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Emotional intelligence Vs normative behavior of juvenile male convicts

Емоційний інтелект vs нормативної поведінки неповнолітніх засуджених осіб чоловічої статі

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Abstract

In recent years, the level of crime among young people has increased, so there is a need to improve the methods of education and correction of such persons, which is why the in-depth study of the emotional intelligence of the convict is relevant. Based on empirical data, the components of emotional intelligence of male juveniles with normative behavior and convicts were compared. The following research methods were used: semantic, sociological (observation, interviewing, psychodiagnostic testing), comparative analysis, and correlation analysis. The study found that the level of emotional intelligence of juvenile convicts is lower than the emotional intelligence of normative behavior. Convicts have a lower level of understanding and control of their emotions, reduced empathy, which is expressed in the inability to consciously interpret the emotional state of another person, and reduced control over their expression. The above directly proportionally affects the ability of juveniles to commit criminal offenses, so it is necessary to purposefully influence and develop emotional intelligence and emotional competence in juvenile male convicts. Based on

Анотація

За останні роки збільшився рівень злочинності серед молоді, тому виникає необхідність вдосконалення методів виховання та виправлення таких осіб, само через це актуалізується поглиблене вивчення емоційного інтелекту засудженого. На підставі емпіричних даних здійснено порівняння компонентів емоційного інтелекту неповнолітніх чоловічої статі з нормативною поведінкою та засуджених. В роботі використано такі методи дослідження: семантичний, соціологічні (спостереження, інтерв'ювання, психодіагностичне тестування), порівняльний аналіз та кореляційний аналіз. За результатами дослідження виявлено, що рівень емоційного інтелекту неповнолітніх засуджених нижче, ніж емоційний інтелект представників нормативної поведінки. Засуджені мають нижчий ступінь розуміння та управління своїми емоціями, знижену емпатію, що виражено у нездатності усвідомлено тлумачити емоційний стан іншої людини, та знижений контроль власної експресії. Вищезазначене прямо пропорційно

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the constant analysis of the emotional intelligence of convicts, it is possible to more effectively identify and eliminate the causes and conditions that contribute to the commission of offenses and anti-social actions.

Keywords: emotional intelligence, emotional competence, juvenile convict, criminal offenses, normative behavior.

Introduction

With the growing number of criminal offenses committed by adolescents, the study of the causes of juvenile delinquency and the psychological portrait of juvenile convicts remain relevant. To date, the most criminogenic age is 16-17 years. The subject of the offense is a male person, and there are no restrictions on social status, as juvenile offenders are both homeless and children from well-off, well-off families. According to neurobiologists, often a juvenile offender is formed by deep psychological aspects. Juvenile delinquents are characterized by aggression, anger, anxiety, negative behavior, high levels of impulsivity, which is associated with poorer skills to solve social problems, and poorer skills to solve social problems – with greater aggression, inability to consciously regulate emotions for personal growth and improvement of interpersonal relationships, low level of ability to understand the emotional meaning of the situation in a cognitive perspective, change and interaction of emotions, the reasons for their variability and changes over time, their determination by environmental events, reduced social adjustment, empathy and compassion. The above is an emotional component of a person. Many scientific papers, psychologists of the highest category emphasize that our actions are a product of our emotions, and as a result, at the end of the 20th century, the concept of emotional intelligence was developed. Emotional intelligence is the ability to understand the true causes of their emotions, to correctly interpret their own behavior and the behavior of others, to have a productive influence on it, to understand the emotions, feelings, desires, goals of others, to know their strengths and weaknesses, avoid stress and be attractive. The study of the concept of emotional intelligence is gaining momentum

впливає на здатність неповнолітніх здійснювати кримінальні правопорушення, тому необхідно цілеспрямовано впливати та розвивати емоційний інтелект та емоційну компетентність у неповнолітніх засуджених чоловічої статі. На підставі постійного аналізу емоційного інтелекту засуджених є можливість більш ефективно виявляти та усувати причини і умови, що сприяють здійсненню правопорушень та антигромадських дій.

Ключові слова: емоційний інтелект, емоційна компетентність, неповнолітній засуджений, кримінальні правопорушення, нормативна поведінка.

as it is closely related to attempts to assess a person's adaptive abilities through his ability to successfully interact in society, analysis of the level of emotional competence of an individual allows to predict his reactions and behavior.

