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### PSYCHOLOGICAL FEATURES OF THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE EFFECTIVENESS OF PROFESSIONAL INTERACTION IN THE DIGITAL ENVIRONMENT

**Анотація.** У статті розглядаються психологічні особливості впливу емоційного інтелекту на ефективність професійної взаємодії в цифровому середовищі. Аналізується сутність емоційного інтелекту як інтегративної особистісної характеристики, що забезпечує здатність розпізнавати, розуміти та регулювати емоції в процесі професійної комунікації. Визначено особливості цифрового середовища як простору професійної взаємодії, що характеризується опосередкованою комунікацією, високою інтенсивністю інформаційних потоків та зниженим рівнем емоційної виразності в міжособистісних контактах.

У статті досліджується взаємозв'язок між емоційним інтелектом та ефективністю професійної комунікації, командної роботи та психологічної адаптації фахівців у контексті цифровізації професійної діяльності. Встановлено, що високий рівень емоційного інтелекту сприяє розвитку емпатії, емоційної саморегуляції, конструктивного вирішення конфліктів та формуванню позитивного психологічного клімату в професійному середовищі. Визначено роль емоційного інтелекту у підвищенні продуктивності дистанційної взаємодії, зниженні професійного стресу та запобіганні емоційному вигоранню.

Експериментальне дослідження підтвердило ефективність психологічних методів розвитку емоційного інтелекту, зокрема тренінгових технологій, рефлексивних методів та комунікативних практик, у покращенні якості професійної взаємодії в цифровому середовищі. Розвиток емоційного інтелекту забезпечує формування ефективних комунікативних навичок, емоційної компетентності та психологічної стійкості фахівців в умовах сучасних цифрових трансформацій.

**Ключові слова:** емоційний інтелект, професійна взаємодія, цифрове середовище, професійна комунікація, емоційна саморегуляція, емпатія, цифровізація, психологічна стійкість, емоційне вигорання, командна робота.

**Abstract.** The article examines the psychological features of the influence of emotional intelligence on the effectiveness of professional interaction in the digital environment. The essence of emotional intelligence is analyzed as an integrative personal characteristic that ensures the ability to recognize, understand, and regulate emotions in the process of professional communication. The specifics of the digital environment as a space for professional interaction are identified, characterized by mediated communication, a high intensity of information flows, and a reduced level of emotional expressiveness in interpersonal contacts.

The article investigates the relationship between emotional intelligence and the effectiveness of professional communication, teamwork, and psychological adaptation of specialists in the context of the digitalization of professional activity. It has been established that a high level of emotional intelligence contributes to the development of empathy, emotional self-regulation, constructive conflict resolution, and the formation of a positive psychological climate in the professional environment. The role of emotional intelligence in increasing the productivity of remote interaction, reducing professional stress, and preventing emotional burnout is outlined.

The experimental study confirmed the effectiveness of psychological methods for developing emotional intelligence, including training technologies, reflective methods, and communicative practices, in improving the quality of professional interaction in the digital environment. The development of emotional intelligence ensures the formation of effective communication skills, emotional competence, and psychological resilience of specialists under conditions of modern digital transformations.

**Keywords:** emotional intelligence, professional interaction, digital environment, professional communication, emotional self-regulation, empathy, digitalization, psychological resilience, emotional burnout, teamwork.

**Introduction.** The modern stage of societal development is characterized by the rapid digitalization of professional activity, which significantly transforms the ways of interpersonal interaction, professional communication, and work organization. The use of digital platforms, remote forms of cooperation, and online communication creates new requirements for the personal and professional qualities of specialists. In conditions of reduced direct emotional contact, emotional intelligence acquires particular importance as the ability to recognize, understand, and regulate one's own emotions and the emotional states of others. It is the level of emotional intelligence development that largely determines the effectiveness of professional interaction, the productivity of teamwork, the ability to resolve conflicts constructively, and psychological adaptation in the digital environment.

