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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.

The term "emotional intelligence" was introduced in 1986 by V. L. Payne. Nevertheless, the global study of this phenomenon began with the scientific work of J. Meyer and P. Salovey, where the first model of emotional intelligence was described [1].

A great contribution to the popularization of this issue was made by D. Goleman, who devoted a separate book to this phenomenon of the human psyche. In his book, Goleman analyzes various characteristics of emotional intelligence, and also formulates his interpretation of this concept. The author defines emotional intelligence as a special ability to control one's own emotions and develop motivation for activity. It should be noted that D. Goleman includes five abilities in emotional intelligence expressed in empathy, maintaining relationships with people, designing certain actions to achieve a goal, managing one's emotions and finding cause-and-effect relationships between one's emotions [2].

The influence of the social factor on the manifestation of the gender aspect of emotional intelligence. The social factor is represented by a complex of certain samples that regulate the mental activity of an individual in various activities, as well as by the peculiarities of education. Of no small importance in this case is the absence or presence of parents' attitude to the child's compliance with the required criteria for a certain gender role [3]. This assumption is confirmed by many scientists. I. N. Andreeva argues that stereotypes play a decisive role in the differences in emotional intelligence, and also notes that expression is fully associated with the ability to control one's emotions. However, conscious regulation of emotions is accompanied by suppression.

Regarding expression, many studies show that boys and girls explain their negative emotions differently. Men associate their behavior with the circumstances of a certain situation, and girls, on the contrary, with personal characteristics [1]. Such specific reactions to I. A.'s own outbursts of anger. I. A. Furmanov explains the influence of social stereotypes on a person. The essence of these standards is the assertion that girls should not demonstrate aggressive behavior expressed, for example, in fights. The consequence of this belief is the use of different models of aggressive behavior: men more often use physical aggression, women – indirect [4].

The influence of the biological factor on the manifestation of the gender aspect of emotional intelligence. Differences in the structures of the brain play an important role in the basis of biological factors influencing the emotional intelligence of a person [3]. A. S. Anokhin and O. A. Tokarev indicate in this matter the importance of the limbic system, cortical control, the physiological reactivity of the body and the characteristics of higher nervous activity [5]. As a result of a detailed study of the relationship between intelligence and emotions, it was determined that all its properties depend on the activity of the cerebral hemispheres. A number of researchers argue that the right hemisphere of the brain is responsible for the perception of the emotional reaction of others. The voluntary emotional response is controlled by the left temporal lobe of the brain, while the involuntary response is controlled by the right lobe.

Regarding the problem of structural features of the cerebral hemispheres that affect the functioning of emotional intelligence, an empirical study was carried out by L. K. Antropova, V. Yu. Kulikov, and A. A. Osintseva. According to their data, the emotional intelligence of women is much higher than that of men. However, the authors note that the intrapersonal properties of emotional intelligence and its rational component are better developed among male representatives, while the emotional component prevails among female representatives, which is more expressed in interpersonal relationships. As a result, it was also revealed that the emotional intelligence of both sexes depends to varying degrees on the activity of the right and left hemispheres of the brain [3].

Gender differences in emotional intelligence. In his book *Gender Psychology*, S. Berne gives a detailed assessment of the influence of social factors on the difference between this phenomenon of the human psyche between men and women. Considering the emotional state in two areas (empathy and expression), S. Berne concludes that differences in the manifestation of these characteristics are mainly associated with stereotypes that steadily regulate human behavior throughout life. At the same time, the author emphasizes that in most scientific works there is a great emphasis on identifying differences rather than similarities [6].

The differences between a man and a woman are emphasized by N. Eisenberg, linking this fact with the more intensive growth of girls in adolescence, explaining this by the fact that girls mature morally earlier than boys. Another difference is noted by T. P. Gavrilov in terms of the fact that such forms of empathy as empathy and sympathy are tolerated by children of both sexes in different ways, for example, in relation to peers, empathy was more manifested in girls, while sympathy dominated in boys. However, in a similar situation with adults and animals, empathy was more manifested in boys, and sympathy in girls [7].

Yu.V. Davydova, revealed that in terms of “understanding emotions”, girls scored much higher than boys. The author emphasizes that throughout the entire teenage period, the development of the emotional sphere in girls is more quantitative than qualitative [8].

Conclusion. Analysis of the gender aspect of emotional intelligence is very popular in modern psychological science. This fact is explained by the presence of a large number of studies on this issue, as well as the intensive development of theoretical concepts of this topic. However, I.N. Andreeva claims that in terms of studying the phenomenon described above, there are a lot of contradictions due to the use of various methods in experiments, and, so far, only the assertion is known that the understanding of emotions in girls is much better developed than in boys. The rest of the differences are more of a qualitative nature. Men and women, for the most part, experience certain events in the same way, but explain them differently. Most often this happens because of gender roles and stereotypes, which, in most cases, regulate a person's life [1].

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E. E. Koshman

FORMATION OF ECOLOGICAL CULTURE OF HIGH SCHOOL STUDENTS IN THE CONDITIONS OF PROFILE EDUCATION

The article discusses the structure of the ecological culture of high school students in the context of specialized education, reveals its components, functions, approaches. Attention is focused on the design and use of various pedagogical technologies to solve the problems of teaching, educating and developing the personality of students.