

Empirical Research of Features of Emotional Competence of University Teachers in the Conditions of Distance Learning

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Abstract. The article describes the place and importance of emotional competence of a teacher in professional activities in the conditions of distance learning. In particular, attention is drawn to the importance of emotional competence as a professional quality of the individual during training sessions in distance learning. The aim of the research is to determine with the help of theoretical and empirical research the features of emotional competence of scientific and pedagogical workers during distance learning. The main components of emotional competence are described: reflection, self-regulation, empathy and expressiveness. An empirical study of the features and level of their manifestation in teachers during training sessions in the process of distance learning. To conduct an empirical study, we used the method of diagnosing emotionality by V.M. Rusalov, methods of assessing emotional intelligence by N. Hall, "Characteristics of emotionality" test by E. Ilyin, "Emotional expression" questionnaire by L. Bogina. According to the results of the methods, insignificant dominance of communicative emotionality in teachers was determined, which indicates vulnerability in the situation of failures, feelings of constant anxiety in the process of social interaction, some uncertainty and irritability in the communication process. Notably, the assessment of the appropriate level of development of emotional awareness, ie the ability of teachers to understand their own emotions and the emotions of others. Regarding the expression of various indicators of emotions, teachers have the highest level of manifestation is characterised by the characteristic "intensity of emotions". Regarding emotional expression, the highest rate belongs to expressiveness, which is not differentiated by channels and indicators of language imagery, which is a sign of completeness and expressiveness of language communication and an important component of educational success through the development of emotional component and its above characteristics

Keywords: emotional sphere, emotionality, reflection, empathy, expressiveness, higher education

Introduction

The main characteristics of the emotional sphere of the individual, such as emotional stability, emotional self-regulation, and emotional competence are among the key in professional scientific and pedagogical activities. Emotional competence of the teacher provides the ability to understand their own emotional world and emotional experiences of students, gives a sense of inner harmony and understanding of the right approaches to solving pedagogical problems and openness to the world [1]. Undoubtedly, the formed emotional competence of the individual, in particular the teacher, is the key to effective interaction with students of higher education, professional success and a sense of satisfaction with their professional activities in general.

However, in the context of distance learning, which causes constant psychological tension and chronic stress of participants in the learning process, it is important to develop the ability to manage emotions as an important component of emotional competence. The predominance of bad mood, apathy, high levels of neuroticism of emotional excitability, anxiety, fears, asthenic emotions in teachers in online learning creates the need for emotional competence and its systemic properties such as reflection, empathy and expressiveness [2, p. 79]. Improving the emotional competence of the teacher is associated with the inclusion in the system

of interpersonal communication understanding of emotional experiences of the pedagogical process, increasing the level of conscious management and control of their feelings and emotions, moral regulation of values and norms (sense of duty, responsibility and conscientiousness). Explained by this, the educational process in the conditions of distance learning in higher education, based on the general emotional orientation of the teacher's personality and the formation of emotional competence is filled with creativity and richness, provides emotional stability and stability of emotional experiences of teachers.

B. Garcia-Cabrero and others in their research on the features of distance learning and the development of teacher competencies proposed a comprehensive model MESDSL, which describes the cognitive, social and emotional components in the learning process, communication cycles and features of educational activities. MECDL is proposed to be used as a conceptual framework for managing the productivity, evaluation and training of online learning teachers [3, p. 343]. Given the components of this model, special attention is paid to the emotional component in the learning process in a remote format, as the emotional sphere is accompanied by a large number of destabilising moments in its functioning.

Thus, the results of research by E. Pomytkin and others

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point to the dominance of unstable and negative emotional states of teachers with the beginning of distance learning. It was found that most educators are in a state of frustration, accompanied by doubt, despair and confusion. The emergence of such destructive conditions is explained by the lack of skills for the organisation of distance learning and high requirements for the process of distance learning by parents and management of educational institutions [4; p. 267].

Also the studies of M. Carvalho focus on the importance and value of emotions in the learning process, in particular during distance learning, special attention is paid to the perception and understanding of students' emotions by teachers and the development of understanding of students' emotions by teachers to improve the quality of learning. Accordingly, it is noted that during the study of the features, forms and principles of distance learning, insufficient attention is paid to emotional competence [5; c. 267]. In his article, T. Knopik points out the importance of proper organisation of distance learning, as it provides the development of socio-emotional skills and helps reduce feelings of fear, anxiety and situational, which often occur during distance learning [6].

