Emotional Intelligence in Law Students: Relevance of Development

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Abstract: The article focuses on the need for the development of emotional intelligence as the most important quality of professional competence of a future legal specialist, manifested in personality-oriented activities. The authors provide an in-depth analysis of the literature on the topic and describe the results of their empirical research that reveals the level of emotional intelligence of law school students. The results obtained allow us to conclude that the development of emotional intelligence denotes the ability to be aware of one’s emotions, recognize the emotions of other people, manage their emotional states, allow a law student not only to successfully adapt to environmental conditions, constructively build interpersonal interaction, but also effectively manage difficult life situations, to successfully cope with various life difficulties. The listed qualities then become the basis of his successful professional activity. Current terms of remote study process and work create new challenges for testing the emotional intelligence. The authors suggest ways of solving the problem of emotional intelligence development in modern conditions.

Keywords: emotional intelligence, development, legal, professional, EQ

I. Introduction

In the modern era, the ability of an individual to understand and evaluate emotional information and to apply this understanding to make decisions and effectively resolve problems is acquiring particular relevance. Practical interest in the development of emotional intelligence significantly outstrips the level of its theoretical elaboration. While a significant body of evidence confirms the importance of emotional intelligence in social and professional functioning, neither the neural basis, nor as such, the impact of this ability on professional communication has not been sufficiently studied to date. Thus, the main reason for the widespread dissemination of the idea of emotional intelligence both in the scientific and practical sphere and in popular publications is the existing need for an accurate designation of the abilities necessary for effective professional activity in areas associated with good emotional regulation, and empathy.

The methods for measuring emotional intelligence have been criticized because, despite the fairly reliable scales developed using empirical research, the latter intersect with methods that measure personality traits and social skills. There is still no consensus among scientists about the validity of research on emotional intelligence, but they emphasize the positive results in the formation of the scientific foundations of emotional intelligence and substantiate the need for further research that could strengthen the scientific status of the concept.
of emotional intelligence. Intelligence and develop more valid methods for measuring EI for appropriate practical application. Proponents of the theory of emotional intelligence argue that the knowledge gained enriches psychological and pedagogical knowledge.

The purpose of this article is to contribute to the study of the influence of emotional intelligence on the professional activity of a lawyer in modern conditions, from the student’s bench to the remote form of employment.

II. Emotional Intelligence in Russian and Foreign Scientific Literature

Research into the relationship between the intellectual and emotional spheres of a person has a rather long history. Scientists have tried to find a connecting element for cognitive and emotional processes.

The active beginning of the studying emotional intelligence as a subject matter, both in Russia and abroad, fell on the beginning of the new millennium. The influence of emotional intelligence on the successful realization of an individual in professional activity is firmly entrenched in the scientific literature as a predictor of educational success (Belkina, 2009) and as the basis of success in business (Magazannik and Demyanovsky, 2005). However, the premise for the emergence of the concept of emotional intelligence is laid in the works of Edward Thorndike (1920), Joy Hilford (1967), Hans Eysenck (1995), each of which is devoted to social intelligence (Simbirtseva, 2008). Howard Gardner described the model of “multiple intelligences” that includes seven subspecies (forms) of intelligence, of which intrapersonal and interpersonal intelligence was of particular interest for further research (Gardner, 2007).

In 1990, Peter Salovey and John Mayer developed and introduced into scientific circulation the definition of emotional intelligence: the ability to track one’s own and other people’s feelings and emotions, distinguish them and use this information to guide thinking and actions (Salovey, 1990). The model is viewed as a set of cognitive abilities that are closely related to the processing of emotional information.
Cognition of the ways of developing the abilities of an individual in psychological science led to its development in general and in the late 90s of the twentieth century prompted the emergence of other studies on models of emotional intelligence, aimed at enhancing the role of personal characteristics. For example, Daniel Goleman combined cognitive abilities with personal characteristics, defining emotional intelligence as “a person’s ability to interpret his own emotions and the emotions of others in order to use the information received to realize his own goals” (Goleman, 2009). Reuven Bar-On expresses a different point of view in his work, considering the model of emotional intelligence as a set of non-cognitive abilities and skills that affect the ability to successfully cope with the demands and pressures of the environment (Bar-On, 2004).

The rapidly growing interest around the introduced new criterion of success raises an urgent question: how to measure emotional intelligence? Reuven Bar-On answers this question, introducing in 1985 EQ — emotional quotient — the coefficient of emotionality, the first developed psychometric tool to assess the emotional and intellectual behavior of people.

