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## PSYCHOLOGICAL DETERMINANTS OF DEVELOPMENT OF EMOTIONAL CULTURE OF FUTURE MASTERS OF PSYCHOLOGY

Integral processes, which are a sign of modern social change, necessitate the development of emotional culture of the individual, which will contribute to reaching a qualitatively higher level of interaction between representatives of different social institutions. This is especially important for professionals who have to work in the system "man – man", in particular for professionals in the field of psychology. In particular, for students of psychology, emotions are of paramount importance. Emotions are necessary for socialization, for personal and cognitive growth. Emotional life is based on perception, cognition, social experience and at the same time changes in emotional life affect the cognitive and social development of the individual. The emotional culture of a student-psychologist affects the professional growth, professionalism and ability to interact with the client, the development of empathy and understanding of the client's problems on an emotional level, without transferring them to himself and his life. That is why our work investigates the psychological features of the development of emotional culture of future masters of psychology.

The problem of emotional culture has been the subject of a number of studies by such scientists: L. G. Koval, I. V. Graves, L. S. Sbitneva, G. Kh. Shingarov, B. I. Dodonov, L. V. Kondrashova, L. M. Sbitneva, L. E. Sokolova, V. O. Sukhomlinsky, O. Ya. Chebykin and others. Summarizing the views of scientists on the degree of this category, we can say that they all consider emotional culture as part of the overall culture of the individual. The definition of emotional culture is based on a summary approach to the disclosure of its content, the arbitrary selection of its components. Almost all researchers approach the definition of emotional culture one-sidedly, noting that it is the ability to empathize, the ability to respond emotionally to the experiences of another person.

Emotional readiness for professional activity is considered as a conscious readiness of a specialist to implement emotional competencies necessary for the constructive solution of professional tasks. In this regard, the study of the factor of emotional culture in professional self-determination, in particular the ability to understand, manage and control their emotions depending on the situation. At the same time, the question of determining the ways and methods of diagnosis and development of emotional culture as an integrative component of effective professional development of future specialists in the field of psychology is quite difficult. The main problem is to change the configuration and the dominant means of perception and processing of information.

Analysis of the psychological literature on the problem of emotional culture showed that the question of the psychological features of the development of emotional culture as a stable quality of the psychologist's personality is currently insufficiently disclosed. Scientists pay considerable attention to the analysis of the relationship between the emotional sphere of man and his psychological well-being and health, maintaining resilience and preventing personal and professional burnout (Grover, S., & Furnham, A.)<sup>38</sup>. Researchers have found that the sufficient development of emotional intelligence acts as a buffer in the manifestation of the negative effects of stress, which in turn helps to stabilize the emotional state and prevent mental disorders such as psychopathy. Scientists play a significant role in emotional culture as a factor in increasing the motivational component of personality<sup>39</sup>. In an empirical study, the authors demonstrate a correlation between the level of development of emotional intelligence, emotional culture, increased motivation and improved academic performance. (Tam, H. -, Kwok, S. Y. C. L., Hui, A. N. N., Chan, D. K. -, Leung, C., Leung, J.,... Lai, S.)<sup>40</sup>. Scientists also confirm

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<sup>38</sup> Salovey P. (1990) Emotional intelligence Imagination, Cognition, and Personality, p. 185-211.

<sup>39</sup> Приймаченко О. М. (2006) Образ стану емоційно-освіченої людини як умова розвитку емоційного інтелекту, с. 96-99.

<sup>40</sup> Li Y., Zhang K., Wang J., & Gao X. A (2020) Cognitive Brain Model for Multimodal Sentiment Analysis based on Attention Neural Networks. Neurocomputing.

the interdependence of the level of formation of emotional culture, emotional intelligence and academic activity with the behavioral and emotional component of professional development. The results of the analysis of empirical research showed that emotional intelligence had a significant direct impact on behavioral and emotional involvement in the process of academic learning (Thomas, C. L., & Allen, K.). Thus, empirical and practical research of scientists allows us to conclude that the functional characteristics of emotional culture of future professionals are represented by a system of emotional attitudes to themselves as a subject of knowledge, to the world and other people reflected in social interaction. Emotional culture must be considered in the context of the category of "activity", because it develops and manifests itself in activities, in the process of communication, interaction with other people. Therefore, emotional culture in modern transformational, post-pandemic conditions is an important integrative component in the process of successful professional development of the future master of psychology.

*The purpose* of the study is to study the psychological features of the development of emotional culture of the individual of future masters of psychology.

*Results of the research.* The problem of emotional culture of the individual is currently among the most controversial in psychological science and practice. According to the analysis of the literature on the research problem, the term "emotional culture" is currently not clear and unambiguous. In the current works, this phenomenon is not given due attention, as a result of which we can learn about it mainly from the standpoint of age and educational psychology, for example in the development of emotional culture of socio-economic specialists.

One of the first, the definition of emotional culture of the individual gave P. M. Jacobson. In his view, emotional culture is a set of phenomena that are largely the development and improvement of those qualities of emotional life, which are limited to an earlier age. According to O. O. Sergeeva, emotional culture is understood as a holistic dynamic personal education with its own structure, represented by a system of knowledge about the development of emotions, skills and methods of analyzing emotions, managing them, aimed at adequacy of response, promoting verbal emotions, emotional openness, empathy and emotional support of others<sup>41</sup>.

Thus, the concept of emotional culture can be considered in two senses:

- 1) in a broad, as a special field of activity, governed by generally accepted norms of expression of emotions, which affects the development of the individual as a whole;
- 2) in the narrow, as the ability of the subject to realize their own and others' emotions, value differentiation of emotional states and on this basis emotional self-regulation in activities and communication.

As a complex system of personality formation, emotional culture includes three interrelated components:

- 1) cognitive, or intellectual, which is a system of cognitive processes that ensure the orientation of man in the emotional world of others and himself, as well as a set of his psychological knowledge about the world of emotions;
- 2) behavioral or practical component, which includes a system of skills and abilities of a person to behave with the emotional world of other people and himself;
- 3) value-semantic – a system of positive human relations to their own world of emotions and emotions of others, as an integral part of personality<sup>42</sup>.

In the development of this structure, we have proposed a system of indicators of the formation of emotional culture, consisting of the following elements-criteria:

- cognitive differentiation of the emotional sphere;
- developed emotional intelligence;
- recognition of the value of emotional experiences;
- general positive emotional background (mood) with sufficient flexibility of emotional reactions;

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<sup>41</sup> Носенко Е. Л. (2002) Диспозиційні та перцептивно оцінювані характеристики емоційного інтелекту, с. 177-179.

<sup>42</sup> Анненкова І. П. (200) Емоційна культура вчителя, с. 318-323.

- predominance of positive coping strategies of behavior and minimization or absence of destructive ones that limit psychological defenses;
- stress resistance and frustration tolerance;
- minimization of intrapsychic defense mechanisms;
- developed empathy, as well as the ability to "rebuild" from the emotional experiences of others.
- a variety of means of emotional self-regulation and influence on the emotions of others;
- purposeful use of emotions in activities (including professional) and in communication<sup>43</sup>.

There are various attempts to define the phenomenon of emotional culture, which, according to L. V. Koltyreva can be combined into two groups:

a) emotional culture is considered from the standpoint of personal approach – as a property of personality (O. M. Kuleba, N. O. Rachkovskaya, etc.);

b) in the framework of the activity approach – as the readiness of the subject to recognize emotions and manage emotional states in different activities (M. B. Korobitsyna, M. I. Kryakhtunov, etc.).

However, in the practice of research on this phenomenon, a subjective approach is still not presented. In the context of the subjective approach, emotional culture should be understood as the practice of using the subject of emotional intelligence to reflect emotions (both own and others), value differentiation of emotional states and purposeful use of emotions in their activities and communication, which is impossible without developed skills emotional self-regulation. Thus, according to the generalization of theoretical approaches, it is emotional intelligence that is the core of a person's emotional culture as a subject. The definition of emotional intelligence is given in different ways by representatives of different approaches. Thus, emotional intelligence, according to the authors of this concept, J. Meyer, P. Selovey and D. Caruso, is a group of mental abilities that contribute to the awareness and understanding of their own emotions and the emotions of others ("model of abilities").

According to P. Selovey, the structure of emotional intelligence includes a number of abilities: conscious regulation of emotions; understanding (comprehension) of emotions; assimilation of emotions in thinking; distinction and expression of emotions. Definition According to D. Goleman, emotional intelligence is described as a combination of cognitive abilities and personality characteristics, refers to "mixed models". The structure of emotional intelligence in its interpretation includes four components: self-awareness, self-control, social understanding and relationship management, and in relation to different categories of people, this structure is somewhat different. A similar synthetic approach is demonstrated by D. V. Lucin, who understands emotional intelligence as the ability to understand and manage one's own and others' emotions; this phenomenon as a theoretical construct, in his opinion, is associated, on the one hand, with cognitive abilities, and on the other hand - with personal characteristics. Emotional culture is closely related to the concept of emotional intelligence, the concept of emotional intelligence was first used by Peter Salov and John Meyer in 1990. The components of emotional culture include components of emotional intelligence. Scientific psychological concepts of emotional intelligence are expressed as a set of intellectual abilities aimed at understanding emotional states, as well as the management of these states. Emotional intelligence differs from abstract and concrete intelligence in that it aims to reflect the internal, rather than the laws of the external world. It is associated with the behavior of the individual, with its interaction with reality<sup>44</sup>.

