

THE ROLE OF TEACHERS' EMOTIONAL INTELLIGENCE IN THE PEDAGOGICAL PROCESS

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Abstract. The article examines the role of teachers' emotional intelligence in the contemporary educational process. The relevance of the study is determined by the growing importance of socio-emotional and communication skills alongside subject knowledge and methodological competence. The aim of the study is to provide a theoretical substantiation of the role of teachers' emotional intelligence in improving the quality of pedagogical interaction and creating a supportive educational environment. The study is theoretical and analytical in nature and is based on the analysis, comparison, systematization, and synthesis of the scientific literature, as well as structural-functional analysis and theoretical modelling. Based on a comparative analysis of the ability model of emotional intelligence and broader emotional-social approaches, four components that are particularly significant for teaching practice were systematized: emotional awareness, emotional self-regulation, empathy, and social skills. Their integration is theoretically associated with the quality of pedagogical communication, classroom management, conflict prevention, learner engagement, and the psychological climate of the educational environment. The study developed a structural-functional model linking the identified components to reflective, regulatory, interpersonal, communicative, and organizational-pedagogical functions. The findings identify key directions for developing teachers' emotional intelligence within teacher education and professional development systems. The main limitation of the study is the absence of empirical validation of the proposed model; therefore, the identified relationships require further empirical verification.

Key words: emotional intelligence, teachers' professional competence, emotional self-awareness, emotional self-regulation, empathy, pedagogical interaction, educational environment, learner engagement.

Introduction

Contemporary education is oriented not only toward the transmission of scientific knowledge and the development of subject-specific competencies, but also toward learners' personal and social development. Modern educational environments require learners to communicate, cooperate, make independent decisions, regulate their behavior and adapt to changing social conditions. Consequently, the concept of teachers' professional competence is also expanding. Alongside subject, methodological and digital competencies, communicative, social and emotional abilities are becoming increasingly important.

The pedagogical process is a complex system of interaction in which emotional processes constitute an integral part of teaching and learning. Teachers encounter diverse emotional states among learners, including interest, anxiety, uncertainty, disappointment, irritation and enthusiasm. At the same time, teachers are required to regulate their own emotional states, maintain professional stability and establish constructive relationships. These circumstances make emotional intelligence an important issue in contemporary pedagogical theory and practice.

The theoretical foundations of emotional intelligence were established by P. Salovey and J. Mayer, who conceptualized it as an ability to perceive emotions, distinguish them, use emotional information, and regulate emotional processes [1, 189]. Subsequently, J. Mayer, P. Salovey and D. Caruso clarified the boundaries of the construct and emphasized its ability-based nature, distinguishing it from broader personality characteristics [2, 503].

The educational significance of emotional intelligence has been further examined by M. Brackett, S. Rivers and P. Salovey, who associated emotional abilities with social, academic and professional functioning [3, 88]. P. Jennings and M. Greenberg emphasized the relationship between teachers'

social-emotional competence, teacher-learner relationships, classroom management and educational outcomes [4, 491].

Recent international research confirms the growing significance of emotional intelligence in teachers' professional activity. Wang and Qin, based on a bibliometric analysis of 258 publications, identified teaching effectiveness, classroom management, professional well-being, and mental health among the key areas associated with teachers' emotional intelligence. Their analysis also demonstrated a substantial increase in research activity in this field, particularly since 2019, with teacher engagement, higher education, burnout, job satisfaction, and self-efficacy emerging as prominent research themes [5].

Empirical research further demonstrates the relevance of emotional intelligence to teachers' professional development and pedagogical interaction. Long et al., in a two-year study involving 357 novice teachers, examined the relationships between the development of emotional intelligence, teachers' professional identity, teaching enthusiasm, and teacher-learner relationships. The findings indicate that emotional intelligence and positive teacher emotions are meaningfully related to these aspects of professional development [6].

The practical potential of developing teachers' emotional intelligence is also supported by intervention research. Arteaga-Cedeño et al. conducted a quasi-experimental study involving 425 teachers and found improvements in emotional intelligence following participation in an emotional intelligence intervention programme. The intervention was also associated with increases in life satisfaction, optimism, energy, enthusiasm, and work-related well-being, supporting the relevance of emotional education within teacher training and professional development [7].

