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EMOTIONAL INTELLIGENCE OF FUTURE TEACHERS FOR PREVENTION OF PEDAGOGICAL CONFLICTS

The article analyzes the actual ideas on the problem of practical training of future teachers. Such training consists in mastering students' knowledge, skills and skills in the prevention of pedagogical conflicts in higher education, which have always been constant companions of social life. It was through such contradictions that new progressive ideas were born that ensured the further evolution of institutions of higher education. For the professional activity of the future teacher, the developed communication skills that are interconnected with his emotional intelligence, which determines the success of teaching, are extremely important.

Emotional intelligence in the unity of its structural components (cognitive, affective and behavioral) is based on the management of the emotional sphere, its reflection and understanding. A high level of emotional intelligence ensures the success of an individual's activity: the ability to adequately express his or her emotions, to understand the emotions and motives of other people's behavior, the ability to act effectively in the system of interpersonal relationships, the ability to navigate social situations, to correctly identify the personality traits and emotional states of other people, to choose the appropriate ways communicate with them and realize all this in the process of interaction.

The notion of the progress of a modern student as a competitive subject of future professional activity is connected with the ability to interact with a professional society, to manage their emotional sphere and, accordingly, relations with the subjects of joint activity. A high level of emotional intelligence is extremely important in stressful situations, which becomes a necessary component of making responsible decisions. The contents, historical aspect, different models, the description of the emotional intelligence of future teachers are considered in detail. The recommendations for prevention of pedagogical conflicts in the context of emotional intelligence are generalized.

Keywords: higher education, future teachers, prevention of pedagogical conflicts, emotional intelligence.

Formulation of the problem. Nowadays, the institution of higher education is, first of all, people who communicate, interact, and are in a complex system of interpersonal relationships. It is difficult to find any other social institution that would be so heterogeneous in many parameters (age, level of education, social status, interests, needs, values, etc.) and at the same time a large contingent. Therefore, many social problems and contradictions characteristic of society in a concentrated form are manifested in education, including in pedagogical conflicts in higher education.

Pedagogical conflicts are manifested in the interaction of participants in the educational process (students, teachers, administration) due to the existence of certain contradictions, contradictions in value orientations, views, mutual expectations, intolerance in communication, destructive actions, lack of conflictological culture of individuals [3, p. 24]. Pedagogical conflicts not only create problems in pedagogical activity, but also act as a source of development of organization, small group, personality in it. Such conflicts reflect the specific way of interaction between participants in the educational process and become a form of manifestation of acute interpersonal controversy, which is important to consider when determining the methods of their prevention. After all, by rewriting the wisdom of the people, it is better to quickly warn the conflict (through effective communication) than long and difficult to solve it, while expending important personal resources: time, emotions, health, productivity, etc.

Prevention of pedagogical conflicts in higher education is a multifaceted long-term process of constant forecasting and foresight of destructive emotions, actions, behavior in the educational and cognitive activity of the individual in educational institutions. Prevention of conflicts is a system of well thought out, well-considered, cautious preventive actions that relieve emotional stress [3, p. 25]. The main purpose of this process is to create such conditions for the interaction of students, their parents, teachers, administrations, which would minimize the probability of the emergence or destructive development of contradictions between them. To prevent pedagogical conflicts it is possible to use different resources.

Research objective is to analyze and characterize the emotional intelligence of students-future teachers in preventing pedagogical conflicts. To achieve the goal, the following tasks were implemented:

- the content, specificity of prevention of pedagogical conflicts among students is analyzed;

- essence, different models, characteristics of emotional intelligence of future teachers are revealed;

- generalized recommendations on the prevention of pedagogical conflicts in the context of emotional intelligence.

Analysis of recent researches and publications is among the researches of reputable scientists from the nearest foreign countries on multidisciplinary issues of conflict, it is worth noting the works of V. Ageev, O. Antsupov, S. Baklanovsky, F. Borodkin, N. Vishnyakova, N. Grishina, E. Kirshbaum, M. Koryak, V. Olshansky, A. Petrovsky, T. Polozova, O. Shipilov and others.

