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## Means of measuring the level of emotional intelligence of adolescents through the psychological features of critical thinking

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**Abstract.** The article considers the problem of theoretical-methodological and scientific-methodological foundations of measuring the level of emotional intelligence of adolescents through psychological features of critical thinking one of the "10 in-demand skills" in labor market. As part of the implementation of the research goal was clarified that critical thinking in theoretical and methodological concepts is an instrument of level of development of emotional intelligence of adolescents.

In the course of the study, the psychological structure of critical thinking and emotional intelligence was clarified, a number of new ideas were formed on the basis of arguments in achieving the goal through the psychological features of critical thinking of adolescents.

During the conducted experimental research, the levels of emotional intelligence of adolescents were revealed on the basis of N. Hall's methodology, Emin (Lucin) emotional intelligence questionnaires, A. Megrabyan and N. Epstein's methods "emotional response scale" and J. Barrett's methods "critical analysis" were used.

As a result of experimental work, the aspiration to successful knowledge acquisition increased, the activity of critical thinking is increased, the diagnostic tools used to regulate their own emotions proved that the emotional state development leads the teenager to make optimal decisions to regulate their own emotions in educational environment.

**Key words:** critical thinking, emotional intelligence, adolescents, diagnostic instruments, mental structure of critical thinking, continuity of new knowledge, emotional intelligence level development process, reliable evidence.

## **Introduction**

One of the urgent problems of the modern educational system is the study of the psychological impact of students' critical thinking on the development of their emotional intelligence. The reason for this is the expansion of the information space in modern society, a sharp increase in the role and volume of information processes. All this is reflected in the social and psychological development of the adolescent, especially in the area of education. Therefore, changes in the educational paradigm are aimed at the development of all aggregate qualities of a person: knowledge, skills, abilities, methods of mental activity, intellectual mechanisms, emotional morality and sphere of action.

President of the Republic Kassym-Jomart Tokayev in his 2023 message to the people of Kazakhstan: "Roads, buildings, clothes, food, that is, everything should be safe for children. Also, the mental health of the younger generation is a very important issue. It is necessary to institutionally strengthen psychological support services in educational institutions. It is advisable to organize a single hotline. It is necessary to develop a program for providing assistance to those who face violence and oppression, i.e. bullying. Quality secondary education is the inalienable right of every child. The key word here is "quality". Therefore, it is necessary to improve the quality of education and improve the qualifications of teachers. High internet speed and free and accessible digital educational resources are essential for equal education. The educational system should change according to the demand of the labor market," he said [1]. The main point of the message is the need to form a leader who can master emotional intelligence, express a critical opinion, and provide quality education.

In chapter 2 of the State General Standard of Primary Secondary Education of the Republic of Kazakhstan "Requirements for the content of education, focusing on learning outcomes", it is stated as follows:

- to meet the dynamic demands of modern society;
  - the need to develop critical, creative and positive thinking;
  - formation of self-education and personal self-development skills;
  - formation and development of self-realization and interaction skills in the community, etc
- [2].

In the 21st century, the concept of "critical thinking" is often used in the formation of personality. Critical thinking is one of the "10 In Demand Skills" in the labor market. "4 competences: critical thinking, creativity, cooperation and communication" are found only in human nature.

This allows a person to make the right decisions, effectively solve the tasks, correctly assess his strengths and weaknesses, adapt to new situations, and become a competitive person in the labor market. The development of students' cognitive activity and independence of thinking is the most relevant direction in the field of mental education. That is why the independence of thinking is a phenomenon that cannot be realized without "criticism".

One of the most important issues in today's education system is to show ways to study the theoretical and experimental basis of the psychological features of critical thinking and its relationship with the levels of emotional intelligence in adolescents using convenient methods.

Educational standard and presentation of new diagnostic possibilities by studying the researches of foreign and Kazakhstan scientists in order to form a teenager who can control his emotional intelligence while thinking critically, as indicated in the message.

*The purpose of the research:* to determine the theoretical and methodological bases of the psychological features of critical thinking of adolescents and levels of emotional intelligence .

