

reviewed. As this work progresses, an additional meaning appears in life. A person gets an awareness of what previously went beyond the zone of immediate development for him, something that was not possible to know before. Starting to work with a diary, a person achieves two goals: places the moment of the present in a broader perspective of the past and the future, and at the same time establish contact with the values, meanings and guiding principles of his life. At the same time, by placing themselves in this way in relation to the flow of their lives, mastering various techniques and techniques of working with a diary, people get a tool that they can use in the future. A broader, multidimensional perspective becomes available, opening up a space of possibilities.

Working with the diary, each person can move at a comfortable speed, at his own pace. Mastering the work with the diary, a person reviews his life history, establishes contact with the "inner movement of life" and adjusts himself to its harmony. A diary is a tool for harmonizing a person's life. In general, based on the results of the study and testing of the diary therapy method developed by A. Proggoff, it can be concluded that this method has a great transformative potential. In conclusion, we note that at the moment work is underway to create a method of diary therapy for employees of various industries within the framework of their professionalization, which will be based on the principles of analytical psychology and the principles of a narrative approach.

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DEVELOPMENT OF ADOLESCENTS' EMOTIONAL INTELLIGENCE BY MEANS OF MUSIC

The ability to manage your experience is the main essence of emotional intelligence. The skill of using empathy is also important in this aspect, since it is with the help of this technique that a person can understand the feelings of other people. Regarding the information received about the emotional situation, the individual can draw adequate conclusions and determine his strategy of behavior, which is also necessary for the full functioning of the described ability. Due to the specific usefulness of this phenomenon of the human psyche mentioned above, a number of researchers argue that emotional intelligence is a criterion for success in various fields of activity (R. Bar-On, D. Goleman, D. Mayer, P. Salovey, etc.). The components of emotional intelligence listed above actualize the need for the multilateral development of this ability. There is a large number of methods for the formation of this skill, but the most interesting are the special techniques for improving emotional intelligence with the help of musical works.

Actualization of the emotional sphere of an individual in the process of life is a fairly popular topic in modern psychological science and pedagogy. However, today much more importance in education is given to intellectual abilities than to emotional responsiveness to the experiences of people around or the observed situation. Inadequate formation of the human sensory area and the lack of interaction between emotions and the intellect leads to traumatic consequences for the psychological state, since the intellect does not properly analyze internal and external influences, resulting in an inadequate assessment of what is happening [1, p. 5].

Adolescence is characterized by biological and social changes in a person's life. In the prefrontal cortex, an intensive structural and functional reorganization takes place, as a result of which its connections with other areas of the brain change. Due to these changes, the child's psyche is characterized by increased emotional reactions, which increases the adolescent's sensitivity to the influence of society and provide emotional responsiveness to certain events. These neurophysiological changes are expressed in increased interest in peers and more productive involvement in social events.

Emotions, in their essence, are a specific phenomenon of the psyche, which primarily demonstrate the experience of a person, as well as his attitude to the world and his own worldview. There are many classifications of emotional reactions. According to A.N. Leontiev distinguishes three types of emotions: affects, directly emotions and feelings. Affects are short-term experiences. Emotions, in comparison to affects, are longer and express the individual's value judgment to an object or situation. Feelings are a specific combination of emotions associated with some object [2, pp. 49–50].

In the presence of low emotional intelligence, a person may have a poorly expressed ability to self-control in a sensual sense, to understand the emotions of other individuals, as well as to distinguish and differentiate their own emotional reactions, which significantly hinders adequate communication with the surrounding society.

With the help of characteristic musical means, a person is able to model specific emotional experiences, which is a specific foundation for the successful formation of emotional intelligence. The development of emotional intelligence through musical techniques has a very productive effect on the ability to differentiate one's own emotions. The skill of empathy is also updated, since the developing ability of a teenager to understand the composer's emotions embedded in a piece of music later helps to understand the interlocutor's emotions in the course of communication. It is also important to develop the skill of controlling one's own emotional reactions, since in this case the ability to deliberately demonstrate a certain emotion plays a significant role [3, p. 98].

In the process of studying these characteristics of emotional intelligence, candidate of pedagogical sciences N.A. Rybakova in her scientific works developed her own method of emotional-associative interpretations, the essence of which is to improve emotional intelligence through music using associative thinking

O.N. Rybakova notes that the individual perception of a certain artistic image is of great importance for the development of emotional intelligence by means of music. The image itself in musical art consists of two components: invariant and variable. They allow a person to show their emotional experiences through the perception or performance of a particular piece of music. The first one is characterized by an adequate interpretation of the artistic image of a particular work, which was conveyed by the composer, from the standpoint of his own life experience. The second is an individual subjective assessment by an individual of a particular piece of music. It is with the help of the variable component that the interaction between the composer and the person who perceives or performs the work takes place, during which a holistic creative image is created [4].

The results of a theoretical study of the topic of the influence of music on emotional intelligence showed that the main factor of influence is the intonational component of musical works. Of particular importance in this matter is the possibility of expressing one's own emotions during the performance of musical compositions and the presence of a certain life experience of the individual.

