

STUDY OF EMOTIONAL COMPONENT STRUCTURE OF SOCIAL ABILITIES IN STUDENTS WITH FUNCTIONAL DISABILITIES

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Abstract

An analysis of the research literature showed that one of the main components of social abilities is the emotional component (D. Wexler, P. Salovey, J. Mayer). Thus, in the 1930s, scientists C. Hunt and E. Thorndike, studying social intelligence, used drawings with emotional facial expressions and the task of identifying emotions by verbal description. The first to prepare the groundwork in psychology for the problem of studying emotional intelligence was G. Gardner (1983), who proposed a model of multifactorial intelligence where emotional abilities are an emotional component. In 1988, Reuven Bar-On created the first model of emotional intelligence, linking its development with the problem of quality of life.

Introduction

Studying the structure of social abilities, we concluded that the process of formation of social abilities of students with disabilities can be optimized by activating the compensatory functions of such students in active socio-psychological learning on the potential of using their own emotional intelligence as an integral of emotional abilities.

And emotional abilities, in the form of reflection, have a number of features:

- 1) emotions reflect the attitude to the objective reality, to the objective qualities of the subject, meaningful to the subject and express the state of the subject;

2) such a reflection of the external world occurs not in the form of image, but in the form of experience;

3) since the reflective activity is both mental and physiological, the psychophysiological nature of emotional phenomena is clearly twofold, respectively - it is both affective excitement and organic manifestations. There is a common view that we learn about the presence of emotional experience through sensations, ie external influence is perceived as changes in the subject;

4) a holistic emotional phenomenon is always a unity of two points: on the one hand - a certain reflected content, on the other - the actual emotional experience, ie the specific color with which this content is reflected by the subject. The dual structure of the emotional phenomenon is clearly demonstrated by the fact that the same content can cause quite different experiences under different conditions, sometimes - just the opposite. Conversely, the same experience can color different thoughts, ideas, and each such combination forms a separate emotional phenomenon. Thus, emotions, as abilities, always have meaning, they are objective, and this objectivity has a specific color, it is experienced by a person, causing a passion for reflection;

5) the moment of emotional experience as "a piece of the individual's own life in his flesh and blood" (SL Rubinstein) is always real. For example, enjoying pleasant memories or anticipation of a pleasant meeting, a person realizes that what he enjoys, already or does not have, here and now, while the pleasure itself is for him an undoubted fact at the moment. This phenomenological aspect of emotions is related to the availability of human experiences, which can be both ambivalent (for example, jealousy encompasses both love and hate) and dynamic, when one emotion protects the same person from other emotions. Thus, experience is a real fact, a real testimony to emotions;

6) emotions are characterized by exceptional subjectivity: pleasure, anger, joy exist in the world only because in this world there are beings - people, subjects. Outside the subject, there is nothing that would be an objective correlate to fear, love, hate or any other emotional experience living in a person [2; 17-18].

Thus, at the inner personal level, emotional potential involves a developed self-awareness of emotions, self-esteem and his desire for self-actualization, as well as independence and self-confidence. At the interpersonal level, this potential is formed by high empathic qualities and social responsibility of the individual, which are manifested in communication and interaction with other people. And from our point of view, the emotional component is one of the key in the process of formation of social abilities of students with disabilities.

To study the emotional component of social abilities of students with functional limitations, we used the method of "Emotional self-awareness" OI Vlasova, as the most optimal, consisting of five scales and a total indicator of emotional self-awareness. Each scale provides closed answers of the respondent to 10 questions.

The pilot study was conducted on the basis of an integrated university among students of one group without focusing on the fact that there are students with disabilities and students of the regulatory group. The sample consisted of 50 1-4 year students of the Bila Tserkva Institute of Economics and Management VMURoL Ukraine aged 19 to 22 years.

Result and Conclusion

As a result of working with the methodology, indicators were calculated for each scale according to the key, their sum on all scales is a general indicator of the level of development of emotional self-awareness.

The subjects were divided into two groups of 25 people each. The composition of group B consists of students with disabilities, and the normative group is denoted by the letter A.

The first scale "Differentiation of emotions" diagnoses, so well a person understands what and under what circumstances he feels, for example, to distinguish where joy and where surprise, when he is captivated by a whirlwind of emotions. The results are mostly medium and medium-high, but students of normative group A are dominated by medium-high, and students of group B - average.

The next scale "Expression of emotions" shows how adequately and fully a person is able to demonstrate their feelings, how openly they express

themselves. According to the results in group A - medium high, and in group B - medium low.

The result on the scale of "Empathy" demonstrates the conscious ability to feel the emotional state of another person. It is used to diagnose the level of compassion for other people. The results in group B are mostly low, and in group A - medium high.

The Emotion Management scale diagnoses the development of a person's ability to manage their own emotions. Its results show a person's ability to orient their experiences in the necessary direction, given the requirements of the situation. Group A students show medium-low results, and Group B students show medium-high results.

The Responsibility Acceptance Scale provides information on how people are aware of their responsibility for their own experiences as to whether they will be healthy, happy and prosperous. Students of the normative group show both low and medium-high indicators, and students of group B - mostly average.

The general picture of the emotional component of the structure of social abilities in students with functional limitations is presented in the general assessment of emotional consciousness, which allows to draw the resulting conclusions about higher total indicators of emotional intelligence of students of the normative group.

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