intelligence; UOE – understanding of their own emotions; ME – management of own emotions; EC – expression control MPE – managing other people’s emotions; UPE – understanding other people’s emotions.

Perception is a cognitive process, which consists of the reflection by the consumer of processes, phenomena, objects under the action of external

information on the senses.

Beliefs are generalizations, imaginary characteristics made by a person about the surrounding world and ways of interacting with it, generalized rules of life that determine what to do in certain situations. Beliefs guide behaviour and volitional actions.

Attitude is a stable positive or negative assessment of the objects of the material or spiritual world formed based on beliefs. These are the feelings that a person feels towards the object and guide its behaviour.

Information processing. It can be assumed that some cognitive factors contribute to the processing of emotionally coloured stimuli and, consequently, affect the level of EI. Apparently, as a tool for measuring them can be considered, in particular, the emotional test of Strup and Scherer's method for recognizing the emotional colour of voices.

Confidence in their emotional competence. This aspect of EI reflects a person's knowledge and ideas about their ability to understand emotions, manage them and use them in interpersonal interaction. The basis of confidence in their emotional competence is the processes of self-esteem and self-regulation. Thus, this construct is formed in the process of social learning. Therefore, it should depend more on learning at different stages of ontogenesis than on temperament.

Emotional knowledge and skills. High EI implies the availability of specific knowledge and skills that help to behave successfully in certain situations. Acquisition and implementation of skills in the field of emotions are facilitated by high confidence in their emotional competence.

Manifestation of EI depending on the environment. In a research environment that is usually calm, there are more opportunities to focus on the task, on the emotional manifestations, other conditions that can contribute to the suppression of EI. If this assumption is correct, then EI is a characteristic that describes the process and result of human activity in certain environmental conditions, taking into account their characteristics.

Thus, the psychological factors of EI of employees of the public employment service include temperament, character, motivation, perception, assimilation, beliefs, attitudes, information processing, confidence in their emotional competence, emotional knowledge and skills, the manifestation of EI depending on the environment.

Methodology. The sample consisted of 84 employees of the state employment service. The workers who took part in the study were people aged 26 to 52 with higher education, of whom 73 were women and 11 were men. Group 1 – surveyed employees of the employment centre who work in the service from 1 to 5 years (30 people). Group 2 – surveyed employees of the employment centre who work in the service for 5 to 15 years (40 people).

Group 3 – surveyed employees of the employment centre who have been working in the service for 15 years or more (14 people).

The study was conducted in three stages. At the first stage of the research, the theoretical sources on this problem are analyzed, the sample of employees of the state employment service is determined, the methods and general strategy of the research are chosen. At the second (ascertaining) stage of research the collection, processing, quantitative and qualitative analysis of empirical data was carried out. At the third (formative) stage, the «Program to promote the development of EI in employees of the state employment service» was developed and tested. To study the level of EI of employees of the public employment service and the psychological factors of emotional intelligence of these employees, the following methods were selected: the method of diagnosis of «emotional intelligence of N. Hall»; D. Lusin's «Emin» method; methods of diagnosing EI M. Manoilova; method «Integral job satisfaction» (N. Fetiskin, V. Kozlov, G. Manuilov); method «Test of communication skills» by L. Michelson.

Presentation of the main material and substantiation of the obtained results. According to the method of «Test of communicative skills» (L. Michelson) the level of communicative competence and quality of formation of basic communicative skills of all interviewed employees of the state employment service is determined. In general, analyzing the obtained empirical data, it was found that the predominant style of communication of employees of the state employment service is a competent style, namely of 84 people: 57 people (67.9%) – competent; 23 persons (27.4%) – dependent; 4 people (4.8%) – aggressive style.

In general, a competent style of communication involves a high level of orientation in the communication situation, adequate assessment of others, understanding of the subtext of communication and the emotional state of the interlocutor; aggressive indicates that people do not have sufficient analysis of their behaviour and the behaviour of another person, inadequate evaluation of others, poor self-control, lack of ability to find the appropriate form of communication to effectively influence the interlocutor; dependent communication style is characterized by the manifestation to some extent of both trends, ie understanding of people and situations is incomplete, the impact on others is not always effective in the situation, and such behaviour can be called insecure. Thus, it was found in a sample of subjects with work experience from 1 to 5 years (30 people): dependent communication style in 15 (50%) people; competent style in 13 (43.3%) people; aggressive style in 2 (6.7%) people; in a sample of subjects with work experience from 5 to 15 years (40 people): dependent communication style in 5 (12.5%) people;

competent style in 34 (85%) people; aggressive style in 1 (2.5%) person; in the sample of subjects with work experience of 15 years or more (14 people): dependent communication style in 3 (21.4%) people; competent style in 10 (71.4%) people; aggressive style in 1 (7.1%) person. Thus, in the sample of respondents with work experience from 5 to 15 years, the most people with a competent communication style 34 (85%), the least 5 (12.5%) people with a dependent style and only 1 (2.5%) person with an aggressive style of communication compared to other groups.