The problem of pedagogical conflicts was investigated by many scholars and was presented in numerous publications by V. Afonkova, S. Banikina, B. Basov, B. Zhiznevsky, V. Zhuravlyov, B. Kazan, E. Kirschbaum, J. Kolomyjsky, A. Lichanov, M. Rybakova, L. Simonova, O. Sokolova, S. Suleymanova, T. Chistyakova, N. Selyakhovskaya and others. L. Simonova, having analyzed the modern psychological and pedagogical literature, concluded that the practical research of pedagogical conflicts develop, mainly in two directions: the study of conflicts in the system "student-student" and in the system "teacher-student" [11].

The development of methodological and general theoretical aspects of the problem of emotional intelligence has made a significant contribution as a foreign (J. Mayer [9], P. Salovey [9], R. Bar-On [8], D. Caruso, D. Goleman [1], K. Saarni, P. Sternberg [10], K. Izard) and domestic ones (I. Andreeva, Y. Breus, V. Hansen, M. Zhuravlev, V. Zaritska, M. Klimenskikh [2], M. Levitov, D. Lucin [4], M. Manoylova [5], E. Orel [6], I. Sobchenko, Yu. Sosnovikov, D. Fursova [7], V. Yurchenko) scientists. Emotional intelligence is understood as an important part of the general culture of the individual, which is a system of its personal and professional qualities, certain norms, and rules.

Research presentation. Scientists were interested in the phenomenon of emotional intelligence in the 1990s, when *Peter Salovey and John Mayer* introduced this concept. They identified EQ as a form of social intelligence, including the ability to track their own and others' emotions, to distinguish between them and use this information to manage their thoughts and actions [9].

In 1995, a research commentator on *The New York Times*, *Daniel Goleman*, wrote a popular book on the problem of emotional intelligence, which caused a real boom in the media and became a bestseller. Goleman believes that emotional intelligence explains 85% of the success of top managers of large transnational corporations. D. Goleman relates

the emotional intelligence to the work of subculture, in contrast to the general intelligence, the functions of which are implemented by the bark, and emphasizes the possibility of successful development of emotional and intellectual ability [1].

Thus, attention to emotional intelligence is due to the fact that its measurement, in opposition to academic intelligence, is associated with the professional achievements of a person (career growth, wages, etc.). In this regard, one of the most important problems of modern pedagogical psychology is the justification of such conditions of educational process, which would take into account for the future specialist new requirements for his professional and personal development associated with the need to develop his emotional intelligence as a key condition of his educational success.

In modern science, emotional intelligence describes several key theories and concepts: the non-cognitive theory of R. Bar-On (1997); The theory of D. Goleman (2008); The two-component theory of D. Lucin (2004), as well as the concept of emotional intellectual abilities of D. Mayer, P. Salovey, D. Caruso.

In 1990 D. Mayer and P. Salovey [1] proposed their *concept of emotional intelligence*. It was based on the fact that the emotional intelligence is:

- the ability to comprehend, evaluate and express emotions;
- the ability to understand emotions and emotional knowledge;
- the ability to control emotions, which contributes to the emotional and intellectual growth of the individual.

The authors identified four components: conscious regulation of emotions; understanding of emotions; assimilation of emotions in thinking, differentiation and expression of emotions. In the improved model, the following mental abilities are identified later: conscious regulation of emotions; understanding (comprehension) of emotions; assimilation of emotions in thinking; distinction and expression of emotions.

R. Bar-On [8] defines emotional intelligence as all non-cognitive abilities, knowledge and competences that enable a person to successfully cope with different life situations, which distinguish five areas of competence that can be identified with *five components of emotional intelligence*:

- knowledge of oneself;
- interpersonal communication skills;
- the ability to adapt;
- management of stress situations;
- predominance of mood.

The *concept of emotional intelligence D. Goleman* is based on the early ideas of P. Salovey and D. Mayer with a number of additions. D. Goleman, R. Boyatzis and E. McKee distinguish two types of skills that are characteristic of people who have high emotional intelligence: personal skills (abilities that determine how to manage oneself) and social skills (abilities that determine ways to manage people's relationships). According to D. Goleman, the structure of emotional intelligence includes five components:

- identification of emotional states, understanding of the relationship between emotions, thinking and action;
- management of emotional states – control of emotions and the replacement of undesirable emotional states adequate;
- the ability to enter into emotional states that contribute to success;
- the ability to read emotions of other people, to be sensitive to them and to control the emotions of others;
- the ability to engage in interpersonal relationships with other people and to support them.

