ГЕОРГIAN MEDICAL NEWS

ЕЖЕМЕСЯЧНЫЙ НАУЧНЫЙ ЖУРНАЛ
Медицинские новости Грузии
ნავსერთლების საქმელდარბნის სახელმწიფო
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5. გარემო სტატიის შესრულება (თესლი) ხარჯად. ქვეყანა კონტექსტი, ქართულ და რუსულ ტექსტი შესრულება (თესლი) ხარჯად. მანქანური - 1.5 ექვსი, შესრულება (თესლი) ხარჯად - 1 ექვსი, შესრულება (თესლი) ხარჯად - 1 ექვსი, შესრულება (თესლი) ხარჯად - 1 ექვსი, შესრულება (თესლი) ხარჯად - 1 ექვსი.


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THE ROLE OF EMOTIONAL INTELLIGENCE IN THE DIAGNOSIS AND PSYCHOTHERAPY OF MENTAL DISORDERS: AN ANALYSIS OF PRACTICAL APPROACHES

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Abstract.

Emotional intelligence (EI) is an important psychological aspect that has a significant impact on the diagnosis and psychotherapy of mental disorders. It includes the ability to effectively recognise, understand, and regulate one's own emotions, as well as the ability to perceive and interact with the emotions of others. The purpose of the study was to assess and compare the role of emotional intelligence (EI) in different methods of diagnosing and treating mental disorders, as well as its impact on therapy outcomes. The study found that the development of EI improves therapy outcomes by increasing patients' emotional awareness and self-regulation. In addition, it is worth noting that minimising the likelihood of relapse in mental illness is associated with the ability of patients to cope with stress and overcome difficult circumstances. To sum up: In addition, developing emotional intelligence can improve patients' well-being by enhancing their interpersonal relationships, expanding their social network, and mitigating feelings of social isolation. The results of the study indicate that EI should be taken into account in clinical practice and that new psychotherapeutic techniques can be developed to improve the outcomes of the treatment of mental disorders.

Key words. Clinical practice, depression, anxiety, ASD, REPT, therapy.

Introduction.

Today, emotional intelligence (hereinafter referred to as EI) plays a crucial role in helping people cope with difficulties and maintain their mental health in the face of dynamic changes, increasing stress, and the prevalence of mental disorders. That is why the use of EI in the diagnosis and treatment of mental disorders has recently attracted the attention of researchers.

The relevance of the chosen topic is due to the complexity and interdisciplinary nature of modern psychiatric and psychological practice. The growing number of cases of mental disorders in society indicates the need to find more effective approaches to their diagnosis and treatment [1].

EI is an important aspect of the psyche and is currently the subject of active research in the scientific and clinical environment. Therefore, it is important to analyse practical approaches to the use of EI in the diagnosis and psychotherapy of mental disorders. They can have great potential to improve practice and improve the quality of life of people facing these problems [2].

First of all, for a deeper understanding of the problem, we should consider the essence of the concept of EI and its coverage in the scientific literature. For the first time, the concept of “Emotional Intelligence” was mentioned in the article by Salovey P. Mayer J. in 1990 [3]. It was then that the theory of emotional intelligence attracted great attention of the scientific community and the public. Scientists defined EI as a group of mental abilities that stimulate awareness and understanding of one's own emotions and those of others [3]. After the publication of this article, the theory of emotional intelligence attracted a lot of attention, and a large number of publications on this topic began to appear.

However, the understanding of the importance of emotions was formed long before the works of Salovey P. Mayer J. In 1920, scientific publications began to consider social interactions of people as a type of intelligence. At that time, Professor E. Thorndike introduced the concept of “Social Intelligence” (hereinafter referred to as SI), and a few years later a test to measure SI was developed, but the measurement attempts were unsuccessful [4]. SI according to E. Thorndike - the ability to understand people, women, and men, the ability to communicate with people and act reasonably in relationships with each other [5].

Psychological science at the time was very cynical about social intelligence. They viewed it as the ability to manipulate other people, forcing them to do what you want, regardless of whether they want to or not. However, none of the formulations of social intelligence had any significant impact on the theorists of IQ [4].

Theories of emotional literacy were developed and repeatedly adjusted until 1990. It was only after the article published by D. Mayer that the world started talking about EI. D. Goleman managed to successfully integrate the idea of emotional intelligence into the masses [6]. It was he who popularised this topic, launched a huge number of ideas about emotional intelligence, its models, and methods of measurement.