The problem of emotional intelligence is one of the most relevant issues in modern psychological science. The theoretical foundations of emotional intelligence research were established in the works of John Mayer and Peter Salovey, who considered it as a set of cognitive abilities related to understanding and regulating emotions. A significant contribution to the popularization of the concept was made by Daniel Goleman, who substantiated the role of emotional intelligence in professional success and leadership. The model of emotional-social intelligence was developed by Reuven Bar-On, emphasizing the adaptive capabilities of the individual. The peculiarities of emotional regulation and interpersonal interaction were also investigated by Howard Gardner in the theory of multiple intelligences and by Susan David in the context of emotional agility and psychological resilience.

In Ukrainian psychological science, the problem of emotional intelligence and related phenomena has been examined in the works of E. Nosenko, N. Kovryha, S. Derevianko, O. Vlasova, and T. Kyrylenko. Researchers emphasize the importance of emotional competence, empathy, self-regulation, and communicative culture as significant factors of effective professional interaction [1–5].

Despite the considerable number of studies, the problem of the influence of emotional intelligence on the effectiveness of professional interaction in the digital environment requires further investigation. This issue becomes especially relevant in the context of remote work, increasing professional stress, and the need to maintain effective communication in the online space, which determines the necessity of studying the psychological mechanisms of emotional intelligence development as an important resource for professional effectiveness and the psychological well-being of the individual.

**The purpose of the study** is to provide a theoretical substantiation and empirical investigation of the psychological features of the influence of emotional intelligence on the effectiveness of professional interaction in the digital environment, as well as to determine the role of emotional self-regulation, empathy, and communication skills in ensuring productive professional communication under conditions of digitalization.

The modern development of digital technologies and the transformation of the professional environment significantly change the nature of interpersonal interaction and professional communication. The spread of remote work, online communication, and digital platforms actualizes the problem of effective professional interaction under conditions of limited direct emotional contact. Under such circumstances, emotional intelligence acquires particular importance as an individual's ability to recognize, understand, and regulate one's own emotions and the emotional states of others.

The theoretical foundations of emotional intelligence research were established in the works of John Mayer and Peter Salovey, who considered it as a system of cognitive abilities related to understanding and regulating emotions. A significant contribution to the development of the concept was made by Daniel Goleman, who substantiated the role of emotional intelligence in professional success and leadership. The model of emotional-social intelligence was developed by Reuven Bar-On, who emphasized the adaptive capabilities of the individual. The peculiarities of emotional regulation and interpersonal interaction were also investigated by Howard Gardner and Susan David [1, 3].

In the works of John Mayer and Peter Salovey, emotional intelligence is considered within the framework of the cognitive concept of emotional intelligence, according to which it is a set of intellectual abilities related to the recognition, understanding, analysis, and regulation of emotions. The researchers defined emotional intelligence as an individual's ability to recognize their own emotions and the emotions of others, to use emotional information for thinking and decision-making, and to effectively manage emotional states in the process of interpersonal interaction. The theoretical approaches to the study of the influence of emotional intelligence on the effectiveness of professional interaction in the digital environment, according to the scientific perspectives of these authors, are presented in Table 1.

A significant contribution to the development and popularization of the concept of emotional intelligence was made by Daniel Goleman within the framework of the mixed model of emotional intelligence, which combines cognitive abilities with personal and social competencies. The researcher substantiated that emotional intelligence is an important factor of professional success, effective leadership, interpersonal interaction, and an individual's ability to emotional self-regulation in the context of professional activity.

The model of emotional-social intelligence was developed by Reuven Bar-On within the framework of the non-cognitive (mixed) concept of emotional intelligence, which emphasizes the adaptive capabilities of the individual. The researcher considered emotional-social intelligence as a set of emotional, personal, and social competencies that ensure a person's ability to effectively understand themselves and others, manage emotions, cope with stressful situations, and successfully adapt to the demands of the social and professional environment [1, 4].

