

## PSYCHOLOGICAL FEATURES OF FUTURE SOCIONOMIC SPECIALISTS' EMOTIONAL COMPETENCE

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**Л.А. Онуфрієва. Психологічні особливості емоційної компетентності майбутніх фахівців соціономічних професій.** Автором констатовано, що емоційний інтелект є емоційною компетентністю, в тому числі емпатією, самоконтролем, самосвідомістю та ін. Зазначено, що необхідною умовою емоційного інтелекту є розуміння емоцій суб'єктом; кінцевим продуктом емоційного інтелекту є прийняття рішень на основі відображення й осмислення емоцій, які є диференційованою оцінкою подій, що мають особистісний сенс. Показано, що емоційний інтелект позитивно впливає на діяльність: чим вищий емоційний інтелект, тим успішніша діяльність. Встановлено, що він не є універсальним рецептом успішності. Узагальнено, що емоційна компетентність виступає інтегральною значущою властивістю справжнього професіонала, її можна і необхідно успішно розвивати з метою створення більш гармонійної Я-концепції фахівця. Зроблено висновок, що емоційний компонент є важливим у навчально-виховному процесі і необхідним для професійної психологічної підготовки майбутніх фахівців, тому що сприяє формуванню їх загальної культури, емпатії, розумінню того, що в емоційній сфері закладено рушійні сили активного ставлення людини до життя, до різних видів її діяльності. Встановлено, що розвиток емоційної компетентності майбутніх фахівців соціономічних професій сприятиме їхньому професійному становленню та особистісному вдосконаленню, актуалізації адаптивних здібностей, запобіганню «емоційного вигорання», гармонійному функціонуванню у соціумі, життєвим досягненням. Доведено, що емоційна компетентність передбачає цілісний прогресивний розвиток емоційної сфери особистості і представляє собою набір знань, умінь та навичок, які дозволяють адекватно діяти на основі обробки всієї інформації; вона збагачує досвід особистості, сприяє швидкому аналізу емоціогенних ситуацій, виступає умовою успішності людини в усіх сферах життя, відображає емоційну зрілість особистості, об'єднуючи в собі інтелектуальні і регулятивні складові психіки.

**Ключові слова:** емоційний інтелект, емоційна сфера особистості, емоційна зрілість особистості, емоційна компетентність майбутніх фахівців соціономічних професій, інтегральна значуща властивість справжнього професіонала.

**Л.А.Онуфриева. Психологические особенности эмоциональной компетентности будущих специалистов социономических профессий.** Автором констатировано, что эмоциональный интеллект является эмоциональной компетентностью, в том числе эмпатией, самоконтролем, самосознанием и др. Отмечено, что необходимым условием эмоционального интеллекта является понимание эмоций субъектом; конечным продуктом эмоционального интеллекта является принятие решений на основе отражения и осмысления эмоций, которые являются дифференцированной оценкой событий, имеющих личностный смысл. Показано, что эмоциональный интеллект положительно влияет на деятельность: чем выше эмоциональный интеллект, тем успешнее деятельность. Установлено, что он не является универсальным рецептом успешности. Обосновано, что эмоциональная компетентность выступает интегральной значимой свойством настоящего профессионала, ее можно и нужно успешно развивать с целью создания более гармоничной Я-концепции специалиста. Сделан вывод, что эмоциональный компонент является важным в учебно-воспитательном процессе и необходимым для профессиональной психологической подготовки будущих специалистов, поэтому способствует формированию их общей культуры, эмпатии, пониманию того, что в эмоциональной сфере заложены движущие силы активного отношения человека к жизни, к различным видам деятельности. Установлено, что развитие эмоциональной компетентности будущих специалистов социономических профессий будет способствовать их профессиональному становлению и личностному совершенствованию, актуализации адаптивных способностей, предотвращению «эмоционального выгорания», гармоничному функционированию в социуме, жизненным достижениям. Доказано, что эмоциональная компетентность предполагает целостное прогрессивное развитие эмоциональной сферы личности и представляет собой набор знаний, умений и навыков, позволяющих адекватно действовать на основе обработки всей информации; она обогащает опыт личности, способствует быстрому анализу эмоциогенных ситуаций, выступает условием успешности человека во всех сферах жизни, отражает эмоциональную зрелость личности, объединяя в себе интеллектуальные и регулятивные составляющие психики.

**Ключевые слова:** эмоциональный интеллект, эмоциональная сфера личности, эмоциональная зрелость личности, эмоциональная компетентность будущих специалистов социономических профессий, интегральное значимое свойство настоящего профессионала.