At the same time, emotional intelligence has been conceptualized differently in psychological literature. Ability-based approaches focus on the processing of emotional information, whereas mixed and trait-based approaches incorporate broader emotional and social characteristics [8, 13–15; 9, 425]. This conceptual diversity makes it necessary to clarify which aspects of emotional intelligence are most relevant to teachers' professional activity. Recent research supports this need by demonstrating that teachers' emotional intelligence is associated with multiple dimensions of professional functioning, including pedagogical effectiveness, classroom management, professional identity, teacher-learner relationships, and well-being.

The relevance of the problem is also supported by studies conducted in the Kazakhstani educational context. In particular, research published in the Scientific journal of Aktobe Regional University named after K.Zhubanov has addressed the emotional intelligence of students and its relevance to educational and professional activity [10, 92]. Research on the development of learners' emotional intelligence has also emphasized the didactic significance of emotional competencies in contemporary education [11, 84]. However, the role of emotional intelligence specifically in teachers' professional activity and the mechanisms through which it may be incorporated into pedagogical interaction require further theoretical systematization.

Thus, a contradiction can be identified between the growing requirements for the emotional and communicative component of teachers' professional activity and the insufficient systematization of the mechanisms through which emotional intelligence may contribute to pedagogical interaction and the educational environment.

The aim of the study is to provide a theoretical justification of the role of teachers' emotional intelligence in the pedagogical process and to identify the mechanisms through which it may be associated with the quality of pedagogical interaction.

To achieve this aim, the following tasks were formulated:

1. to analyze the main scientific approaches to defining emotional intelligence;
2. to determine the components of emotional intelligence particularly relevant to teachers' professional activity;

3. to identify the main directions through which emotional intelligence may contribute to pedagogical interaction;

4. to develop a structural-functional model of the role of teachers' emotional intelligence in the pedagogical process;

5. to determine promising directions for developing teachers' emotional intelligence.

The object of the study is the pedagogical process in the contemporary education system. The subject of the study is the role of teachers' emotional intelligence in organizing pedagogical interaction and creating a favorable educational environment. The scientific novelty consists in the development and theoretical substantiation of a structural-functional framework that systematizes the role of teachers' emotional intelligence in pedagogical interaction. The framework integrates emotional self-awareness, emotional self-regulation, empathy and social skills and relates them to reflective, regulatory, interpersonal, communicative and organizational-pedagogical functions. The theoretical significance of the study lies in systematizing scientific approaches to emotional intelligence and clarifying its possible role in pedagogical interaction. The practical significance consists in the possibility of applying the proposed framework to initial teacher education, professional development and continuing teacher education.

Materials and methods of research

The study employed a theoretical and analytical research design. The methodological basis comprised concepts from the psychology of emotions, pedagogy of professional activity, theory of pedagogical interaction and contemporary approaches to emotional intelligence. The research material consisted of scientific publications addressing emotional intelligence, teachers' social-emotional competence, pedagogical interaction, classroom management and the educational environment. The selection of sources was based on their conceptual relevance to the objectives of the study and their contribution to the development of major approaches to emotional intelligence.

The following methods were applied: theoretical analysis of scientific literature; comparative analysis of ability-based, mixed and trait approaches to emotional intelligence; structural-functional analysis; systematization and synthesis of scientific propositions; and theoretical modelling. Comparative analysis was used to distinguish emotional intelligence as an ability from broader emotional-social competence and trait-based interpretations. Structural-functional analysis was applied to identify components and functions of emotional intelligence relevant to teachers' professional activity. Theoretical modelling was used to integrate the identified relationships into a structural-functional model. In the present study, emotional intelligence was considered primarily as a functional resource of professional activity. At the same time, the analysis took into account broader emotional-social approaches in order to identify components that are especially relevant to pedagogical practice.

Four components were analytically systematized: emotional self-awareness, emotional self-regulation, empathy and social skills. These four components should not be regarded as a direct reproduction of the Mayer–Salovey ability model. Rather, they constitute an analytically adapted framework developed in the present study for examining emotional intelligence in teachers' professional activity.

No primary empirical data were collected, and no participants were involved. Consequently, participant sampling, psychometric assessment, statistical analysis and informed-consent procedures were not applicable. The results are based on theoretical analysis and conceptual modelling.

Results and its discussion

1. Emotional Intelligence in the Structure of Teachers' Professional Competence

The analysis of the scientific literature makes it possible to regard emotional intelligence as a psychological construct associated with the perception, understanding, use and regulation of emotional information. In the ability model developed by P.Salovey and J.Mayer, emotional intelligence includes the perception of emotions, the use of emotions to facilitate thinking, the understanding of emotions

and the management of emotions. In teaching practice, these abilities acquire specific professional content.