*Research object:* adolescents in the educational process critical thinking skills and emotional intelligence

*Research subject:* the process of developing critical thinking of teenagers

*Objectives of the research:*

- clarification of the scientific theoretical bases of critical thinking activity of adolescents;
- description of psychological features of critical thinking of teenagers and tools for measuring the level of emotional intelligence;
- diagnosis of changes in emotional intelligence of adolescents through psychological features of critical thinking.

## **Methodology**

The concept of critical thinking appeared early. Western scientists believe that critical thinking is a mental activity, while K. Popper adheres to the idea of planning corrective works [3, p.29].

Canadian scientist Ralph H. Johnson stated that "critical thinking is a special type of mental activity that enables a person to make a valid judgment about a proposed attitude or pattern of behavior." defines [4, p.48]. Johnson's definition highlights the role of critical thinking in solving questions and problems.

D.Cluster argues that critical thinking is informational thinking. He says that in the search for a solution to social problems, evaluation is to put one's own thinking into the center. Therefore, critical thinking is individualistic thinking [5, p. 25].

J.A.Brause and D.Wood define «critical thinking» as rational reflective thinking aimed at problem solving. Critics try to understand and feel their «I», objectively and logically understand other points of view [6, p. 97].

D.Halpern in his scientific work «Psychology of Critical Thinking» explains: «"Critical thinking is a directed thinking activity, distinguished by its logic, purposefulness, and the use of cognitive skills and strategies.» In order to use critical thinking, students should develop the following qualities, as shown by D. Halpern:

1. Preparation for planning. Frequent occurrence of foot ulcers. It is important to create a narrative sequence by arranging them. Consistency of thought is a sign of confidence.
2. Flexibility. If a student is not ready to accept the ideas of others, he can never be a generator of his own ideas and thoughts. Flexibility allows you to wait to make judgments until the learner has mastered the various information.
3. Perseverance. When faced with a difficult task, the student procrastinates. By developing perseverance in the tension of the mind, the student achieves much better results in studies.

4. Willingness to correct mistakes. A person who thinks critically does not make excuses for his bad decisions, but rather he definitely achieves higher academic results.

5. Conscious acceptance. The ability to self-regulate and control one's judgments during thinking activities.

6. Search for mutually beneficial solutions. It is important that the decisions made are accepted by other people, otherwise they remain at the level of statements [7, p.56].

V.A.Shamis divides the structure of critical thinking into three components:

- cognitive component – having knowledge about the ability to think critically;
- emotional component – attitude to critical thinking;
- behavioral component – manifestation of critical thinking in behavior and learning activities (finding mistakes) [8, p.241].

Currently, in the process of education, the problem of developing emotional intelligence of adolescents through critical thinking attracts the attention of psychological and pedagogical researchers. Interest in the formation of emotional intelligence is becoming one of the characteristics that indicate the degree of development of the adolescent's psychological characteristics. In search of ways to form qualities that train critical thinking while maintaining emotional stability in a teenager, the consultations and reviews conducted with my foreign supervisor during the scientific internship can be evidence. In accordance with the scientific internship plan at Gazi University, Ankara, Turkey, I conducted a review of scientific research works of scientists on my research topic.

Turkish professor Betül Balkan Akan describes the formation of students' level of emotional intelligence depending on the level of communication skills. That is, he studied the influence of the level of emotional intelligence on the internal dimension of self-expression and, thereby, the ability to understand and know the emotions of others and the ability to express one's thoughts play a vital role in their lives [9, p.455].

In his research, A.E. Aslan identified social phobia as one of the factors that prevent young people from expressing their thoughts and emotions clearly and as a psychological disorder that isolates young people. Therefore, it was shown that it is possible to overcome social phobia by forming emotional intelligence in a person [10, p. 203].

Paul and Elder defined critical thinking as the art of thinking about thinking in the act of thinking, and highlighted three interrelated stages of critical thinking: analyzing thinking, evaluating, and developing thinking. Critical thinking is your own thinking, self-directed, disciplined, observational and corrective thinking. A good critical thinker: asks very important questions and problems, collects and evaluates relevant information, makes valid and reasonable conclusions and decisions, develops alternative thinking systems and thereby ensures the creation of an effective communication environment [11, p.227].

