

EMOTIONAL INTELLIGENCE AND MANIPULATIONS IN THE EDUCATIONAL PROCESS IN HIGHER MEDICAL EDUCATIONAL INSTITUTIONS**Poltava State Medical University (Poltava, Ukraine)****fedorchenko.vira@gmail.com**

A teacher of higher education institutions should be aware of the achievements of psychology in order to create a harmonious atmosphere with students. One of the general competencies provided by the educational program is the choice of interaction strategy. It is the subject of this article.

Competent construction of interaction between the participants of the educational process is an essential component for the formation of the ability of applicants for higher medical education to choose constructive communication strategies in their occupation.

Knowledge and practical skills acquired in social interaction during the grad days are fundamental in professional activity. The effectiveness of his activities largely depends on his communicative skills. These skills apply to the nature of each doctor's relationship with patients, subordinates, colleagues, and the management of the medical institution.

Conclusions.

- 1. Today is characterized by the growing importance of awareness of the teacher about the achievements of psychology.*
- 2. The teacher should choose strategies for the interaction of individuals in the learning process to optimize the process.*
- 3. The competent construction of interaction between the participants of the educational process is an important component of the ability to choose constructive communication strategies for future doctors.*

Key words: *emotional intelligence, manipulations, communication strategies, humanistic goals of the learning, manipulative goals.*

Introduction. The Department of Microbiology, Virology and Immunology of Poltava State Medical University pays considerable attention to the continuous improvement of teaching methods at the medical and dental faculties, where teaching is conducted in Ukrainian and English languages.

The department's staff constantly strives to improve the quality of the subject's content structure [1, 2, 3]. Contributions are made to improving organizational and educational-methodological support of the educational process [4, 5, 6, 7]. The success of studying the subject in modern medical high school today can not be done without using the category: «competence». Competences related to interpersonal interaction are an integral and significant component of a doctor's work. However, sometimes the formation of these competencies may go unnoticed by the teacher, who may be more focused during the learning process on the topic's content. And although this is quite understandable and logically, we should not forget that the skills of communication between people are also acquired through specific life experiences that are gained daily through communication between people.

Goal. One of the general competencies provided by the educational program on the subject: of «Microbiology, virology and immunology» is the choice of interaction strategy.

The choice (for example, communication between teachers and students) is the subject of this article. Possession of knowledge and skills to build a constructive process of communication between people is an important component of the learning process and implementation in the chosen profession and personal life.

Main part. A person acquires interpersonal skills throughout life. Fundamental importance for forming the ability to successful interpersonal interaction is taken in the family, from the earliest age of raising a child. However, they can and should be improved during schooling, special education and higher education. The rapid development of psychology, observed in recent decades, contributes to expanding the information base for self-education on the effectiveness of relationships between people in the family, in the learning process and professional activities. At the same time, the rapid digitalization of all public life aspects leads to certain modifications in communication between people. As a result, younger generations have fewer direct live communication skills. Young people can choose standards to follow in its narrow circle of communication and in the vast expanses of the Internet. And such a choice not always can be successful. In this regard, the awareness of a teacher of higher education about the current achievements of psychological science is becoming increasingly important for the success of the processes of interaction between teacher and students. The teacher must be able to build relationships with students based on constructivism aimed at achieving student learning goals; positivism is necessary to maintain and improve the psychological state of the learner, which is often overloaded with educational tasks and emotional impressions, and which must be prepared for the difficult emotional trials of the medical profession.

It is necessary to understand the difference between types of emotional interaction of individuals, particularly emotional intelligence and manipulation. It is also important to consider the meaning of some other terms.

Emotional intelligence involves a set of mental knowledge, skills and abilities, which are the abilities to understand and comprehend the emotions, both their own and those around the person. People with a high level of emotional intelligence have a good understanding of their emotions and the feelings of others. As a result, they can effectively manage their emotional sphere, which helps them more easily adapt their behaviour in the team and, therefore, be successful in solving various problems of social interaction.

Humanistic goals of training a future doctor. Strategies for communication between people aim to achieve a specific goal – common or individual. The article focuses on various options of goals that students strive to achieve in studying the subject (in particular, the subject of microbiology, virology and immunology) and the interaction of students and teachers in this process. The concept: «humanistic goals of training of the future doctor» means such goals that are constructive, aimed at making a positive impact on the person who is the subject of communication, and aims to help solve current educational problems.

The following examples can be mentioned in the humanistic goals of students:

- studying a specific issue on the subject;
- mastering a particular practical skill of microbiological research;
- studying a whole topic, or section of the subject, mastering the subject;
- formation of the connection between the theory and practice obtained during the study of certain different subjects;
- successful passing of the student's exam in the subject;
- successful passing of test exams «Step-1», «Step-2», «Step-3»;
- formation of a mature, responsible personality with all the necessary list of knowledge, skills and abilities necessary for the successful implementation of the professional activity of a doctor;
- obtaining a specialist diploma.