The above confirms the increased need to study and analyze the specifics of the emotional intelligence of male juvenile convicts. The results of such studies will confirm the hypothesis of the relationship between the emotional intelligence of the adolescent and his ability to commit a crime. Based on this relationship and the importance of increasing the emotional competence of the individual, the creation of programs of preventive measures for juvenile delinquency will be more productive, methods of re-education of juveniles more effective, and the general concept of optimizing interpersonal relationships, positive activities of adolescents in society, their self-realization level above.

Purpose: to consider the theoretical and practical provisions of emotional intelligence, different approaches to its interpretation. To investigate in detail the emotional intelligence of male juvenile convicts by comparing the components of emotional intelligence of juvenile convicts and juveniles with normative behavior. The results of the study should be presented as necessary for use in the field of crime prevention among young people and in the development of effective ways to correct convicts. The object of research is the phenomenon of emotional intelligence. The subject of research – features of emotional intelligence of juvenile male convicts.

Theoretical Framework or Literature Review

In the process of studying the concept of emotional intelligence, the authors used the work of the following scientists: Andreeva (2008), Lusin (2006), Saenko (2010), Bar-On (2007), Mayer, Solovey, and Caruso (2003).

Andreeva (2008) interprets the concept of emotional intelligence through emotional competence, namely: "it is a set of knowledge, skills, and abilities that are aimed at making adequate decisions and encourage action based on the results of intellectual processing of external and internal emotional information."

Lusin and Ushakov (2004) understands emotional intelligence as a mixed construct, namely a combination of cognitive abilities and personal characteristics. The scientist identifies the following components of emotional intelligence: interpersonal, intrapersonal, understanding emotions, emotion management, understanding other people's emotions, managing other people's emotions, understanding one's own emotions, managing one's own emotions, controlling expression.

In his research on the essence of emotional intelligence, Saenko (2009, 2010) draws attention to such a component as the regulation of emotions, i.e. awareness of their emotional experiences and their biologically and socially appropriate use to achieve goals and meet needs. Regulation of emotions involves the maximum possible external expression, the discharge of emotional states in constructive ways, i.e. in ways that do not violate the interests, rights, and freedoms of other people.

Bar-On (2007 2010) understands emotional intelligence as a set of non-cognitive abilities, competencies, and skills that affect a person's ability to adapt to different life situations. The scientist identifies 5 components of emotional intelligence (self-knowledge, communication skills, ability to adapt, manage stressful situations, the mood he is experiencing). Bar-On first introduced the concept of EQ – emotional quotient, the coefficient of emotionality, by analogy with IQ – the coefficient of intelligence.

Mayer, Solovey, and Caruso (2003) were the first to introduce the term "emotional intelligence" into psychological discourse. Scientists interpret this concept as the ability to effectively control emotions and use them to improve thinking.

The concept of emotional intelligence has also been studied by scholars such as McMurrin and McGuire (2005), Salovey and Mayer (1994), Thronike, Hagen and Sater (1986), Frolova (2018), Fedorenko, Belousova and Chetyrchinskaya (2020), Abrikosova, Aleksandrovskaya, Kudinova and Irgit (2019); Rakhlis and Pavlenko (2021).

Methodology

The choice of specific research methods is determined by the goals and results that are expected to be obtained. The specifics of the emotional intelligence of juvenile convicts were studied using the following methods: semantic, sociological (observation, interviewing, psychodiagnostic testing), comparative analysis, and correlation analysis.

The semantic method of research is used to define the essence of phenomena, concepts, terms, and their etymology. This method is a tool for finding and discovering the meaning of words and phrases that denote the object and subject of research. With the help of semantic analysis, the essence of the conceptual and categorical apparatus is settled by establishing the meaning of the terms: emotional intelligence, the emotional component, emotional competence.

The behavior of juvenile convicts and law-abiding adolescents is a reflection of emotional intelligence and emotional competence. Given that behavior is a social phenomenon, sociological methods have become the basic research methods. Such methods include many empirical procedures: observation, interviewing, psychodiagnostic testing. The following methods are widely used: MSCEIT, SREIT, questionnaire Barchard, EmIn, EQ-i questionnaire by Ruven Bar-On.