In 1997, the work of John Mayer, David Caruso and Peter Salovey was published, improving the previously developed model of emotional intelligence (Simbirtseva, 2008). Emotional intelligence, according to the model under consideration, is a set of hierarchically organized abilities (“branches”) to process emotional information.

Among many models of emotional intelligence, the idea of a broader interpretation of the phenomenon under study is known: as abilities — the traditional psychology of intelligence, measurement takes place by performing tasks, intellectual tests; as a trait — it is assessed by the stability of the individual’s behavior in various situations. To measure it, questionnaires should be used (Petrides and Furnham, 2000). Scientists draw their attention to the fact that the nature of the model is determined not so much by theory as by the methods used to measure the construct.

Comprehensive studies on the formation of the concept of emotional intelligence were carried out by such domestic scientists as Lev S. Vygotskiy (Vygotskiy, 2005), Sergey L. Rubinstein (Rubinstein,
Daniel Goleman, Richard E. Boyatzis and Annie McKee analyzed emotional intelligence through the prism of leadership skills development (Goleman, Boyatzis and McKee, 2010). By identifying specific categories that contribute to the development of emotional intelligence, scientists highlight special knowledge and skills, cognitive abilities and traits that indicate high emotional intelligence.

Irina Andreeva shows that the level of emotional intelligence development in adolescence is interconnected with individual manifestations of self-actualization. Also, this author notes that highly developed intrapersonal emotional intelligence contributes to the naturalness of emotional manifestations and a positive self-attitude, which, in turn, make it possible to establish deep and close relationships with other people (Andreeva, 2009).

Interdisciplinary scientific works of recent years show that the interest to emotional intelligence as a key factor in human development in many areas is still highly relevant. See, for example, (Chung, Sabirova and Umurkulova, 2019), (Kryukova, Shestova and Kornilova, 2020), (Sergienko, Khlevnaya and Osipenko, 2020), (Vanyushina, Makarova and Shanturova, 2020), (Bhullar and Schutte, 2020), (Martynenko and Karandasheva, 2021), (Agnoli, 2021), etc. Besides, we observe a focus on the research of neural systems underlying EQ (Pisner, Smith, Alkozei, Klimova and Killgore, 2017).

II.1. Modern Developments of Russian Scientists

Among the concepts of emotional intelligence studied by the authors, we can highlight the works of Russian scientists Irina Andreeva, Olga Belokon, Olga Gulevich, Dmitriy Lyusin, Viktoriya Ovsyannikova, Elena Sergienko, Tatyana Sysoeva, Dmitriy Ushakov and others. These works are of general orientation, namely emotional intelligence is viewed in inseparable connection with its influence on the success of an individual in professional activity, as well as leadership.

For example, Olga Belokon presumes that leaders with high emotional intelligence manage to organize well-coordinated work of employees. They are also not only able to create a favorable psychological climate...
in the team, but, first of all, to motivate employees to perform tasks of the organization (Belokon, 2009).

Natalia F. Yezhova writes about the disclosure of the emotional intelligence of law students in an English lesson (Ezhova, 2018). The author offers a number of methodological techniques aimed not only at developing the skills and abilities of language proficiency, but also at the formation of the emotional intelligence of law students as an indicator of their professionalism.

An important contribution to the paradigm of the Russian science was made by Dmitriy Lyusin. He presented a model of emotional intelligence that is fundamentally different in its construct, which provide for the introduction of personal characteristics (Lyusin, 2004).

A detailed chronological analysis of the formation of the essence of the emotional intelligence development in our study, as well as the study of modern theoretical concepts, allows us to conclude that, first presented in the scientific community in the second half of the twentieth century, the formation of the concept and essence of emotional intelligence was initially reduced to properties and skills mind. Then, through the practical research of the theories presented, scientists concluded that emotional intelligence is not an innate ability of an individual, but a set of skills and abilities that directly depend on the level of impact on them through the forms of individual behavior and perception of reality. In other words, emotional intelligence is a learned ability to use feelings to make good decisions. This is the ability to process all types of information related to the management of one’s own and others’ emotions, understanding the social mood in and around oneself, reflection, the ability to persuade and lead. A person with a high level of emotional intelligence can use emotions, sometimes negative ones, to achieve a goal.