**The urgency of the research problem.** At the present stage of psychology development D. Goleman, M. Reynolds study the emotional competence as a necessary condition of success in a professional en-

vironment; I. Andrieieva, R. Bak, O. Yakovlieva study it as a factor in personality development. Encyclopedic definition of emotional competence can be formulated as awareness in the emotional sphere of personality. That is, the level of emotional competence can testify to the integrity of the emotional life. According to the definition of D. Goleman, the emotional competence is the ability to recognize and acknowledge the own feelings, as well as the feelings of others for self-motivation, for managing personal emotions and relationships with others. In his view, emotional competence includes two components: personal competence (self-understanding, self-regulation and motivation) and social competence (empathy and social skills) [1; 2; 7].

Later study is the research of the emotional competence of K. Saarni, who considers it as a set of eight kinds of abilities or skills: the awareness of personal emotional states; the ability to distinguish emotions of others; the ability to use the dictionary of emotions and forms of their expression characteristic for the culture; the capability of sympathetic and emphatic inclusion into experiences of others; the ability to understand that inner emotional state does not necessarily correspond to the external manifestation of both the individual and other people; the ability to cope with their negative feelings; the realization that the structure and the character of relationship to some extent are determined by the fact how emotions are expressed in the relationships; the ability to be emotionally appropriate, that is to make their own emotions. There are other definitions of emotional competence. So, it is understood as the ability to operate with the inner world of feelings and desires; or as individual capability to implement optimal coordination between emotions and purposeful behavior.

**The aim of our work** consists in theoretical and methodological study of psychological characteristics of emotional competence of future specialists in socioeconomic professions.

**Analysis of recent researches.** The methodological basis of the study consists of scientific studies concerning patterns of emotional sphere formation. General aspects of emotions, emotional maturity are presented in the works of H. Breslav, O. Zaporozhets, O. Kulchytska, A. Olshannikova, A. Sukhariev, O. Chebykin, O. Yakovliev and others); R. Bar-On, D. Goleman, D. Karuzo, D. Liusin, J. Meyer, P. Selovey and others paid attention to the emotional intelligence.

There are various types of competencies, being in close relationship to psychological culture of personality and emotional competence in the scientific literature, in particular: social (L. Lepikhova, V. Romek, H. Syvkova), communicative (Y. Zhukov, Y. Yemelianov, Y. Kuzmin, T. Nikolaiev, L. Petrovska, Y. Sydorenko) autopsychological (T. Ye-

horova), socio-psychological (A. Koch), psychological (A. Derkach, V. Zazykin, L. Mitina), life (S. Lytvyn-Kindratiuk) and others.

It is necessary to recognize that emotions are part of all mental processes and states of a man. A wide range of emotions indicates the significant opportunities of this factor.

However, the study of emotional competence is a new element in the study of personality's emotional sphere. Later the concept of emotional competence was included into a number of terms related to professional competence. The expediency of this phenomenon analysis is caused by emotions in professional activities of future specialists of socio-economic professions. Theoretical and methodological approaches to the correlation between intellectual and emotional are considered in the works of B. Ananiev, L. Vyhotskyi, S. Rubinshtein, O. Miasyshev and others. The close relationships between thinking, intelligence and emotional processes are presented in the works of famous psychologists V. Viliunas, B. Dodonov who emphasized the importance of emotional processes in human behavior.

**The main material research.** In the domestic psychology there is the data to consider the development of emotional sphere in the context of personality formation (H. Braslaw, F. Vasyliuk, V. Viliunas, Y. Gippenreiter, A. Zaporozhets, V. Zinkivskyi, V. Kotyrlo, A. Kosheleva, O. Leontiev, M. Lisina, Y. Neverovych, S. Rubenstein, L. Strelkova, D. Elkonin, P. Jacobson and others).

The analysis of scientific sources on the study showed that a number of terms related to the concept of «emotional competence» are used in the psychological science, in particular: «emotional rationality» (E. Nosenko), «emotional self-realization» (O. Vlasova), «emotional thinking» (O. Tykhomyrova), «emotional literacy» (K. Steiner), «emotional talent», «emotional culture», «emotional maturity».

The analyst K. Steiner proposed the concept of «emotional literacy», which he associates with the system of capabilities and life skills, especially the ability to understand their emotions, listen to others and empathize with their emotions, express them productively [2, p. 100-103].

Domestic psychologist V. Semychenko considers culture of emotions and distinguishes its main features such as: appropriateness of emotions display, that is certain functionality; relevance, i.e. matching emotions with a situation in a whole, taking into account the social environment; temperance, naturalness and compliance with accepted norms. According to many authors (V. Polischuk, V. Rybalka, O. Sannikova etc.), emotional culture is defined with the ability of the individual to perceive and feel emotionally the world.

