

6. Gradual increase of the share of noospheric consciousness in relation to the other elements of ecological consciousness of future leaders.

Finally, ecological consciousness of future leaders is a specific form of social consciousness that influences all other forms of social consciousness, orienting them to the tasks of stabilization and restoration of the environment. This orientation can be expressed either in certain restrictions of human activity in relation to nature, or, on the contrary, in encouragement to its certain types.

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Teacher-leader's developed emotional intelligence as a token of professional competency of future engineers at a higher technical education institution

EQ is a present-day phenomenon of the XXI century, which is much discussed and argued about in scientific areas.

The development of emotional intelligence (also known as emotional quotient) concepts is within the scope of interest of both Ukrainian and foreign researchers. The names of western scientists R. Bar-On, J. Gardner, D. Goleman, J. Mayer, D. Caruso, A. Savaf, P. Salovey attest to the interest in this scientific problem. Works by such well-known Ukrainian scientists as G. Bereziuk, E. Nosenko, O. Pryimachenko, O. Romanovsky, O. Filatov are also dedicated to studying emotional intelligence.

Under the notion of “emotional intelligence” (EQ) the scientists mean a human’s ability to understand and control their emotions and those of surrounding humans. It is believed that the emotional intelligence (EQ), unlike general intelligence (IQ), is a factor that affects an individual’s success more significantly, and owing to which a future specialist will be able to efficiently accomplish their potential in professional activities for life. This relates in particular to a developed emotional intelligence of a teacher-leader at a higher technical education institution (HTEI). The authors agree with their scientific colleagues that emotional intelligence can be developed and augmented [1; 129]. This is an important task facing a teacher-leader at an HTEI.

A possibility of quantitative measuring the emotional intelligence has enabled scientists to estimate the extent of its influencing an individual’s achievements. Most of research prove that EQ is one of key factors of success. A well-developed emotional intelligence of an HTEI teacher enables their students, future engineers, attaining success in professional activities, to become competent specialists in their field.

A developed emotional intelligence of a teacher-leader enables them not only to better understand and control their emotions, master them, but also to understand

students' emotions and states, care for them with concern, demonstrate empathy in relations with them.

Entering the communication process with students, building up relations with them, such a teacher is capable of imparting to students not only interest to the chosen specialty, but also motivate them to fundamental mastering the knowledge in the chosen field.

In order to enhance emotional intelligence development and forming professional competency in future HTEI engineers, the teacher-leader with a high-level emotional intelligence combines in their teaching practices both traditional and innovative, active and interactive methods as well as international experience in professional training.

On the outcomes of a survey carried out by the authors among the NTU "KhPI" students, future engineers, concerning teachers' professional traits, it can be concluded that the best features of a teacher-leader, in respondents' opinion, are creativity, creative approach to their work, responsibility, deep professional knowledge in combination with a developed emotional intelligence.

This enables the authors to state that a teacher-leader with a high level of emotional intelligence is not only a tactician, but also a strategist who sees potential of every student, who gradually discloses a future engineer's abilities to mastering knowledge and skills at classes for the student to be able to use all this baggage of knowledge efficiently in their future professional activities. For "one of the most significant indicator of any state efficiency are qualitative changes in education policies in accordance with real needs of the labor market and requirements to professional competence of higher education institutions graduates" [2].

In other words, a teacher-leader with a high level emotional intelligence builds up their students' professional trajectory which will determine their professional path for life, and therefore will form their professional competence.

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International cooperation in leaders education

With the rapid pace of globalisation, institutions that enable interdisciplinary interaction and greater openness to new ideas among academics are becoming increasingly important. Institutes for Advanced Study (IAS) play a pivotal role in this regard.

And that rapid globalization gives us what we call international cooperation in education, which now plays a strong role in the development of nations on the one hand, and on the other hand in development of knowledge and the individual's culture.

International cooperation in education is becoming increasingly important and