Regarding the lack of unity in the definition of emotional intelligence, the following should be noted: the complexity of the studied phenomenon as a personal integrated education, uniting opposite spheres of the human psyche, was studied in isolation. Therefore, the essence and content of the phenomenon under study did not receive a generally recognized reasonable interpretation.
Taking into account the competence strategy, the scientific community has come to an agreement that for the successful fulfillment of the assigned professional tasks or professional duties, the often-conditional criterion of mental development, the accumulated knowledge and skills is not enough to build a successful career. There is an impressive number of theories and sociological studies that prove the influence of a high level of emotional intelligence (EQ) on performance, success in comparison with the level of IQ. During the analysis of the main factors influencing the achievement of success and implementation in the profession, it was revealed that 20 % depends on the use of intelligence and 80 % on emotional intelligence (Gasanpur, 2014).

In our opinion, the most practical methods for measuring the levels of emotional intelligence are:

1) Questionnaire on emotional intelligence Emin by Dmitriy Lyusin (Lyusin, 2006);

2) Test by John D. Meyer, Peter Salovey and David Caruso “Emotional Intelligence” (MSCEIT v.2.0) in the adaptation of Elena A. Sergienko and Irina I. Vetrova (Sergienko and Vetrova, 2010). We consider them rather capacious and not time-consuming.

II.2. Emotional Intelligence and the Legal Profession

A high level of emotional intelligence in the legal profession acts as a system of signals that help to read what is happening, feel the mood of people, analyze their actions and emotions and build up a favorable atmosphere for joint activities. All these factors are reflected in the final result.

The study of the features of the purposeful development of emotional intelligence is associated with the increasing need to prevent the emotional health of the personality of a lawyer, which is explained by the need for effective communication between representatives of professions of the “person-to-person” type. Emotional intelligence in the professional activity of a lawyer reflects the level of emotional awareness, the ability to understand the emotions of the interlocutor, the preparedness of the professional, the system of signals with the help
of which the specialist demonstrates his attitude to specific situations. The ability of a lawyer to regulate his emotions and the emotions of his interlocutor makes it possible to predict the likelihood of conflicts and take the necessary measures. At the same time, EQ prevents professional burnout, which positively affects the emotional health of the lawyer in general.

The legal profession often involves extremely strong and long-term psychological stress, for example, negotiations with counterparties or litigation. In such situations, a lack of emotional intelligence can lead to emotional sparseness and stress, which disorganizes work and disrupts professional activity. The value of relatively advanced emotional intelligence among lawyers in the digital age is manifested in the ability to quickly adapt to significantly changed working conditions. The manifestation of both cognitive abilities and personal characteristics of an individual will lead to a better result in work.

At the university stage, the integration of cognitive and linguistic techniques into the process of learning English contributes not only to the development of students’ language skills, but also to the expansion of their professional horizons and the development of emotional intelligence. Students learn to adequately interpret English legal concepts, which allows them to deepen their professional knowledge and develop professionally oriented communication skills (Martynenko, Borodina, 2018). Thus, for example, during a conversation with a colleague from Great Britain, a lawyer with developed emotional and intellectual competencies will not ask him the question of what year the last constitution of the United Kingdom dates from, because there it belongs to the rank of unwritten ones. A sign of developed emotional intelligence can be considered the ability to maintain a lively conversation with an English-speaking colleague about alternative methods of resolving conflicts that are common in Western legal relations and are only gaining momentum in the Russian Federation.

II.3. Emotional Intelligence and Remote Work of a Lawyer

Depending on the socio-cultural conditions, on the role that we perform (father, son, boss, subordinate, etc.), the environment, people
expect from us certain behavior, certain emotional reactions (or lack thereof) to certain events. We strive to meet these expectations, to demonstrate emotional states that correspond to the assumed role.

In the first half of 2020, due to the spread of the coronavirus infection, the share of telecommuting for lawyers has significantly increased. Today, the remote form of employment is increasingly more integrated in everyday legal relations. The emerging web pages, which post vacancies only for filling positions at remote work, contain a lot of advertisements that require a specialist with legal training.¹

Replacing personal professional communication with electronic communication in a slightly different way reveals the level of emotional intelligence of a person, in particular, a lawyer. Considering Internet communication as an alternative to face-to-face verbal contact, it is necessary to pay attention to the statistics of EQ researchers who talk about the loss of the ability to recognize the true emotions that are hidden behind the standards of business correspondence and corporate ethics. The previously proposed communication models functioned successfully and allowed to increase the productivity of workers in the previous conditions. The current situation increases the relevance of developing ways to increase emotional intelligence. The mechanisms developed for improving skills are becoming insufficient, new theoretical and practical approaches to the emerging reality are needed. The situation is aggravated by the lack of prescribed or tacitly created norms of behavior in distance learning / form of work based on the experience of at least one generation of citizens.