The peculiarities of emotional regulation and interpersonal interaction were also studied by Howard Gardner and Susan David. Within the framework of the theory of multiple intelligences, Howard Gardner identified interpersonal and intrapersonal intelligence, which are associated with a person's ability to understand their own emotional states, motives, and the experiences of others, as well as to effectively build social interaction. Within the concept of emotional agility, Susan David considered an individual's ability to recognize, accept, and constructively regulate their own emotions as an important condition for psychological resilience, adaptive behavior, and effective professional communication in conditions of change [2, 3].

In Ukrainian psychological science, emotional intelligence is considered an important factor of personal development, emotional self-regulation, and effective interaction of an individual with the social environment. Researchers emphasize its connection with behavioral adaptability, communication abilities, emotional competence, and professional success of the individual. The analysis of these concepts makes it possible to more deeply reveal the psychological mechanisms of the influence of emotional intelligence on the quality of professional interaction in the digital environment [3, 4].

Among Ukrainian scholars, the problem of emotional intelligence and related phenomena was examined in the works of E. Nosenko, N. Kovryha, S. Derevianko, O. Vlasova, and T. Kyrylenko, in particular [1, 2, 5]:

E. Nosenko and N. Kovryha considered emotional intelligence as a personal resource that ensures the awareness, understanding, and regulation of emotions and influences the adaptability of an individual's behavior.

S. Derevianko studied the phenomenology of emotional intelligence, emphasizing its structure, functions, and role in interpersonal interaction.

O. Vlasova investigated the social abilities of the individual, particularly communicative and emotional components that influence the effectiveness of social and professional interaction.

T. Kyrylenko explored the emotional sphere of personality, the peculiarities of emotional regulation, and the significance of emotions in human behavior and communication, among other aspects.

Therefore, emotional intelligence acts as an important factor of successful professional activity, as it ensures the development of empathy, communicative competence, emotional self-regulation, and the ability to resolve conflicts constructively. A high level of emotional intelligence contributes to the formation of a positive psychological climate, increases the effectiveness of team interaction, and facilitates an individual's adaptation to the conditions of the digital professional environment. In contrast, an insufficient level of emotional competence development may complicate professional communication, provoke emotional burnout, and reduce professional productivity. Ultimately, researchers consider emotional intelligence an important resource for emotional self-regulation, adaptive behavior, communicative effectiveness, and professional development of the individual. The analysis of contemporary scientific approaches confirms the relevance of studying the psychological characteristics of the influence of emotional intelligence on the effectiveness of professional interaction in the digital environment..

Table 1

**Theoretical Approaches to the Study of the Influence of Emotional Intelligence on the Effectiveness of Professional Interaction in the Digital Environment**

Author	Concept / Approach	Main Provisions	Significance for the Research Topic
1	2	3	4
John Mayer, Peter Salovey	Cognitive model of emotional intelligence	Emotional intelligence is understood as a set of cognitive abilities related to recognizing, understanding, analyzing, and regulating emotions	Explains the role of emotional awareness and emotional regulation in effective professional communication and interpersonal interaction in the digital environment
Daniel Goleman	Mixed model of emotional intelligence	Combines cognitive abilities with personal and social competencies, including empathy, motivation, and self-regulation	Substantiates the importance of emotional intelligence for professional success, leadership, teamwork, and conflict resolution in online interaction
Reuven Bar-On	Emotional-social intelligence model	Emotional intelligence is viewed as a complex of emotional, personal, and social competencies ensuring adaptability and stress resistance	Reveals the importance of emotional adaptability and stress management in conditions of digital communication and remote professional activity
Howard Gardner	Theory of multiple intelligences	Distinguished interpersonal and intrapersonal intelligence associated with understanding oneself and others	Emphasizes the significance of communicative competence, empathy, and social interaction in professional communication
Susan David	Concept of emotional agility	Focuses on the ability to recognize, accept, and flexibly regulate emotions under conditions of change and stress	Highlights the role of emotional flexibility and psychological resilience in maintaining effective professional interaction in the digital environment
E. Nosenko, N. Kovryha	Emotional intelligence as a personal resource	Emotional intelligence is considered a factor of behavioral adaptability and emotional self-regulation	Demonstrates the importance of emotional competence for adaptation to the digital professional environment
S. Derevianko	Phenomenology of emotional intelligence	Studies the structure, functions, and manifestations of emotional intelligence in interpersonal interaction	Explains the psychological mechanisms of emotional interaction in professional communication
O. Vlasova	Social and communicative abilities of personality	Investigates emotional and communicative components of social interaction.	Reveals the importance of communicative competence for effective online professional cooperation
T. Kyrylenko	Emotional sphere and emotional regulation	Examines emotional processes, emotional regulation, and the role of emotions in communication and behavior	Confirms the significance of emotional self-regulation for effective professional interaction in the digital space