Given the above, the *aim of the study* is to determine through theoretical and empirical research the characteristics of emotional competence of research and teaching staff in the process of distance learning.

The Role and Importance of Emotional Competence in the Professional Pedagogical Activity of a University Teacher

Emotional competence of a person as the core of his emotional culture is the key to interpersonal interaction, as it helps to understand their emotions and the emotions of others, understand them and make important decisions, create deep and multidimensional connections with the outside world, adequately assess their emotional state in counteracting stress and an important bonus for adaptation. In general, emotional competence ensures the preservation and strengthening of a person's mental health.

According to the definition of D. Goulman, emotional competence is the ability to realise and recognise one's own feelings, including the feelings of others for self-motivation, to manage one's own emotions and in relationships with others [7]. According to him, emotional competence includes two components: personal competence (self-understanding, self-regulation and motivation) and social competence (empathy and social skills). Considering each of the above characteristics, we note that:

1) self-understanding includes knowledge of one's own emotional states, resources and intuition, understanding of the peculiarities of experiencing emotions and their consequences, adequate self-esteem and self-confidence;

2) self-regulation involves the ability to manage their own emotional states, impulses and resources, control over destructive emotions, flexibility of emotions and openness to the new (willingness to work with new information and new approaches, which is especially relevant in distance learning);

3) motivation is related to emotional tendencies that control or facilitate the achievement of goals (optimism, perseverance, initiative, etc.);

4) empathy is characterised by sensitivity to the feelings and needs of others, understanding others, promoting the development of others and using diversity;

5) social skills affect the ability to provoke desired reactions, persuade, resolve conflicts, catalyse change and build constructive relationships, establishing cooperation and collaboration [8].

Research of emotional competence by C. Saarni focused on the consideration of emotional competence from the standpoint of a set of eight types of abilities or skills, namely: awareness of their own emotional states; ability to distinguish the emotions of others; ability to use a dictionary of emotions and forms of their expression, characteristic of this culture; ability to feel other people's emotions; ability to understand the internal emotional state, which does not necessarily correspond to the external manifestation, ability to be emotionally adequate [9, p. 93].

Important components of emotional competence of the individual are awareness of their emotions, the ability to determine the dominant emotion at a particular time, determine the basic emotions included in a complex emotion, determine the causes and sources, their usefulness, ability to change intensity, determine emotional states by verbal and nonverbal cues, the ability to manage emotions, and adequately express them [10; 11].

According to V. Matiikiv, important in the development of emotional competence of teachers, which determine his style of emotional response and behaviour is the focus on values (interaction based on tolerance, respect, understanding, trust and sensitivity); responsibility (the position of personal responsibility allows solving various situations without resentment, accusations and aggression); positive attitude towards oneself, other people and the environment (maintaining internal balance and positive attitude, regardless of what is happening inside or outside); awareness of the process of interaction (experience of the process and its awareness "here and now", observation, focus on the process, attention to the interlocutor, his condition and needs, attentive listening, meaningful actions); sense of moderation and tact; openness to change (flexibility to respond to external changes, trust in the process of life, living without expectations, recognition and acceptance of events); gratitude (a sense of gratitude helps to change lives for the better and improves relationships) [12, p. 470].

In general, scientific papers have defined that emotional competence is a systemic property of the individual, which includes skills of adequate situation of reflection, self-regulation, optimal level of empathy and expressiveness. As you can see, this definition includes several components and mechanisms that ensure the functioning and development of this property: reflection and self-regulation [13; 14]. Emotional competence itself is an affective-cognitive phenomenon. It includes both affective and cognitive components. Emotional competence is closely related to both cognitive abilities and personal characteristics [14].

In the educational process, all the above characteristics of emotional competence play a significant role, especially their value intensified during distance learning, as "reading" emotions through nonverbal manifestations and understanding them complicated by the specific features of communication through the monitor, which became a new reality in the pandemic. Quite often teachers face the "emotional blockade" of higher education students in the process of distance learning (lack of emotional response due to passivity, image exclusion, emotional alienation) [15; 16].

Prevention of negative emotions and the emergence

of COVID-stress in distance learning will reduce the level of emotional burnout in teachers, a combination of psycho-physiological and somatic reactions such as chronic fatigue, insomnia, mental instability and more.