Not a single specialist, in particular a lawyer, as a rule, becomes successful overnight. The success of a lawyer is a combination of factors, one of which is the skill of instantly reading emotional information, processing it while taking into account the situational environment and making the most correct decision in the current conditions, ideally, which is a consensus for all parties involved. The described skill is often not innate, it is an acquired skill, and the university teaches a lot in this aspect.

Today, students’ ability to assess the online learning environment and self-integrate into these circumstances comes to the fore. Not everyone successfully passes this seemingly simple test: a naked torso, a dressing gown, unkempt hair, an unmade bed in the background, a loud sipping of tea in front of the camera — this is what a teacher often sees in front of him on a computer screen during practical online classes. And here it should be noted that the appearance of the teacher, the business style of dress, does not affect the situation. A student who allows himself not to wear the lower part of his wardrobe for the duration of the seminar and at the same time stands up to adjust the camera, is indifferent to how the teacher looks and what message he carries with his external appearance.

Let us emphasize that in this case we are not talking about upbringing, but about emotional intelligence: only a new generation of schoolchildren, by the will of fate, is now receiving the skills of distance education and the rules of behavior indicated by teachers in such circumstances. Previous generations do not have such an experience and are called upon to outline for themselves the boundaries of what is permissible and acceptable.

Thus, the causal relationship “student in distance education” — “lawyer in a distance position” today rests not only on the acquired professional competencies, but also on the development or underdevelopment of emotional intelligence. A student who has not turned on the camera in practical classes will not try to turn it on when communicating with a client online, which will inevitably lead to a reduction in the client base. A student who has allowed himself to conduct personal correspondence in parallel the entire seminar, going to work remotely with such a model of behavior, risks losing the client’s trust. And, finally, an unpresentable appearance, for which no one reprimanded a student “remotely,” can play a cruel joke on him later, if he does not have time to understand before going to work that professional communication via a computer does not cancel basic behavioral norms.

To solve the problem of the development of emotional intelligence in modern conditions, it seems reasonable:
1) to analyze the content of existing methodological approaches and trainings for the development of emotional intelligence by such authors as Daniel Goleman, Gitu Orme (Goleman, 2009; Orme, 2003), and others, as well as the emotional development program RULER — a scientifically based approach to social and emotional learning (SEL), developed by at the Yale Center for Emotional Intelligence;²

2) to develop methodological rules for summing up the development of emotional intelligence of employees and students at law schools and faculties during remote learning and use them in Internet communications;

3) to develop and implement on the basis of the school education a methodological program for the development of emotional intelligence, which could subsequently meet the modern requirements of remote work;

4) to make Hall (N. Hall’s method for emotional intelligence) and Lucin’s tests publicly available by optimizing their interface.

In general, it is individuals with developed emotional intelligence who form a healthy society. Moreover, today it is a challenge to translate the Russian concept “intelligentnyy” into English as it includes a wide range of qualities like intelligent, educated, cultured, restrained, and trained in manners. In addition, it means that in fact a person obtained a developed emotional intelligence.

III. Methods of Research

A group of 2nd year law students of Kutafin Moscow State Law University (MSAL) totaling 52 (aged 19–21) participated as respondents. As a research tool, Nathan Hall’s methodology for emotional intelligence was chosen.³ We found this questionnaire most suitable for interviewing students and calculating the results. The questionnaire is distinguished by a balanced number of questions (30) and their content, and the


³ See Nathan Hall’s method for emotional intelligence. Available at: https://psycabi.net/testy/21-emotsionalnyj-intellekt-eq [Accessed 22.06.2021] (In Russ.).
method for identifying the final result is clear and concise. Students were suggested answering the given questions as follows:

**Table 1. Variants of answers and counting scope suggested to MSAL students**

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>– 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly disagree</td>
<td>– 2 points</td>
</tr>
<tr>
<td>Partly disagree</td>
<td>– 1 point</td>
</tr>
<tr>
<td>Partially agree</td>
<td>+ 1 point</td>
</tr>
<tr>
<td>Basically agree</td>
<td>+ 2 points</td>
</tr>
<tr>
<td>Completely agree</td>
<td>+ 3 points</td>
</tr>
</tbody>
</table>

This emotional intelligence test shows how people use emotions in their lives and takes into account different aspects of emotional intelligence: attitude towards themselves and others, the ability to communicate; attitude to life and the search for harmony. There are 5 scales of measure: “Emotional awareness,” “Managing your emotions,” “Self-motivation,” “Empathy,” and “Managing the emotions of other people.”