Balkan Akan B. having studied the influence of the level of emotional intelligence on self-expression and communication skills in lower-level students, they noticed that it is possible to increase the level of emotional intelligence by evaluating their emotions, correctly assimilating their emotions [12, p.454].

Wendy L. Arteaga-Cedeño, Miguel Á. Carbonero-Martín, Luis J. Martín-Antón, Paula Molinero González, Lorena Valdivieso-León in his works, he studied and proposed the effectiveness of a program aimed at increasing a person's life satisfaction, Life Orientation and well-being by increasing the level of emotional intelligence [13, p.253].

A. Ren studied the effects of mediating work between emotional abuse in childhood and emotional intelligence in adolescence [14, p.159].

Among the domestic scientists, this issue was discussed by N.T. Ospanova projects critical thinking through the expression of achieving reality, concludes that critical thinking of high school students is the ability to formulate problems independently, identifying contradictions in the assessment of reality [15, p. 12].

Critical thinking is the ability to analyze information from the point of view of logic (D.U.Kusayinov), development of students' cognitive abilities (A.S. Egizbaeva), systematic development of deductive thinking (R.I. Kadyrbaeva), critical thinking is the choice of beliefs and values, explains it as "politely" doubting until all questions are considered on any issue (A. Alimov).

So, critical thinking means to review the existing views from the point of view of thinking and include the continuity of new knowledge. Critical thinking is not a subject in the educational process, it is defined as a result of learning. Because a teenager, thinking critically, compares the importance of ideas from different points of view, makes an analysis and makes meaningful decisions and conclusions. We can see that this is an indicator of a high level of critical thinking in mental development of a teenager, practicing logical independent thinking, defending his opinion, analyzing, comparing, applying, innovation, solving problems, evaluating thinking activities.

Based on the above analysis, we can prove that the highest level of critical thinking means confidence in mental control that teaches logical independent thinking and defends one's own opinion, analyzes, compares, explains, applies, solves innovative problems and evaluates the thinking process.

The analysis carried out above allows us to define the concept of "psychological features of critical thinking" as: "on the basis of creating a psychological environment in the educational environment, a teenager can successfully acquire education in the direction of developing intellectual and creative thinking abilities, creating personal relationships, gaining experience, and optimally managing emotional activity." motivated to try. The definition given by us was mainly the reason to create a structure of psychological features of critical thinking of a teenager and to present the process of managing emotional activity.

Therefore, critical thinking is described as the ability to ask effective questions, analyze, prove and evaluate new ideas and optimal solutions, and it was the basis for us *to create the psychological structure of critical thinking of adolescents using the aforementioned evidence*, as shown in Figure 1.