Emotion perception allows teachers to notice changes in learners' emotional states through verbal and non-verbal cues. Understanding emotions makes it possible to consider the possible causes of emotional reactions and their relation to a particular pedagogical situation. The use of emotional information allows teachers to take the emotional climate into account when selecting teaching methods and organizing learning activities. Emotion management enables teachers to regulate their own emotional state and maintain constructive interaction.

The present analysis therefore considers emotional intelligence not as an isolated psychological characteristic but as a potential functional resource of teachers' professional activity. Of particular importance is the transition from emotional perception to deliberate professional action. For example, a learner's negative reaction to a teacher's remark may have different causes. It may reflect anxiety, a sense of unfairness, fear of public evaluation, misunderstanding or previous negative experience. An emotionally competent teacher may distinguish the observable emotional reaction from its possible causes and thereby expand the range of pedagogical responses. This interpretation corresponds to the position of Brackett, Rivers and Salovey, who emphasize the relevance of emotional abilities to social, academic and professional functioning.

2. Emotional Self-Awareness, Self-Regulation and Empathy in Pedagogical Interaction

The first condition for emotionally competent pedagogical behavior is awareness of one's own emotional states. Emotional self-awareness involves recognizing what emotions arise, in which situations they occur and how they may affect professional behavior. This is particularly important under conditions of intensive teaching workload. Fatigue, irritation or anxiety can influence speech, non-verbal behavior and decision-making. Emotional self-regulation may help prevent the direct transfer of negative emotional states into interaction with learners. Professional self-regulation should not be interpreted as the suppression of emotions. Rather, it involves recognizing an emotional reaction and selecting an appropriate form of expression.

A theoretically derived sequence can therefore be presented as: emotional situation → awareness of one's own state → analysis of the situation → self-regulation → professionally appropriate response. Such a sequence may contribute to maintaining a professional position in stressful and conflictual situations. Jennings and Greenberg associate teachers' social-emotional competence and well-being with supportive teacher-learner relationships, effective classroom management and favorable conditions for learning. This supports the relevance of emotional self-awareness and self-regulation as components of teachers' professional functioning.

Empathy constitutes another important component of emotionally competent pedagogical interaction. In teaching, empathy can be understood as the ability to understand a learner's emotional state and take individual characteristics into account when selecting an appropriate mode of communication. An empathic attitude does not imply abandoning pedagogical requirements. On the contrary, it may allow teachers to combine clear expectations with respect for learners' individual experiences. For example, low classroom participation may be interpreted as a lack of interest. However, it may also be associated with anxiety, fear of making mistakes, adaptation difficulties or emotional exhaustion. Therefore, consideration of possible emotional causes may allow teachers to select a more appropriate pedagogical response. Empathic interaction may also contribute to psychological safety by reducing unnecessary communicative tension and creating conditions in which learners are more willing to ask questions, express opinions and participate in learning activities.

3. Emotional Intelligence, Classroom Management and the Educational Environment

Pedagogical interaction involves a system of relationships in which teachers simultaneously perform the functions of organizers, consultants, mentors and evaluators. Effective performance of these functions depends not only on professional knowledge but also on communication and emotional

regulation. The theoretical analysis indicates several areas in which teachers' emotional intelligence may be relevant: recognition of the emotional climate of the learning group; timely identification of signs of tension; adaptation of communication strategies; prevention of conflict escalation; constructive feedback; maintenance of learners' motivation; and development of trusting relationships.

Emotional intelligence may be particularly relevant to conflict management. A conflict situation can theoretically be represented as: situation → emotional interpretation → behavioral response.

Changing the interpretation of the situation may alter the subsequent behavioral response. For example, when a teacher interprets a learner's critical statement not as a personal threat to professional authority but as a possible expression of dissatisfaction or misunderstanding, the interaction may shift from confrontation toward dialogue. Accordingly, emotional intelligence may function as a mechanism through which a potentially conflictual situation can be transformed into constructive interaction.

