Personality Trait Development Concern – a Key Social Obligation in Providing Institutionalized Education

Eleonora Nosenko¹, Iryna Arshava²

Department of Educational and Developmental Psychology, Department of General and Medical Psychology, Oles Honchar Dnipropetrovsk National University, 72 Gagarin Avenue, 49050 Dnipropetrovsk, Ukraine

¹enosenko2001@mail.ru, ²iarshava@mail.ru

Received 17 April, 2014; Accepted 3 June, 2014; Published 30 June, 2014

© 2014 Science and Engineering Publishing Company

Abstract

Contemporary research finding concerning the effect of favorable educational experiences on the dispositional personality traits, such as conscientiousness and even neuroticism with its genetically determined roots (Larsen, 2013, Jackson, 2013) has evoked great interest in extending the criteria of assessing education efficacy.

The objective of this study was to demonstrate the likely positive effects of educational experiences not only on the global dispositional traits, but also on the new dynamic personality constructs, formed at the interface between the ability and personality, namely: meta-cognitions of the learning task performance and emotional intelligence (Boyle, Matthews, Saklofske, 2008). On two samples of university undergraduates (104 and 70 participants) the above claimed effects were examined empirically in quasi-experimental studies with the quality of educational experiences (regular class attendance, GPA) being an analogue of the independent variables. The dependent variables for examining the meta-cognition competence formation were: duration of knowledge retention, knowledge transfer effects and the emotional appraisal of educational experiences by participants. The dependent variables for examining the effects of educational experiences on the level of EI were examined using EMIN (Lyusin, 2006), Multilevel Personality Adaptability Questionnaire (Maklakov, 2001) and General Self-efficacy Scale ( Schwarzer, Jerszalak, 1995).

Results. Participants of both groups, were found to differ significantly in all chosen variables. The results signaled the expediency of the postulated effects and revealed the status of dynamic trait-like personality behavior as precursor of education efficacy. The mechanisms of their formation were claimed to be determined by the satisfaction of the learners with the well-structured knowledge acquisition and with experiencing positive affective states stimulated by self-efficacy appraisal.

Keywords

Education Efficacy; Trait Development Concern; Expert's Knowledge Base; Meta-cognition; Emotional Intelligence

Introduction

It is generally recognized, that the function of translating knowledge to each new generation is an important social obligation exercised in all the civilized countries of the world through a system of the institutionalized education, responsible, in the first rate, for the compulsory (10-12 year) primary and secondary education. The latter coincides with the period of the active personality development of young people.

Alas, until recently the attention of the society has not been drawn by the social science theorists to the effects of different types of educational experiences on the personality trait development in the course of the institutionalized knowledge acquisition. There is no wonder: in most countries the so called ‘cognitive competence’ approach to assess the quality of education at all levels still prevails over other relevant concerns. Meanwhile, the incidents of bullying at schools, ruthless outbursts of violence, aggression, hostility and even shootings, that are reported from time to time from difference countries, irrespective of the levels of their economic development, are mostly commented upon as ‘unmotivated’ or are ascribed to the ‘vices’ of the 21st century civilization, particularly to an uncontrolled spread of information by the contemporary informational technologies in all the spheres of life. Though one can probably agree with the answer to the question: ‘What the Internet is doing...
to our brains – THE SHALLOWS, provided by popular American writer Nicholas Carr, Aristotel, suggested 2300 years ago one of the most adequate, in our opinion, answers to the question ‘how to humanize schooling, reflected in his famous statement that, there is nothing more pleasurable than the acquisition of well-structured knowledge.’

It might be an insufficient access to the Aristotelian type of ‘pleasurable educational experiences’, which explains the sad truth that many children hate their schools, feel frustrated and act in accordance with the subconsciously activated mechanisms of ‘psychological defenses’ (Cramer, 1990) explaining aggressive and hostile behaviors, since they have no opportunities to quit compulsory schooling at the primary and secondary levels.