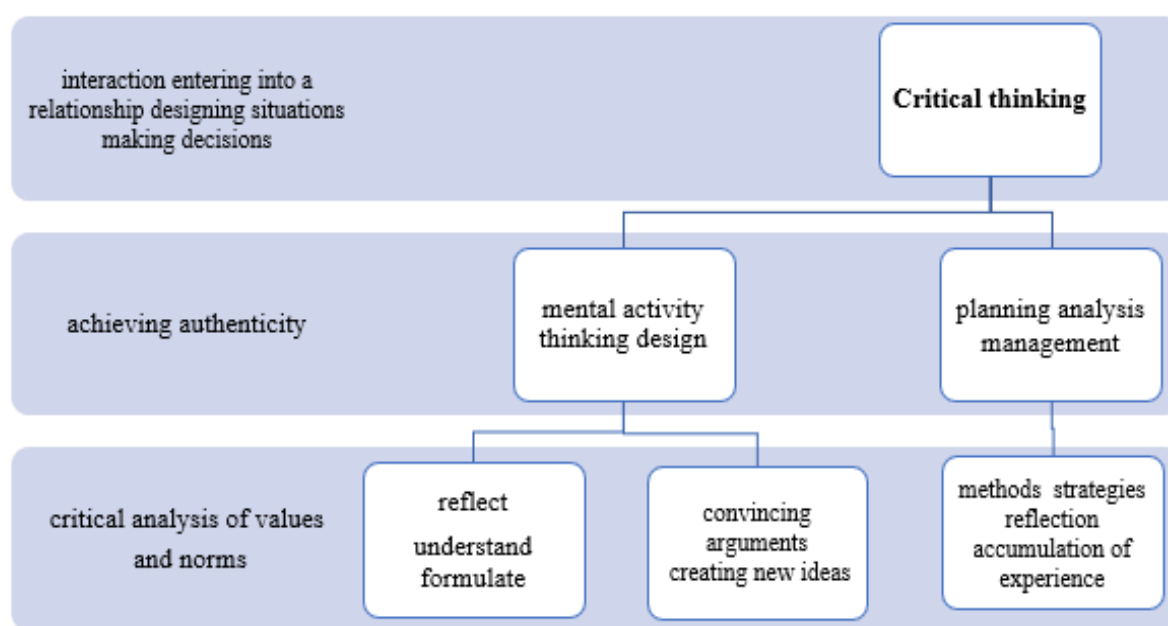


Figure 1. The psychological structure of critical thinking

That is, if we reveal the content of the picture, in this case, based on the psychological peculiarities of the adolescent's critical thinking, creating a series of new ideas on the basis of providing reliable evidence for achieving the goal put forward, reaching the truth in drawing conclusions, transforming the concepts and judgments formed in one's own experience into an active mental activity, interacting. showed that learning to use rational methods allows for critical analysis of values and norms.

*In our opinion*, critical thinking in the science of psychology determines that it will be a direction that encourages a teenager to conduct observation, evaluation and examination of intellectual activity and contributes to the development of his thinking activity.

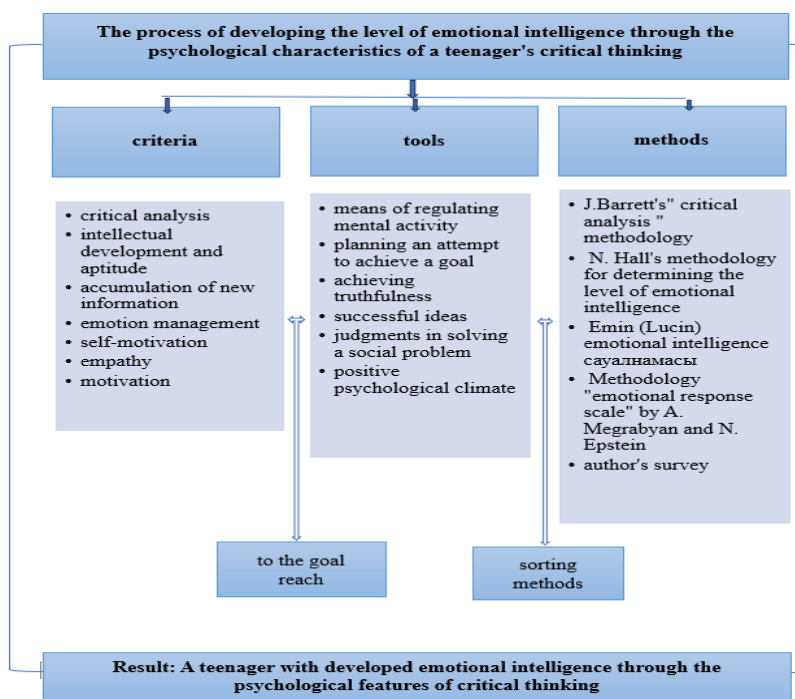
Hence, there is a reason to describe the psychological features of critical thinking as follows. They are:

- regulation of the adolescent's learning and intellectual abilities during the training process;
- adolescents should formulate their actions on the basis of reasoning, get a successful education;
- achieving results in the implementation of new ideas through cognitive activities, regulating emotions based on establishing relationships in the educational environment.

However, the psychological features of this critical thinking allow the adolescent to improve his critical thinking during the educational process, to use his emotions and feelings consistently, and to learn ways of active action, i.e. actions of social importance. Adolescents have the ability to control their higher psyche, demonstrating their emotional intelligence in interactions in the learning environment.

In this case, we can see that the psychological impact of critical thinking on the subject's emotional intelligence is strong.