The problem of the personality's emotional maturity was considered in domestic and foreign psychology and psychotherapy (O. Chebykin, O. Alborova, D. Abrakhamson, J. Meyer and others). In general emotional maturity is seen as an integrated quality of personality that reflects the optimal development of the emotional sphere at the level of adequacy of emotional response in certain socio-cultural and intrapersonal circumstances. It is characterized by a predominance of positive sign of emotional activity and human reactivity in the interaction with internal and external world. It is a necessary component of building a successful professional activities, harmonious interpersonal relationships, achievements of integrity of the personality, support of mental and physical health.

In psychology, there are four components of emotional competence: self-consciousness is the awareness of himself as a person – a moral view and interests, values, character, temperament, emotions and motives of behaviour. Understanding of your own feelings is a key element of emotional competence. Having no ability to listen to the feelings, it is more comfortable for a man to believe that he is well aware of what is happening to him at any time, in what condition he is in, and that is going through. But in reality, our understanding of what is happening is superficially. In this regard, you can set three main functions of emotion realization: consolidation of experience, interpersonal communication, emotional expression. The realization of personal emotions is a step towards control over them. It is important to listen to yourself and realize that you really feel the nuances of feelings, their origin and modification. Perhaps the most important step in this stage is to analyze and find out the reasons why you feel yourself like that. Therefore, understanding of own feelings promotes sociability, because it allows to adequately identify, describe, process and continue to express emotions. Self-control is the control over their feelings, actions and deeds. To manage the emotions means to do not suppress them and subdue them and make it work for the cause. That is to be able to adjust in time, to what extent, and in what form to afford to anger or joy. Self-control primarily involves blocking of negative feelings. Sometimes people cannot express positive emotions. Typically, men are more restrained than women. A gift to respond to emotional experiences of others is called empathy. A man capable of such highly empathy can put himself in the other person's place. In the business environment the empathy makes constructive interaction between the client and advisor. Empathy involves entering into the personal world of another and staying there like «at home». It includes a permanent sensitivity to

changing emotions of communication partner. It's like a temporary «interfering» in the inner world of another person, delicate staying in it without judging and condemnation. This means catching of that another man doesn't consider. However, there are no attempts to reveal unconscious feelings, since they can be traumatic. It should also notice your impressions about the feelings of another, when you watch quietly those elements exciting or scaring your friend. To be emphatic means to be responsible, initiative, strong and at the same time delicate and sensitive. The man, sensitive to the emotions of others, is able to hear, see and consider emotions of other, can understand the views of people who think differently. Traditionally, women are better able than men to experience emotional mood of another person. Sociability implies a positive life mood, ability to get along with people, smooth over conflicts, ability to listen and understand, and a talent to manage relationships and adapt in a team.

According to the concept of competence approach, each type of professional activity requires specific competencies that ensure effective implementation of this subject's professional activity. In the context of the studied problems the emotional competence of a specialist of socio-economic professions consists in its conscious readiness for implementation of emotional competencies necessary for effective professional activities and solving social problems.

Let's remind that among the properties having professional significance and describing emotional sphere of a specialist of socio-economic areas the most frequently distinguished are the following: the plasticity of behavior, ability to understand others, emotions, empathy, social maturity of personality, emotional stability, self-regulation and so on. The nature of personality's emotions is noted to be changed relating to the formation of social motives of activities (the desire to do something necessary, useful not only for themselves but also for others). The sphere of emotional competencies of the specialist's personality, his professionally significant properties includes enthusiasm of a job, sincerity, peace, balance, emotional stability. As well as the following competencies can be included: to understand the emotional sphere impact on the vital activities, emotions to perceive as a value; to perceive the reality, other people objectively; to show interest in knowing the world, its laws, and in self-knowledge; to be open to new experiences, events and life changes; to strive for harmony, psychological well-being, healthy relationships; creative attitude to life, interpersonal relationships; to appreciate and recognize objectively the advantages and disadvantages through introspection; to be responsible for the own emotional reactions; to iden-