In our opinion, emotional culture as a component of the general culture of the individual is, in fact, the formation and development of reflexive consciousness and self-regulation of the emotional sphere, namely emotions as "higher mental functions" (L. S. Vygotsky), their "cultivation" with certain mediators (V. P. Zinchenko), as which are knowledge, as well as certain psych technical methods of self-regulation.

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<sup>43</sup> Митина Л. М. (2001) Эмоциональная гибкость учителя: Психологическое содержание, диагностика, коррекция.

<sup>44</sup> Лобач О. О. (2002) Емоційна культура майбутнього вчителя як умова емоційної вихованості дитини.

Emotional culture has its own structure and is meant as a holistic dynamic personal education. It is a system of knowledge about the development of emotions, includes ways to analyze emotions, as well as the ability to manage them. These skills are aimed at the adequacy of response, which, in turn, should promote the verbal expression of emotions of the individual, and hence – emotional openness. All this together is aimed at providing emotional support to others, as well as emotional empathy.

Emotional culture develops in a person a certain area of activity that helps to cope with stressful situations, without harm to their health and mental health in general. If we talk about the process of educating emotional culture, then, according to researchers, it should be considered as a dynamic process. Its dynamics involves a system of pedagogical tools designed to implement. Among the main ones are called emotional reflection and emotional stimulation. Reflection – the ability to introspection: both in the process of emotions, and about the way of emotional response. Emotional reflection acts as a special principle of thinking. It focuses on understanding one's own manifestations of emotions. In turn, an emotional stimulus is understood as one that, influencing the emotional sphere of the individual, causes responsible feelings, such as: empathy, emotional response. In addition, the emotional stimulus acts as the highest result in the formation of valuable to society and meaningful to the individual behavior<sup>45</sup>.

In emotional culture, the peak of achievement will be emotional maturity. It is determined by the presence of a sense of responsibility in their experiences, and thus a sense of responsibility to society.

Analysis of psychological and pedagogical literature allowed us to identify components of emotional culture of the individual:

- socio-cultural, reliance on their own generally accepted norms of expression of their emotions;
- behavioral, developing and the adequacy of the manifestation of emotions in accordance with socio-cultural norms;
- actually emotional, awareness of emotional response;
- motivational, compliance of emotional response to age norms;
- ethical and moral, the correspondence of emotions to the attitude to themselves<sup>46</sup>.

Achieving a high level of emotional culture is determined by the collective formation of such components as socio-cultural, behavioral, emotional, motivational, ethical and moral. They, in turn, are expressed in the following structural elements:

- Rely on the choice of emotions on their moral principles;
- To meet the requirements of emotions in relation to themselves, to monitor their emotional state, feelings and experiences;
- Correspondence of emotional response taking into account age features, each age period has its own structure of emotional response;
- Adequacy of emotional reaction to socio-cultural norms, to restrain their emotional impulses, not to show unreasonable aggression towards others, to adequately show positive emotions;
- Awareness of emotional response. Control your emotional and sensory environment.

Based on this, we can define emotional culture as a set of means to increase the degree of reflexive self-regulation of the emotional sphere of the individual's psyche. More specifically, emotional culture can be defined as a system of skills of the subject's own emotional intelligence for emotional self-regulation, which is manifested in reflexive awareness of emotions (both their own and others), recognition of their value and motivating power, and purposeful use of emotions in various forms internal mental and external (subject and social) activities. In the structure of emotional culture there are usually three components (cognitive, motivational, conative) (G. O. Yastrebova, N. O. Rachkovskaya, Y. T. Zhakupova) or four components (adding value)

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<sup>45</sup> Павлова І. Г. (2003) Дослідження провідних ознак емоційної зрілості особистості, що розвивається, с. 41-44.

<sup>46</sup> Помиткін Е. (2011) Розвиток емоційної складової духовної культури педагога, с. 84-93.

(O. O. Kolyadintseva). Summarizing the theoretical achievements, consider the structure of emotional culture, which includes four main components:

- cognitive – emotional competence as awareness of their own emotions and the emotions of others, knowledge about emotions, their types, mental mechanisms of their occurrence and regulation, the role of psychological defenses and coping strategies of behavior in various social processes;

- axiological – awareness of emotion as a value (B. I. Dodonov), namely recognition of the importance of emotional experiences – both their own and other people;

- motivational-semantic – emotions act as content and as a regulator of activity with an insufficient level of awareness of the subject's own motives (O. N. Leontiev);

- conative – behavior aimed at the subject's self-regulation of their own emotional states, as well as direct and indirect impact on the emotional state of communication and interaction partners<sup>47</sup>.

In addition, to ensure the integrity of the functioning of this system, it requires system-forming, connecting; as such components we consider the reflection of the emotional sphere and emotional intelligence.

Reflection is, according to the definition of M.G. Yaroshevsky, the process of self-knowledge by the subject of internal mental acts and states. Such activity is a necessary basis for the subject's awareness of emotions and therefore one of the most important components of his emotional culture. This is realized by some other researchers. In this aspect, the culture of emotional and volitional self-regulation is seen as a means of personal reflection of current emotions and the creation of a positive emotional mood through the techniques of psychological self-regulation.

Emotional intelligence is described by researchers as a combination of cognitive abilities used in the field of awareness and regulation of their own emotions and the emotions of others (D. Caruso, J. Meyer, P. Seloway, etc.), as well as a combination of cognitive and personal characteristics (D. Goulman, D. V. Lusin). Thus, emotional culture refers to the subject-personal characteristics of man, while emotional intelligence acts as its substructure, the mental mechanism of processing emotional information<sup>48</sup>.

Based on the structural and functional models of emotional culture, we can offer a set of indicators of the formation of emotional culture of the individual:

- cognitive differentiation of the emotional sphere;
- developed emotional intelligence;
- recognition of the value of emotional experiences;
- general positive emotional background (mood) with sufficient flexibility of emotional reactions;
- predominance of positive coping strategies of behavior and minimization or absence of destructive psychological protections;
- stress resistance and frustration tolerance;
- minimization of intrapsychic defense mechanisms and increase awareness of emotions.
- developed empathy, as well as the ability to "rebuild" from the emotional experiences of others;
- a variety of means of emotional self-regulation and influence on the emotions of others;
- purposeful use of emotions in activities and communication.

Summarizing the theoretical and methodological analysis of the concept of "emotional culture" of the individual, consider the levels of manifestation of each component.

The described levels can be correlated with the concepts of "literacy" and "competence", which characterize the degree of formation of emotional culture of the individual. In this case,

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<sup>47</sup> Osadchyi, V., Varina, H., Falko, N., Osadcha, K., & Katkova, T. (2021). The peculiarities of the usage of AR technologies in the process of hardiness of future professionals.

<sup>48</sup> Sabol D. M., Melenets L. I., Tretyak O. P., Shcherbyna V. M., & Kulbediuk A. Y. (2020) Research of the level of emotional intelligence of preschool teachers-methodologists, p. 76-86.

the low level will be characterized as "emotional illiteracy (illiteracy)", medium – as "emotional literacy", and high – as "emotional competence".

## Psychological determinants of the levels of development of emotional culture of the individual

### Cognitive component

**High level.** Cognitive differentiation of the emotional sphere - accurate recognition of the emotions of others and their own, distinguishing emotional mood, rich emotional thesaurus

**Average.** Insufficient differentiation of the emotional sphere, poor emotional vocabulary, reflection is manifested irregularly or partially, inaccurate determination of the emotional mood of another person.

**Low level.** Lack of differentiation of the emotional sphere, manifestations of alexithymia, lack of reflective states, inability to determine the emotional mood of one's own and another person.

### Motivational component

**High level.** Expressed interest in oneself, in one's own emotions, conscious self-regulation of states, desire for self-development and self-expression in creativity, initiative in activity.

**Average.** Irregular interest in oneself, one's emotional experiences, average level or irregularity of self-government by emotional state, infrequent initiative, unstable interest in self-reflection

**Low level.** Lack of interest in yourself, your emotions; stuck in negative emotions or emotionlessness, lack of arbitrary self-regulation, lack of self-expression, initiative in communication and activities, lack of interest in self-reflection

### Axiological component

**High level.** Adoption of one's own emotions, lack of prohibition on their expression, respect for the emotions of others, interest in the emotional content of the process of activity and communication.

**Average.** Limited range of permissible emotions (for example, only positive or only negative), selective acceptance of the emotions of others, unstable interest in the emotional content of the process of activity and communication.

**Low level.** Internal ban on the expression of emotions (especially negative), emotional restraint, rejection of other people's emotions, lack of interest in the emotional and figurative content of the process of activity and communication.

## Effective and practical

**High level.** The richness and brightness of emotions, the relevance of the situation, the predominance of positive emotions, camaraderie, the ability to empathize, assertive behavior, adequate reactions in stressful situations, emotional expression.

