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EMOTIONAL INTELLIGENCE DEVELOPMENT OF THE FUTURE TOURISM MANAGERS

The analysis of scientific and theoretical foundation of emotional intelligence as one of the most demanded future expert's competences in the labor market is carried out. The main components of emotional intelligence are compared with the psychophysiological requirements for the tourism manager training and their similarities are revealed. It is shown that the formation of emotional intelligence should become an important component of professional competence of the future tourism experts.

The authors analyzed "Bar-Ona model", which has become one of the methodological components of study. It structures the formation of emotional intelligence on 15 indicators (competence): self-esteem; emotional awareness; self-expression; independence; empathy; social responsibility; interpersonal relationships; resistance to stress; pulse control; reality assessment; flexibility; problem solving; self-actualization; optimism; happiness / well-being.

A synthesized definition of emotional intelligence as a set of abilities and skills of a person to recognize and understand the emotions, intentions, desires of other people and their own and the ability to manage them to solve practical problems. It is shown that at the beginning of the XXI century the concept of emotional intelligence began to be considered as an alternative to traditional intelligence, because in contrast it reflects the unity of intellectual and affective processes.

It is revealed that its formation should correspond to the following four main components of psychophysiological qualities of the tourism manager: self-awareness; self-control; empathy; relations management. On this basis, the author's program is presented (it consists of two main activity blocks: "I" and "Others"), which determines the vectors of the main components formation of emotional intelligence of the future tourism manager.

Keywords: an emotional intelligence, a future tourism manager, psychophysiological qualities of an expert, skills and abilities, professional competence.

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РОЗВИТОК ЕМОЦІЙНОГО ІНТЕЛЕКТУ В МАЙБУТНІХ МЕНЕДЖЕРІВ ТУРИЗМУ

Здійснено аналіз науково-теоретичних засад емоційного інтелекту як однієї з найбільш затребуваних на ринку праці у XXI ст. компетентності майбутнього фахівця. Проведено порівняння основних компонентів емоційного інтелекту з психофізіологічними вимогами до підготовки майбутнього фахівця та виявлено їхню схожість. Запропоновано синтезоване визначення емоційного інтелекту як сукупності умінь і навичок особи розпізнавати й розуміти емоції, наміри, бажання інших людей і власні та здатність управляти ними для розв'язання практичних завдань. Представлено авторську програму (складається з двох основних діяльнісних блоків: "Я" та "Інші"), яка визначає вектори формування основних компонентів емоційного інтелекту у майбутнього фахівця.

Ключові слова: емоційний інтелект; майбутній фахівець; психофізіологічні якості фахівця; уміння і навички; професійна компетентність.

Introduction. The requirements for professional training of tourism managers have been increased at the background of the development of the tourism industry in the second

half of the XX – early XXI century. Among its modern models (American, European, Australian, etc.), Japanese is highly efficient. It is based on a holistic approach to the formation of a specialist as a

whole person. It must meet the requirements of the manager, organizer and high psychophysiological criteria (Ou Y., 2005). A high degree of responsibility and emotional stress in relations with the subjects of the tourism industry requires appropriate moral, volitional and physical training of the future specialist. It is manifested in the concept of Emotional Intelligence (EI). It includes such components as emotional restraint, balance, empathy, ability to manage their own emotions, relationships with others.

Subject analysis of scientific and theoretical principles of Emotional Intelligence [1; 2; 3; 5; 7; 9; 10] and psychophysiological requirements for the training of tourism managers [4; 6; 8] have been found their similarity. On this basis, we substantiate the position according to which the emotional intelligence formation of the future tourism experts is an urgent problem of their professional training in higher educational institutions of Ukraine. It needs a thorough analysis and scientific and theoretical justification.

Analysis of scientific discourse. A fairly holistic concept of this phenomenon was formed at the beginning of the XXI century [1; 2; 3; 5; 7; 9; 11] after the appearance of Daniel Goleman's book "Emotional Intelligence" in 1995. It was described the development of EI theory and defined its basic principles [3].