tify emotions experienced at a particular time; to analyze personal emotions, feelings, their causes; to use emotions for self-motivation; to think optimistically – to focus on the positive aspects of life; to understand oneself as equivalent subject of communicative interaction, to be responsible for its process and the result; to identify the emotions of others; to analyze emotions and feelings of others, their causes; to perceive and understand non-verbal language of body and movements (gestures, facial expressions, tone of voice); to have active listening skills; to understand emotions, feelings of another person by putting yourself in her place (empathy); to accept and provide emotional support; to verbalize emotions; to resist immediate desires to throw out the emotions (to control impulses); to ask questions to understand the emotional state of another person; to respond to positive and negative emotions from the others side with tolerance and adequacy; to defend the personal point of view constructively; to refuse without offending the other person; to provide both motivating positive and negative feedback connection: to express praise, compliments sincerely, to express criticism, complaints and dissatisfaction tactfully; to perceive feedback from others adequately: as criticism, complaints and dissatisfaction, so compliments, praise; to choose appropriate ways of emotional expression; to forgive, to exempt from abuse; to collaborate, to have ways of joint activities, to reach agreement; to resolve emotional tensions, conflicts, to overcome barriers to communication; to detect high levels of emotional stability and self-control in stressful situations, etc. [1; 5]. So to become a true professional, to be emotionally competent, one should master the mentioned competencies.

The practical value of emotional intelligence is closely linked to the area through which the concept has become widespread. It is about the theory of leadership. However, our emotional intelligence can be useful as a part of psychotherapeutic practice [6].

Speaking about the main components of the emotional competence, there are four of them: self-consciousness; self-control; empathy; relationship skills.

Self-consciousness is the main element of emotional intelligence. A person with high level of self-consciousness knows his strengths and weaknesses and can understand his emotions. Self-understanding means a deep understanding of oneself, one's needs and motives.

Self-control is a consequence of consciousness. Man with this feature not only «perceive himself», but he learns to control himself and his emotions. Indeed, despite the fact that our emotions are driven by biological impulses, we may manage them. Self-reg-

ulation is an important component of emotional intelligence. It allows people not to be «prisoners of their feelings». Such people will always be able not only to calm their emotions, but direct them in a useful way. The first two components of emotional intelligence are the skills of self-management, the next two are empathy and communication skills (skills of relations). They belong to the person's ability to manage relationships with others.

Successful interaction with other people is not possible without empathy. It is the ability to put oneself in the other's place, considering feelings and emotions of others in the decision-making process. Communication skills are not as simple as many people may think. It is not just the friendliness, but the friendliness with a purpose: to encourage people in the desired direction. This is the ability to establish relationships with other people in a way that it would be beneficial for both sides.

There are established the levels of emotional intelligence formation. Properly formed emotional intelligence enables positive attitude:

- to the world, to evaluate it as such, which can secure success and prosperity;
- to other people (as deserving such treatment);
- to himself (as a person that is able to determine the purpose of his life and actively work towards their implementation, and worthy of self-respect).

Everyone has a certain level of development of his emotional intelligence.

The average level of the emotional intelligence formation corresponds to voluntary activities and dialogue on the basis of certain willpower. There is the high level of self-control, a certain emotional response strategy, the feeling of psychological well-being, positive attitude to oneself. The high self-esteem is characteristic for this level of the emotional intelligence formation. The high level of emotional intelligence corresponds to the highest level of man's inner world development. This means that a person has certain settings that reflect the individual system values. And this value system was developed by a person and was clearly understood by them [3]. This man clearly knows how he should behave in different life situations and thus he feels free from various situational requirements. The choice of conduct, adequate situation, is made by the person without excessive willpower. The motivation for this behavior is carried out not from outside, but only from within. This man is difficult to manipulate. And the most important is that the person experiences high level of psychological well-being and lives well in harmony with himself and other people [4].

Basic principles of emotional intelligence development are as follows. Regarding to the possibility of the emotional intelligence development in psychology there are two distinct opinions. Many scientists (e.g. J. Meyer) hold the position that the increasing of the level of the emotional intelligence is impossible, because it is relatively stable ability. However, it is possible to increase emotional competence through training. Their opponents (in particular D. Goleman) believe that emotional intelligence can be developed. The argument for this position is the fact that the neural pathways of the brain continues to develop until the middle of life [7].

Emotions are defined by psychologists as a special class of subjective psychological states, reflecting the process and the results of practical activities directed at their urgent needs satisfaction in the form of experience. Ch. Darwin argued that emotions has arisen in the course of evolution as the means by which living beings established the significance of certain conditions to meet their needs. While the oldest in origin, the simplest and most common form of emotional experience among living beings is a pleasure derived from the satisfaction of organic needs, and frustration associated with the inability to do this during exacerbation of a proper need.