**Average.** Situational expression of emotions depending on the emotions of others, frequent negative emotions, low ability to empathize, frequent choice of ineffective coping strategies of behavior, not always adequate reactions in stressful situations, lack of emotional expression

**Low level.** Emotional secrecy, unsociability or ostentation of emotions, obsession in communication, dependence on the emotions of others, the predominance of negative emotions, inadequate and destructive reactions in stressful situations, without emotional, formal and technical communication.

*Fig. 1. Criteria characteristics of the levels of development of emotional culture of the individual*

According to a theoretical study of the phenomenon of emotional culture of the future psychologist, the development of this socially valuable and professionally significant personal qualities of the future specialist can occur spontaneously: as a result of age-related changes in the emotional sphere of man, block of psychological disciplines, as well as other circumstances. But the most intensive development of the emotional culture of the future psychologist occurs if this process coincides with the period of professional training provided effective support.

The specificity of the emotional culture of the future psychologist, determined by his professional activity, is manifested primarily in the fact that in today's transformational conditions of the educational environment a great role is given to the competence approach in training future professionals. In addition, given the high psycho-emotional tension of the psychologist, of great importance in the content of his professionally significant emotional culture are personal qualities such as tolerance, emotional stability, the ability to constructively manage their emotions and feelings.

These and other theoretical developments have allowed us to determine the main content and structural components of the emotional culture of the future psychologist:

- the richness and diversity of the emotional sphere of the individual;
- axiological component, which consists in accepting the value of emotional states and emotional manifestations of another person, in the focus of the specialist on creating conditions for a full emotional life of the client, in recognizing the human right to be happy "here and now";
- cognitive component, which involves the future specialist's knowledge of the emotional aspects of the socio-pedagogical process and activities, ways to regulate their emotional state, features of the emotional life of the individual and the phenomenon of emotions in general;
- effective and practical component, which implies the ability to adequately perceive and interpret the emotional expression of man, the ability to regulate their own emotional states and manifestations, establish emotional contact with people, create a positive emotional background of professional communication<sup>49</sup>.

Accordingly, the emotional culture of the future psychologist is an integrative personality formation, represented by the interaction of three subsystems: emotional-value, cognitive-orientation and activity-practical.

Emotional and value subsystem characterizes emotional culture in terms of the development of the emotional sphere and through the prism of values, internalized by the individual.

<sup>49</sup> Філіпова І. (2007) Емоційний інтелект як засіб успішної самореалізації, с. 68-79.



This subsystem is the "core" of the emotional culture of the future psychologist, and in a hierarchically subordinate system – the dominant link. It is not possible to talk about the presence of a future specialist in emotional culture, if his emotionality is not developed, the emotional repertoire of the individual is insignificant and too simple. The concept of "emotionality" is not synonymous with the concept of "emotional culture", it is inherent in it and, reflecting the orientation of the subject, acts as a vector of the process of development of emotional culture. Level characteristics of emotionality vary in a wide range – from emotional asceticism to bright or negative emotionality, which complicates the process of performing professional duties. Human emotionality is conscious and unconscious, and emotional culture is always a conscious work of the individual on their emotional states and manifestations in terms of their socialization and professional orientation. Developed emotional sphere directly determines the value system of the individual<sup>50</sup>. According to E. Fromm, a person in most cases tends to identify and appreciate in another person those properties and qualities that he fully possesses. Value orientations not only determine the presence of a specialist's motives, but also have a significant impact on the process of interaction with other people, as well as stimulate the need to acquire professionally relevant knowledge and the formation of professional behavior.

The values of culture are known, understood, selected and assigned by the individual individually and selectively. V. Frankl was convinced that "meaning must be found and cannot be given"<sup>51</sup>. The meaning is subjective. Thus, in the process of professional education in the modern information environment should create conditions for acquaintance, recognition, understanding, choice and assignment of cultural values by students. The future psychologist, defining his value-semantic field, conceptualizes future professional activity. It is the value orientation that first determines the general, technocratic or humanistic, orientation of the individual, and hence the activities of the psychologist.

The cognitive-orientational subsystem presupposes the student's conceptual, factual and procedural-technological knowledge, between which essential interrelations and interactions have been established on the basis of the ideas of the "hermeneutic circle".

Under the conceptual understand the most generalized knowledge, which performs a methodological function in relation to factual and procedural-technological knowledge. In this case we are talking about the essence of the humanization of education, the values of interpersonal interaction, the role of emotions in human life, its development and socialization.

Factual knowledge is ontological knowledge, descriptive knowledge, or subject knowledge. In relation to the emotional culture of the future psychologist to the factual includes knowledge of the nature of emotions, the age of emotional development of the individual, the norm and deviations, ethno-sociocultural specifics of emotional expression, emotional aspects of future professional activity and others. Some of this knowledge is included in the content of philosophy, psychological and pedagogical disciplines. However, most often this information remains in the minds of future psychologists in the context of the practical orientation of future activities. Therefore, it seems necessary to constantly "try on" theoretical ideas to the real professional reality and the psychological process<sup>52</sup>.

Procedural and technological knowledge is understood as normative knowledge, such as knowledge of control algorithms, specific methods of activity, sequence of procedures, diagnostic, corrective apparatus. In this case, we mean the knowledge of the specialist about the methods of initiating positive emotions in the client's personality and neutralizing destructive, about the ability to manage their own emotions and feelings, about ways to provide a positive emotional tone of interpersonal interaction, etc.

The dominance of this type of knowledge in the professional future psychologist creates the danger of replacing the humanitarian, in essence, the technocratic process, which reproduces

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<sup>50</sup> Пашко Т. А. (2008) Емоційний інтелект як складова професійної компетентності керівника, с. 161-167.

<sup>51</sup> Frankl V. (2020) *Yes to Life: In Spite of Everything*.

<sup>52</sup> Ivcevic Z., Moeller J., Menges J., & Brackett M. (2021) Supervisor emotionally intelligent behavior and employee creativity, p. 79-91.

homo faber (skilled man). However, as a result of insufficient attention to the normative nature of scientific and pedagogical knowledge, the student can apply the acquired knowledge in practice. Therefore, it is necessary to coordinate approaches in shaping the emotional culture of future psychologists. Emotional-value and cognitive-orientational subsystems are associated with the internalization of emotional culture: it is assimilated by man, passing through various filters of his unique identity, transformed into personal qualities, qualities, attitudes and beliefs. Thus, emotional culture acquires a different, individually free form of being, becomes a characteristic of the individual. Constructive human interaction with reality is due to the presence of not only valuable preferences and the necessary knowledge, but also many skills and abilities<sup>53</sup>.

Activity-practical subsystem of emotional culture of the future psychologist is formed by certain professional abilities:

- perceptual: tactics of interaction with the client's inner world, adequate perception and interpretation of his experiences, manifestation of empathy;
- suggestive: inspiring and supportive influence, emotional and volitional self-regulation;
- expressive: mastery of emotional expression of speech, facial expressions, gestures, callisthenics;
- ability to control their emotions and feelings<sup>54</sup>.

It can be stated that the third subsystem of the emotional culture of the future psychologist is associated with its exteriorization, when culture seems to be separated from its bearer and objectified in behavior and actions.

The development of emotional culture of the future psychologist is determined not only by the level of formation of emotional-value, cognitive-orientation and activity-practical subsystems, but also the degree of their integration, functional complementarity. B. G. Ananiev emphasizes that development is a heterochronous process due to the uneven changes of different subsystems in the structure of personality. It is this internal contradiction that triggers the mechanism of their integration, which ensures development as a holistic process. The study of emotional culture of the future specialist allowed to interpret it as a holistic, polystructural, hierarchically organized personal education, which includes emotional-value, cognitive-orientation, activity-practical subsystems that interact with each other and the outside world<sup>55</sup>.

The essence of psychological and educational support for the development of emotional culture of the future psychologist is to create the most favorable conditions for the development and integration of all its subsystems. These include:

- organization of emotional and personal development of professionally significant knowledge;
- integration in the content of professional training of competencies aimed at the formation of emotional culture of the future psychologist;
- formation of the higher education student's ability to reflect on emotional experience during all types of internship<sup>56</sup>.

The isolation of each of these conditions is possible only at the theoretical level, while in educational practice they are complementary and able to compensate to some extent. To implement these conditions, it is necessary to create the preconditions and strengthen the context of this process.

One of the prerequisites for the development of emotional culture of the future psychologist is the humanistic orientation of the teacher. A humanistic teacher does not deny a higher education student the right to be happy "here and now"; accepts him as he is; capable of empathy and has

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<sup>53</sup> Ihnatovych E., & Liashch O. (2020) The psychological patterns of emotional intelligence development in adolescence as a condition of personal mental health, p. 802-811.

<sup>54</sup> Ткачишина О. Р. (2010) Психологічні основи підготовки майбутніх фахівців, с. 63-72.

<sup>55</sup> Приймаченко О. М. (2006) Образ стану емоційно-освіченої людини як умова розвитку емоційного інтелекту, с. 96-99.

<sup>56</sup> Dubovyk S. H., Mytnyk A. Y., Mykhalchuk N. O., Ivashkevych E. E., & Hupavtseva N. O. (2020) Preparing future teachers for the development of students' emotional intelligence, p. 430-436.

the technology to translate benevolence. Such a teacher builds his relationship with the student on a subject-subject basis, revealing himself not as a bearer of a relevant social role, but as a unique individual who expresses his essence freely and creatively.