Later, D. Goleman [1] improved the structure of emotional intelligence. Currently, it includes four components: self-awareness, self-control, social understanding and management of relationships. With regard to different categories

of people, this structure is somewhat different. Thus, the author recommends that teachers develop such abilities as understanding their own emotions; control of their own emotions; self-motivation; understanding of the emotions of others; social skills

The analysis of approaches to the definition of the essence of emotional intelligence suggests that emotional intelligence is seen as the ability to deal with the inner environment of their feelings and desires; the ability to understand the relationships of the person represented in the emotions, and to manage the emotional sphere on the basis of intellectual analysis and synthesis; a set of emotional, personal and social abilities that affect the general ability of someone to effectively deal with the requirements and pressures of the environment, etc.

Widespread popularity was the interpretation of *emotional intelligence by Russian scientist D. Lucin* [4] as the ability to understand their and others' emotions and their management. The scientist represents the emotional intelligence as a construct that has a dual nature and is connected, on the one hand, with cognitive abilities, and on the other – with personal characteristics. At the same time understanding of emotions of other people and their management is defined as "interpersonal emotional intelligence", and the understanding of their own emotions and management of them – as "intrapersonal emotional intelligence".

Based on the analysis of existing models of emotional intelligence (D. Lucin, J. Mayer, D. Caruso, P. Salovey, D. Goleman, R. Bar-On, N. Hall, M. Breschi), distinguish two alternative models:

- Mixed models of emotional intelligence that include cognitive, personal and motivational features, which make them closely related to adaptation to real life and processes of overcoming (R. Bar-On, R. Cooper). These models suggest measuring emotional intelligence through a survey.
- Capability models define emotional intelligence as a set of abilities measured by tests that consist of tasks that have correct and false answers (J. Mayer, D. Caruso, P. Salovey).

Despite the fact that researchers understand the meaning of the concepts of social intelligence and emotional intelligence differently, most of them tend to be able to adequately express their own emotions, understand the emotions and motives of other people's behavior, the ability to act effectively in the system of interpersonal relationships, orientation skills in social situations, to correctly identify the personality traits and emotional states of other people, to choose the appropriate ways of communicating with them and to realize all this in the process of interaction is the most reliable factor We, ensuring the success of the individual.

From pedagogical psychology it is known that the success of the training of students in institutions of higher education is influenced by many factors: the material position; health status; age; marital status; level of pre-university training; possession of skills of self-organization, planning and control of their activities; motives for choosing a university, etc. However, the differences in the success of a student's educational activity can be observed in the same external circumstances. In explaining this phenomenon, psychologists and educators often appeal to such individual and psychological characteristics of students as the level of intelligence (the ability to absorb knowledge, skills, skills to successfully apply them to solve problems); creativity (the ability to produce new knowledge itself); educational motivation, which provides strong positive experiences in achieving educational goals; high self-esteem, which leads to the formation of a high level of achievements, etc.

Today, the most relevant to the claimed requirements is the emotional intelligence as a psychic phenomenon associ-

ated with the management of the emotional sphere, its reflection and understanding. Moreover, the development of relationships in the modern social and professional environment implies a direct reflection of this peculiarity on the training of future specialists, and, accordingly, the complication of the structure of interpersonal relations, the presence of many-valued professional, personal, mixed ties, etc. In connection with this, the formation, development and features of the functioning of emotional intelligence are of particular importance in the idea of student success as a future specialist. It allows to highlight the importance for students of such an aspect of education as emotional intelligence, the formation of which would contribute to the optimal combination of qualities necessary for successful future professional activities.

The most reliable parameters on the part of the cognitive, affective and behavioral components of emotional intelligence, which ensures the success of the personality, are the following: the ability to adequately express their own emotions, understand the emotions and motives of other people's behavior, the ability to effectively act in the system of interpersonal relationships, the ability to navigate social situations, to correctly determine the personality traits and emotional states of other people, to choose the appropriate ways of communicating with them and to realize all this in the process of interaction.