So, the objective of this paper is to discuss the necessity of complementing the ‘cognitive competence’ approach, which is generally used to assess the quality of education, by the ‘personality trait developing concern’ and to substantiate the psychological criteria for assessing the efficacy of the so-called ‘personality (child) – centered’ philosophy of education proclaimed by the National Academy of Pedagogical Sciences of Ukraine (Kremen, Ilyin, 2012), as a social obligation of the educational institutions responsible, in the first rate, for providing compulsory education.

Identification of Personality Constructs, Relevant for Successful Learning and Liable to Change Under its Influence

Contemporary American researchers in the field of personality psychology (Larsen, R.J, 2013, Jackson, J.J., 2013) rightly point out, that educational attainments, apart from the formation of the appropriate cognitive competences, which result in such positive outcomes as greater health awareness and better health; wealth and reduced criminoology (valuable in the labor market), can also change some global personality traits. The most fascinating empirical research findings of theirs suggest, that favorable educational experiences (such as being punctual in attending classes and fulfilling individual homework on time) determine not only the growth of conscientiousness as a global personality disposition, but also the decrease of neuroticism, previously thought to be not liable for change because of its genetic roots. The latter is a very illustrative example, in our opinion, of the earlier announced encouraging claim that ‘biology is not the destiny’.

R.J. Larsen (2013) explains this and similar effects of favorable educational experiences on the personality development in terms of the acquired competence of affect regulation in everyday life.

The regular class attendance facilitates mood regulation, and the affective core of neuroticism under the influence of the positive moods, experienced in the course of successful learning. Another fascinating effect of different learning experiences on the personality development is associated with a reciprocal relationship between educational experiences and personality traits: ‘whereby personality leads one to select specific situations which results in subsequent changes to personality traits, these changes in personality lead individual, in turn, to seek out experiences consistent with their personality’ (Jackson, 2013, p.77).

So, the general conclusion, which can be drawn from the above reviewed research findings is: ‘One can ‘learn’ more in school than just class material: one may come away with better self-control and stress management’ (Jackson, 2013, p.77).

In addition to the global personality traits of conscientiousness and neuroticism vs emotional stability, the positive development of which was found out to be facilitated by educational experiences, we have singled out two of the so-called ‘new trait and dynamic trait constructs’ (Boyle, Matthews and Saklofske Eds, 2008, p.22), as possible outcomes of the favorable educational experiences, namely: ‘meta-cognitions of task performance’ and ‘emotional intelligence’ (EI). These dynamic personality constructs, in our opinion, can be also developed under the influence of the favorable educational experiences and can reciprocally facilitate the tendency of the learners to seek those experiences. They can also be used as the sources of identifying new criteria for assessing the quality of education in terms of ‘meta-cognitive competence’ and ‘emotional competence’.

Description of the Approach to the Formation of the ‘Meta-cognitions of Task Performance’ as a Dynamic Personality Trait

Meta-cognitions of task performance, as we have theoretically substantiated in our publications (Nosenko et al, 2011, Arshavaya et al, 2013), can be formed in the course of instruction, if the learners are
exposed to the educational materials, specially designed and structured in such a way, as to facilitate the formation in the course of instruction three distinct ‘knowledge-bases’, resembling those attainable by the experts of the corresponding field of knowledge.

As shown in Fig.1 and Fig.2, those three basic components of the knowledge bases of the experts, which in the course of instruction are first externalized in specially designed performance tasks and then internalized to form the cognitive structures of the learners, begin to act as the characteristics of a new dynamic personality trait.

The first component represents the structure of the declarative knowledge base, in which the system of the basic concepts of the field is depicted as integrated, both hierarchically and linearly, and differentiated to illustrate, how wider (more abstract) meta-concepts subsume the concepts of the lower levels of analysis and arrange them into clusters, networks, frames and other cognitive structures.