Apart from the humanistic orientation of the teacher, it is inconceivable to implement another approach – deep communication of the subjects of the educational process. Such interaction is addressed not only to the mind, but also to human feelings and therefore determines the sincere, confessional tone of communication between teacher and students.

Deep communication creates an atmosphere of trust. By trust we mean the special attitude of the teacher to the applicant. It is expressed in the value attitude, the perception of him as a whole person, as well as the purposeful development of the student's appropriate attitude to the teacher, himself. Feeling confident in others and inspiring self-confidence is a need of every person, which must be met at different stages of professionalization.

The development of emotional culture of the future psychologist in the modern cultural and educational environment is determined by a number of factors. In research, there are internal and external factors. Internal are directly related to the individual, having, as a rule, a psychological nature. External factors, actually pedagogical, correlate with the created pedagogical conditions and act for them as a "trigger"<sup>57</sup>. The most significant internal factors in the development of emotional culture of the future psychologist are:

- emotional personality of the applicant;
- his ability to control his emotions and feelings;
- essential need for self-development.

The educational process should enhance the effectiveness of these factors.

The most important external factors include:

- high level of development of emotional culture of the teacher of pedagogical disciplines;
- individualization and personification of the educational process;
- characteristics of educational material: scientific, novelty, system organization, practical significance, the presence of interdisciplinary links, diversity of presentation;
- organization of practice taking into account the emotional component of professional interaction.

During the development of the theory of development of emotional culture of the future psychologist the basic principles of successful psychological and pedagogical support were formulated:

- interested attitude of the teacher to the emotional states of higher education students;
- empathy;
- mutual emotional openness of the subjects of the educational process;
- intensification of the processes of self-expression and self-realization of higher education seekers in educational and professional activities;
- dialogism of learning;
- mutual educational influence of the teacher and the applicant of higher education;
- unconditionality and invaluable acceptance of the personality of the applicant for higher education;
- priority of spiritual support of the applicant<sup>58</sup>.

Thus, the emotional culture of the future psychologist is a dynamic phenomenon, the effective development of which in the system of higher professional education can be provided by effective psychological support, adequate to its essence and structure.

Based on the results of theoretical and methodological analysis of the structure of emotional stability of the individual developed a comprehensive program to study the features of emotional culture of future masters of psychology.

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<sup>57</sup> Gignac G. (2021) E. People who consider themselves smart do not consider themselves interpersonally challenged: Convergent validity evidence for subjectively measured IQ and EI.

<sup>58</sup> Ivcevic Z., Moeller J., Menges J., & Brackett M. (2021) Supervisor emotionally intelligent behavior and employee creativity, p. 79-91.

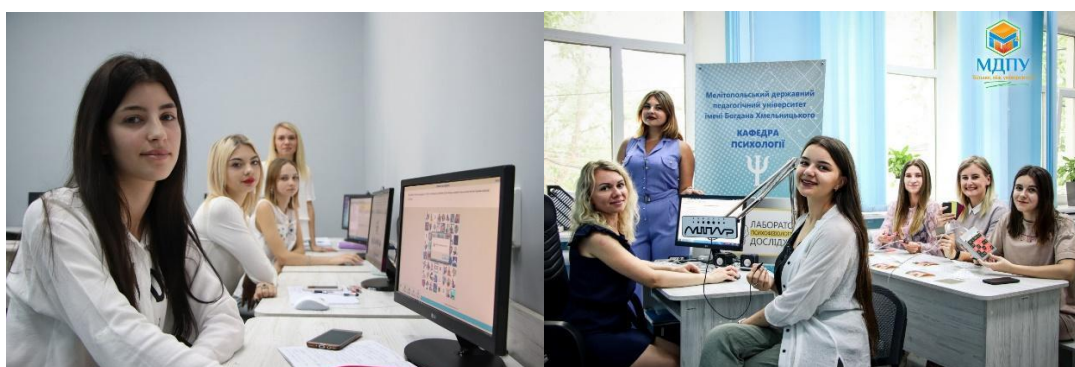
### Stages of the study:

1. Theoretical stage – at this stage determined the research topic and preliminary statement of the problem. We studied articles and textbooks for psychologists, selected relevant material for the research topic. Concretized the problem, chose the object and subject of research. The object of study – the personality of the future master of psychology in the process of training. The subject of research – psychological factors in the development of emotional culture of future psychologists. The purpose of the study is to study the psychological features of the development of emotional culture of the individual of future masters of psychology.

2. Preparatory stage – selected four methods for the study – the method of WAM (Methods and diagnosis of well-being, activity, mood), developed by V. A. Doskyna, H. A. Lavrentieva, V. B. Bullets and M. P. Miroshnikov; questionnaire G. Yu. Eisenko "Emotional state self-assessment", N. Hall's questionnaire "Emotional intelligence" and A. Wessman and D. Rick's questionnaire "Emotional state self-assessment". Prepared handouts and instructions for its implementation. Formed a sample of 36 students – future masters of psychology.

3. Experimental stage – the implementation of the diagnosis of a group of subjects, consisting of 36 future masters of psychology.

The diagnostic unit of the research study was implemented on the basis of the Laboratory of Psychophysiological Research with the help of hardware and software complex (HSC) "HC-Psychotest", which includes many different psychological and psychophysiological techniques that allow a multilevel approach to solving practical diagnostic problems. As a result of HSC application in the field of psychodiagnostics, the Laboratory of Psychophysiological Research uses models that interpret test results using various psychodiagnostic techniques, computer versions of psychodiagnostic techniques with automated psychodiagnostic output in the form of coherent, consistent text, adequate to the measured parameters. In the framework of our study, the complete set "Candidate" was used (Fig. 2). An effective and easy-to-use tool for career guidance and professional selection of candidates to fill vacancies regardless of their work experience. "Candidate" provides an opportunity to assess the level of expression of professionally important psychophysiological qualities and professional competencies, as well as to predict the further development of the specialist and conduct in-depth professional psychodiagnostics.



*Fig. 2. Carrying out diagnostic procedures with the help of computer complex HC-psychotest*

As part of the implementation of psychodiagnostic procedures, which were conducted in two stages (primary diagnosis – September 2020, secondary diagnosis – December 2020) to determine the dominant level of emotional culture of future masters of psychology.

4. Interpretive stage – formulated a conclusion on the results of the formative study.

### Research methods:

1. Theoretical – analysis of psychological and pedagogical literature, generalization, goal setting, modeling.

2. Empirical – experiment (ascertaining and forming), testing methods: methods of WAM (Methods and diagnosis of well-being, activity, mood), developed by V. A. Doskyna, H. A. Lavrentieva, V. B. Bullets and M. P. Miroshnikov (Appendix A); Eisenko Questionnaire

"Emotional Self-Assessment" (Appendix B); N. Hall's "Emotional Intelligence" questionnaire and A. Wessman's and D. Rick's "Self-Assessment of Emotional States" questionnaire.

3. Methods of mathematical statistics: K. Pearson's criterion allows to determine how proportional the variability of two variables of the same sample, Student's t-criteria is used to assess the significance of differences in averages, the program "SPSS 19.0 for WINDOWS".

Consider the result of a study of self-esteem of the emotional state of future masters of psychology according to the method of G. Yu. Eisenhower. As can be seen in Figure 3, the average value of mental states for all four indicators in students prevails. 15% (6 people) have a high value of anxiety – they are characterized by feelings of fear or apprehension; average value 54% (19 people) – characterized by irritability; low value – 31% (11 people) – are characterized by calm, resilience in stressful situations.

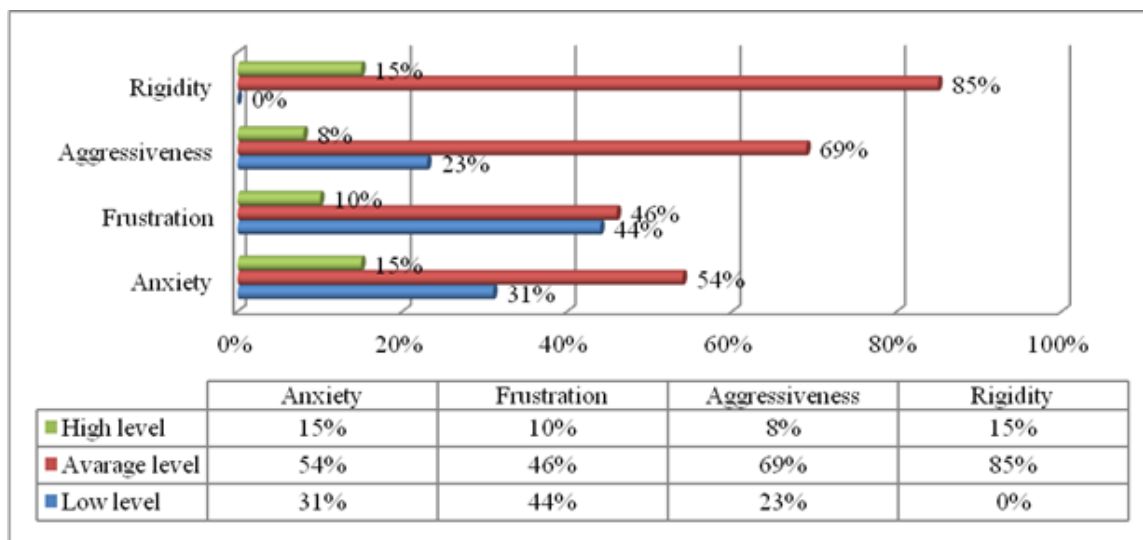


Fig. 3. Features of the study of current emotional states of future psychologists

10% have a high value of frustration (4) – are characterized by low self-esteem, avoidance of difficulties, fear of failure; average value 46% (16) – characterized by normal self-esteem, worried about failures; low value – 44% (16) – do not have high self-esteem, are resistant to failures, are not afraid of difficulties. 8% (3) have a high value of aggression – they are characterized by intolerance, there are difficulties in communicating with people; average value of 69% (24) – sometimes show aggression; low value – 23% (9) – are characterized by calmness, endurance. 15% have a high value of rigidity (5) – are characterized by the invariability of behavior, beliefs, views, even if they differ, do not correspond to the real situation, life; average value of 85% (31) - characterized by difficulties in changing views, attitudes in the new conditions; low values – 0% (0) – are characterized by easy switching.