The idea of the success of a modern student as a competitive subject of future professional activities is connected with the ability to interact with a professional society, to manage their emotional sphere and, accordingly, with the subjects of joint activity. At the same time, emotional intelligence is an integral part of the professional mastery of the teacher. The main task of the teacher is not only in organizing the educational process, but above all in organizing the dialogue. At the present stage of the development of pedagogical science, learning beyond the dialogue is impossible. Consequently, the training dialogue is the work with the information and the exchange of emotions. Getting feedback, the teacher must be able to adequately interpret the student's experiences, which becomes possible under the condition of adequate level of emotional intelligence. Emotional intelligence is a structure-forming component of a teacher's professional culture.

The emotional intelligence of an effective teacher is determined by the adequacy of self-esteem and level of achievement, communicative tolerance, confidence in professional competence, and the formation of empathy. For teachers with a high level of emotional intelligence characterized by an internal locus of control, low or insignificant level of personal anxiety, emotional stability, ability to explain emotional states. The middle level is characterized by an external locus of control, a high level of anxiety, average or low indicators of adaptation to certain conditions, emotional instability, and difficulty in identifying their own emotions. As for the low level, he has not been found among specialists of social-oriented professions. However, the psychological portrait of a person can be described as follows: has a low self-control, reacts to the mechanism of conditioned reflex, and exhibits activity with the predominance of external components over the inner.

At the stage of achieving a high level of professional skills, a productive teacher becomes an active subject of pedagogical activity and communication. The productivity of the teacher's work is the presence of qualitative changes (positive, progressive or negative, regressive) in the mental development of students and the teacher himself. Productivity is defined as the correspondence of the result achieved by the task, the achievement of the planned positive results. Professionally competent is such a work of a teacher, in which on a high creative level, pedagogical activity is carried out, pedagogical communication, the personality of the

teacher is realized, the optimal result is achieved in studying and in upbringing. Multidimensionality, complexity and emotional richness of pedagogical activity encourage the teacher to constantly develop, improve those qualities that characterize a high level of emotional intelligence.

Every person is born from the desire to fully realize himself, and she is endowed with the forces necessary to develop their abilities. The main goal of the teacher is to help to reveal the vital and creative potential of each student, to promote the implementation of an independent and self-sufficient person capable of taking responsibility for his life in his own hands. To realize this goal, the teacher himself must have a high level of development of emotional intelligence.

Nevertheless, pedagogical conflicts within the educational process are almost inevitable. Pedagogical conflict can be considered as such a conflict arising as a result of professional and interpersonal interaction of participants in the educational process in the form of an exacerbation of contradictions, which often cause a negative emotional background of communication, and involves a constructive transition from conflict of parties to the interest in eliminating its causes.

In a conflict situation, hidden processes from the external perception that take place in the intellectual, emotional and volitional spheres of opponents are implemented. The actions of the opponents affect each other, stemming from mutual reactions, aimed at realizing the interests of each side, that is, are mutually determined, and therefore acquire the nature of interaction. Conflict situation is accompanied by an increase in emotional tension.

The specifics of the activity of the teacher is that he works with students one by one. In this case, the teacher is constantly experiencing a strong mental tension, since he must actively regulate both his behavior and the behavior of students in different situations. Such an initially elevated nervous and psychological load, contributes to increasing the likelihood of maladaptive regulation of the intellectual and emotional sphere.

Comparing "non-conflict" and "conflict" teachers, L. Simonova [11] draws attention to their personal characteristics: "non-conflicts" teacher – a person soft, non-dominant in communication; restless, worried about his affairs and actions; in their decisions directed to the group; communicative; with good emotional and volitional regulation; practical orientation of intelligence; with an adequate or somewhat underestimated self-esteem. "Conflict" teacher is a person more rigid, dominant in communication; carefree, relaxed; self-sufficient; less sociable; with lower emotional-volitional regulation; with the abstract-dogmatic orientation of intelligence; adequate or overpriced self-esteem.

Each teacher must have a certain set of knowledge and skills to prevent conflicts and manage them effectively. But if conflicts still arise then you need:

- know and take into account the individual characteristics of students; closely monitor the psycho-emotional state of the team, be able to see the first signs of a conflict situation;
- implement the principles of non-conflict communication (to communicate unaffordably – not to hide "shortcuts" on others and not to allow hanging labels on themselves; to avoid communicating manipulations both in relation to oneself and on its part; to focus on cooperation, and not on counteraction);
- in case the tension still arises, it is necessary to establish the true causes of conflict behavior;
- assess the scale of the conflict situation, its pros and cons; to make a forecast for the development of the conflict for effective management and the choice of an optimal exit strategy;

• do not allow incorrect verbal interaction with the opponent (cries, mutual reproaches, threats, etc.). Otherwise, the conflict situation will inevitably grow into an open conflict;

• the teacher must control the situation, his task – to move from affective-tension relationship between opponents to solve the problem;

• be sure to interact with your opponent (provide him with pedagogical and psychological support).