The simplest of the knowledge-structuring paradigms is: a phenomenon – its distinctive features – and its relationships to other concepts. This paradigm can be used for structuring declarative knowledge base even for the primary school learners.

In our empirical investigations, it is found that thanks to structuring educational materials and presenting knowledge in different forms of its mental representation, namely: pictorial (images); graphic and symbolic, spatial, categorical, metaphoric, it is possible to stimulate the formation of meta-cognitions in the course of task performance. The cognitive paradigm, activated at this stage of instruction, is a ‘generic-specific one’. See an example of presenting the category of personality in the form of an ideographic semantic network (Fig.3).
The above-described approaches to structure educational materials are widely recognized by cognitive psychologists worldwide (Anderson, 1995; Ausubel, 1977; Bruner, 1985). They reflect the regularities of knowledge acquisition, accumulated in the course of the lengthy history of world cognition.

If teaching materials are not structured adequately, both the teachers and the students might experience negative affective states in the course of conveying knowledge and its acquisition. The repeated negative affective states tell on the stable personality traits of the participants of educational interaction, causing an emotional burnout of teachers (Maslach & Leiter, 1997; Nosenko, Grisenko, 2011) and anxiety of the learners.

**Emotional Intelligence (EI) of the Learners as a New Dynamic Personality Trait, Indicative of the Educational Efficacy**

A second contribution to new directions of conceptualizing the constructs that may appear at the ability-personality interface is associated with a somewhat controversial construct of emotional intelligence (Austin at al, 2008, 576-597).

EI is broadly defined as a set of abilities for predicting, understanding and managing emotions (Mayer, J.D. and Salovey, P., 1995); but recently differing conceptualizations of the construct has emerged (Petrides, Furnham, 2001, Matthews et al, 2012, Nosenko, Kovriga, 2001). The EI has been conceptualized as a new dynamic integral trait (Boyle, Matthews, Saklofske, Eds., 2008).

Trait EI is operationalized as an explicit aspect of the personality, which can be measured by questionnaires (not by criterial tests), and observed in behavioral manifestations, such as impulsivity of responding to the affective stimuli; the congruence/incongruence of sign and the modality of the stimulus and responses, etc.

The contemporary researchers of EI quite reasonably state that trait EI has the “compelling” advantage of being compatible with mainstream models of individual differences (Petrides et al, 2007).

Taking into account the interpretation of EI as a ‘constellation of emotions, related to self-perceptions, which is located at the lower levels of personality hierarchies’ (Austin et al, 2008, p.579), we have translated the term EI into the Ukrainian language not as ‘intelligence’, but as ‘rosumnist’ - ‘emotional shrewdness’ (if to use a closer English equivalent). We hypothesized that the level of its development, attained in the course of institutionalized knowledge acquisition, might be a good manifestation of favorable educational experiences. Many researchers argue that EI, which is modifiable, reciprocally influences the students learning outcomes and is precluded by them. Studies by Parker et al. (2005) on US and Canadian first-year students showed that academically successful students scored higher on EI components than their unsuccessful counterparts. This proves that EI can be a valid indicator of the quality of education. Parker (2006) examined the relationship between academic retention and a EI in the first-year students. Results showed that those, who persisted in studies, were significantly higher on most EI dimensions than those who withdrew.

These findings contrast with those of earlier studies (Barchard, 2003), using a mixture of part-time and full-time students, where weak or non-existent relationships between EI and academic achievements were reported. These data may be interpreted, in our opinion, in favour of the trait-like nature of EI and its capability to reflect the level of satisfaction of the students with their activities and learning outcomes.

Our studies the behavioral component of EI on Medical School students showed, that students with higher scores on trait dispositions of conscientiousness and emotional stability (Nosenko, Kovriga, 2001), experienced more positive emotions in educational settings and this resulted in their inclination to display positive dispositions in inter-personal interactions.