As can be seen in Figure 4, the low value of indicators of well-being and mood in future masters of psychology. 31% have a high level of well-being (11) – they are involved in work, have a lot of energy, strength; average value – 31% (11) – feel a little tired, do not show increased activity, not so energetic; and low value – 38% (14) – applicants have apathy, severe fatigue, feel sick. 10% have a high value of activity (4) – applicants are very mobile, perform tasks at high speed; average value – 46% (16) – have an average speed of the task, average activity; low value – 44% (16) – are characterized by a lack of understanding of the conditions in which they are, fatigue. 38% have a high mood (14) – have a great mood, friendly, easily rebuilt when the situation changes; average value – 17% (6) – have a good mood, are slower to rebuild in changed conditions, may not always be friendly; low value – 44% (16) – bad mood, not friendly, closed in themselves, cannot be rebuilt under changed conditions. Higher education seekers with low levels of well-being, activity and mood usually feel tired, unhealthy and want to relax. Conversely, future professionals have a high level of well-being, activity and mood are prone to good mood, constant activity and feel rested.

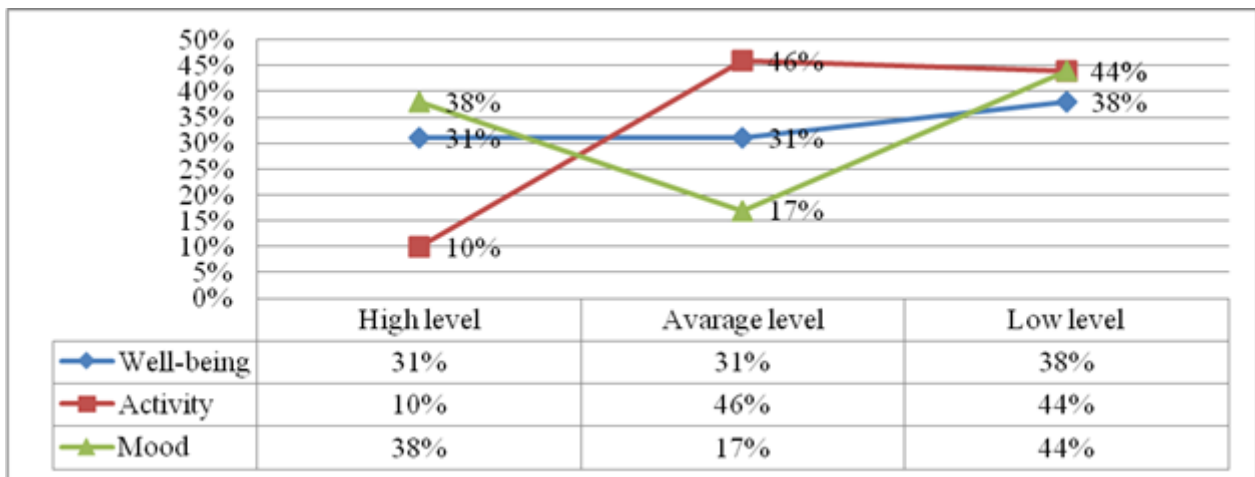


Fig. 4. The results of the study of well-being, activity, mood of future masters of psychology according to the method of "WAM"

As can be seen in Fig. 5, the largest number of applicants have low scores on the presented scales. 8% (3) calmly have a high value – restraint, patience, balance, calmness; average – 31% (11) – a little worried, feel awkward, a little anxious; and low value – 61% (22) – fear, complexity, indecision, timidity. nervousness. 0% (0) have a high value of energy – initiative, active, directed, active, fiery; average value – 17% (6) – moderately cheerful, lazy; low value – 83% (30) – passive, uninitiative, sluggish, slow, apathetic. 8% have a high value of exaltation (3) – persistent, impulsive, energetic, free; average value – 31% (11) – feel quite well; low value – 61% (22) – timid, shy, depressed, depressed. 15% (6) have a high value of self-confidence – decisive, persistent, strong-willed, brave, independent; average value – 13% (5) – feel that skills and abilities are somewhat limited; low value – 71% (25) – speechless, weak-willed, timid, weak. 0% (0) have a high value of the sum of emotional states – predominance of positive emotions, activity, energy; average value – 44% (16) – moderately energetic, emotional states unstable, feelings of tightness; low value 56% (19) – emotionally devastated, apathetic, passive. Students have an increase in performance on these scales feel confident, active and ready to make new decisions. And future psychologists, who have low scores, appear indecisive, passive, weak and not ready for new action.

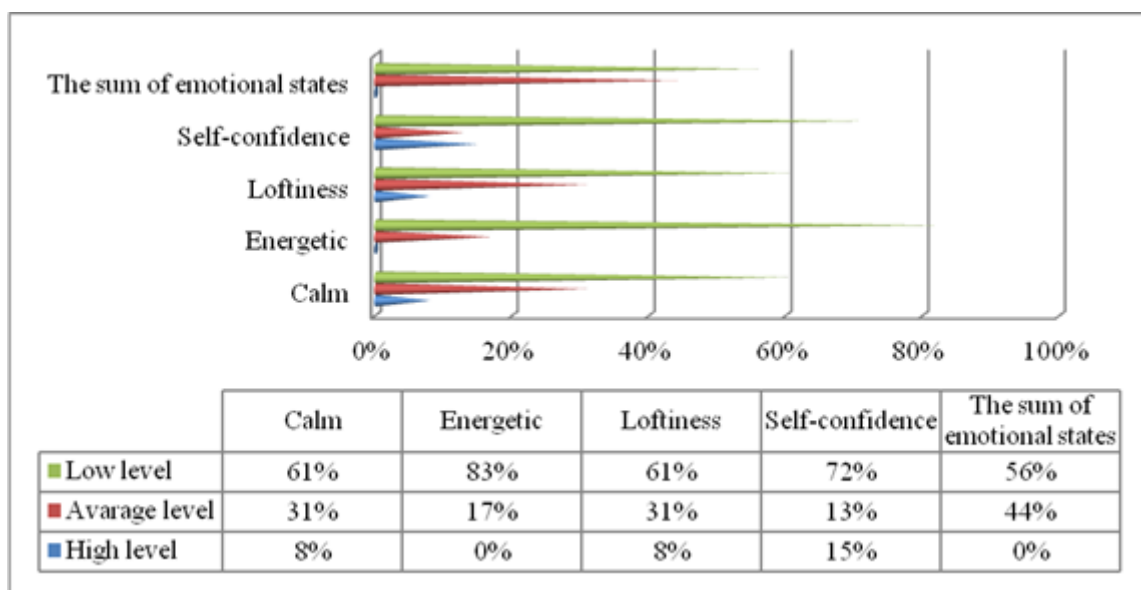


Fig. 5. The results of the study of self-assessment of the emotional state of future masters of psychology "Self-assessment of emotional states" by A. Wessman and D. Ricks

As can be seen in Figure 6, the largest number of applicants have a low value on all scales. The smallest part is made up of higher education seekers, who have a high value, but the average value on the scale of self-motivation exceeds the low. 8% (3) have a high value of emotional awareness – they are characterized by the ability to distinguish their emotions, to form from them a further strategy of behavior; average – 23% (9) – know their emotions, but cannot change themselves; and a low value – 69% (24) – do not realize their emotions, do not control their change. 0% (0) have a high value of managing their emotions – they easily control their emotions, they know how to deal with them; average value – 10% (4) – lose control, but after a certain period of time again have a good mood; low value – 90% (32) – cannot calm down for a long time, easily irritated, do not control emotions. 0% (0) have a high value of self-motivation – negative emotions are easily rejected when solving complex problems; average value – 59% (21) – not always calm when feeling pressure from all sides; low value – 40% (15) – negative emotions prevail when manifested in difficult situations. 8% (3) have a high value of empathy – they understand other people's emotions well; average value – 23% (9) – often make mistakes in determining the mood of other people; low value – 69% (24) – unable to determine the mood of people. 8% (3) have a high value of emotion recognition – they react adequately and are able to improve the mood of other people; the average value – 38% (14) – often show emotions inherent in the person at the moment, but not always able to help them; low value 54% (19) – cannot recognize other people's experiences. High value of the amount of emotional intelligence 0% (0) – easily control their emotions, positive emotional states prevail, well understand other people's emotions; average value 17% (6) – often make mistakes in determining the emotions of others, emotions often change each other, but are aware of them; low value 83% (30) – cannot determine the emotional state of other people, do not know how to control their emotions, negative emotions prevail. Future professionals who have a low level on the presented scales do not understand their emotions and feelings of others. The higher the level of emotional intelligence, the more successful is communication with others, achieving goals, recognizing manifested emotions.

