

ICEEPSY 2014

## Impact of emotional intelligence on formation of meaning-existential strategy among students

Danna Naurzalina<sup>b\*</sup>, Aliya Tolegenova<sup>a</sup>, Aksaule Karabalina<sup>b</sup>, Bibigul Almurzayeva<sup>b</sup>,  
Saya Bakiyeva<sup>a</sup>, Nazira Sadykova<sup>a</sup>

<sup>a</sup>*Al-Farabi Kazakh National University, al-Farabi ave.71, Almaty 050038, Kazakhstan*

<sup>b</sup>*K.Zhubanov Regional State University of Aktobe, Moldagulov str. 34, Aktobe 030000, Kazakhstan*

---

### Abstract

This paper is dedicated to the problem of formation of meaning-existential strategies in the process of education in a system of higher educational institutions. We examined the interconnection between formation of meaning-existential strategy, life awareness and locus of control, we propose here various differences between students of technical and philological specialties are to be revealed. The purpose of present research was to study the meaning – life orientations (i.e. goals of life, saturation of life and satisfaction with self – actualization) in students of technical and philological specialties along with dynamics of subjective control level indices. The results of study have shown that the emotional intelligence has effect on cognitive activity of students. High level of emotional intelligence development provides internal regulation of one's own emotions. However, modern high education system – which is aimed at the development of academic intelligence – does not give due consideration to development of emotional sphere of perspective specialists. Generalization of examined materials substantiates the actuality of the problem of formation of meaning-existential strategies of students under conditions of educational process, thus suggesting the necessity of not only analyzing related scientific research, but also implementation of their results into practice on an operational basis.

© 2015 Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Organizing Committee of ICEEPSY 2014.

**Keywords:** students; professional competition; meaning of life; locus of control; EI.

---

\* Corresponding author. E-mail address: [danna\\_gn@mail.ru](mailto:danna_gn@mail.ru)

## 1. Introduction

The problem of formation of meaning in life is not new to psychology; for the first time ever the value of essence formation was analyzed by V. Frankl in his book 'Man's Search for Meaning'. Numerous studies emphasize the value of meaning formation in the life of young population (e.g., Maslow, Rogers, Jung, Allport, Erikson, Buhler, Neugarten, and Jahoda; see Ryff, 1989; Zika & Chamberlain, 1992). E.P. Pavlova and N.E. Schurkova do not distinguish the meaning of human's life and the happiness which – from the pedagogical point of view – is 'condition of life and the only possible condition of child's development, a factor of his physical and spiritual ascension to the humanity's culture' (Schurkova, Pavlova, 2004). That is wide area of thought, emotional experience of moments of life, awareness of *modus vivendi*, awareness of one's ego, apprehension of happiness.

Value and meaning systems of personality are manifested, consolidated and corrected in the process of performing activity. Period of high education may be determined as special meaning and life period in the human's life, which is connected with the crisis of professional identification i.e identification of oneself and the subject of future professional activity. The result of this crisis experience is the formation of one's own professional identity which is integral and essential part of holistic self-image of mature personality.

Meaning-life orientations of personality within the meaning of pedagogy are the significance of one's life comprehended by human in the context of cultural and historical space and time, a life as a whole, including specific educational process by means of upbringing, education, development; these are perceivable and perceived goals of self-education, self-upbringing and self-development in the system of absolute humanistic values (Life, Health, the Good, Freedom, Responsibility, Truth, Labor, Beauty) which are concretized by the means of goals-images (man's mental world, family, profession, society) and are incarnated into everyday reality through social – existential self – concepts ('son – self', 'friend – self', 'student – self, etc.); meaning-life orientations of personality are the basis of development of well-balanced personality and have their effect on the process of human's self-improvement. The process of self – upbringing includes self-expression, self-cognition, self-esteem, self-test, self-affirmation, self-respect, self-actualization. The process of self-development reflects the solution of moral conflicts by personality and cognition of one's own stance on himself and the world in the context of past, present and the future (in both subjective and objective meanings).

Presented notion is based on its psychological equivalent, in which the personal ability to realize the meaning of life has been emphasized by Leontyev D.A. as central one.

The components of meaning of life are as follows:

- 1) Meaning-life orientations – goals in life, saturation of life and satisfaction with self – actualization;
- 2) Locus of control – internal locus of control, confidence in the ability to execute control over one's own life.

The meaning – life orientations themselves 'correlate with the three components of vital function and temporary orientations in life: goal (future), process (present) and the result (past). Goal is 'goals of life' in certain system of values, the process is the emotional saturation of life and the result is the 'satisfaction with self – actualization' (Leontyev, 1992).

The quest for resources to form meaning-life orientated personality (of both student and teacher) has led to sublimation of two aspects in the holistic pedagogical process: the values of life as its meaning (Frankl, 1996) and specially organized activity of individual in life creativity. Such an activity includes (apart from traditional types) ontological, psychological and prophylactic upbringing.

## 2. Purpose and Methods of the study

The purpose of present research was to study the meaning – life orientations (i.e. goals of life, saturation of life and satisfaction with self – actualization) in students of technical and philological specialties along with dynamics of subjective control level indices.

Hypothesis for research: EI influences the formation of meaning-existential strategies.

We analyzed 59 students of Aktobe state university n.a. K. Zhubanov in the framework of 'Personal individual and meaning-forming values of modern students' study which was performed from March to April, 2013.

Download English Version:

<https://daneshyari.com/en/article/1111638>

Download Persian Version:

<https://daneshyari.com/article/1111638>

[Daneshyari.com](https://daneshyari.com)