Emotions are the specific reaction of organism to changes in the internal or external environment. Affect is the most powerful emotional reaction; it appears as a strong, rapid and short emotional experience. Affect fully captures the entire human psyche and causes a reaction to the situation in general (and often this reaction affects stimuli experienced enough, which is one of the reasons for this practical unmanageable state).

While analyzing the affect it should be taken into account the correspondence between stimulus power and result, being in inverse proportion: the more powerful is the initial incentive motivational behavior, and the more effort had to be expended on its realization rather than the result obtained as a result of all this, the stronger affect is. Affects occur rapidly, quickly, followed by strongly pronounced organic changes and motor reactions.

Affects tend to distort the normal behavior organization. It is not quite reasonable. Moreover, emotions leave strong and stable traces in long-term memory.

Actually emotions, unlike affects are longer states. They are not just a reaction to the occurred events, but on probable or mentioned events. If affects arise until the end of the action and reflect the total final assessment of the situation, the emotions are shifted to early action and provide the result. Most of them, such as fear, are

anticipatory in nature, and the person displays events in the form of a generalized subjective assessment of the situation related to the needs. However some emotions can be determined by trailing aspects of behavior. Usually emotion accompanies and generally promotes purposeful behavior.

Positive emotions arise when actual result of a perfect behavioral act matches or exceeds the expected useful result, and conversely, the lack of real result leads to negative emotions. The necessity-based approach to the definition of the sign of emotion was proposed by the domestic psychologist C. Samyhin.

**Conclusions.** Emotional intelligence is emotional competence, including empathy, self-control, self-consciousness and other skills. The prerequisite of emotional intelligence is the comprehension of emotions by the subject. The final product of emotional intelligence is a decision based on reflection and understanding of emotions, which are differentiated appraisals of the events that have personal meaning. According to the concept of D. Goleman, the emotional intelligence factor is defined as the total figure of the following skills: self-awareness, self-motivation, resistance to frustration, impulse control, mood regulation, empathy and optimism. Emotional intelligence positively affects the activities: the higher emotional intelligence is, the more successful activities are. However, it is not a universal recipe of success. We can conclude that emotional competence serves as the integrated important feature of a true professional; it may be and must be successfully developed in order to create a more harmonious Me-concept of a professional. In general, the explicated material suggests that the emotional component is very important in the educational process and is necessary for professional psychological training of future professionals, because it promotes the formation of their general culture, empathy, understanding of that in the emotional sphere there are driving forces of human active attitude to life, to different types of activities. The development of emotional competence of specialists in socio-economic professions will promote to their professional formation and personal improvement, updating of adaptive abilities, prevention of «emotional burnout», harmonious functioning in the society, life achievements. Emotional competence involves integral progressive development of the personality's emotional sphere and is a set of knowledge, abilities and skills that enable managers to act adequately on the basis of processing of all information. It enriches the experience of the personality, promotes rapid analysis of emotional situations, acts as a condition for human success in all areas of life, reflects the emotional

maturity of a personality, combining the intellectual and regulatory components of the psyche.

### Список використаних джерел

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**L.A. Onufriieva. Psychological features of future socionomic specialists' emotional competence.** The author states that the emotional intelligence is emotional competence, including empathy, self-control, self-consciousness and other skills. It is noted that the prerequisite of emotional intelligence is the comprehension of emotions by the subject. The final product of emotional intelligence is a decision based on reflection and understanding of emotions, which are differentiated appraisals of the events that have personal meaning. It shown that emotional intelligence positively affects the activities: the higher emotional intelligence is, the more successful activities are. It is established not to be a universal recipe of success. It is summed up that emotional competence serves as an integrated important feature of a true professional; it may be and must be successfully developed in order to create a more harmonious Me-concept of a professional. It is concluded that the emotional component is very important in the educational process and is necessary for professional psychological training of future professionals, because it promotes the formation of their general culture, empathy, understanding of that in the emotional sphere there are driving forces of human active attitude to life, to different types of activities. It is established that the development of emotional competence of future specialists in socionomic professions will promote to their professional formation and personal improvement, updating of adaptive abilities, prevention of «emotional burn-out», harmonious functioning in the society, life achievements. It is proved that emotional competence involves integral progressive development of the personality's emotional sphere and is a set of knowledge, abilities and skills that enable managers to act adequately on the basis of processing of all information. It enriches the experience of the personality, promotes rapid analysis of emotional situations, acts as a condition for human success in all areas of life, and reflects the emotional maturity of a personality, combining the intellectual and regulatory components of the psyche.

**Key words:** emotional intelligence, emotional sphere of personality, emotional maturity of personality, emotional competence of future specialists in socionomic professions, integrated significant property of a real professional.

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