According to the method of «Integrated Job Satisfaction» (N. Fetiskin, V. Kozlov, G. Manuilov) the level of overall job satisfaction of all interviewed employees of the state employment service is determined, in particular, the predominant are average and high rates, namely of 84 people: 7 people (8, 3%) – low; 42 people (50%) – medium; 35 people (41.7%) – high rates. Sample of subjects with service experience from 1 to 5 years (30 people): low rates in 3 (10%) people; average figures for 20 (66.7%) people; high rates in 7 (23.3%) people. Sample of subjects with work experience in the service from 5 to 15 years (40 people): no low rates; average rates in 14 (35%) people; high rates in 26 (65%) people. Sample of subjects with work experience of 15 years or more (14 people): low rates in 4 (28.6%) people; average figures for 8 (57.1%) people; high rates in 2 (14.3%) people. Thus, in the sample of respondents with 5 to 15 years of service, the highest rates are 26 (65%), all others have an average of 14 (35%) and there are no people with low rates compared to other samples.

As a result of empirical research, qualitative and quantitative processing of the obtained data, including the use of mathematical statistics, namely the Mann-Whitney U-test, it was concluded that the results of the methods «Test of communication skills» (L. Michelson) and «Integral Job Satisfaction» (N. Fetiskin, V. Kozlov, G. Manuilov), employees of the employment service with work experience from 5 to 15 years, have a higher level of EI than employees working in this service from 1 to 5 years, and also from 15 years and more. Also, employees working from 5 to 15 years have a higher level of job satisfaction and a higher level of communication skills than those of other groups.

The general level of job satisfaction and communication skills of employees of the public employment service is at a fairly high level (most respondents have from medium to high rates). This level is influenced by the fact that the work of employees of the state employment service is work with people, some employees have psychological education.

Activation of the development of EI for effective professional activity and successful self-realization involves socio-psychological support, which includes the following stages:

The first stage is the formation of a person's readiness to know the world, its laws, self-knowledge, which consists in the realization of the influence of the emotional sphere on life, and the emotional experiences themselves – as values; the importance of inner harmony, psychological well-being, healthy relationships with other people for a full life; life values, priorities, ie primary and secondary; responsibility for one's own emotional experiences; own basic life position, life beliefs, internal guidelines – as resources for the development of EI; the existential value of life «here and now».

The second stage – the provision of personality and their assimilation of information about the inner world of man and the place of emotions and feelings in it; emotions, their types, functions, causes, features of the course, levels of manifestation; ways of managing emotions, verbal and nonverbal level of expression of emotions, emotional qualities of personality.

The third stage is the implementation of exercises aimed at understanding values, changing restrictive stereotypes, acquiring skills of conscious emotion management, using them in a training environment and further in everyday life.

The tasks of social and psychological support are:

1) enrichment of training participant's experience of self-knowledge related to psycho-emotional states; mastering the skills of identification of psycho-emotional states that promote and hinder activities;

2) formation by participants of training of internal ways of transformation of the psychoemotional state;

3) the formation of abilities for emotional self-regulation through the development of emotional and intellectual abilities;

4) optimization of psycho-emotional states through the development of methods of self-organization of activities, including activity planning and goal setting;

5) the development of methods of self-regulation of psycho-emotional states (learning anxiety, fears, frustration, aggressive tendencies, anxiety, helplessness and insecurity, mental stress, etc.);

6) development of communication skills and abilities as a means of regulating psycho-emotional states;

7) the development of self-confidence as the basis of constructive psycho-emotional states;

8) correction of behaviour (coping strategies and coping resources) when experiencing negative psycho-emotional states in the activity (development of constructive strategies for coping with stress).

Methodological support for the development of EI of civil servants includes the development of a program to promote the development of EI of

civil servants, including a mini-course «Phenomenology of emotional intelligence: socio-psychological aspects», socio-psychological training «Development of emotional intelligence through awareness and self-regulation»; experimental approbation of a mini-course and training; measuring the effectiveness of the EI development program.