Interpersonal skills are an important component in the list of professional qualities of a doctor. It applies to such program issues as:

- the ability to apply scientifically-based psychological methods of effective practical work with colleagues, medical staff, patients and their relatives, willingness to interact with other people;
- the ability to choose a communication strategy;
- the ability to work in a team.

These skills are established, formed and improved during the years of study at a higher medical education institution. A teacher's interaction with students during a practical lesson or lecture considerably impacts learning outcomes – success and personal maturity in performing their professional functions. A personal example of the teacher and ways to solve particular problems of productive interpersonal interaction

with students should be a constructive example that will help future doctors to form their baggage of opportunities in their professional communication. The level of awareness of a teacher about the psychological foundations of social interaction of people plays a significant role in what is commonly called pedagogical skills. Under the conditions of effective use of this knowledge, the teacher can pass on to students his passion for the subject of study, «give them the keys» to its understanding and open the possibility of further successful and conscious improvement of their knowledge of the subject. It is important because microbiology, virology and immunology are dynamic sciences that are rapidly being supplemented by new scientific information that physicians will need to apply in practice.

On the other hand, the lack of these basics of psychological knowledge can create certain problematic situations in the teacher's relationship with students during the learning process. It can also lead to psychological burnout in the teacher. It should be realized that social interaction always implies mutual social influence. It can be characterized by respect for the person to whom it is directed, not to be excessively coercive. A subject of influence has the right to accept or reject those proposed actions, the consequences of which are not acceptable to him. Such nature of the interaction is optimal for productive work.

An example of a positive social impact of a doctor on a patient can be an attempt to persuade the patient to give up bad habits, lead a healthy lifestyle, and eat a balanced diet.

Emotional intelligence aimed at achieving humanistic goals should be the basis for teacher interaction with students.

Depending on the context and motivation, social influence can be a covert manipulation.

Manipulations. A person's emotional intelligence can also achieve a person's selfish goals. However, at the same time, the very possibility of achieving a humanistic goal may be lost. In this case, it is a manipulation of another person's consciousness.

By definition, manipulation is a type of social influence used to covertly instil in the victim's psyche the goals, desires, intentions, or attitudes of the manipulator that do not coincide with the victim's actual needs or do not achieve the declared humanistic goal. It covers the management of people and their behaviour.

Manipulative goals of students. Examples of students' manipulative goals include trying to get a higher score that does not match their actual level of knowledge, skills, or abilities. It may be a separate lesson, a module test, or a subject exam. A possible option for such manipulations may be linked to problems with the Internet connection during the online quarantine session, an attempt to refer to the impossibility of using video communication with the subsequent possibility

of using abstracts or even textbooks to get a higher grade.

There are also other examples of manipulative-dialogical (such as direct discussion of a problem with the teacher) and manipulative-monological (such as, when the student brings to the attention, alone claims something that is not entirely true) students' goals aimed at achieving individual goals.

In such cases, the teacher's professionalism should be aimed at returning the interaction process in a constructive direction. In addition, the emotional intelligence of the teacher, tact, endurance and perseverance will be needed to help the student objectively assess the situation to determine what goals are important and worth the effort.

The teaching profession is one of those that involves influencing the inner world of another person. Thus, in teaching, a person improves his emotional intelligence and uses it more skillfully. Unfortunately, depending on personal data, these skills can also be used to manipulate people. It is not for nothing that the teaching profession is considered one of the most prone to manipulative deformation.

Returning to the situation when the teacher is in his place and uses his emotional intelligence to help the student achieve individual and collective humanistic goals, it should be noted that the student enters the school with the unconditional goal of achieving individual humanistic goals, which can be united in the concept: the purpose of the student – to get an education, i. e. to get a profession. Such an individual humanistic goal is consistent with the humanistic collective goals of the society in which he will work in the future. Therefore, it would be incorrect to consider the manipulation of students as conscious, pre-planned, or professional. Manipulations by students can often be not fully conscious or spontaneous. The student may use manipulation due to the immaturity of his emotional intelligence. It can cause emotional stress and instability while overcoming «peaks» in acquiring knowledge, skills, and abilities. In other words, a young person is not always able to skillfully manage their emotions. Manipulation can be the result of such emotional stress. The desire to manipulate often masks feelings such as fear or insecurity. The student tries to gain a sense of confidence. If a student has perfectionism, he may strive to feel better and more robust than others, even if it does not correspond to objective reality.

Students may try to manipulate the teacher's feelings (compassion, pity, guilt) in such cases. Attempts to turn the teacher's words in his favour, demonstrative or passive-aggressive behaviour are possible. It may be an attempt to pressure the teacher and even blackmail.

The teacher's task is to understand what led to the deformation in the student's imagination about the purpose of his educational activities. First of all, the teacher must be aware of what was the reason why a particular person may use manipulation.

It may be due to some difficulties in mastering the material. The student needs support from the teacher in a difficult time and confidence that he will be able to overcome all difficulties and understand difficult moments.

Sometimes this may be because a young person is aware that the chosen path of life is wrong and may be interested in a completely different profession. However, this is most often because sometimes parents insist on choosing a profession for their child.