A study of Dutch children (Mavroveli et al., 2007) showed the relationship between trait EI, coping styles and peer-rated social competence. High EI scores were associated with adaptive coping styles whereas low EI scores were indicative of emotion-focused coping.

The General conclusion made at this point is as follows: higher level of school accomplishments stimulate EI development since the achievers feel satisfied with themselves and experience positive moods.

There were studies, in which, based on the GPA, students were placed into one of 3 groups: “successful”, “middle” and “less successful”. It was found that the successful group scored significantly higher than the other 2 groups on the EI dimensions, interpersonal, adaptability and stress management.
**Descriptions of Empirical Studies**

**Study 1. Defining the Efficacy of the ‘Meta-cognition of Task Performance’**

1) **Participants and Procedure**

We empirically examined the assumptions about the role of the adequate structuring of educational materials in developing in the course of instruction a new dynamic trait of ‘meta-cognition of learning task performance’. We carried out Study 1 with 102 participants (university undergraduates aged 19-23 in a quasi-experimental form). The participants were taught how to arrange the basic concepts of their field of knowledge ‘Experimental psychology’ into integrated and simultaneously differentiated classificatory schemes (as shown in Fig.2) and then an experimental group (50 pers.) and control group (52 pers.) were asked to perform similar tasks of integrating and differentiating the concepts of another field of knowledge (Introductory Psychology). Table 1 shows statistical differences in the performance efficacy of the students of different groups, which show that the transfer effect is higher in the experimental group.

<table>
<thead>
<tr>
<th>Groups of participants</th>
<th>Mean values of the number of correct answers (TRANSFER EFFECT)</th>
<th>Significance of differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Free association tests</td>
<td>Directed association tests</td>
</tr>
<tr>
<td>experimental (N = 50)</td>
<td>7.2</td>
<td>10.9</td>
</tr>
<tr>
<td>control (N = 52)</td>
<td>6.4</td>
<td>9.6</td>
</tr>
</tbody>
</table>

Table 2 presented below, shows the retention of knowledge (a year later) in the experimental and control groups.

<table>
<thead>
<tr>
<th>Groups of participants</th>
<th>Mean number of correct answers (out of 10)</th>
<th>Significance of differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>experimental (N = 50)</td>
<td>6.28</td>
<td>t = 4.6 p&lt; .01</td>
</tr>
<tr>
<td>control (N = 52)</td>
<td>4.85</td>
<td></td>
</tr>
</tbody>
</table>

**Results of Study 1.**

As shown in tables 1 and 2 participants who represented different groups in a quasi-experimental empirical study; in which the experimental group has been exposed to well-structured teaching materials of a definite field of knowledge, illustrative of the manner, the concepts are integrated and differentiated in the knowledge space of the experts of the field, demonstrated several criteria which can be used for assessing their meta-cognitive skills of task performance. 1. They retained more knowledge a year later (see table 2). 2. The participants of the group who have been exposed in the course of instruction to the well-structured educational materials demonstrated higher level of the efficacy of performance in tasks aimed at arranging the information of a new course in a manner, it has been arranged in the previous course (see table 1). 3. The emotional attitudes of the participants of different groups to performing tasks also appeared different.

**Study 2. Defining the Role of ‘Emotional Intelligence’ as a Likely Outcome and Consequence of Favorable Educational Experiences**

1) **Participants and Procedure.**

Study 2 was based on the analysis of differences in the levels of emotional competences (assessed with the help of the Trait EI Questionnaires) of two groups of participants:

- 1. The undergraduates of different faculties of Dnipropetrovs'k national university, who regularly attended classes and had GPA within the range of 80%-100% (Group 1, N=35 pers.) and those who sporadically missed classes and had GPA within the range of 60%-80% (Group 2, N=35 pers.).