Therefore, the need to develop emotional competence becomes especially important, and the ability to subtly and accurately “read” the emotional reaction of students during classes becomes a particularly valuable skill of modern teachers. Because its task is primarily to reprogramme the emotional state of students in a positive and tuning in to creative interaction and emotional and value attitude to the learning process. The correct interpretation of the student’s emotions helps in deciding on the correct construction of a dialogue with him, which is a guarantee of successful pedagogical interaction and communication.

The Results of an Empirical Study of Emotional Competence of Teachers in Terms of Distance Learning

The empirical study involved 50 university teachers from Lviv State University of Internal Affairs, Lviv Polytechnic National University, Ivan Franko National University of Lviv), 32 of them are men, 18 are women. The age of the subjects was 25-53 years. During 2020-2021, all of them conducted distance learning classes (with short breaks for offline learning). The following psychodiagnostic methods were used in the empirical study:

- 1) Methods of diagnosing emotionality by B.M. Rusalov [17, pp. 540-542].
- 2) Methods of assessing emotional intelligence by N. Hall [17, pp. 633-634].
- 3) Test of “characteristics of emotionality” by E. P. Ilin [17, pp. 549-550]
- 4) Questionnaire of “emotional expression” by L.E. Godina [17, pp. 592-596]

According to the results of the method of diagnosing emotionality by V.M. Rusalov, the insignificant dominance of communicative emotionality in the subjects can be noted (scale “communicative emotionality” 34.08%). The results of other scales are close to the indicators of the predominant scale (scale “psychomotor emotionality”: 32.34%; scale “intellectual emotionality”: 33.57%) (Fig. 1).

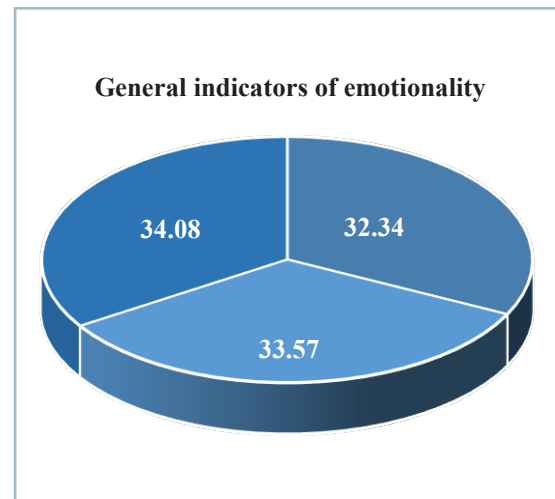


Figure 1. General indicators of emotionality according to the method of V.M. Rusalov

The dominance of communicative emotionality in teachers indicates a high level of vulnerability in a situation of failure, a sense of constant anxiety in the process of social interaction, some insecurity and irritability in the process of communication. In fact, during distance learning teachers tend to experience emotional stress and anxiety, conditioned upon the specific features of the organisation of the educational process and the difficulty in building communication with students in a way that involves building communication with technical means. The results of an empirical study using the method of assessing the emotional intelligence of N. Hall show that the subjects are dominated by the scale of emotional awareness (Fig. 2). Such indicators indicate the ability of teachers to understand their own emotions. Respondents have a good understanding of their emotions and the emotions of others (emotional awareness – 24.69%; managing their emotions – 11.85%; self-motivation – 22.28%; empathy – 21.52%; recognizing other people’s emotions – 19.65%). These abilities are formed and acquired from research and teaching staff during their professional activities and are an important component in the organisation of the educational process, especially if it takes place in a distance format.