The educational environment represents a broader context in which such interaction occurs. Teachers' everyday communication contributes to the psychological climate of the classroom. Based on the theoretical analysis, the relationship can be represented as follows: emotional self-awareness → behavioral self-regulation → empathic interaction → reduced communicative tension → psychologically safer environment → greater learner engagement. This sequence represents a theoretical model rather than an empirically established causal chain. Its purpose is to systematize the mechanisms identified in the scientific literature. Jennings and Greenberg similarly emphasize the relationship between teachers' social-emotional competence, teacher-student relationships and classroom management. Thus, teachers' emotional intelligence may be considered not only an individual characteristic but also a potential factor in the organization of the educational environment.

4. Emotional Intelligence and Learner Engagement

Learning activity is accompanied by diverse emotional experiences. Academic success may be associated with satisfaction and a sense of competence, whereas failure may generate disappointment, anxiety or reduced self-confidence. Teachers' responses to these emotional experiences may influence the nature of further interaction. Emotionally competent feedback should distinguish evaluation of a specific performance from evaluation of the learner's personality. For example, instead of emphasizing personal inadequacy, feedback can focus on: (1) what was completed successfully; (2) what difficulty occurred; (3) what can be improved; and (4) what concrete steps can be taken next. Such feedback may contribute to a more constructive interpretation of errors and support learner engagement. In this respect, teachers' emotional intelligence may be regarded as an indirect factor potentially associated with learning motivation and engagement, rather than as a direct determinant of educational achievement. Although the present study focuses primarily on teachers, the pedagogical process also creates opportunities for learners to develop emotional awareness, self-regulation, empathy and constructive interaction. This is particularly relevant in group work, project-based learning and interactive teaching methods.

5. Structural-Functional Model of the Role of Teachers' Emotional Intelligence

Based on the theoretical analysis, a structural-functional model was developed to systematize the role of teachers' emotional intelligence in the pedagogical process.

Table 1. Structural-functional model of the role of teachers' emotional intelligence

Component	Content	Function in the pedagogical process	Expected pedagogical effect
Emotional self-awareness	Awareness of one's own emotional states and their influence on behaviour	Reflective	Greater awareness of professional behaviour
Emotional self-regulation	Regulation of emotional reactions and behavioural responses	Regulatory	Reduced impulsivity and greater emotional stability
Empathy	Understanding learners' emotional states and individual experiences	Interpersonal	Improved quality of pedagogical communication
Social skills	Constructive communication,	Communicative	Development of trusting

	cooperation and interaction		relationships
Integration of components	Coordinated use of emotional abilities in professional situations	Organizational-pedagogical	Favourable psychological climate and constructive interaction

Emotional Self-Awareness: Awareness of one's own emotional states and their influence on behavior, Reflective function, Greater awareness of professional behavior.

Emotional Self-Regulation: Regulation of emotional reactions and behavioral responses, Regulatory function, Reduced impulsivity and greater emotional stability.

Empathy: Understanding learners' emotional states and individual experiences, Interpersonal function: Improved quality of pedagogical communication

Social Skills: Constructive communication, cooperation, and interaction, Communicative function: Development of trusting relationships

Integration of Components: Coordinated use of emotional abilities in professional situations, Organizational and pedagogical function, Favorable psychological climate and constructive interaction.

The model presents emotional intelligence as a system of interconnected components. Emotional self-awareness provides the basis for professional reflection; self-regulation supports behavioral control; empathy enables consideration of learners' emotional states; and social skills provide the means for implementing emotional abilities in concrete interaction.

The model therefore emphasizes integration rather than isolated development of individual components.

The proposed framework is consistent with the broader educational interpretation of teachers' social-emotional competence described by Jennings and Greenberg, while the distinction between emotional intelligence as an ability and broader emotional-social constructs is maintained in accordance with Mayer, Salovey and Caruso.

6. Directions for Developing Teachers' Emotional Intelligence

First, emotional reflection. Teachers can analyze their emotional reactions after challenging pedagogical situations: what caused tension, how the situation was interpreted and how the emotional state affected behavior.

Second, modelling of pedagogical situations. Case analysis, role-play and simulation of conflict situations can provide opportunities to practice emotionally competent responses in a controlled educational context.

Third, empathy development. Activities involving perspective-taking, analysis of alternative interpretations and discussion of emotional aspects of pedagogical situations can contribute to the development of empathic competence.

Fourth, constructive feedback. Professional development should include techniques for providing feedback focused on specific behavior or performance rather than personal characteristics.

Fifth, emotional self-regulation and professional resource management. Emotional intelligence development should be combined with strategies aimed at maintaining professional stability and preventing excessive emotional workload.