The hypothesis tested in this study was formulated as follows: “Favorable educational experiences result in the formation of the higher level of Emotional intelligence, since the individuals experience positive affective states of being satisfied with their academic performance, feel confident in one’s self-efficacy, demonstrate lower levels of situational anxiety.

We also anticipated that favorable educational experiences would tell on their self-efficacy, adaptability as the mediating factors leading to the changes in the stable personality traits.

2) **Materials**

To assess Emotional Intelligence we have chosen Emotional Intelligence Inventory (EmIn), designed by Russian researcher D.V. Lusin (2006). This inventory consists of 2 measures of the Intra-
individual Emotional Intelligence (IEI) and Inter-
individual (or Social) Emotional Intelligence (SEI).
IEI is represented, in its turn, by two variables:
awareness of one's own emotions and control of
emotions. The Social EI is represented by 3
variables: understanding emotions of other people,
the ability to control other people's emotions, and
regulation of one's own emotional expression.
Psychometric characteristics of all the scales and
subscales of EmIn are characterized by sufficiently
high internal consistency: values of Cronbach α are
within the range .79 to .69. The choice of the
Emotional Intelligence Inventory was determined
by the considerations that in the course of sporting
activities sportsmen are exposed very frequently to
various types of emotional experience, both positive
and negative, and observe other people's emotions
which are usually expressed quite vividly and
intensively. This stimulates the formation of the
high level of EI.

To assess the personality resources of adaptation,
‘Multilevel Personality Adaptability Questionnaire’
designed by Russian researchers Maklakov and
Chermyanin (2001) was chosen. It includes three
scales: Neuro-psychic stability, Communication
resources, Sticking to moral norms and Overall
value of adaptation resources. The evaluation of
the Questionnaire validity and reliability was
performed by computing the correlations of its
scales with those of MMPI. Significant correlations
and other psychometric data are reported by the
authors in their publication ‘Personality
adaptability resources and their prediction in the
extreme conditions’. Psychological Journal, 2001,
Vol.22, 1, 28-34.

We used ‘General Self-Efficacy Scale, GSE’
(Schwarzer, Jerusalem, 1995), widely spread in
psychological testing, to assess the perceived self-
efficacy.

The construct reflects an optimistic self-belief that
one can perform a novel or difficult task, or cope
with adversity -- in various domains of human
functioning. Perceived self-efficacy facilitates goal-
setting, effort investment, persistence in face of
barriers and recovery from setbacks. It can be
regarded as a positive resistance resource factor.
Ten items from the General Self-Efficacy Scale
(GSE) are designed to tap this construct. Each item
refers to successful coping and implies an internal-
stable attribution of success. Psychometrics: In
samples from 23 nations, Cronbach's alphas ranged
from .76 to .90, with the majority in the high .80s.
The scale is unidimensional. Criterion-related
validity is documented in numerous correlation
studies where positive coefficients were found with
favorable emotions, dispositional optimism, and
work satisfaction. Negative coefficients were found
with depression, anxiety, stress, burnout, and
health complaints. In studies with cardiac patients,
their recovery over a half-year time period could be
predicted by pre-surgery self-efficacy.

To assess the level of Hardiness, we used the scores
of the Maddi and Kobassa “Hardiness Inventory”,
(adapted by D. A. Leont'ev and E. I. Raskasova to
the Russian sample in 2006). Reliability estimates
found in the published studies, in which various
versions of Kobassa's instrument had been used,
provide support for internal consistency of both the
total hardiness scores and those of the subscales
within the range: α=.72 to .77. It includes 3 subscale
measures: commitment, control, challenge. S.
Maddi defines authenticity as a qualitative
personality characteristic feature. The authentic
personality is characterized by the high level of
social and personal reflection; inner discipline and
autonomy; the ability to maintain favorable
relations with other people. Authenticity is
interpreted by the author as an integral moral
property, which manifests itself in hardiness
(Maddi, 2004; Maddi & Koshaba, 2004).