MSCEIT (The Mayer – Salovey – Caruso Emotional Intelligence Test) is a standard test for assessing emotional intelligence with a high-reliability scale. This test is now the most reliable and effective method of assessing emotional intelligence as an ability. MSCEIT makes it impossible for the respondent to self-assess, as it consists of impersonal and objective tasks.

SREIT (Self Report Emotional Intelligence Test) - self-report test with 33 statements, which are divided into 3 scales: evaluation and expression of emotions, regulation of emotions, the use of emotions in solving problems. This test shows quite good psychometric indicators in the design: internal reliability (α Cronbach = 0.90), test-

retest reliability at 0.78, and obvious discriminant validity. The disadvantage of SREIT is the lack of protection from socially acceptable responses. The advantage of this technique is the ease of conducting a survey and processing the answers.

Bachard's questionnaire is a set of questions to measure the possible components of emotional intelligence: positive or negative expressiveness, attention to emotions, emotion-based decision-making, empathy for joy, empathy for unhappiness, the ability to understand other people's emotions.

Emin (Lucin's emotional intelligence questionnaire) is a self-reported psychodiagnostic technique designed to measure emotional intelligence (EQ) according to the author's theoretical ideas.

Emotional Quotient Inventory (EQ) is a questionnaire for measuring emotional intelligence, developed by Reuven Bar-On, who first introduced the concept of EQ – emotional quotient, emotional coefficient, by analogy with IQ.

The method of comparative analysis was used to compare the emotional intelligence of juvenile convicts and the emotional intelligence of law-abiding adolescents.

The correlation method revealed the interdependence between the deviant, antisocial behavior of convicts and their emotional intelligence.

The empirical basis of our study was the state institutions Kuryaz Correctional Colony, Kremenchug Educational Colony, and secondary schools in Dnipro. The study sample – 626 older male adolescents.

The subjects were divided into two groups. The first group consisted of 301 male juvenile convicts. The second group included 325 older adolescents with conditional normative behavior (who studied in secondary schools).

Results and Discussion

The significance of such a psychological construct as emotional intelligence is that it provides basic coordinates for understanding how emotional states affect social functioning, and its prognostic value relates to real-life outcomes (Keefer, Parker & Wood, 2012).

Emotional intelligence has been compared to several other psychological constructs, including Thorndike's social intelligence (ability to understand others and act intelligently in relationships) (Thorndike, Hagen & Sater, 1986); Gardner's theory of multiple intellects (e.g., intrapersonal and interpersonal intelligence) (Gardner, 2011); practical intelligence (human ability to solve real problems) (Mayer, Salovey, & Caruso, 2003), and a state of alexithymia (which is characterized by difficulties in identifying one's own emotions, difficulties in describing the emotions of others, narrowed imaginary processes and a cognitive style focused on appearance, etc.).

The presence of modern models of emotional intelligence in modern psychological science, according to Lusin, determines the feasibility of simultaneous use to study and evaluate this psychological phenomenon of different methodological approaches in scientific research and applied research (Lusin & Ushakov, 2004).

Emotional intelligence is the ability to understand and control emotions; however, the content and boundaries of this construction remain unclear. Meyer and Salovey, who began to use the term, defined emotional intelligence as "the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions, and regulate emotions to promote personal growth." They singled out two areas of EI: experimental (the ability to perceive, respond to, and manipulate emotional information without necessarily understanding it) and strategic (the ability to understand and manage emotions without necessarily perceiving feelings well or experiencing them fully) (Mayer, Salovey & Caruso, 2003).

The results of the study of emotional intelligence of juvenile convicts and juveniles with normative behavior, obtained by the MSCEIT method, are shown in Table 1.

It was found that juvenile convicts differ from juveniles with normative behavior by significantly lower indicators on three of the four scales of the MSCEIT methodology, namely, "Emotional facilitation of thinking" (respectively 0.24 ± 0.05 and 0.36 ± 0.03 , $t = 2.06$, $p \leq 0.05$), "Ability to understand and analyze emotional information" (0.26 ± 0.04 and 0.39 ± 0.05 , $t = 2.03$, $p \leq 0.05$), "Ability to consciously regulate emotions for personal growth and improvement of interpersonal relationships" (0.21 ± 0.02 and 0.29 ± 0.03 , $t = 2.22$, $p \leq 0.05$).