The relevance of analyzing contemporary concepts of emotional intelligence is determined by the rapid digitalization of professional activity, the spread of remote communication, and the transformation of interpersonal interaction in the online space. Under conditions of information overload, professional stress, and reduced direct emotional contact, an individual's ability to emotional self-regulation, empathy, constructive communication, and psychological adaptation becomes particularly important. Therefore, the



study of scientific approaches to understanding emotional intelligence makes it possible to determine its role as an important resource for ensuring effective professional interaction and psychological resilience of specialists in the modern digital environment.

The empirical study of the psychological features of the influence of emotional intelligence on the effectiveness of professional interaction in the digital environment is aimed at examining the relationship between the level of emotional intelligence development and specialists' ability to communicate effectively, cooperate, and regulate emotional states in online interaction. Emotional intelligence is considered an important factor of professional communication that affects an individual's ability to understand their own emotions, take into account the emotional reactions of others, prevent conflicts, and maintain constructive interaction in a digital format.

The study used a comprehensive approach to examining the influence of emotional intelligence on the effectiveness of professional interaction. The sample consisted of 30 fourth-year students majoring in Psychology at Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, aged 20 to 22. The participants voluntarily took part in the study and provided the necessary data for further analysis.

The choice of psychology students is justified, as their future professional activity is directly related to communication, emotional self-regulation, empathy, and the ability to build effective interaction with other people, including in an online format. The digital environment imposes additional requirements on professional communication, as it limits nonverbal cues, complicates emotional recognition, and requires a high level of awareness in expressing one's thoughts and feelings.

The following psychodiagnostic methods were used to collect empirical data:

1. D. Lyusin's Emotional Intelligence Questionnaire was used to determine the level of emotional intelligence development, particularly the ability to understand and manage one's own emotions and the emotions of others.

2. The Methodology for Assessing the Effectiveness of Professional Communication in the Digital Environment (S. Lee, B. Quigley) was used to identify the features of online interaction, communicative flexibility, the ability to cooperate, emotional self-regulation, and constructive resolution of communication difficulties in a digital format.

In the course of the study, the results of testing using D. Lyusin's Emotional Intelligence Questionnaire were analyzed. This made it possible to determine the level of students' ability to understand their own and others' emotions, manage emotional states, and use emotional information to build constructive professional interaction in the digital environment. The obtained results indicate an uneven level of emotional intelligence development among psychology students, which directly affects the effectiveness of their professional interaction in the digital environment. According to the study results, 39.96% of respondents have an average level of emotional intelligence, 33.4% have a low level, 16.65% have a high level, and 9.99% have a very low level.

The predominance of the average level of emotional intelligence indicates that most students possess basic skills of emotional self-regulation and understanding of their own emotions and the emotions of others. Such students are able to maintain professional communication and adapt to the conditions of digital interaction; however, they may experience difficulties in stressful or conflict situations of online communication. At the same time, the significant proportion of students with low and very low levels of emotional intelligence (43.39%) indicates insufficient development of emotional control, empathy, and effective communication skills. In the digital environment, this may manifest itself in difficulties in understanding the emotional context of messages, a decrease in the quality of interpersonal interaction, increased communicative tension, and professional stress.

Only 16.65% of respondents demonstrated a high level of emotional intelligence, which is characterized by the ability to emotional flexibility, constructive conflict resolution, effective self-regulation, and maintenance of productive professional interaction in online communication. These indicators are the most favorable for successful professional activity under conditions of digitalization.