One way or another, the tactics and strategy of the teacher, in this case, should be to identify the root causes (perhaps even intuitive, without direct clarification of the issue with the student) and choose tactics of behaviour aimed at student self-awareness, self-confidence, progress in the level of learning material.

In other words, manipulative-monological (student sets the tone of emotional interaction) goal aimed at achieving the wrong individual goal of the student should be changed to constructive-dialogic (teacher creates conditions for joint consideration of the problem), aimed at achieving the true individual goal of higher medical education.

Conclusions. 1. Today is characterized by the growing importance of awareness of the teacher of higher education about the achievements of psychology to create a harmonious atmosphere with students.

2. The teacher should choose strategies for the interaction of individuals in the learning process to optimize the process of achieving their constructive goals.

3. The competent construction of constructive interaction between the participants of the educational process is an important component of the formation of the ability to choose constructive communication strategies in applicants for higher medical education (future doctors).

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ЕМОЦІЙНИЙ ІНТЕЛЕКТ ТА МАНІПУЛЯЦІЇ В НАВЧАЛЬНОМУ ПРОЦЕСІ У ВИЩИХ МЕДИЧНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

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Резюме. *Вступ.* Стратегії спілкування між людьми визначаються цілями, яких вони мають намір досягти, та емоційним інтелектом кожного учасника соціальної взаємодії. Викладач вищих навчальних закладів повинен знати про досягнення психології, щоб створити гармонійну атмосферу зі студентами. Викладач має обрати стратегію взаємодії індивідів у навчально-виховному процесі для оптимізації процесу досягнення учнями навчальних цілей.

Мета. Однією із загальних компетенцій, передбачених освітньою програмою, є вибір стратегії взаємодії. Розгляду даного питання присвячена тема цієї статті.

Основна частина. Грамотна побудова взаємодії між учасниками навчального процесу є суттєвою складовою формування у здобувачів вищої медичної освіти вміння вибирати конструктивні комунікативні стратегії у своїй професії. Знання та практичні навички, набуті в соціальній взаємодії під час навчання, є основними у професійній діяльності. Ефективність діяльності лікаря багата в чому залежить від його комунікативних здібностей. У той же час, ці навички є важливими для запобігання емоційного вигорання. Ці навички стосуються характеру стосунків кожного лікаря з пацієнтами, підлеглими, колегами, керівництвом медичного закладу.

Провідну роль у формуванні його майстерності відіграють комунікативні вміння медичного працівника. Лікар повинен мати здатність розуміти почуття та емоції іншої людини. При спілкуванні з пацієнтом важливо досягти згоди, взаєморозуміння та прихильності. При цьому лікар повинен зберігати терпимість до пацієнта, не принижувати його гідність.

Висновки.

1. Сьогоднішній день характеризується зростанням значення обізнаності викладача вищої школи про досягнення психології.
2. Викладач має вибрати стратегії взаємодії індивідів у процесі навчання для оптимізації процесу досягнення конструктивних цілей студентів.
3. Грамотна побудова взаємодії між учасниками навчально-виховного процесу є важливою складовою вміння обирати конструктивні стратегії спілкування майбутніх лікарів.

Ключові слова: емоційний інтелект, маніпуляції, комунікативні стратегії, гуманістичні цілі навчання, маніпулятивні цілі.

EMOTIONAL INTELLIGENCE AND MANIPULATIONS IN THE EDUCATIONAL PROCESS IN HIGHER MEDICAL EDUCATIONAL INSTITUTIONS

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Abstract. *Introduction.* Strategies for communication between people are determined by the goals they intend to achieve and the emotional intelligence of each participant in the social interaction. A teacher of higher education institutions should be aware of the achievements of psychology in order to create a harmonious atmosphere with students. The teacher should choose the strategy of the interaction of individuals in the educational process to optimize the process of achieving students' educational goals.

Goal. One of the general competencies provided by the educational program is the choice of interaction strategy. It is the subject of this article.

Main part. Competent construction of interaction between the participants of the educational process is an essential component for the formation of the ability of applicants for higher medical education to choose constructive communication strategies in their occupation. Knowledge and practical skills acquired in social interaction during the grad days are fundamental in professional activity. The effectiveness of his activities largely depends on his communicative skills. These skills apply to the nature of each doctor's relationship with patients, subordinates, colleagues, and the management of the medical institution.

The communicative skills of a health worker play a leading role in the formation of his mastership. The doctor must have the ability to understand the feelings and emotions of another person. When communicating with the patient, it is essential to reach an agreement, mutual understanding, and commitment. At the same time, the doctor should remain tolerant towards the patient, not degrade his dignity.

Conclusions.

1. Today is characterized by the growing importance of awareness of the teacher of higher education about the achievements of psychology.

2. The teacher should choose strategies for the interaction of individuals in the learning process to optimize the process of achieving their constructive goals.

3. The competent construction of interaction between the participants of the educational process is an important component of the ability to choose constructive communication strategies for future doctors.

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