The mentioned psychological structure of critical thinking gave us the basis to scientifically characterize the process of development of the level of emotional intelligence through the psychological features of critical thinking of adolescents. That is, as a result of determining the criteria, tools and methods of the mentioned process, we can see a teenager with developed emotional intelligence. By figure 1 below, we have presented the process of development of the level of emotional intelligence through the psychological features of critical thinking of adolescents. Figure 2.



**Figure 2. The process of development of the level of emotional intelligence through the psychological features of critical thinking of adolescents**

The diagram shows the criteria, tools and methods of the mentioned process as follows.

*First of all*, based on the psychological features of critical thinking of adolescents, we used the following criteria for the development process of the level of emotional intelligence: critical analysis, intellectual development and aptitude, accumulation of new information, emotion management, self-stimulation, empathy, motivation.

*Secondly*, we took the means of achieving the goal as follows: the means of regulating mental activity: planning the activity to achieve the goal, achieving sincerity, successful ideas, judgments in solving social problems, positive psychological climate.

*Thirdly*, in order to obtain the results of the mentioned process, the following methods were selected: J. Barrett's «critical analysis» methodology, N. Hall's method of determining the level of emotional intelligence, Emin (Lucin) emotional intelligence questionnaire, A. Megrabyan and N. Epstein's «emotional response scale» method.

*As a result* The diagnostic tools and mathematical methods used during the planned experiment on the developed nature of the level of emotional intelligence through the psychological features of critical thinking of adolescents gave an optimal character to the research work.

## **Research methods**

The practical-experimental work on determining the level of emotional intelligence through the psychological features of critical thinking of adolescents used diagnostic, control, analysis, and mathematical statistics methods to find a solution to the set tasks and to achieve the intended goal.

The purpose of the experiment: to determine the level of emotional intelligence through the psychological features of critical thinking of adolescents.

The research is being conducted from September 2022 to May 2024 on the basis of the secondary school named after Alikhan Bukeikhan, Turar Ryskulov district, Zhambyl region, Republic of Kazakhstan. The work of the practical experiment consisted of identification, formation, and final stages.

*The identification experiment* had 150 participants. In the identification phase of the research, it was intended to effectively use diagnostic tools in determining the level of emotional intelligence of 7-8 th grade students through critical thinking tools. In particular, a questionnaire to determine the level of knowledge of adolescents about the concept of «critical thinking», «emotional intelligence» and the following methods were selected. They are: Methodology of "critical analysis" by J. Barrett , N. Hall's method of determining the level of emotional intelligence, EmIn (Lucin) emotional intelligence questionnaire, A. Megrabyan and N. Epstein's «emotional response scale» method.

These methods gave a complete view of the results of the survey, giving a comparative character, and analyzing the concepts and concepts used by the students in the direction of emotional intelligence through the students' critical thinking.

The low level of development of emotional intelligence through critical thinking of adolescents in the experimental-experimental *period of determination* is 40,3%, while the percentage of respondents in the control group is 51,4%. The average percentage was 30,5% in the experimental group and 20.1% in the control group. In the high-level experimental group, the percentage was 29,2%, and in the control group, the percentage was 18,1%.

Looking at the results of the conducted research, we see that there is a need to develop the level of emotional intelligence of adolescents through the psychological features of critical thinking.

*The formative experiment*, trainings, debates, and psychological training games were organized with teenagers under the "Critical thinking and emotional intelligence" training program. Essays, presentations, task compilations for the formation of emotional intelligence were organized and carried out.

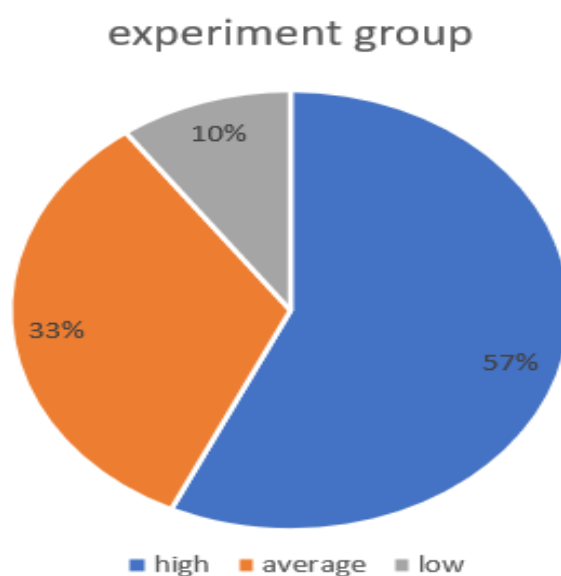
*The final and control stages* of the research, we determined the level of knowledge among adolescents about the concept of "critical thinking, emotional intelligence". The results of the survey conducted in grades 7-8 showed the following results:



– 57% of adolescents are not familiar with the concept of critical thinking, -33% have an understanding of this concept, 10% have sufficient knowledge of this concept, they did not make a mistake in describing critical thinking and emotional intelligence (Chart 1).

Chart 1. Levels of knowledge of teenagers about the concept of "critical thinking, emotional intelligence"

J. Barrett's «critical analysis» methodology was used as one of the diagnostic tools, and adolescents were directed to demonstrate their ability to establish logical connections based on the acquired knowledge. Alternative answers were proposed for each question of the methodology. Trainings, psychological game exercises, opinion contests were carried out with the prepared program work, and according to the results of this methodology, we achieved the following results: 10% of adolescents reported a reduced level of development of the ability to establish logical communication, 39% of them were able to identify the similarities of the proposed words, but the level of logical communication was average. At the same time, emotions are observed as a defensive reaction, and 51% of adolescents show a high ability to find high logical connections, they can master their emotions and use it according to their needs (Chart 2).

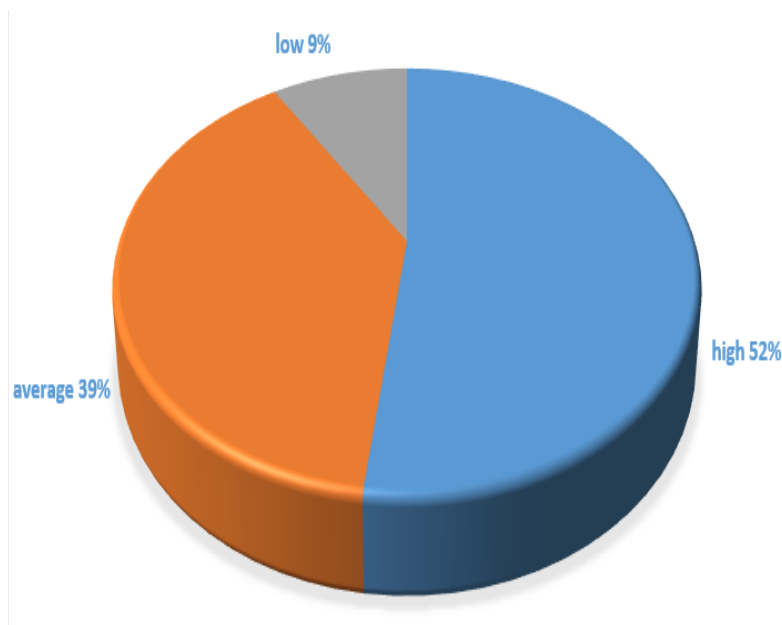


**Chart 2. Performance of adolescents according to J. Barrett's "critical analysis" methodology**

According to J. Barrett's methodology, teenagers practiced making logical conclusions based on the presented information, choosing one of the correct answer options from the presented tasks, and making optimal conclusions. In addition, in the course of working with tasks, the skills of drawing conclusions from several interrelated facts were formed.

*In the final control period* of the experiment, the indicators of the emotional level of adolescents according to N. Hall's methodology were as follows: on the "emotional awareness" scale, the high level was 54.8%, the average level was 29.2 %, and the low level was 12.2%; the high index of the "managing one's emotions" scale showed 55.1 % , the middle level 26.5 % , the low level

14.5%; According to the "empathy" scale, the level indicators of teenagers show high 55.4 % percent, medium 27.2 % percent, low 15.4 % percent; According to the scale "recognition of other people's feelings", the high level was 52.4 % , the average level was 33.8 %, and the low level was 23.8 % (Chart 3).