Thus, the correct diplomatic correct organized pedagogical communication forms the positive emotional experience gained by the students. Low levels of emotional intelligence can lead to complications of awareness and self-emotion, which increases the risk of psychosomatic illness and inadequate mental reactions. Thus, the ability to understand and manage their own feelings is a personal factor that strengthens the psychological and somatic health of the teacher and students.

Formation of high-quality mental skills of students is achieved through an emotionally colored, personal interaction of the teacher with them, mediated by the unity of freedom of thinking and expression of emotions – the emotional intelligence of the teacher. By exercising such influence the teacher with the help of simple ideas, step by step gradually should lead students to solve complex tasks. During such interaction, it is desirable for the teacher to create comfortable conditions for a possible insight of students. Insight – (guess, insight) – unexpected for the person himself, the sudden finding of a conflict that he has long and hard thought about. It is also important for the teacher to verbalize these guesses, speak out, and assess their advantages and disadvantages, positive and negative.

Such interaction is characterized by comfortable cognitive communication on the basis of peer interaction ("neighboring agreement", advantageous convenient partner exchange of information, student experience with each other and with a teacher) and high emotional intelligence of the teacher. It is desirable to constantly use reflexion to improve the efficiency of such management. This is focusing, the concentration of consciousness of the individual in his inner world, on his images, associations, feelings and thoughts. This process reflects the high level of development of the individual and his ability to study the psyche and trace the specific behavior, taking into account it in the prevention and resolution of pedagogical conflicts in higher education.

Conclusions. of further research. So, the emotional intelligence is the ability of the future teacher to recognize and realize their and others' emotions, feelings, motives of behavior, use them, effectively manage them. A high level of emotional intelligence involves the ability to communicate meaningfully and clearly the information to students, and on the basis of these skills to successfully interact with other participants in the educational process, which is extremely important in the management of pedagogical conflicts in higher education. Prevention of pedagogical conflicts consists in early recognition, elimination, leveling or weakening of factors of occurrence, preconditions, principles of conflicts of different types in higher education institutions. In this process, the control of their emotions by the future teacher and

the creation of a favorable emotional atmosphere dominate. Practice shows that the greatest success in life is achieved by those who are able to take on themselves at the critical moment and not be subjected to anger, annoyance or sorrow. Therefore, from the personal qualities of emotional intelligence passes into the category of professionally important qualities of a particular specialist, the success of which is related to the need to manage their emotions, emotional sphere, which requires further study of this problem.

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ЕМОЦІЙНИЙ ІНТЕЛЕКТ МАЙБУТНІХ ВИКЛАДАЧІВ У ПОПЕРЕДЖЕННІ ПЕДАГОГІЧНИХ КОНФЛІКТІВ

У статті проаналізовано актуальні ідеї з проблеми практичної підготовки майбутніх викладачів, яка передбачає засвоєння студентами знань, умінь та навичок з профілактики педагогічних конфліктів у вищій школі, що завжди були постійними супутниками соціального життя. Саме завдяки таким протиріччям народжувалися нові прогресивні ідеї, які забезпечували подальшу еволюцію закладів вищої освіти. Для професійної діяльності майбутнього викладача надзвичайно важливі розвинені навички спілкування, які взаємопов'язані із його емоційним інтелектом, що визначає успіх викладання. Високий рівень емоційного інтелекту виявляється винятково значущим у стресових ситуаціях, коли стає необхідною складовою приймання відповідальних рішень. Детально розглянуто зміст, історичний аспект, різні моделі, характеристику емоційного інтелекту майбутніх викладачів. Узагальнено рекомендації щодо профілактики педагогічних конфліктів у контексті емоційного інтелекту.

Ключові слова: вища освіта, майбутні викладачі, профілактика педагогічних конфліктів, емоційний інтелект.