According to D. Goleman, “Emotional Intelligence” is the ability to manage one's feelings in such a way as to express them at the right time and with benefit, enabling people to work together calmly to achieve common goals [6].

Emotional intelligence is the ability of a person to interpret their own emotions and the emotions of others in order to use...
the experience of therapeutic practice approach to the study of mental disorders. The process involves the mandatory participation of practicing psychologists and psychotherapists and consists of various interrelated elements.

- The present study uses a comparative method to identify common and distinctive features of the use of EI in the treatment of various mental disorders. The existing clinical and extra clinical experience is analysed.

At the third and final stage, the research was summarised, and conclusions were presented. The focus of research in the area of emotional intelligence in the diagnosis and psychotherapy of mental disorders is to understand and determine the impact of emotional skills on the manifestations of mental disorders. Researchers focus on studying how different aspects of emotional intelligence, such as the ability to recognise, regulate and express emotions, can influence the development and course of various mental disorders.

The problem with this research is that although there is considerable evidence of a link between emotional intelligence and mental disorders, some aspects of this link remain unclear. For example, it is not entirely clear which components of emotional intelligence have the greatest influence on the development of various disorders, and how this influence can be used to improve diagnosis and psychotherapy.

Questions also arise about the effectiveness of various methods of increasing emotional intelligence in the treatment of mental disorders and how these methods can be integrated into clinical practice to achieve better results. Therefore, one of the key research objectives is to develop a deeper understanding of the mechanisms of interaction between emotional intelligence and mental disorders in order to optimise approaches to their diagnosis and treatment.

**Results.**

Today, there is a growing interest in the scientific and practical application of emotional intelligence (EI) as a valuable resource for improving performance and psychological well-being. This interest is closely linked to the destabilising impact of the external environment in the context of global change. In today's society, people are expected to constantly improve their knowledge and professional skills, as well as expand their communication and self-realisation opportunities. Due to recent trends and the emergence of crisis phenomena, people are facing increasing demands in both their professional and personal lives. Therefore, the ability to regulate one's own behaviour, interact effectively with others, and cope with life challenges is becoming increasingly important. These internal resources are crucial for ensuring psychological safety and personal growth [13].

**Depression.**

EI plays a significant role in the treatment of depression, as depression is often accompanied by difficulties in perceiving and managing one's own emotions. The main goal of depression therapy is to alleviate the symptoms of depression and improve the patient's quality of life. The development of emotional intelligence allows patients to acquire the skills to manage their own emotions and respond effectively to stressful situations.
One of the key aspects of using EI is learning and understanding your own emotions. Patients learn to recognise their emotions, identify their sources, and respond appropriately to them. This helps them to reduce stress and anxiety, which can exacerbate symptoms of depression [1].

This can help develop awareness of their own emotional responses to different situations and events in their lives. For example, they can learn to recognise their own bodily symptoms of stress or anxiety, such as a rapid heart rate or shallow breathing, and pay attention to them as cues to actively use relaxation or thought-reframing strategies [14].

Being able to respond to their emotions appropriately also helps patients maintain balance and avoid extreme reactions that can deepen their depression. Instead of staying trapped in a cycle of negative thoughts and emotions, they can learn to accept their feelings and act on them constructively [15].

In addition, the development of emotional intelligence contributes to the formation of emotional regulation skills. Patients learn self-control strategies that help reduce the intensity of emotions that cause increased stress levels and feelings of alienation. This can help reduce symptoms of depression and improve overall well-being. Table 1 shows practical approaches to using EI in dealing with depression.

Table 1. Some practical approaches to using EI in dealing with depression.