**Chart 3. Indicator of the level of emotional intelligence according to N. Hall's methodology**

The results of the practical experiment carried out in the educational process were described by drawings and diagrams, revealing the psychological features of the critical thinking of adolescents, and the effectiveness of the selection of methods and methodologies aimed at the process of developing emotional intelligence was proven.

We noticed that the dynamics of indicators increased compared to the defining period of the experimental experiment.

The results of using the methodological system proposed for the practical experiment conducted in order to judge the effectiveness of the criteria and tools of the process of developing the level of emotional intelligence of adolescents through the psychological features of critical thinking can be formulated as follows:

- due to the psychological features of the period, critical thinking of the adolescent was comprehensively formed, intellectual development and the ability to adapt, as a result of successful education, made it possible to fulfill the requirements of achieving reality;
- by thinking critically, the adolescent directs his mental activity to collect new information, and by creating a positive psychological climate in the learning process, he develops the ability to plan actions to achieve the goal by accepting and mastering the judgments of others and his own emotions in solving social problems.

As the research shows, the process of developing the level of emotional intelligence of teenagers through critical thinking made it possible to find a solution to our tasks. We see that the results of the experimental experiment prove the correctness of the initial assumption. During the practical experiment, the set tasks were solved and optimal conclusions were drawn.

## **Conclusion**

In the course of scientific research, the theoretical-methodical, scientific-methodological foundations of the psychological structure of critical thinking of adolescents were specified, the psychological structure of critical thinking was presented, and the result was depicted by a diagram.

Through the psychological features of critical thinking of adolescents, the process of development of the level of emotional intelligence was described from a psychological point of view, and the criteria, tools and methods of this process were determined. In the course of the practical experiment, we demonstrated the emotional intelligence of adolescents through critical thinking, revealing its psychological meaning through the structures of psychological features characteristic of this age.

In the experimental period of determining the emotional intelligence of a teenager who is adapted to the global education process, distinguished by his successful ideas, has developed intellectual skills and aptitudes through critical thinking, the author's survey questions were presented, and the results were measured and analyzed using mathematical and learned methods.

In conclusion, the process of development of the level of emotional intelligence through the psychological features of critical thinking of adolescents, as shown by the results of the EmIn (Lucin) survey, adolescents notice the development of their ability to understand and manage their own and other people's emotions. As a result of using the methodology of "J.Barrett's critical analysis" in the teaching process, the adolescent can adjust his learning and intellectual abilities, make optimal decisions in his actions, make clear conclusions, successfully acquire knowledge, implement new ideas, achieve results through cognitive activities, organized psychological development in the educational environment. based on the situation, he gave directions to regulate his own and others' emotions.

In addition, in the process of working with the methods, the critical thinking and emotional intelligence level of the teenager increased, the ability to develop personal self-development, and the ability to prove oneself were shown.

### **Authors' contribution:**

**Molbassynova Zh.M.** – analyzed the results of the study and summarized the criteria, tools and methods of the process of development of the level of emotional intelligence through the psychological features of critical thinking of adolescents.

**Toxanbayeva N.K.** – analyzed the results of the study, wrote the text of the article, made a contribution to the science and accuracy of its content.

**Mamekova A.T.** – carried out work on diagnostic tools and mathematical methods to determine the developed nature of the level of emotional intelligence through the psychological features of critical thinking of adolescents.

**Ongarbayeva S.S.** – collected methods for determining the process of development of the level of emotional intelligence through the psychological characteristics of critical thinking of adolescents, and led organizational work with experimental groups.

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### **Сыни ойлауының психологиялық ерекшеліктері арқылы жеткіншектердің эмоциялық интеллект деңгейін өлшеу құралдары**

**Аңдатпа.** Мақалада еңбек нарығындағы «сұранысқа ие 10 дағдылардың» бірінің сыни ойлауының психологиялық ерекшеліктері арқылы жасөспірімдердің эмоциялық интеллект деңгейін өлшеудің теориялық-әдістемелік және ғылыми-әдістемелік негіздері мәселесі қарастырылған. Зерттеу мақсатын жүзеге асыру шеңберінде философиялық, психологиялық-педагогикалық, әлеуметтанулық жұмыстарды шолу нәтижесінде бұл проблема теориялық және әдіснамалық тұжырымдамалардағы сыни ойлау жасөспірімдердің эмоциялық интеллектінің даму деңгейінің құралы болып табылатындығын түсіндірді.