These directions can be integrated into initial teacher education, professional development courses and institutional programs for continuing teacher education.

7. Practical Directions for Applying Emotional Intelligence

Table 2. Practical directions for applying emotional intelligence in pedagogical situations

Pedagogical situation	Emotional-intellectual strategy
Disciplinary violation	Identify possible causes of the behaviour before selecting a pedagogical intervention
Low learning activity	Consider possible emotional and motivational factors underlying reduced activity
Conflict	Separate the emotional reaction from the substance of the problem and move interaction toward dialogue

Learner's error	Treat the error as a learning resource and provide action-oriented feedback
Criticism from a learner	Maintain self-regulation and consider criticism as a possible source of professional feedback
High emotional workload	Apply reflection and self-regulation strategies and manage professional resources
Group work	Facilitate respectful expression of different positions and constructive resolution of disagreements

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Group work: Facilitate respectful expression of different positions and constructive resolution of disagreements

The application of these strategies does not imply a reduction in pedagogical requirements or disciplinary standards. Rather, emotional intelligence may contribute to making requirements more consistent, understandable and psychologically appropriate.

The theoretical results allow emotional intelligence to be considered an important potential component of teachers' professional effectiveness. However, its role should not be interpreted independently of professional knowledge, pedagogical technologies, teaching experience, motivation, individual psychological characteristics and characteristics of the educational environment.

An important theoretical issue concerns the distinction between emotional intelligence and broader models of emotional-social competence. The model proposed by R. Bar-On includes a broad range of emotional and social characteristics [8, 13]. In contrast, the Mayer–Salovey approach focuses primarily on abilities involved in the processing of emotional information. The trait emotional intelligence approach associated with K.V. Petrides and A. Furnham interprets emotional intelligence as a constellation of self-perceived emotional dispositions [9, 425]. These differences are important for educational research because the theoretical model determines the choice of assessment methods and the interpretation of results.

The four components identified in the present study – emotional self-awareness, emotional self-regulation, empathy and social skills – should therefore be understood as an analytically adapted pedagogical framework, rather than as a claim that these four components constitute the original Mayer–Salovey model. The theoretical model developed in the study also corresponds with the prosocial classroom perspective proposed by Jennings and Greenberg, according to which teachers' social-emotional competence is related to the quality of teacher–learner relationships, classroom management and educational outcomes. At the same time, the present study does not establish causal relationships. The proposed sequences describe theoretically plausible mechanisms identified through analysis and synthesis of the literature. The main limitation is therefore the absence of empirical validation. Further research should examine whether the proposed components and functions are empirically associated with indicators of pedagogical interaction, teacher well-being, classroom psychological climate and learner engagement. For the Kazakhstani educational context, empirical studies involving teachers from different educational organizations and regions would be particularly relevant. Such research could also determine whether the structure and role of emotional intelligence

vary according to teachers' professional experience, educational level, subject area and institutional context.

Conclusion

The theoretical analysis confirms the relevance of emotional intelligence as a component of teachers' professional competence and as a potential resource for constructive pedagogical interaction. The study systematized four components particularly relevant to teachers' professional activity: emotional self-awareness, emotional self-regulation, empathy and social skills. These components are theoretically associated with reflective, regulatory, interpersonal, communicative and organizational-pedagogical functions. The structural-functional model developed in the study demonstrates how the integrated use of these components may contribute to constructive communication, conflict prevention, classroom management, psychologically favorable interaction and learner engagement. The practical value of the findings lies in the possibility of using the proposed framework in initial teacher education, professional development and continuing teacher education. The practical strategies presented in the study can be adapted to case-based learning, role-play, reflective activities and professional development programs. At the same time, because the study is theoretical and does not contain primary empirical data, the proposed relationships cannot be interpreted as established causal effects. The next stage of research should involve empirical validation of the model using validated measures of emotional intelligence and indicators of pedagogical interaction, teacher well-being, psychological climate and learner engagement. For the Republic of Kazakhstan, such research may provide a basis for developing evidence-based approaches to the formation of teachers' social-emotional competence within teacher education and continuing professional development.