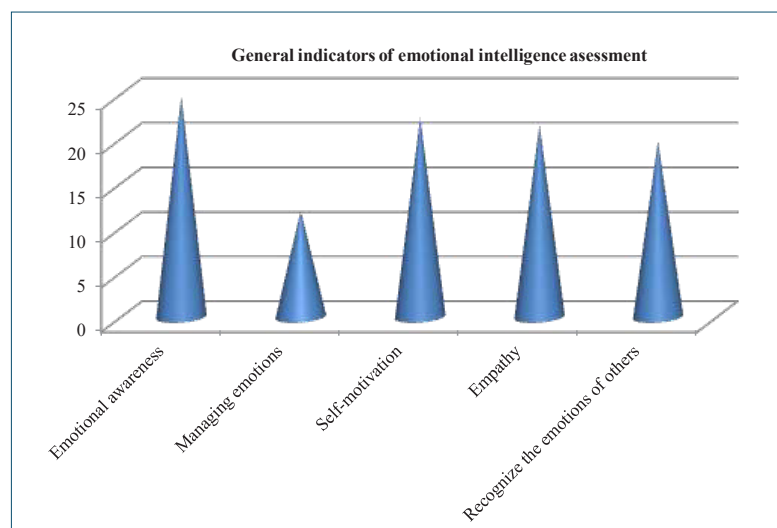


Figure 2. Indicators of emotional intelligence according to the method of N. Hall

This technique identified the ability to understand the relationships of the individual represented in emotions and manage the emotional sphere based on decision-making. According to the results of the test of emotional characteristics by E. Ilin, the severity of various characteristics of emotions, such

as emotional excitability (34.75%), intensity of emotions (41.14%) and duration of emotions (24.1%) was determined. The highest indicator of the characteristics of emotionality – the intensity of emotions (Fig. 3). This indicator indicates a high degree of expression of emotions and the strength of their experience.

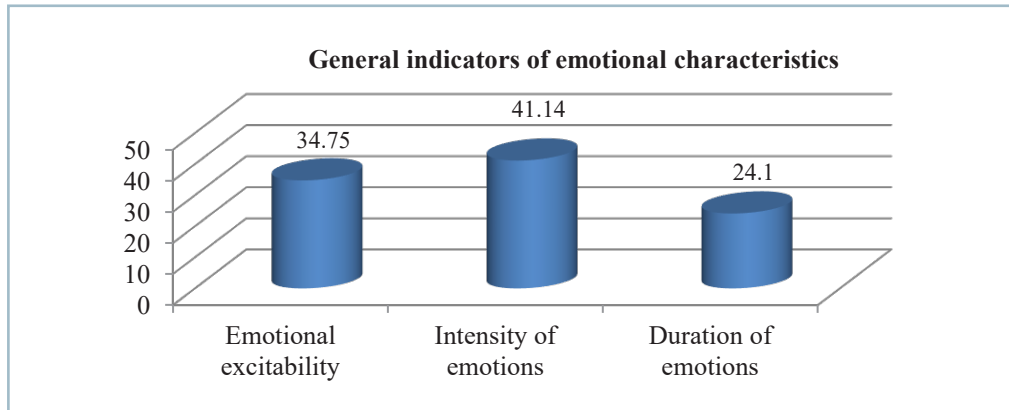


Figure 3. General indicators of emotional characteristics according to the method of E. Ilin

According to the method of emotional expression of L. Bogina, 8 expressive channels of expression of emotions were diagnosed, namely: volume of the voice – 11.93%; language rate – 8.02%; imagery of language – 12.78%; language errors – 8.28%; intonational expressiveness of language – 12.22%; motor activity – 10.88%; extra movements – 9.78%; facial expressions – 12.12%; expressiveness that is not

differentiated by channels -13.96% (Fig. 4). The highest rate belongs to the expressiveness, which is not differentiated by channels, also, the highest rate belongs to the imagery of language (Fig. 4). The most complete figurative speech is realised in the artistic style of language, which is one of the features by which the expressiveness of linguistic communication is achieved.