The methodology of training sessions is based on the principle of gradual development of the group and continuity in self-knowledge and self-improvement of the individual. Each lesson is a logical continuation of the previous one, and in terms of content – the basis of the next.

The content of the training program provides a comprehensive impact on the cognitive (assessment), emotional (experience) and behavioural (communicative behaviour) areas of personality.

The training program is based on the basic principles of socio-psychological training practice – establishing a connection (affiliation), empathy, acceptance of others, cognitive processing of experience. The basic principle is the inclusion of the subject in the process of training interaction, which involves three main areas: cognitive, emotional, behavioural – a change in one of which leads to a change in all others.

The program of training sessions on activating the development of EI involves the use of five groups of training tools. The first group includes training procedures aimed at forming empathy, trust of participants in each other, the ability to recognize and understand the emotional state of people. Their purpose: to relieve emotional tension and improve the mood of group members; develop empathy, form an emotionally positive attitude between group members. The second group includes training procedures aimed at developing communicative tolerance. Their purpose: to improve the behaviour of other people. The third group includes training procedures aimed at the formation of assertive behaviour. Their purpose: to increase the level of communicative competence of participants, to develop the ability to understand and accept different positions, lifestyles, self-confidence styles, to expand the range of ways of confident behaviour. The fourth group included procedures aimed at forming a positive adequate self-esteem and a high level of claims. The fifth group includes procedures aimed at developing self-regulation skills. Their purpose: mastering the techniques of relaxation and regulation of their emotional state. It is important to create an emotionally comfortable, psychologically safe space in the classroom so that participants can feel the impact of positive emotions and the desire to support and cultivate them.

The training used such methods and techniques as mini-lectures, group discussion, brainstorming, practical exercises, drawing, role-playing games, case method, project defence (used to consolidate the information

obtained during the training) [5]. The results of the implementation of the program to promote the development of EI were analyzed according to objective and subjective evaluation criteria. The training was implemented in a logical sequence. The result expected after the training: participants should change their attitude to themselves, have new life goals and confidence that they can be achieved, there will be a rethinking of life values, their professional activities and will be treated as an opportunity development and self-realization of the individual. After the training, an analysis and comparison of changes that occurred in satisfaction with professional activities in the experimental group that participated in the training, with the indicators of the control group participants who did not participate in the training (Table 1).

According to the results of primary data processing of the study of EI indicators conducted before and after the implementation of the experimental program (calculation of mean values, standard deviation of asymmetry and excess coefficients), it was found that empirical data obtained by Emin questionnaire correspond to normal data distribution. This makes it possible to use the methods of parametric statistics as a means of studying experimental indicators. According to the results of calculating the Student's t-test for dependent samples, significant differences in the indicators of EI of the experimental group compared with the control group (Table 2).

Table 1

Comparative analysis of satisfaction with professional activity by employees of the employment service before and after the formative experiment

The name of the scale	Experimental group		Control group	
	Before the experiment	After the experiment	Before the experiment	After the experiment
Interest in work	2,1	2,9*	2,1	2,2
Satisfaction with achievements in work	1,9	2,8*	2,0	2,0
Satisfaction with working conditions	2,0	2,7*	2,0	2,0
Satisfaction with relationships with employees	2,1	2,9*	2,2	2,3
Satisfaction with the relationship with management	1,9	2,6*	2,0	1,9
Professional responsibility	2,1	2,7*	1,9	2,0
The level of claims in professional activities	2,1	2,5*	2,0	2,0
The advantage of the work performed over high earnings	1,9	2,4*	1,7	1,6
Overall job satisfaction	2,0	2,7*	2,1	2,2

Components of EI	Experimental group				Control group			
	Before the experiment (M±σ)	After the experiment (M±σ)	t _{crit}	p	Before the experiment (M±σ)	After the experiment (M±σ)	t _{crit}	p
IPEI	39,88 ±8,61	42,15 ±7,69	- 3,019	0,005	38,94 ±6,06	38,97 ±6,19	- 0,050	0,960
EC	11,15 ±2,92	11,48 ±2,95	- 1,000	0,325	10,32 ±2,47	10,06 ±2,64	0,931	0,358
UOE	15,94 ±4,19	17,24 ±3,52	- 2,089	0,005	16,29 ±3,23	16,56 ±3,33	- 0,646	0,523
ME	12,79 ±3,85	13,42 ±3,47	- 2,443	0,020	12,32 ±2,73	12,35 ±2,77	- 0,239	0,812
IEI	39,09 ±8,07	41,30 ±6,93	- 3,078	0,004	40,32 ±6,39	40,26 ±5,92	0,186	0,853
UPE	21,12 ±4,91	22,03 ±4,79	- 2,734	0,010	21,38 ±3,67	21,12 ±3,47	1,507	0,141
MPE	17,97 ±4,38	19,27 ±3,28	- 2,363	0,024	18,94 ±3,49	19,15 ±3,35	- 0,698	0,490
UE	37,06 ±7,94	39,27 ±7,32	- 3,061	0,004	37,68 ±5,09	37,68 ±5,64	0,000	1,000
EM	41,91 ±8,35	44,18 ±7,18	- 2,989	0,005	41,59 ±7,06	41,56 ±6,89	0,062	0,951