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РОЛЬ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА ПЕДАГОГОВ В ПЕДАГОГИЧЕСКОМ ПРОЦЕССЕ

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Аннотация. В статье рассматривается роль эмоционального интеллекта педагогов в современном педагогическом процессе. Актуальность исследования определяется возрастающим значением социально-эмоциональных и коммуникативных способностей наряду с предметными знаниями и методической компетентностью. Цель исследования заключается в теоретическом обосновании роли эмоционального интеллекта педагогов в повышении качества педагогического взаимодействия и создании благоприятной образовательной среды. Исследование имеет теоретико-аналитический характер и основано на анализе, сравнении, систематизации и обобщении научной литературы, структурно-функциональном анализе и теоретическом моделировании. На основе сравнительного анализа модели эмоционального интеллекта как способности и расширенных эмоционально-социальных подходов систематизированы четыре компонента, наиболее значимые для педагогической деятельности: эмоциональная осознанность, эмоциональная саморегуляция, эмпатия и социальные навыки. Их интеграция теоретически связана с качеством педагогической коммуникации, управлением учебной группой, предупреждением конфликтов, вовлечённостью обучающихся и психологическим климатом образовательной среды. В ходе исследования разработана структурно-функциональная модель, связывающая выделенные компоненты с рефлексивной, регулятивной, межличностной, коммуникативной и организационно-педагогической функциями. В результате исследования определены направления развития эмоционального интеллекта педагогов в системе подготовки и повышения квалификации. Основным ограничением исследования является отсутствие эмпирической валидации предложенной модели, в связи с чем выявленные взаимосвязи требуют дальнейшей эмпирической проверки.

Ключевые слова: эмоциональный интеллект, профессиональная компетентность педагога, эмоциональная осознанность, эмоциональная саморегуляция, эмпатия, педагогическое взаимодействие, образовательная среда, вовлечённость обучающихся.

ПЕДАГОГИКАЛЫҚ ҮДЕРІСТЕГІ ПЕДАГОГТЕРДІҢ ЭМОЦИОНАЛДЫҚ ИНТЕЛЛЕКТИСІНІҢ РӨЛІ

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Аңдатпа. Мақалада қазіргі педагогикалық үдерістегі педагогтердің эмоционалдық интеллектісінің рөлі қарастырылады. Зерттеудің өзектілігі пәндік білім мен әдістемелік құзыреттілікпен қатар әлеуметтік-эмоционалдық және коммуникативтік қабілеттердің маңызының артуымен айқындалады. Зерттеудің мақсаты педагогтердің эмоционалдық интеллектісінің педагогикалық өзара әрекеттесу сапасын арттырудағы және қолайлы білім беру ортасын қалыптастырудағы рөлін теориялық тұрғыдан негіздеу болып табылады. Зерттеу теориялық-талдамалық сипатқа ие және ғылыми әдебиеттерді талдау, салыстыру, жүйелеу және жинақтау, құрылымдық-функционалдық талдау және теориялық модельдеу әдістеріне негізделген. Эмоциялық интеллектіні қабілет ретінде қарастыратын модель мен кеңейтілген эмоциялық-әлеуметтік тәсілдерді салыстырмалы талдау негізінде педагогикалық қызмет үшін аса маңызды төрт компонент жүйеленді: эмоционалдық саналылық, эмоционалдық өзін-өзі реттеу, эмпатия және әлеуметтік дағдылар. Олардың интеграциясы педагогикалық коммуникацияның сапасымен, оқу тобын басқарумен, қақтығыстардың алдын алумен, білім алушылардың оқу үдерісіне қатысуымен және білім беру ортасының психологиялық ахуалымен теориялық тұрғыдан байланыстырылды. Зерттеу барысында анықталған компоненттерді рефлексивтік, реттеушілік, тұлғааралық, коммуникативтік және ұйымдастырушылық-педагогикалық функциялармен байланыстыратын құрылымдық-функционалдық модель әзірленді. Зерттеу нәтижесінде педагогтердің эмоционалдық интеллектісін бастапқы даярлау және біліктілікті арттыру жүйесінде дамыту бағыттары айқындалды. Зерттеудің негізгі шектеуі ұсынылған модельдің эмпирикалық валидациясының болмауы болып табылады, сондықтан анықталған байланыстарды одан әрі эмпирикалық зерттеу қажет.

Түйін сөздер: эмоционалдық интеллект, педагогтің кәсіби құзыреттілігі, эмоционалдық өзіндік сана, эмоционалдық өзін-өзі реттеу, эмпатия, педагогикалық өзара әрекеттесу, білім беру ортасы, білім алушылардың оқу үдерісіне қатысуы.