1. **Emotional awareness** is awareness and understanding of your emotions, and for this, constant replenishment of your own vocabulary of emotions. People with high emotional awareness are more aware of their inner state than others.

2. **Controlling your emotions** is emotional appeasement, emotional flexibility, *etc.*, in other words, voluntary control of your emotions.

3. **Self-motivation** is managing your behavior by managing emotions.

4. **Empathy** is an understanding of the emotions of other people, the ability to empathize with the current emotional state of another person, as well as a willingness to provide support. This is the ability to understand the state of a person by facial expressions, gestures, shades of speech, posture.

5. **Recognition of the emotions of other people** is the ability to influence the emotional state of other people.
According to the calculation method of applied EQ Test, for each scale, the total number of points is calculated considering the answer sign (+ or –). The greater the plus sum of points is, the more pronounced this emotional manifestation is.

The levels of partial (separately for each scale) emotional intelligence in accordance with the sign of the results: 14 and more — high; 8–13 — medium; 7 or less — low.

The integrative (sum over all scales) level of emotional intelligence, considering the dominant sign, is determined by the following quantitative indicators: 70 and more — high; 40–69 — medium; 39 or less — low.

IV. Results

To conduct our research, we chose the integrative (sum over all scales) level of emotional intelligence, considering the dominant sign, first, for quicker gaining the results, second, for getting the overall notion at once. The results are as follows:

Table 2. Results of the research carried out in MSAL

<table>
<thead>
<tr>
<th>The integrative (sum over all scales) level of emotional intelligence</th>
<th>6 students</th>
<th>17 students</th>
<th>29 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>6 students</td>
<td>17 students</td>
<td>29 students</td>
</tr>
</tbody>
</table>

The results showed that the majority of those surveyed have low levels of emotional intelligence. Only a few people showed good results.

It should be noted that the factor of academic performance did not affect the state of students’ emotional intelligence. For instance, among high EQ level students not everybody has best university study results. On the contrary, many excellent students fell into the group with a low level of emotional intelligence.

However, our empirical research, correlation analysis suggests that there be a relationship between the components of life resilience and emotional intelligence in post-adolescents. And this allows us to
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conclude that the development of emotional intelligence (the ability to be aware of their emotions, recognize the emotions of other people, manage their emotional states) will allow them not only to successfully adapt to environmental conditions, constructively build interpersonal interaction, but also to effectively manage complex life situations, to successfully cope with various life difficulties.

V. Discussion

We compared the results obtained with the results previously gathered by other Russian researchers in the sphere of measuring EI. Thus, in 2016 J. Gordeeva studied the emotional intelligence in a complex approach consisting of Dmitriy Lyusin technique, V. Morosanova technique and the conflict-handling modes in N. Grishina’s adaptation. The correlation of these constructs was traced in 72 students of humanities, undergraduate specialties of “Journalism” and “Advertising and public relations” at Omsk State University (Gordeeva, 2016).

In the future experts in advertising and public relations are found higher mean group values on the scale of the planning and programming; prevalence of adaptation strategies; positive correlation with Interpersonal EI programming and the general level of self-regulation, with EI intrapersonal modeling intrapersonal understanding of the strategy of rivalry. Students of “Journalism” department demonstrated Interpersonal positive correlation between EI and modeling intrapersonal EI and planning, interpersonal management and competition strategy, and negative correlations on the scale Interpersonal EI and interpersonal understanding the strategy of avoidance.

In 2013 Yuliya Golubina attempted to diagnose the levels of emotional intelligence and its components, using the following instruments:

1) questionnaire on emotional intelligence EmIn by Dmitriy Lyusin;

2) Test by John Meyer, Peter Salovey and David Caruso “Emotional Intelligence” (MSCEIT v.2.0) in the adaptation of Elena Sergienko and Irina Vetrova (Golubina, 2013).