The Self-Presentation Tactics Scale by S. Lee and B. Quigley makes it possible to identify the features of behavioral strategies that students use in the process of professional and interpersonal interaction, particularly in the digital environment. In online communication, self-presentation acquires special importance, since it is through messages, communication style, reactions, and digital behavior that individuals form an impression of themselves as future specialists.

The obtained results show that the most prevalent tactic among students is "the desire to be liked" — 30%, which indicates their tendency to establish positive contact, maintain a friendly atmosphere, and be accepted in a professional group. The tactic of "disclaimer" accounts for 23.3%, which may indicate a tendency to avoid responsibility or distance oneself from possible mistakes in communication. The tactics

of “apology” and “exemplification” have equal indicators — 16.7% each, demonstrating a combination of defensive and constructive forms of self-presentation. The least pronounced tactic is “self-handicapping” — 13.3%, which may manifest itself in reduced confidence or in justifying possible difficulties in interaction.

In the context of professional interaction in the digital environment, these results indicate that students use both assertive and defensive communication strategies. Assertive tactics contribute to establishing productive online interaction, maintaining a positive image, and ensuring effective teamwork. In contrast, the predominance of defensive tactics may complicate open communication, reduce confidence in professional communication, and increase emotional tension.

Thus, the results confirm that emotional intelligence is an important factor in regulating self-presentation and professional communication. The better individuals understand their own emotions, control their reactions, and recognize the emotional states of others, the more effectively they choose interaction strategies in the digital environment. Therefore, the importance of developing emotional intelligence as a psychological resource for ensuring effective professional interaction in the digital environment is confirmed, which actualizes the need to implement training programs aimed at developing the emotional competence of future specialists.

Correlation analysis revealed a relationship between the level of emotional intelligence and students' choice of self-presentation tactics: 16.65% of respondents with a high level of emotional intelligence more often use assertive tactics, particularly “the desire to be liked” — 30% and “exemplification” — 16.7%. At the same time, students with low and very low levels of emotional intelligence (33.4% and 9.99%) are more inclined to use defensive self-presentation strategies: “disclaimer” — 23.3%, “apology” — 16.7%, and “self-handicapping” — 13.3%.

Thus, the obtained data indicate that a higher level of emotional intelligence is associated with more constructive self-presentation and more effective professional interaction in the digital environment.

Pearson correlation analysis made it possible to establish statistically significant relationships between the level of emotional intelligence and students' tactics of professional interaction in the digital environment. In particular, a positive correlation was found between a high level of emotional intelligence and the use of the assertive tactic “the desire to be liked” ( $r = 0.62$ ;  $p \leq 0.05$ ), which indicates that students with developed emotional competence are more capable of building positive professional communication. A positive correlation was also established between the level of emotional intelligence and the tactic “exemplification” ( $r = 0.54$ ;  $p \leq 0.05$ ), indicating the tendency of emotionally competent students to demonstrate constructive models of behavior in digital interaction.

In contrast, negative correlations were found between a low level of emotional intelligence and defensive self-presentation tactics: “disclaimer” ( $r = -0.48$ ;  $p \leq 0.05$ ) and “self-handicapping” ( $r = -0.51$ ;  $p \leq 0.05$ ). These tendencies indicate that insufficient development of emotional intelligence may complicate effective professional interaction and contribute to the use of less adaptive behavioral strategies in the digital environment.

**Conclusion.** The obtained results confirmed that emotional intelligence is an important psychological factor in effective professional interaction in the digital environment. It was established that students with a higher level of emotional intelligence more often use constructive and assertive communication strategies, particularly the tactics of “the desire to be liked” and “exemplification,” which contribute to the formation of a positive professional image and productive online interaction. The correlation analysis revealed positive relationships between emotional intelligence and assertive self-presentation tactics, as well as negative relationships with defensive strategies such as “disclaimer” and “self-handicapping.” These tendencies indicate that developed emotional self-regulation, empathy, and communication skills increase an individual's ability to interact effectively under conditions of digitalization, reduce the risk of communication difficulties, and contribute to the psychological adaptation of future specialists.

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