Зерттеу барысында сыни ойлаудың психологиялық құрылымы жасалды, эмоциялық интеллекттің даму деңгейінің процесі нақтыланды, жасөспірімнің сыни ойлауының психологиялық ерекшеліктері арқылы алға қойылған мақсатқа жетудегі дәлелдер негізінде бірқатар жаңа идеялар қалыптасты.

Жасөспірімдердің сыни ойлауының психологиялық ерекшеліктері арқылы эмоциялық интеллектті өлшеу құралдарын диагностикалау әдістері таңдалды, оның сипаттамасы берілді.

Жүргізілген тәжірибелік-эксперименттік зерттеу барысында Н. Холл әдістемесі негізінде жасөспірімдердің эмоциялық интеллект деңгейлері анықталды, Эминнің (Люсиннің) эмоциялық интеллект сауалнамалары, А.Меграбян мен Н.Эпштейннің «эмоциялық жауап шкаласы» әдістемесі және Дж.Барретта «сыни талдау».

Тәжірибелік-эксперименттік жұмыстың нәтижесінде келесі нәтижелер алынды: табысты білім алуға деген ұмтылыс артты, оқу-тәрбие ортасындағы сыни ойлау қызметін жетілдіруге деген ұмтылыс күшейе түсті, ал өз эмоцияларын реттеу үшін қолданылатын диагностикалық құралдар дәлелденді, сыни ойлаудың дәлелденген психологиялық құрылымы және эмоциялық

күйді дамытудың құрылымдық процесі жасөспірімді оқу-тәрбие ортасындағы сыни ойлау қызметін жетілдіруде өз эмоцияларын реттеу үшін оңтайлы шешімдер қабылдауға әкеледі.

**Түйін сөздер:** сыни ойлау, эмоциялық интеллект, жеткіншектер, диагностикалық инструменттер, сыни ойлаудың психикалық құрылымы, жаңа білімдер сабақтастығы, эмоциялық интеллект деңгейінің даму үдерісі, сенімді дәлелдер.

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### **Психологические особенности критического мышления и инструменты измерения эмоционального интеллекта подростков**

**Аннотация.** В статье рассмотрена проблема теоретико-методологических и научно-методических основ измерения уровня эмоционального интеллекта подростков посредством психологических особенностей критического мышления одного из «10 востребованных навыков» на рынке труда. В рамках осуществления цели исследования в результате обзора философских, психолого-педагогических, социологических трудов данная проблема прояснилась, что критическое мышление в теоретико-методологических концепциях является инструментом уровня развития эмоционального интеллекта подростков.

В ходе исследования была разработана психологическая структура критического мышления, уточнен процесс уровня развития эмоционального интеллекта, сформирован ряд новых идей на основе доводов в достижении поставленной цели посредством психологических особенностей критического мышления подростка.

Произведен отбор методов диагностики инструментов измерения эмоционального интеллекта средствами психологических особенностей критического мышления подростков, дана его характеристика.

В ходе проведенного опытно-экспериментального исследования были выявлены уровни эмоционального интеллекта подростков на основе методики Н. Холла, использованы анкеты эмоционального интеллекта Эмина (Люсина), методики А. Меграбяна и Н.Эпштейна «шкала эмоционального отклика» и методики Дж.Барретта «критический анализ».

В результате опытно-экспериментальной работы получены следующие результаты: возросло стремление к успешному получению знаний, усиливалось стремление к совершенствованию деятельности критического мышления в учебно-воспитательной среде, а диагностические инструменты, применяемые для регулирования собственных эмоций, доказывали, что выверенная психологическая структура критического мышления и структурированный процесс развития эмоционального состояния приводит подростка к принятию оптимальных решений для регулирования собственных эмоций в совершенствовании деятельности критического мышления в учебно-воспитательной среде.

**Ключевые слова:** критическое мышление, эмоциональный интеллект, подростковый возраст, диагностические исследования, психическая структура критического мышления, преемственность новых знаний, процесс развития уровня эмоционального интеллекта, убедительные доказательства.

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