The study involved men and women aged 16 to 57; 12 men and 34 women.
With the help of the emotional creativity tests, data were obtained that make it possible to judge the general level of emotional creativity in the subjects and the level of emotional creativity as a personality trait. Also, data were gathered to assess the structure of the emotional creativity of each subject according to the following indicators: emotional productivity; emotional flexibility; emotional originality; the development of emotions (the components of emotional creativity are highlighted by analogy with the characteristics of Torrance’s divergent thinking).

Based on the research findings, Yuliya Golubina summarized that there is a relationship between emotional intelligence and emotional creativity. In particular, a positive relationship was found between indicators of interpersonal emotional intelligence and indicators of personal emotional creativity (Golubina, 2013).

Other research also showed the connection between the level of emotional intelligence and vitality, regardless of chosen instrument and age of people interviewed (Vyskochil, 2009; Zabrodina and Khasianova, 2015; Oshepkova and Makhin, 2018). All these measurements, including ours, are narrowed down to one general observation: the higher a person’s level of emotional creativity as a personality trait is, the better his ability to manage other people’s emotions is developed, and vice versa.

On the other hand, our findings on the impact of EI on academic performance differ from those of colleagues. The principle that emotional intelligence and self-attitude affect the performance of students in higher educational institutions in various areas of professional training (Oshepkova and Makhin, 2018, p. 117) did not work in our case.

We connect this with the imperfection and diversity of the currently existing methods of measurement. Correlation links were established between the indicator of emotional creativity as a personality trait and the indicators of emotional intelligence according to Dmitriy Lyusin’s model, which, as mentioned earlier, is difficult to attribute to models of abilities. At the same time, the indicators of emotional intelligence according to the model of John Mayer, Peter Salovey and David Caruso found connections (albeit at the level of tendencies) with the components
of emotional creativity, identified by analogy with Torrance’s divergent thinking, i.e., components of emotional creativity as an ability.

The lack of unified models of emotional intelligence and emotional creativity complicates research, as well as hinders the creation of more reliable research methods on the topic. It is the development of a unified concept that will unite ideas about emotional creativity as a personality trait and as an ability, as well as ideas about emotional intelligence in the same planes, that seems to us the main goal of further work on this issue.

Furthermore, currently there is still no unified generally accepted scientific theory of emotions, as well as accurate data on the centers and how these emotions arise and what is their neural substrate. As evidenced by the results of neuropsychological studies, needs, motivations and emotions have different morphological substrates.

But all in all, the results we have obtained allow us to assert that students with a high level of emotional intelligence are the best in the group to orient themselves in the prevailing environment, they react most quickly (and react correctly) to coming changes and control their emotional background best of all. This directly confirms our thesis about the connection between EI and the professional success of a lawyer. In our opinion, listed qualities are crucial for a professional lawyer and his successful career.

VI. Conclusions

The development of the emotional intelligence of a lawyer begins at an early age. It is especially important at the stage of university training and is the result of efforts made in this area in the form of his professional activity, both in full-time and remote forms of employment.

To date, the theoretical concepts of emotional intelligence are outlined by both domestic and foreign scientists quite clearly. However, there are still not enough tools for its precise definition and differentiation of its subdivisions. There is a huge field for further scientific developments in this area, which are of particular relevance in modern conditions. Further development of the concept of emotional intelligence should contribute to the understanding and detailed
consideration of such scientific and practical problems as prevention, correction and rehabilitation of deviant behavior, emotional burnout, development of creative abilities, socialization of the individual, increasing stress resistance and the standard of living of the individual as a whole.

People who are better able to manage their emotions find it easier to develop competencies such as initiative, the ability to work in a stressful situation, and responsibility. Daniel Goleman on the basis of his research (Goleman, 2009) proves that the coefficient of intelligence affects the success of human activity with a probability of 4 to 25%. However, in order to climb the career ladder, one needs a different kind of ability associated with understanding emotions and control. We consider reasonable the idea that due to IQ, you get a job, and due to EQ, you make a career. Positive factor is that EQ is developmental as opposed to IQ.

Our empirical research has shown that law students with a high level of emotional intelligence measured by means of Nathan Hall’s scale are better able to control their emotions and cope with the difficulties that arise in the educational process. In the future, this skill, we believe, will become a component of their professional success in the legal field.

Further development of a methodology for measuring emotional intelligence and adequate methods of practical use of the knowledge gained is required. The implementation of “emotional education” is important at all age stages and can be a statistically significant factor in improving the culture of interpersonal communication.

References


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