Table 1.

Indicators of emotional intelligence of juvenile convicts and juveniles with normative behavior according to the MSCEIT method ($M \pm m$). Own authorship.

Scales	1 group	2 group	t	p
Identification of emotions	0,27±0,03	0,34±0,05	1,20	-
Emotional facilitation of thinking	0,24±0,05	0,36±0,03	2,06	0,05
Ability to understand and analyze emotional information	0,26±0,04	0,39±0,05	2,03	0,05
Ability to consciously regulate emotions for personal growth and improve interpersonal relationships	0,21±0,02	0,29±0,03	2,22	0,05

The identified differences suggest that juvenile convicts are characterized by several features, the content of which will be disclosed below.

These subjects are less able to recognize emotions that are productive in the context of facilitation of a particular activity, to determine the degree of usefulness of various emotions in the current situation, to describe their own emotional experiences, i.e., generally characterized by less pronounced ability to use emotions to intensify not only thinking but and activities, facilitate thinking through emotions.

Representatives of this group are less able to understand the emotional meaning of the situation in a cognitive perspective, the transformation and interaction of emotions, the reasons for their variability and changes over time, their conditionality of the content of events; are less able to distinguish between ambiguous and contradictory feelings, awareness of a complex combination of emotions in one feeling, to accumulate experience of experiencing such emotions, i.e. are characterized by a less developed ability to understand and analyze emotional information.

Juvenile convicts are less successful in regulating their own emotions and maintaining a positive emotional state, in imagining themselves in the place of another person, in predicting the development of interpersonal interaction, emotional consequences of their behavior for others, regulation of their emotional states, and the ability to maintain positive relationships with them, reflecting a less perfect ability to consciously regulate emotions to ensure personal growth and harmonize interpersonal relationships.

The absence of probable differences on the scale "Identification of emotions" indicates that juvenile convicts and juveniles with normative behavior do not differ in the manifestations of the ability to perceive emotions, their evaluation, and expression of emotional experiences.

The use of some techniques based on self-report, allowed us to analyze the features of the ideas of the subjects concerning the manifestation of various components of emotional intelligence.

The results obtained using the method SREIT (Self Report Emotional Intelligence Test) are shown in Table 2.

Table 2.

Indicators of emotional intelligence of juvenile convicts and adolescents with normative behavior according to the method of SREIT ($M \pm m$). Own authorship.

Scales	1 group	2 group	t	p
Evaluation and expression of emotions	34,97±1,44	38,31±1,16	1,81	-
Regulation of emotions	21,63±1,07	28,58±0,82	5,16	0,0001
Using emotions to solve problems	29,08±0,63	37,26±1,57	4,84	0,0001

In the group of juvenile convicts, the indicators on the scale "Regulation of emotions" (21.63 ± 1.07) are probably lower compared to the group of adolescents with normative behavior (28.58 ± 0.82), at $t = 5.16$, $p \leq 0.0001$.

Also, in this group, probably lower than in the second group, the indicators were on the scale

"The use of emotions in solving problems" (29.08 ± 0.63 and 37.26 ± 1.57 , $t = 4.84$, $p \leq 0.0001$).

Thus, juvenile convicts are less successful in regulating both their own and others' emotions, they are less aware of changes in emotional states and less effectively interpret the conditions that

lead to such changes; less flexible in changing behavior to neutralize negative emotions; less variable in the use of adequate situations of strategies for regulating emotions and restraining impulsive behavior; and less able to solve problem situations using certain emotions appropriate to the content of such a situation.

The subjects of both groups did not find differences in the indicators on the scale "Evaluation and expression of emotions", which reflects the ability to identify emotions in their verbal and nonverbal manifestations and the ability to adequately express their emotions according to their condition, needs, and content.

Table 3.

Indicators of emotional intelligence of juvenile convicts and juveniles with normative behavior according to the method of K. Barchard ($M \pm m$). Own authorship.