To assess global personality dispositions we used
the NEO Five-Factor Inventory (Costa et al., 1992,
adapted by V. Orel). It is a 60-item inventory,
comprising questionnaires for measuring the Big
Five personality factors. The NEO-FFI is one of the
most widely used measurement tools of the Big
Five and has very strong psychometric properties.
Six-year test-retest reliability has ranges from .63
to .82. For the NEO FFI (the 60-domain-only
version), the internal consistencies were: for
neuroticism α=.79; extraversion α=.79; openness
to the new experience α=.68; agreeableness α =.75;
conscientiousness α=.83. Adapted version
Cronbach alphas reliabilities were reported as
follows: E = .76, N = .63, O = .75, C=.73, A=.79.

Results of Study 2

The participants who had been exposed to favorable
educational experiences (i.e. who did not miss classes
and fulfilled their homework regularly: thanks to
which they have higher GPA) appeared to differ from the participants, who played truant and had lower GPA), on their Trait EI scores. The differences were assessed with the help of $\varphi^*$ - Fisher criterion. The percentage of participants in Group 1, having higher than average level of Intra-individual Emotional Intelligence (IEI) and Inter-individual (or Social) Emotional Intelligence (SEI) was 48.6%, while in Group 2 the similar indicator made up 28.6% ($\varphi^* = 1.716, p<.05$).

Table 3 shows intergroup differences in the means of other dependent variables: self-efficacy, aspects of personality adaptability.

**TABLE 3. INTERGROUP DIFFERENCES IN THE MEANS OF THE DEPENDENT VARIABLES**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group 1 (N=35)</th>
<th>Group 2 (N=35)</th>
<th>t-value</th>
<th>Significance of difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy</td>
<td>30.4</td>
<td>23.14</td>
<td>4.78***</td>
<td>t=2.85</td>
</tr>
<tr>
<td>Neuro-psychic stability</td>
<td>15.42</td>
<td>30.68</td>
<td>-8.40***</td>
<td>p&lt;.05</td>
</tr>
<tr>
<td>Communication resources</td>
<td>8.94</td>
<td>18.31</td>
<td>-9.92***</td>
<td>p&lt;.01</td>
</tr>
<tr>
<td>Sticking to moral norms</td>
<td>5.94</td>
<td>7.42</td>
<td>-2.09**</td>
<td>p&lt;.05</td>
</tr>
<tr>
<td>Total value of APA</td>
<td>30.28</td>
<td>56.45</td>
<td>-12.77***</td>
<td>p&lt;.000</td>
</tr>
</tbody>
</table>

Note: ** p<.03, *** p<.000
Note: * In the APA inventory low absolute values of variables correspond to higher levels of properties measured.

These empirical data suggested that the participants who regularly attended classes and achieved higher levels of proficiency experienced in the course of studies more positive emotional states, being satisfied with themselves as the subjects of educational activities. As a result of this, they achieved higher self-efficacy, developed better adaptability resources, experienced lower-levels of neuro-psychic tension.

In addition to the major studies, we also conducted an exploratory study aimed at replicating the experiments, discussed in the introduction to the paper.

On a group of 60 university undergraduates, split into two subgroups on the GPA scores, with group 1 – having GPA in the range of 80-100% and group 2 – in the range of 60-80%, we examined the differences in the Big-Five personality trait values (assessed by NEO-FFI) and Hardiness Inventory.

Drastic differences between the groups shown in tables 4 and 5 below leave no doubts about the personality trait development potential of the well-organized and gratifying education.

According to our data favorable educational experiences facilitate personality trait development (at least four of the five trait values differ in students with higher and lower GPA levels), reduce the level of the neuro-psychic tension of the students and increase their adaptability.