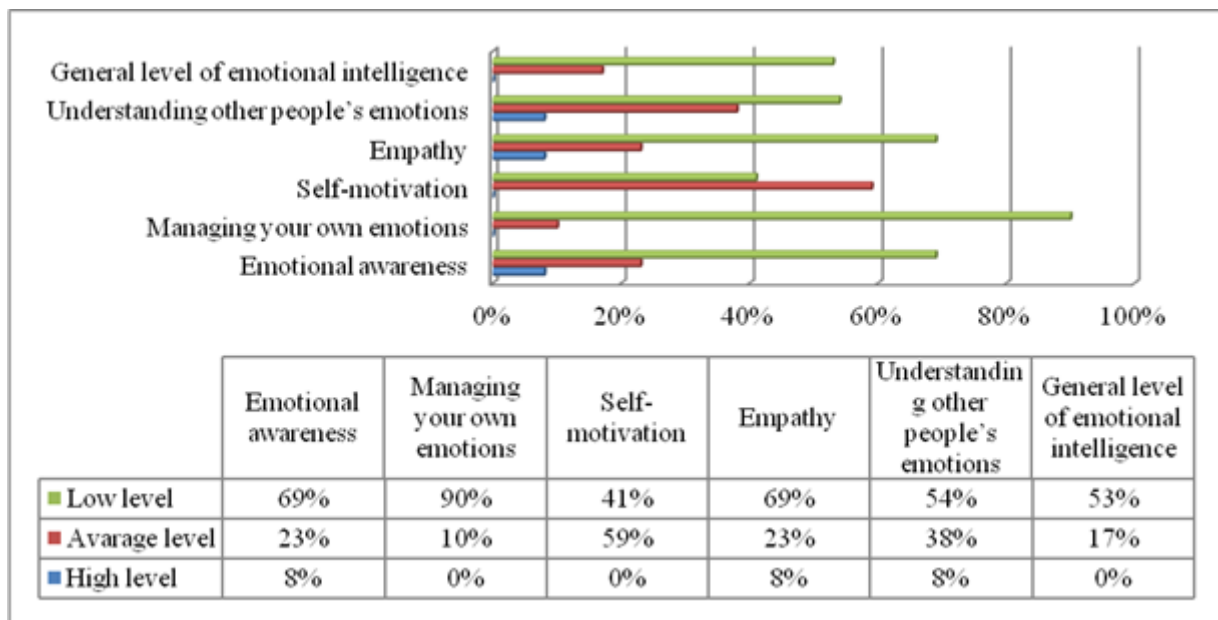


Fig. 6. The results of the study of emotional intelligence of future masters of psychology in the questionnaire "Emotional Intelligence" N. Hall

Analysis of the correlations of emotional state indicators showed that they are characterized by the most pronounced number and strength (from  $\leq 0.05$  to  $p \leq 0.001$ ). The vast majority of correlations are observed between the indicator of emotional intelligence – the recognition of other people's emotions and indicators of emotional state. This fact suggests that, most likely, students actively recognize other people's emotions in preparation for the exam session

to understand the emotional state of others and transfer it to themselves. Applying the method of correlation analysis to the survey results of this sample allowed us to identify such patterns, namely, positive relationships between indicators of emotional awareness and anxiety, self-motivation and calm, self-motivation and self-confidence, self-motivation and the sum of emotional states, between empathy and elation, empathy and self-confidence, empathy and the sum of emotional states, between recognizing other people's emotions and activity, recognizing other people's emotions and moods, recognizing other people's emotions and calm, recognizing other people's emotions and self-confidence, recognizing other people's emotions people and the sum of emotional states; between the sum of emotional intelligence and calm, the sum of emotional intelligence and sublimity, the sum of emotional intelligence and self-confidence, the sum of emotional intelligence and the sum of emotional states. The closest negative relationships are between indicators of managing their emotions and frustration, self-motivation and well-being, self-motivation and mood, between empathy and frustration, empathy and energy, between recognizing other people's emotions and anxiety, recognizing other people's emotions and frustration, between emotional intelligence and frustration. The presented relationships suggest that these indicators are important components in the training of future masters of psychology. Statistically significant correlations prevail at the level of 0.01%.

Based on the results of the ascertaining research, a development program was developed and tested. At the formative stage of the research, a comprehensive program "Development of emotional culture of future professionals" was implemented, which integrated traditional psychological and pedagogical technologies and innovative technologies of augmented reality. The corresponding program was implemented within the framework of the certification program for future psychologists "Self-management: development of resources and personal potential", which was implemented using the MOODLE system. At the stage of formation, we integrated traditional psychological training in the use of cognitive-behavioral, relaxation, art therapies and thematic research techniques and innovative capabilities of gamification components with AR-technologies. Given the rapid process of information modernization of higher education, it is important to analyze the possibilities of augmented reality technologies on the psychophysiological characteristics of future professionals and develop a procedural model for the implementation of traditional psychotechnologies and augmented reality technologies in the emotional culture of future professionals<sup>59</sup>.

Augmented reality (AR) is a technology that allows computer programs to create and identify a virtual layer of information with any marker or object in the real physical world. AR technology opens up new opportunities for emotional inclusion in the learning process and training of practical skills. The practical combination of virtual and real experience enriches the personality-oriented activities of students, affects the sensory system in the context of perception of educational materials<sup>60</sup>. To work with augmented reality technology use computer platforms such as Google Glass, MS HoloLens, Google ARCore, Apple ARKit and others. The main feature of this technology is the direct connection to the real world, which is missing in virtual reality, gradually being introduced into the education system. Augmented reality technology allows you to simultaneously see and use virtual and real objects in the human world. Layered research together with Neuro-Insight states that stimulating the development of cognitive functions of the brain is most effective through the introduction of augmented reality technologies. In this case, the impact on humans can be carried out only through a computer screen (vision), with the impact on other senses (hearing, smell, position in space, tactile sensations, sensations of temperature, sense of acceleration), or in various combinations<sup>61</sup>. An example of such technologies is a virtual reality environment in which a person can manipulate virtual objects

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<sup>59</sup> Osadchyi V., Krashenninik I., Spirin O., Koniukhov S., & Diuzhykova T. (2020) Personalized and adaptive ICT-enhanced learning: A brief review of research from 2010 to 2019. P. 559-571.

<sup>60</sup> Сисоєва С. О. (2011) Інтерактивні технології навчання дорослих: навч.-метод. посіб.

<sup>61</sup> Lawson A. P., Mayer R. E., Adamo-Villani N., Benes B., Lei X., & Cheng J. (2021) Do learners recognize and relate to the emotions displayed by virtual instructors? P. 134-153.



as real: for example, by moving their hands or when you can "add" a real object to a virtual environment, and it will interact with virtual objects. In the process of influencing the graphic image, close to reality, on the sensory system of the body, there is an actualization of the centers of emotional pleasure and inclusion in the right hemisphere of the brain. Accordingly, the reflection of the simulated space and the effect of their own participation in virtual events make AR technology a relevant psychological and pedagogical tool, universal in the training process due to the feeling of real inclusion in a particular situation. In addition, AR has the potential to make the training process more effective by helping to integrate knowledge with reality through emotional engagement. In this aspect, developing a procedural model for the development of emotional culture of the future specialist was taken into account a number of positions. In particular, the development of emotional intelligence through augmented reality technologies:

- gives the opportunity to objectively assess themselves, adequately respond to life and professional situations, maintain emotional comfort;
- is an effective means of optimizing the professional development of students of socionomic professions through the development of emotional readiness for professional activity;
- is a purposeful influence on the development of its individual components<sup>62</sup>.

During the development of this model, three blocks were identified: target, content-operational and effective

The formation stage was conducted on the basis of STEAM-laboratory and Laboratory of Health Psychology. Innovative in the structure of the program "Development of emotional intelligence of future professionals" is an integrative combination of traditional psychotechnologies based on art therapy, psychodrama, gestalt therapy and coaching technologies, which were implemented on the basis of the Laboratory of Health and interactive technologies with augmented reality. logistics in the framework of the STEAM laboratory.

The purpose of repeated research, at the experimental stage, is the processing and generalization of the results of research and experimental work, the design of a psychological experiment. At the end of the experimental work, a re-diagnosis of previously used psychodiagnostic techniques was performed.

As can be seen in Figure 7, high value is absent in all four indicators of applicants after a comprehensive program. The largest number of applicants have average values for all indicators before and after testing the development program.