Scales	1 group	2 group	t	p
Positive expressiveness	25,09±0,42	27,38±0,17	5,95	0,0001
Negative expressiveness	28,35±0,52	26,02±1,01	2,05	0,05
Attention to emotions	28,46±1,34	32,17±0,88	2,31	0,05
Making decisions based on emotions	26,92±0,26	23,64±0,53	5,56	0,0001
Empathy for joy	25,74±0,91	31,36±1,65	2,98	0,005
Empathy for misfortune	23,25±0,37	26,23±0,49	4,85	0,0001
Empathy	24,03±1,13	29,25±1,02	3,43	0,001

Positive expressiveness shows a significantly higher expression in the group of juveniles with normative behavior in comparison with juvenile convicts (27.38 ± 0.17 and 25.09 ± 0.42 , $t = 5.95$, $p \leq 0.0001$), who, together with this, show a significantly greater tendency to show negative expression (28.35 ± 0.52 and 26.02 ± 1.01 , $t = 2.05$, $p \leq 0.05$).

Thus, subjects with normative behavior show a more pronounced tendency to nonverbally express positive emotions, while juvenile convicts, on the contrary, tend to nonverbally express negative emotions.

In contrast to juvenile convicts (28.46 ± 1.34), probably higher indicators were determined in the group of juveniles with normative behavior (32.17 ± 0.88) and on the scale "Attention to emotions" ($t = 2.32$, $p \leq 0.05$).

That is, the group with normative behavior is more characterized by the ability to track emotions – both their own and the experiences of others, and the ability to be aware of them.

According to the scale "Decision-making based on emotions" in the group of juvenile convicts (26.92 ± 0.26) significantly higher indicators were established in comparison with the group of

To study in detail the emotional intelligence of juvenile convicts and juveniles with normative behavior, we used the questionnaire K. Barchard, which believes that emotional intelligence contains both personal and cognitive subcomponents. This determines the multidimensionality of this psychological phenomenon, which was taken into account by the researcher in designing the appropriate psychodiagnostic techniques.

The subcomponents of emotional intelligence of juvenile convicts and juveniles with normative behavior obtained in the study are given in Table 3.

juveniles with normative behavior (23.64 ± 0.53), at $t = 5.56$, $p \leq 0.0001$.

In addition, in contrast to respondents with normative behavior, juvenile convicts recorded significantly lower scores on the scales "Empathy for Joy" (25.74 ± 0.91 and 31.36 ± 1.65 , $t = 2.98$, $p \leq 0.005$), "Empathy" (23.25 ± 0.37 and 26.23 ± 0.49 , $t = 4.85$, $p \leq 0.0001$), "Empathy" (24.03 ± 1.13 and $29, 25 \pm 1.02$, $t = 3.43$, $p \leq 0.001$).

The content of the differences allows us to say that the representatives of this group have a greater tendency to make plans and decisions based on feelings, rather than based on logic.

In the presence of other people who rejoice or have fun, they are less likely than juveniles with normative behavior to experience similar feelings, and the presence of grieving people does not cause frustration, anxiety, or sympathy for those who are suffering.

According to Saenko (2009, 2010), a negative experience is valuable because only by overcoming difficulties, a person develops and reaches true heights in understanding and accepting himself and the world around him. Any suffering ennobles, purifies the human soul; to

the sufferer, new aspects of the relationship open up, one's own life and the lives of others are interpreted differently. Through the experience of loss comes an understanding of the value of human relationships. Experiencing suffering and grief is evidence of the ability to truly love and feel.

Lusin (2006), starting from the existing foreign concepts of emotional intelligence, offers his model. He interprets emotional intelligence as the ability to understand and control one's own and others' emotions. According to Lusin (2006) and colleagues, emotional intelligence has a dual nature and is associated, on the one hand, with cognitive abilities and, on the other hand, with personal characteristics (Table 4).