The aim of research – to find out the scientific and theoretical principles of Emotional Intelligence and to determine its role and significance as a component of the professional competence of the future tourism manager.

Research results. We rely on the synthesized definition of Emotional Intelligence as a set of skills and abilities of a personality for recognizing and understanding the emotions, intentions, desires of others and their own, the ability to manage them in the process of practical problems solving [9]. The concept of Emotional Intelligence began to be considered as an alternative to traditional intelligence at the beginning of the XXI century. It reflects the unity of intellectual and affective processes in contrast [7]. This concept encourages and allows to interpret correctly the situation and influence it. It helps to capture intuitively what other people want and need, to acquire knowledge about the strengths and weaknesses of human character; lose personal appeal [10].

Reuven Bar-On made a significant contribution to its development. He developed the EQ-i (Emotional Quotient Inventory) test in 1996. It contains a list of questions to determine its ratio a "Bar-On model" serves on this basis as one of the methodological components of our research. It

determines the level of formation of EQ on the basis of a person's possession of 15 abilities: 1) self-esteem – awareness and self-assessment of their capabilities and limitations, strengths and weaknesses, self-perception "as I am"; 2) emotional awareness – understanding of emotional state and the reasons for its occurrence; 3) self-expression – a clear, constructive expression of their feelings, thoughts, ability to mobilize emotional energy, show the firmness of beliefs; 4) independence – reliance on their own strength, emotional independence; 5) empathy – recognition, understanding and awareness of the feelings of another person; 6) social responsibility – self-identification as a member of a social group, constructive cooperation, care and responsibility for themselves and others; 7) interpersonal relationships – the establishment of mutually beneficial relationships based on emotional intimacy, comfortable behavior in social contacts; 8) resistance to stress – effective management of their emotions, a quick way out of difficult situations; 9) control of impulses – restraint of emotions; 10) assessment of reality – the comparison of feelings and thoughts with objective reality; 11) flexibility – adjustment of feelings, thoughts, ideas, behavior in accordance with circumstances; 12) problem solving – finding out the essence and finding ways to solve it effectively; 13) self-actualization – setting goals and striving to achieve it on the basis of potential; 14) optimism – emotional balance, positive attitude and maintaining hope in any situation; 15) happiness / well-being – a sense of satisfaction with others, life in general [11].

A great number of researchers believe that Emotional Intelligence or EQ (Emotional Quotient) is more valuable to managers, athletes and others are engaged in various types of mental and physical work than the IQ (intelligence quotient). It is proved that Emotional Intelligence / Emotional Quotient can have a greater positive or negative impact (mobilize or disorient, inhibit) on the realization of the psychophysiological potential of the human body [7; 10].

Now let's consider the importance of scientific and theoretical foundations of Emotional Intelligence and how they meet psychophysiological requirements for the tourism managers. This is vital to clarify the role and significance of Emotional Intelligence as a component of their professional competence.

The analysis of special researches has shown the psychophysiological requirements for the tourism manager has been agreed with the ideas and principles of Emotional Intelligence. They are manifested in the following skills and abilities: to make optimal decisions and act decisively and effectively in a state of uncertainty and stress; listen and communicate actively and effectively; maintain mental and

emotional balance in changing critical situations; to carry out constant self-reflection, self-assessment, self-control; show self-confidence, desire for success, willpower, creative leadership and charisma. A modern tourism manager should have three groups of fundamental abilities: physical (activity, mobility, energy, strength and health), intellectual (mind, reason, creativity, logical, structural, systematic thinking, intuition), management (persuasive, stimulating skills, motivate, distribute responsibilities and give clear instructions, show tact and tolerance in communication) etc. [4; 6; 8].