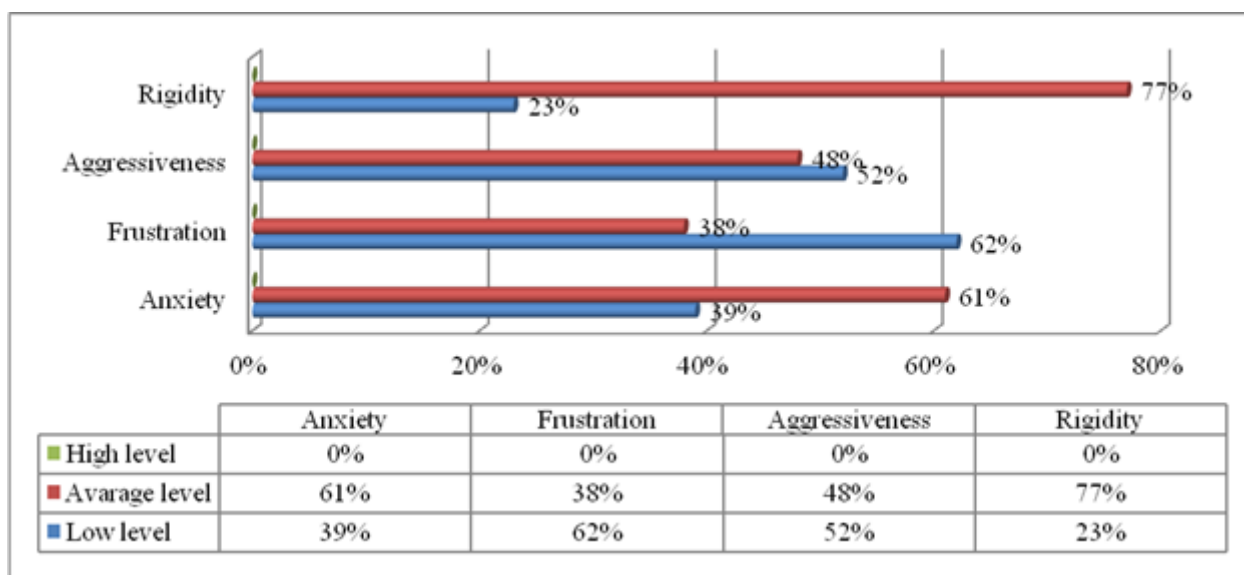


Fig. 7. Results of the formative study of self-assessment of emotional state of future masters of psychology after the development program, according to the test "Self-assessment of emotional state" by G. Yu. Eisenko

<sup>62</sup> Lioussine D. (2003) Components of emotional intelligence and their relations with personality traits and gender.

After a comprehensive program, high values of anxiety are 0% (0) – characterized by feelings of fear or apprehension; average value 61% (22) – are characterized by irritability; low value – 38% (14) – are characterized by calm, resilience in stressful situations. 0% (0) have a high value of frustration – are characterized by low self-esteem, avoidance of difficulties, fear of failure; average value 38% (14) – are characterized by normal self-esteem, worried about failures; low value – 61% (22) – do not have high self-esteem, are resistant to failures, are not afraid of difficulties. 0% (0) have a high value of aggression – they are not characterized by endurance, there are difficulties in communicating with people; average value of 48% (17) – sometimes show aggression; low value – 52% (19) – are characterized by calmness, endurance. 0% (0) have a high value of rigidity – they are characterized by the invariability of behavior, beliefs, views, even if they differ, do not correspond to the real situation, life; average value of 77% (27) – characterized by difficulties in changing views, attitudes in the new conditions; low values – 23% (9) – are characterized by easy switching.

After conducting a comprehensive program, 38% have a high level of well-being (14) – they are involved in the work, have a lot of energy, strength; average value – 37.5% (13) – feel a little tired, do not show increased activity, not so energetic; and a low value – 24% (9) – applicants have apathy, severe fatigue, feel sick. 44% have a high value of activity (16) – students are very mobile, perform tasks at high speed; average value – 46% (16) – have an average speed of the task, average activity; low value – 10% (4) – are characterized by a lack of understanding of the conditions in which they are, fatigue, fatigue. 84% (30) have a high mood – have a great mood, are friendly, easily rebuilt when the situation changes; average value – 8% (3) – have a good mood, are slower to rebuild in changed conditions, may not always be friendly; low value – 8% (3) – bad mood, not friendly, closed in themselves, can not be rebuilt under changed conditions.

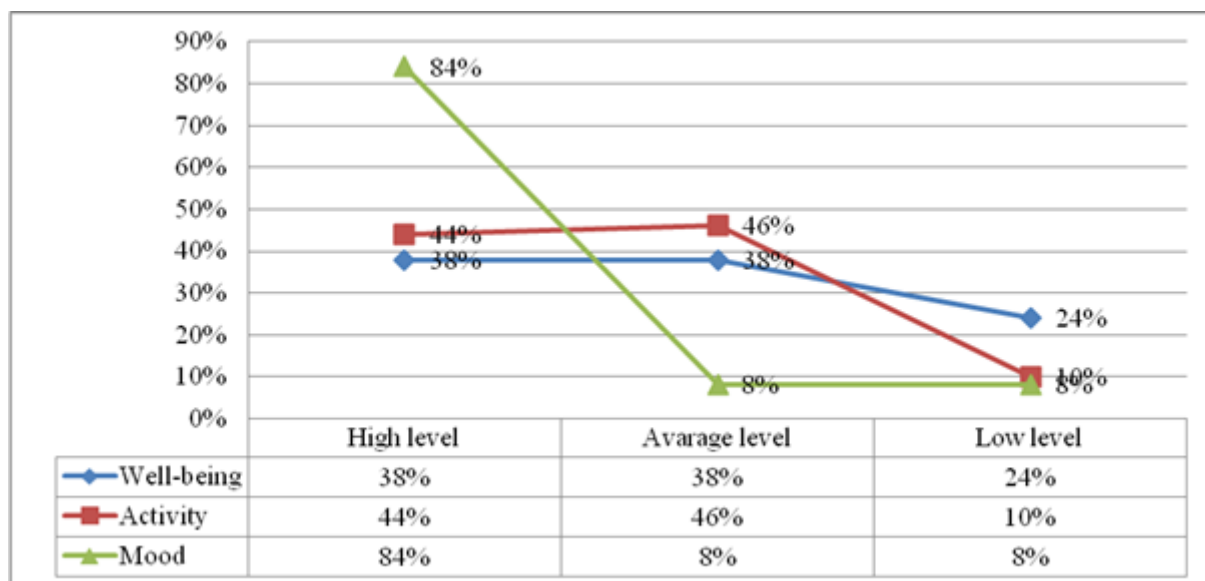


Fig. 8. The results of the study of well-being, activity, mood of future masters of psychology after the development program, according to the method of "WAM"

After conducting a comprehensive program, 15% have a high value of peace – restraint, patience, balance, calmness; average – 61% – a little worried, feel awkward, a little anxious; and low value – 24% – intimidation, complexity, indecision, timidity. 48% have a high value of energy – initiative, active, directed, active, fiery; average value – 52% – moderately energetic, energetic; low value – 0% – passive, uninitiated, sluggish, slow, apathetic. 38% have a high value of exaltation – persistent, impulsive, energetic, free; average – 47% – feel pretty good; low value – 15% – timid, shy, depressed, depressed. 23% have a high sense of self-confidence – decisive, persistent, strong-willed, brave, independent; average – 54% – feel that skills and abilities are somewhat limited; low value – 23% – speechless, weak-willed, timid, weak. 13% have a high value of the sum of emotional states – the predominance of positive emotions, activity, energy; average

value – 77% – moderately cheerful, emotional states are unstable, a feeling of tightness; low value – 10% – emotionally devastated, apathetic, passive.

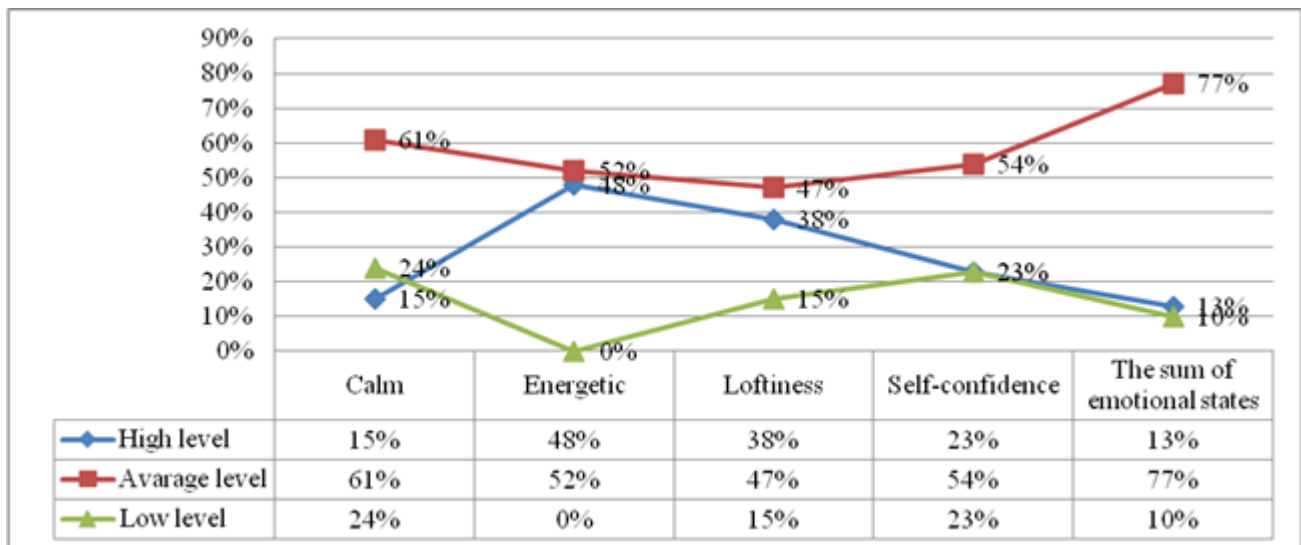


Fig. 9. The results of the study of self-assessment of the emotional state of future masters of psychology after the development program, according to the questionnaire "Self-assessment of emotional states" by A. Wessman and D. Ricks