Table 4.
The structure of the abilities that make up emotional intelligence (according to the concept of Lusin (2006))

Ability group	Abilities
Understanding emotions	- to recognize emotion, ie to establish the fact of the presence of emotional experience in yourself or another person;
	- identify the emotion, ie to establish what kind of emotion a person feels himself or another person, and find a verbal equivalent for it;
	- understand the reasons that caused this emotion and the consequences it will lead to;
Emotion management	- to control the intensity of emotions, first of all to suppress excessively strong emotions;
	- control the external expression of emotions;
	- if necessary, arbitrarily evoke this or that emotion

The ability to understand emotions is determined by the fact that a person can recognize an emotion, i.e. to establish the fact of the existence of an emotional experience in himself or another person; can identify the emotion, i.e. establish what kind of emotion he or she is experiencing and find a verbal equivalent for it; understands the reasons that caused this emotion and the consequences it will lead to.

the author, following Gardner, speaks of intrapersonal and interpersonal emotional intelligence.

The author himself notes that his model of emotional intelligence is preliminary and needs empirical justification and clarification (Lusin, 2006).

The ability to control emotions is determined by the fact that a person: can control the intensity of emotions; can control the external expression of emotions; may, if necessary, cause the appearance of a particular emotion (Lusin & Ushakov, 2004). The ability to understand and manage emotions can be focused on both one's own emotions and the emotions of others. Thus,

We studied the features of interpersonal intelligence and intrapersonal intelligence in juvenile convicts and juveniles with normative behavior.

The results of the study of the partial characteristics of emotional intelligence by the method of "EmIn" Lusin study groups are shown in Table 5.

Table 5.
Indicators of partial characteristics of emotional intelligence of juvenile convicts and juveniles with normative behavior according to the method of "EmIn" (M ± m). Own authorship.

Scales			1 group	2 group	t	p
Understanding	other	people's emotions	21,24 ± 1,44	27,01 ± 1,27	3,01	0,003
Managing	other	people's emotions	21,30±1,18	24,73±1,21	2,03	0,04
Understanding	your own	emotions	23,19±1,76	25,17±1,09	0,96	-
	Manage your own	emotions	18,06±1,39	22,51±0,96	3,23	0,001
	Expression control		14,52±1,01	16,93±0,63	2,02	0,04

It was found that juvenile convicts differ from juveniles with normative behavior by significantly lower indicators on the subscale "Understanding other people's emotions" (21.24 ± 1.44 and 27.01 ± 1.27 , respectively, at $t = 3.01$, $p \leq 0.003$), but on the subscale "Understanding their own emotions" do not show differences in performance compared to the second group.

Concerning the subscales "Management of other people's emotions" and "Management of own emotions", juvenile convicts, in contrast to juveniles with normative behavior, show significantly lower scores on both scales (21.30 ± 1.18 and 24.73 ± 1.21 , at $t = 2.03$, $p \leq 0.04$ and 18.06 ± 1.39 and 22.51 ± 0.96 , at $t = 3.23$, $p \leq 0.001$).

Probably lower indicators, compared to the normative group, were found in the group of juvenile convicts also on the subscale "Expression Control" (14.55 ± 1.01 and 16.93 ± 0.63), at $t = 2.02$, $p \leq 0.04$.

Thus, juvenile convicts have a less perfect ability, intuitively or based on external signs of emotions of others, to understand their emotional states; arouse various emotions in them, and neutralize unwanted experiences.

These subjects manage their own experiences less successfully, consider it less important to control their own emotions and their expressive manifestations, to evoke emotions that are subjectively or objectively desirable, as well as to suppress unwanted emotional states and censor the external manifestation of their experiences.

The subjects of both groups show similarities in the ability to understand their own emotions, the ability to understand and determine them, to find out the source of their origin, and to provide verbal definitions of their emotional experiences.

The results obtained on the general scales of emotional intelligence in the group of juvenile convicts and juveniles with normative behavior are given in Table 6.

Table 6.

Indicators of emotional intelligence of minors convicts and juveniles with normative behavior according to the general scales of the method "EmIn" ($M \pm m$). Own authorship.

Scales	1 group	2 group	t	p
Interpersonal emotional intelligence	42,54±2,62	51,74±2,48	2,55	0,01
Intrapersonal emotional intelligence	55,77±4,16	64,61±2,68	1,79	-
Understanding emotions	44,43±3,20	52,18±2,36	1,95	-
Emotion management	53,88±3,58	64,17±2,80	2,26	0,02

It was found that on the scales "Interpersonal Emotional Intelligence" and "Emotion Management" the indicators in the group of subjects with normative behavior (51.74 ± 2.48 and 64.17 ± 2.80) probably exceed the indicators on the specified scales in juvenile convicts (42.54 ± 2.62 and 53.88 ± 3.58), at $t = 2.55$, $p \leq 0.01$ and $t = 2.26$, $p \leq 0.02$, respectively.