**TABLE 4. DIFFERENCE IN THE PERSONALITY GLOBAL DISPOSITION**

<table>
<thead>
<tr>
<th>Groups of participants</th>
<th>Mean values of trait variable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Neuroticism</td>
</tr>
<tr>
<td>Group 1 (N=30)</td>
<td>GPA within 80-100%</td>
</tr>
<tr>
<td>Group 2 (N=30)</td>
<td>GPA within 60-80%</td>
</tr>
</tbody>
</table>

**TABLE 5. DIFFERENCE IN HARDINESS**

<table>
<thead>
<tr>
<th>Groups of participants</th>
<th>Mean values of variable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Commitment</td>
</tr>
<tr>
<td>Group 1 (N=30)</td>
<td>GPA within 80-100%</td>
</tr>
<tr>
<td>Group 2 (N=30)</td>
<td>GPA within 60-80%</td>
</tr>
</tbody>
</table>

**Conclusion**

Since all the countries of the world assume responsibility for rendering high-quality education to each new generation of learners, including the stage of compulsory primary and secondary education, the problem of defining the trait-development effect of education acquires great significance.

The contemporary personality psychologists point out, that the learners at all the levels of knowledge acquisition not only gain certain cognitive competences, but come out of schools with new properties of their personalities.

They have already carried out some investigations aimed at extending possible criteria of assessing quality of education. In this context they referred to, in the first rate, to the so called ‘global personality traits’ and have discovered significant effects of different types of educational experiences on a number of dispositional traits, such as conscientiousness and neuroticism/emotional stability.
In this paper we have analyzed two new dynamic trait-like personality constructs, referred to in the SAGE Handbook of 'Personality Theories and Assessment' (2008) as being formed on the interface of ability and personality: ‘meta-cognitions of task performance’ and ‘emotional intelligence’.

The paper suggests the conceptualization of the first of them – ‘meta-cognitions of task performance’ with reference to the descriptions of the structure of the knowledge-base, pertinent to an expert of the appropriate field of knowledge.

Replication of the regularities of structuring knowledge by experts in the course of instruction allows to develop successfully the cognitive structures of the learners.

The quasi-experimental empirical study, the results of which are summed up in this paper, have shown that the formation of meta-cognitive competence of task performance stimulates both the quality of knowledge acquisition, duration of its retention, and the transfer of the acquired skills into the new learning situations.

The paper also describes the so called emotional competence of the learners, the development of which is also promoted in the course of the acquisition of well-structured knowledge. The psychological mechanism of its formation is made evident through the analysis of the positive emotional states, which the learners experience in being exposed favorable educational experiences. Satisfaction with oneself as the agent of an intellectual activity ameliorates the possible negative effects of the subconscious psychological defense mechanisms.

Our empirical data well agree with the data of other scholars, reviewed in the paper, and prove that favorable educational experiences stimulate the formation of emotional intelligence, which can be interpreted as one of the important human virtues humanizing the learner’s personality.

REFERENCES


Lyusin D. “Emotional Intelligence as a Mixed Construct: Its
Relation to Personality and Gender”. Journal of Russian and East European Psychology, November – December, 2006, V. 44, № 6, P. 54-68.


Relation to Personality and Gender”. Journal of Russian and East European Psychology, November – December, 2006, V. 44, № 6, P. 54-68.


Istanbul, 2011, July, 4-8. – P. 1744


doi:10.1016/S0191-8869(03)00076-X


Eleonora Nosenko, Doctor of Psychological Sciences, professor, Chairperson of the Department of Educational and Developmental Psychology in Oles Honchar Dnipropetrovsk National University, Dnipropetrovsk, Ukraine. Her research interests include implicit diagnostics of emotional stability, emotional intelligence as well as methods of developing personality cognitive structures in the process of learning.

Iryna Arshava, Doctor of Psychological Sciences, professor, Chairperson of the Department of General and Medical Psychology in Oles Honchar Dnipropetrovsk National University, Dnipropetrovsk, Ukraine. Her research interests include emotional states, emotional stability and personality traits, psychology of health.