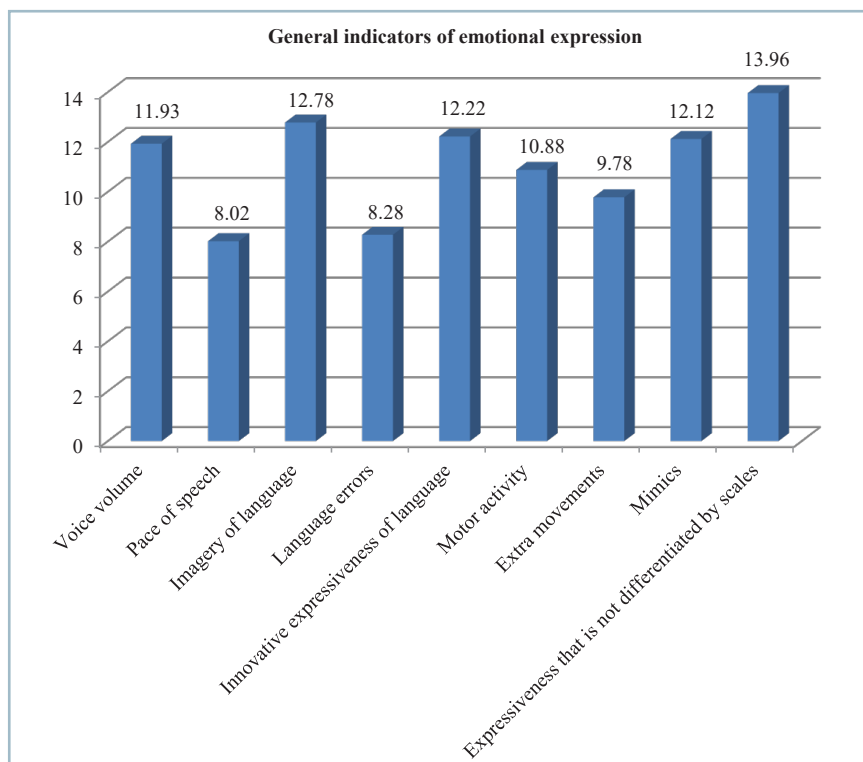


Figure 4. General indicators of emotional expression according to L. Godina

The channels “voice volume” and “facial expressions” are so important. These channels of expression certainly play an important role in pedagogical activities, especially in the context of distance learning. The use of these channels of expression during

distance learning promotes concentration and saturates verbal communication with an important component – emotionality, which contributes to the involvement of students in the learning process and the effective assimilation of necessary information.

Conclusions

The acquisition of knowledge by students in the conditions of distance learning forced the participants of the educational process (teachers and applicants for higher education) to face various kinds of research. One of the most acute is the establishment of emotional connection and, accordingly, the development of socio-emotional skills during the new format of communication. This type of communication undoubtedly requires teachers to have the appropriate level of emotional competence in the teaching process. Emotional competence

helps to realise and understand one's own emotions and feelings, and the feelings of others for self-motivation, to manage one's own emotions and in relationships with others, which is necessary during pedagogical interaction in the learning process.

The teacher with the formed emotional competence easily navigates in difficult pedagogical situations, constructively solves them, is friendly and positive about interaction with students, tries to avoid conflict situations and realistically evaluates situations of educational interaction.

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Емпіричне дослідження особливостей емоційної компетентності викладачів ВНЗ в умовах дистанційного навчання

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Анотація. У статті описано місце та значення емоційної компетентності педагога у професійній діяльності в умовах дистанційного навчання. Зокрема, звернено увагу на важливість емоційної компетентності як професійної якості особистості під час проведення навчальних занять в умовах дистанційного навчання. Метою дослідження є визначення за допомогою теоретико-емпіричного дослідження особливостей емоційної компетентності науково-педагогічних працівників під час дистанційного навчання. Охарактеризовано основні компоненти емоційної компетентності: рефлексію, саморегуляцію, емпатію та експресивність. Здійснено емпіричне дослідження особливостей та рівня їх прояву у викладачів під час проведення навчальних занять у процесі дистанційного навчання. Для проведення емпіричного дослідження використано методику діагностики емоційності В.М. Русалова, методику оцінки емоційного інтелекту» Н. Холла, тест «Характеристики емоційності» Є. Ільїна, опитувальник «емоційної експресії Л. Богіної. За результатами методик визначено несуттєве домінування комунікативної емоційності у педагогів, що свідчить про вразливість у ситуації невдач, відчуття постійного неспокою в процесі соціальної взаємодії, деяку невпевненість та дратівливість у процесі спілкування. Варто відзначити оцінку належного рівня сформованості емоційної обізнаності, тобто здатність педагогів до розуміння власних емоцій та емоцій інших. Щодо вираженості різних показників емоцій, то у педагогів найбільший рівень прояву спостерігається за характеристикою «інтенсивність емоцій». Щодо емоційної експресії то найвищий показник належить експресивності, що не диференційована по каналам та показнику образності мови, що є ознакою повноти та виразності мовної комунікації і важливою складовою успішності навчального процесу саме через сформованість емоційного компоненту і згаданих вище його характеристик

Ключові слова: емоційна сфера, емоційність, рефлексія, емпатія, експресивність, вища освіта