Table 2. Emotional intelligence indicators according to the results of the study of the experimental and control groups (Student's t-test for dependent samples)

Note. Significant discrepancies at the level of $p < 0.05$ and above are indicated in bold. IPEI – intrapersonal emotional intelligence; EC – expression control; UOE – understanding of their own emotions; ME – management of own emotions; EI – emotional intelligence; IEI – interpersonal emotional intelligence; UPE – understanding other people's emotions; MPE – managing other people's emotions; UE – understanding of emotions; EM – emotion management.

According to the data, the indicators of the ability to understand and manage one's own emotions, the emotions of others – significantly increased among the representatives of the experimental group after the implementation of the program for the development of EI.

Comparing the results of the experimental and control groups, gave grounds to state the effectiveness of experimental influences using the development of EI in training groups on the indicators of EI of employees of the public employment service. According to the indicators of

communicative behaviour, which is included in the formula for calculating the coefficient of satisfaction with the relationship, there are also some differences between the data of the study of the experimental and control groups.

The effectiveness and efficiency of the art therapeutic effect were also confirmed by the results of evaluating the informativeness and pragmatism of the content of training sessions by participants of the experiment.

According to the subjective criterion based on the results of the survey (in the form of a written self-report), the vast majority of responses (87.4%) indicate positive changes in the field of integration into intragroup relations and relationships. No negative or unproductive changes associated with participation in the experiment were recorded. Meaningless answers, which indicate a passive perception of experimental influences, were recorded in 7.1% of experimental participants.

According to the criterion of informativeness, the content of answers to the following questions was analyzed: «What impact did the special course and training on the development of EI have on you?», «What changes do you plan to make in the process of communicating with colleagues?». Content analysis of answers to the question «What impact did the special course and training on the development of EI have on you?» showed that 87.4% of participants in the experiment increased interest in the emotional experiences of other members of the group, 78.2% decreased indifference to the emotional states of others, 82.8% of participants increased understanding of their emotional states.

Thus, based on the obtained data, we claim that the proposed program for the development of EI promotes socio-psychological reflection of emotional experiences and awareness of communicative choices at the level of constructive intrapersonal transformations in the behavioural sphere.

Conclusion

Summarizing and analyzing existing approaches to understanding the concept of EI, we formulate it as an integrative ability of the individual, which is the ability to feel, distinguish, name emotions and manage them through awareness and self-regulation.

The psychological factors of EI of employees of the state employment service include temperament, character, motivation, perception, assimilation, beliefs, attitudes, information processing, confidence in their emotional competence, emotional knowledge and skills, the manifestation of EI depending on the environment.

Emotional intelligence is not a permanent sign and therefore it can be

developed throughout life. However, it is important to remember that everything you learn needs constant use because only by putting your knowledge into practice do you gain new skills, experience and growth, otherwise new achievements will leave you very quickly. Therefore, for the development of EI, it is necessary to constantly work on yourself. activation of the development of EI depends on the expansion of ideas about it, the role in their own lives; developing skills to manage their own emotions; understanding other people's emotions, which will contribute to the process of successful and effective professional activity.

Methodological support for the development of EI of employees of the state employment service included the development of a program to promote the development of EI of employees of the state employment service.

The structure of the program, which consists of two parts: a mini-course aimed at developing the cognitive and motivational sphere of the participants of the experiment, and socio-psychological training, which provides a comprehensive impact on cognitive (assessment), emotional (experience) and behavioural (communicative) behaviour) sphere of personality. The internal concept of training is expressed in the dyad – «awareness of experiences – awareness of choice», which reflects the student's perception as a subject of emotions, and focused on the harmonization of internal (assessment, experience) and external (status positions).

According to the survey, the vast majority of participants observed positive changes in the field of integration into intra-group relations and relationships – increasing interest in the emotional experiences of other group members, reducing indifference to the emotional states of others, increasing the ability to understand and effectively manage their emotional states.

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