After conducting a comprehensive program, 33% have a high value of emotional awareness – are characterized by the ability to distinguish their emotions, to extract from them a further strategy of behavior; average – 52% – know their emotions, but cannot change themselves; and a low value – 15% – do not realize their emotions, do not control their change. 23% have a high value of managing their emotions – they easily control their emotions, they know how to deal with them; average value – 77% – lose control, but after a period of time again a favorable mood; low value – 0% – cannot calm down for a long time, easily irritated, do not control emotions. 39% have a high value of self-motivation – they easily reject negative emotions when solving complex problems; the average value – 61% – is not always calm when they feel pressure from all sides; low value – 0% – negative emotions prevail when manifested in difficult situations. 38% have a high value of empathy – they understand other people's emotions well; the average value – 44% – is often wrong in determining the mood of other people; low value – 18% – are not able to determine the mood of people. 38% have a high importance of recognizing emotions – they respond adequately and are able to improve the mood of other people; the average value – 44% – often show emotions inherent in man at the moment, but not always able to help them; low value of 18% – cannot recognize the experiences of others. High value of the amount of emotional intelligence 48% – easily control their emotions, positive emotional states prevail, good understanding of other people's emotions; average value of 52% – often make mistakes in determining the emotions of others, emotions often change each other, but are aware of them; low value of 0% – can not determine the emotional state of other people, can not control their emotions, negative emotions prevail. Applicants who have a low level on the presented scales do not understand their emotions and feelings of others. The higher the level of emotional intelligence, the more successful is communication with others, achieving goals, recognizing manifested emotions. According to the results of the formative experiment, there were 10 significant indicators out of 18 – which is 55%, which indicates the effectiveness of the program, its further development and implementation in educational institutions. Using mathematical processing by Student's T-criteria, we found that the values of such pairs of emotional state as frustration, aggression, rigidity, mood, calm, self-confidence, the amount of emotional state, self-management, empathy, the amount of emotional intelligence have statistically significant shift. This may be due to the focus of classes on reducing aggression, developing empathy, managing

their emotions, group interaction. At the same time, there is a tendency to increase indicators of emotional state, such as anxiety, well-being, activity, energy, exaltation, emotional awareness, self-motivation, recognition of other people's emotions. This suggests that the indicators are not systemic – some show a shift in the direction of increase, some less, it may be due to lack of time and the number of classes in the correctional program, a small sample.

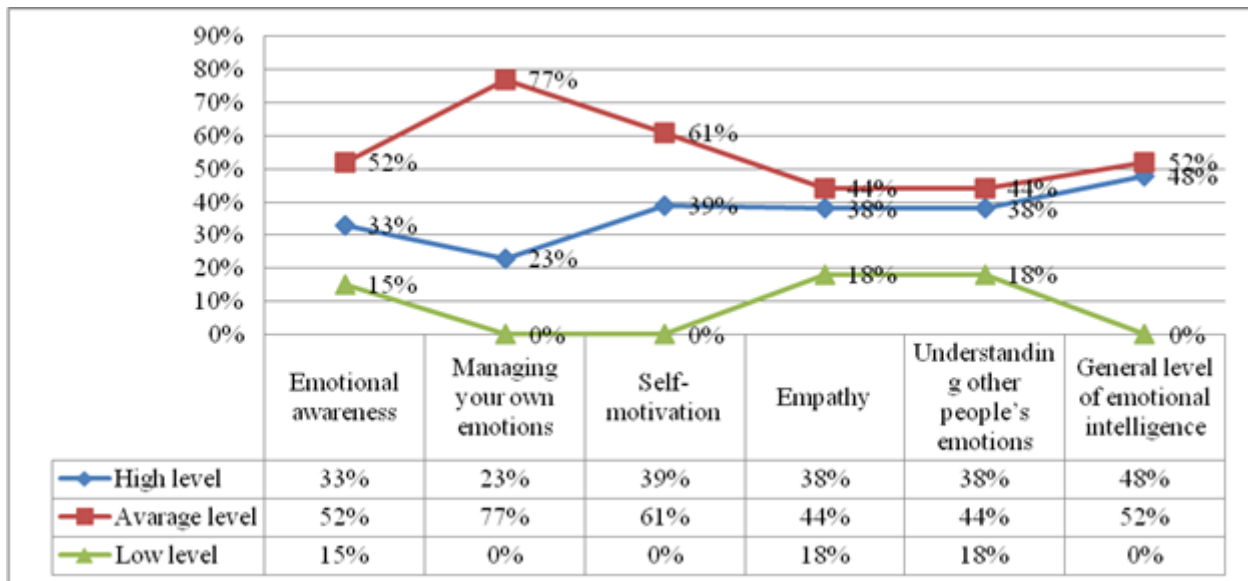


Fig. 10. The results of the study of emotional intelligence of future masters of psychology after the development program, according to the questionnaire "Emotional Intelligence" by N. Hall

*Conclusions.* In the context of theoretical analysis of the problem of emotional culture of future masters of psychology defined emotional culture as a system of skills of the subject's own emotional intelligence for emotional self-regulation, manifested in reflective awareness of emotions (both own and others), recognition of their value and motivation strength, as well as the purposeful use of emotions in various types of internal mental and external (subject and social) activities. In the process of theoretical analysis, it was found that the optimal level of emotional culture affects our behavior, how we will react and behave in stressful situations and what decision we will make to achieve the desired goal. The higher the level of emotional culture, the more successful is communication with others, achieving the goal. The higher the level of anxiety and rigidity in applicants and the lower the level of emotional intelligence and emotional culture, the more will be expressed a state of frustration, resulting in an inability to mobilize in a critical situation. Emotional intelligence and aggression are also interrelated, because if a person is not aware of their emotions, it shows aggression and vice versa, the manifestations of aggression will be small due to the high ability to recognize the manifestations of their emotions.

In accordance with the purpose of our study, a new view on the problem of emotional culture in the structure of professional activity of masters of psychology was proposed, its essence and constituent components were determined. Emotional competence of the future specialist was considered as a systemic, holistic and dynamic psychological education, an important personal and professional quality, a component of the professional activity of the specialist; which has its own structure, expresses a certain level of emotional maturity of the individual, is an important factor in professional development and provides effective professional interaction. Research has shown that emotional culture, the structural components of which are cognitive, social, regulatory and empathic components, is a means of socialization and adaptation of the future specialist.

As part of ascertaining study revealed the dominance of medium and low level of development of structural components of emotional culture and general level of emotional intelligence of higher education seekers. Based on the obtained statistically significant data, a development program was developed. The developed comprehensive program with the integration

of traditional psychotechnologies and augmented reality technologies contains the following criteria of effectiveness: reduction of anxiety, frustration, rigidity, aggression; increase the level of well-being, activity, mood, calm, energy, exaltation, self-confidence, the amount of emotional states, emotional awareness, self-management, self-motivation, empathy, recognizing other people's emotions, the amount of emotional intelligence. Using mathematical processing by Student's t-test, we found that the values of such pairs of emotional state as frustration, aggression, rigidity, mood, calm, self-confidence, the amount of emotional state, self-management, empathy, the amount of emotional intelligence have statistically significant shift.

Based on the model, a comprehensive program for the formation of emotional culture of the future Master of Psychology in the process of professional training was developed and tested, the content of which is aimed at developing the components of emotional competence. An innovative approach in the context of the program is a combination of traditional psycho-correctional technologies and immersive technologies. The results of the formative stage of the study of the effectiveness of this program are presented. The results of the study demonstrated the dynamics of changes in the development of emotional competencies of future professionals, and thus proved the effectiveness of the proposed program for the formation of emotional culture of the future master of psychology. Taking into account the results obtained in the formative experiment, the main psychological features of the formation of emotional competence of the future specialist in higher education are determined: taking into account individual psychological personality traits of students, the level of development of their general communication skills; analysis of motivation and reflection as important prerequisites for the development of professional competencies in the field of emotions; quality and depth of knowledge received by students about the features of the emotional sphere of personality; formation of skills and abilities of emotional stability and regulation; high level of empathy development, inclusion of students in situations that promote the manifestation, consolidation and development of professional emotional competencies, as well as the focus of training on the development of the personality of the specialist.

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