Having based on the afore-mentioned research, we have defined the Emotional Intelligence of the future tourism manager as the ability to manage their own feelings, emotions and the ability to create a favorable emotional atmosphere in the process of performing professional duties. We consider Emotional Intelligence as a way to facilitate personal development in order to develop the ability and willingness to manage their own emotional state, skills and ability to influence the emotional state of interaction partners in the formation of the future tourism specialist.

These essential characteristics give grounds to consider EI as one of the core competencies of the integrated professional competence of the future tourism manager. These essential characteristics give grounds to consider EI as one of the core traits of the integrated professional competence of the future tourism manager. It should be borne in mind that employees in the field of “person – person” communication, as a rule, have higher EI rates than

representatives of other professions. However, most students do not yet understand the importance of emotions and feelings for the adjustment and management of the communication process, in particular for relieving emotional tension, harmonizing dialogue. Therefore, the development of such knowledge, skills, experience is an important task in the formation of emotional competence as a component of professional competence.

Based on the above, we believe that the formation of EI should correspond to the following four main components of psychophysiological qualities of the tourism manager: self-awareness; self-control; empathy; relations management. These characteristics of the intrapersonal aspect of Emotional Intelligence are produced in the process of socialization. In concentrated form, they are presented in table 1.

Based on the presented provisions and characteristics, we propose a functional structure of the author’s program, which determines the main vectors of relations and influence on the formation of these components of EI of the future tourism manager. It consists of two main activity blocks “I” and “Other”, which are shown in table 2.

Conclusions and prospects for further research. Thus, in the process of research it has been found that Emotional Intelligence is an important component of the professional competence of the future tourism manager. On this basis, the relevant author’s program is presented. Its implementation can take place on the basis of various educational technologies and pedagogical techniques. We consider

Table 1.

The main components (indicators) of Emotional Intelligence and their manifestations and indicators, which are revealed in the psychophysiological characteristics of the tourism manager

The main components (indicators) of EI	Manifestation of the component (indicator) of EI in the psychophysiological characteristics of the tourism manager
Self-awareness – awareness of personal feelings and emotions	Development of emotional self-awareness; the need for self-knowledge; adequacy of self-esteem; development of reflection and intuition; ability to self-reflection, etc;
Self-control – management of own feelings and emotions	Ability to accept, control, manage the emotions and feelings; ability to use emotions and feelings for achieving a goal; awareness of psycho-emotional state “here and now”; development of self-control and tolerance; positivity of thinking; optimism of perception of oneself, environment, world, etc;
Empathy – understanding the feelings and emotions of others	Ability to recognize a person’s emotions; ability to understand human feelings; development of social compassion, empathy; ability to sincere emotional relationships with partners; ability to predict the communication process depending on the emotional state of the partner, etc;
Relationship Management – Scale – influence on the feelings and emotions of others	Ability to perceive adequately the social environment; ability to manage the emotional and mental state of the partner; ability to make optimal decisions based on the interests of their own and others; ability to prevent and resolve conflict situations effectively; ability to use verbal and nonverbal means of influencing the interlocutor.

Table 2.

Functional structure of the author's program of EI formation of future tourism managers

Activity blocks	Components "I"	Components "Other"
Awareness	Self-awareness: - emotional self-awareness; - adequate self-esteem; - self-confidence	Empathy: - empathy; - understanding the relationship "I – You", "I – They";
Impact	Self-control: - the ability to control and manage emotions; - openness, adaptability; - focus on the result; - initiative; - optimism; - vigilance	Relationship management: - promoting change; - helping people in self-knowledge and self-development; - inspiring leadership, influence on the work of the team; - conflict resolution, cooperation

coaching to be the most effective for this purpose, which allows combining the organization of discussions with the performance of various exercises and tests, etc.

Prospects for further research are seen in the study of the possibility of using coaching technology in the formation of Emotional Intelligence of future tourism managers and experts in other fields.

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“Ідіть впевнено у напрямку до мрії. Живіть тим життям, яке ви самі собі придумали”.

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