That is, in contrast to the normative group, juvenile convicts show less awareness of the emotional state of others, lack of understanding, and less ability to cause certain emotions in partners in interpersonal communication, as well as to transform their own feelings and emotions.

According to the method of EQ-i of Bar-On, the specifics of the main competencies of emotional intelligence in the studied groups were determined (Table 2.8).

Bar-On, proposing the term "emotional factor", defines emotional intelligence as an interest in

understanding oneself and others, in relationships with people, as well as in adapting to the immediate environment to more successfully combat environmental demands (Bar-On, 2007; 2010).

The model proposed by Bar-On combines knowledge and skills that are defined as mental abilities (i.e. the ability to solve problems) and those that can be described as personal qualities (optimism). This combination forms a mixed model.

We also draw attention to the fact that the conditions of stay of adolescents in the institutions of the state penitentiary service contribute to the exacerbation of aggressive behavior. Several teenagers live in one room at a time, which exacerbates the issue of personal space. Staying in populated areas increases irritability, hostility, isolation, and negativity (Abrikosova, Aleksandrovskaya, Kudinova & Irgit, 2019).

Given the above indicators, we emphasize that crime and the offender are a dialectical unity. The crime before incarnation in a socially dangerous act goes through a stage of deep psychological maturation. And decision-making, performing certain operations, realizing personal tasks and goals are closely related to feelings and emotions. This necessitates the allocation of a special kind of intelligence - "emotional intelligence". The results of the empirical study show the specifics of the emotional intelligence of male juvenile convicts, and a comparative analysis with adolescents of normative behavior shows a low level of emotional competence of convicted adolescents and the relationship between the causes of crime and emotional competence.

The obtained research results have a significant practical purpose. They can be used:

- for in-depth analysis of problems related to the psychological factors of committing illegal acts, with the psychological characteristics of male juvenile convicts.
- to create guidelines for teachers of schools, other educational institutions, psychologists to increase their knowledge about the need to teach children to recognize their own emotions, especially destructive (aggression, anxiety, anger), and manage them.
- for the development and implementation of measures for psychological support, correction of illegal behavior, and development of emotional competence of juvenile convicts in the bodies and institutions of the State Penitentiary Service.

Conclusions

1. Emotional intelligence is a multicomponent phenomenon of human essence. This term was introduced by Meyer and Nightingale, who defined it as "the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions, and regulate emotions to promote personal growth. Lucin interprets the concept of "emotional intelligence" as the ability to understand and manage emotions, the ability to interpret the nature of their own and others' emotional experiences, understand the true causes of emotions and predict the consequences that emotions can lead to. The study of the concept of emotional intelligence is an urgent task, the development of methods and ways to increase emotional competence is a priority of modern psychology.

2. According to neurobiologists, juvenile offenders form deep psychological aspects. According to the results of our study, obtained using popular psychological techniques (MSCEIT, SREIT, questionnaire K. Barchard, EmIn, EQ-i questionnaire Ruven Bar-On), it was concluded that juvenile convicts are characterized by the less pronounced ability to self-understanding and self-management; have less perfect skills of interaction with others and the ability to master stressful experiences, inhibit impulsive reactions; act variably according to the situation; less flexible and realistic in solving problem situations; less positive in the perception of life; less satisfied with it.
3. The lower level of emotional competence of juvenile offenders compared to adolescents of normative behavior revealed in the course of research allows confirming the hypothesis of the interrelation of emotional intelligence of the teenager and his ability to illegal activity. Given this relationship and the importance of enhancing an individual's emotional competence, juvenile delinquency prevention will be more productive, juvenile re-education methods will be more effective, and the overall concept of optimizing human relations will be higher. The development and implementation of measures to develop the emotional intelligence of adolescents is an essential tool for solving many social problems.
4. The presented results of the research should be used by the employees of the state penitentiary service for psychological and pedagogical support of male juvenile convicts for the convicts to acquire skills of emotional competence and successful socialization in the future.

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