As a number of authors note, the relationship between musical works and emotional intelligence in a teenager is characterized primarily in the level of development of the emotional-sensory sphere of the child, his temperament, communication skills and upbringing, since it is with the help of these

characteristics that a productive perception of musical works takes place. With the help of empathy and the ability to feel the intonation component of works, worldview and the level of abilities for social interaction, there is an individual perception of various musical works.

Based on the foregoing, our correctional program is based mainly on the development of emotional intelligence through music, which allows the individual to develop emotional responsiveness in interpersonal and intrapersonal terms.

For the successful development of emotional intelligence by means of music, a special correctional program was created, which includes passive and active perception of musical images, work with associations, self-expression through creative improvisation, group discussions, visualization and reflection.

The purpose of the correctional program was chosen: increasing the level of emotional intelligence in adolescents by means of music, creating favorable conditions for the psychological support of participants, teaching adolescents empathy towards other people, developing the skills to use the received emotional information to solve problems, teaching techniques for regulating their own emotions, forming adequate assessment of their own emotional feelings.

When developing the program, we modified the methods of N. A. Rybakova, V. V. Kovaleva, T. N. Obraztsova, T. I. Smirnova, V. Yu. Bolshakova, L. F. Ann, I. V. Vachkova, M. Kipnis, E. V. Sidorenko, O. V. Evtikhova, K. Fopel, N. V. Tseng and A. G. Gretsov.

This program is a series of group and individual lessons. The age of participants in the correctional program is about 14–16 years. Duration 3–6 months (depending on intermediate diagnostic results). The frequency of classes is 1–2 times a week. The duration of the lesson is 1.5–2 hours. The number of students in a group is 10–15 people. The results are shown in Table 1.

Table 1 – The results of the study of emotional intelligence after the correction program

Components of emotional intelligence	Efficiency test data using G-test signs	Efficacy test data using the Wilcoxon T-test
Interpersonal emotional intelligence (according to the questionnaire EmIn D. V. Lyusin)	G=3, p=0,00014	T=10,5, p=0,000034
Intrapersonal emotional intelligence (according to the questionnaire EmIn D. V. Lyusin)	G=4, p=0,000090	T=24, p=0,000023
General emotional intelligence (according to the questionnaire EmIn D. V. Lyusin)	G=3, p=0,00014	T=21, p=0,000017
Integral emotional intelligence (according to the method of N. Hall for assessing "emotional intelligence" (EQ questionnaire) adapted by E. P. Ilyin)	G=3, p=0,00014	T=13,5, p=0,000008

Checking the effectiveness of the described correctional program showed that the dynamics of the development of emotional intelligence by means of music and its components is confirmed at a statistically significant level (the results are illustrated in Table 1). The expected result of the correctional program was confirmed.

The results of this study can be applied to the use of psychological support for adolescents in order to increase the level of emotional intelligence. The developed program will be useful for teachers of additional education as part of the development of students' understanding of the musical image, as well as for performers of works on stage.

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GENDER FEATURES OF EMOTIONAL INTELLIGENCE

This scientific work is devoted to the study of such an urgent problem of modern psychological science as emotional intelligence and its gender characteristics. The authors formulate the basic concept of emotional intelligence, consider the historical aspect of this ability of individuals, study the differences in this phenomenon of the human psyche in the gender area, and also analyze the research carried out in this area.

The formation of scientific knowledge about emotional intelligence is rapidly improving. This fact is characterized by the presence of large-scale studies in various areas of manifestation of this ability. One of the topical issues of studying the relationship between emotions and intelligence is the analysis of its gender characteristics. The gender aspect is mainly of interest because it reflects the impact on human behavior of certain socio-cultural and biological factors.

Scientific research on emotional intelligence began to be carried out only at the end of the 20th century. The formation of this term was preceded by a large number of diverse theories and concepts, but the formation of the main foundation for improving scientific hypotheses took place in ancient times. The control of feelings and the correct setting of the mind was one of the main tasks of that period, which had an educational character and was expressed in the form of moralizing. For example, the laws of Hammurabi, Orthodoxy (where the mind becomes of great importance in accepting the truth, but it is meaningless if it exists without interaction with the heart) and Aristotle's Rhetoric (in this book, the author discusses not only the problem of beauty, but also studies in detail the affects).

Along with the development of knowledge about psychology, beliefs about the functioning of the intellect and emotions in general change dramatically, but for a long time they have been studied separately. A large number of hypotheses regarding intelligence are created, for example, the two-factor theory of Ch. Spearman, and later the concept of L. Thurstone is developed, the main statement of which was the idea of human intelligence as a certain sphere of mental operations, which includes 7 types of potencies. The assumption of the versatility of the manifestation of intelligence was later reflected in the works of H. Gardner, where he argued about the plurality of its properties. However, he considered the intellect not as a separate area of the functioning of the human psyche, but as a special integrated phenomenon that includes intrapsychic and personal abilities.

In the period of the 1970-1980s, a position was put forward that emotions are one of the subsystems of consciousness. F. Danesh puts forward the idea of the existence of a relationship between cognitive processes and emotions, and L. Spitz emphasizes that emotions are in some way ahead of thought processes.