<table>
<thead>
<tr>
<th>A practical approach</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning to consciously perceive emotions</td>
<td>Patients learn to consciously perceive their emotions, recognise them, and identify their source. This helps them to better understand their own feelings and respond to them appropriately.</td>
</tr>
<tr>
<td>Development of emotional regulation skills</td>
<td>Patients learn self-control strategies aimed at reducing the intensity of emotions that cause increased stress levels and improving their emotional state. This may include relaxation techniques, breathing exercises, meditation, and other techniques.</td>
</tr>
<tr>
<td>Maintaining important relationships</td>
<td>Patients learn to identify support from loved ones and interact with them effectively. Maintaining social connections can help reduce the feelings of alienation and loneliness that often accompany depression.</td>
</tr>
<tr>
<td>Cognitive behavioural therapy</td>
<td>This approach involves identifying and changing negative thoughts and beliefs that contribute to the development of depression. Patients learn the skills to distinguish reality from false beliefs and find more positive ways of thinking.</td>
</tr>
<tr>
<td>Support for self-knowledge and self-acceptance</td>
<td>Patients work to improve their self-knowledge and acceptance of who they are. This may include working on self-esteem, developing self-perception and self-respect.</td>
</tr>
</tbody>
</table>

Source: created by the authors based on [15].

Table 2. Some practical approaches to using AI in dealing with anxiety.

<table>
<thead>
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<th>Practical approach</th>
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</tr>
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<tbody>
<tr>
<td>Learning to consciously perceive emotions</td>
<td>Patients learn to consciously perceive their emotions, recognise them and identify their source. This helps them to better understand their own feelings and respond to them appropriately.</td>
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<tr>
<td>Development of emotional regulation skills</td>
<td>Patients are taught self-control strategies aimed at reducing the intensity of emotions that cause increased stress levels and improving their emotional state. This may include relaxation techniques, breathing exercises, meditation, and other techniques.</td>
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<tr>
<td>Maintaining important relationships</td>
<td>Patients learn to identify support from loved ones and interact with them effectively. Maintaining social connections can help reduce the feelings of alienation and loneliness that often accompany depression.</td>
</tr>
<tr>
<td>Rational-emotive psychotherapy using AI</td>
<td>This approach involves identifying and changing negative thoughts and beliefs that contribute to depression. Patients learn ways to distinguish reality from false beliefs and find more positive ways of thinking.</td>
</tr>
<tr>
<td>Support for self-knowledge and self-acceptance</td>
<td>Patients work to improve their self-knowledge and acceptance of who they are. This may include working on self-esteem, developing self-perception and self-respect.</td>
</tr>
</tbody>
</table>

Source: created by the authors based on [18].
being. In addition, EI therapy builds empathy and emotional perception skills to better understand the client's needs and create a trusting and supportive relationship.

**Autism spectrum disorders.**

Therapy for autism spectrum disorders (ASD) focuses on developing social skills and emotional perception in people with autism. EI is a key component of this therapy, as it helps patients to better understand and express their emotions, as well as interact more effectively with others [19].

Therapists use practical approaches to help develop social skills and emotional perception of the world. One approach is to teach patients to recognise emotional expressions, which is particularly useful for people with ASD who have difficulty with non-verbal cues. This approach helps people with autism to recognise the emotional states of others, which leads to a better understanding of social situations and better communication. In addition, this approach teaches patients to understand their own emotions and the emotions of others, which leads to better emotional regulation and social adaptation. Another important aspect is learning to express their emotions through words or other means of communication. This helps them interact more effectively with other people and express their needs and feelings. An individual approach allows psychotherapists to tailor therapy to the needs of a particular client with ASD, facilitating their social adaptation and improving their quality of life [20].

AI therapy for ASD focuses on developing social skills, including understanding social situations, rules of behaviour, and effective communication. It helps patients with ASD to understand social situations that may be difficult or confusing for them. Patients undergoing therapy learn to analyse the behaviour and reactions of other people, which helps them to interact more easily in different social contexts. Therapy also gives patients the opportunity to learn the rules of etiquette and social interaction, which helps them to adapt to society. In addition, patients develop effective communication skills, which allows them to express their thoughts, feelings, and needs more clearly and appropriately to other people. This intervention can help people with ASD to develop more meaningful and fulfilling social relationships and facilitate their integration into society and

Play-based techniques allow patients to interact with others and solve social problems through play, which promotes empathy and compassion. Drama therapy and role-playing can help patients to recreate real-life situations, which can contribute to their social adaptation and creativity [21]. Music therapy can use music as a means of communication and self-expression, which can help develop expressiveness and emotional expression. Art therapy can also allow patients to express their emotions and experiences through art, which can contribute to their emotional and creative expression. Table 3 presents practical approaches to the use of EI in work with ASD.

All of these techniques can help patients with autism to develop empathy, creativity, expressiveness, and social adaptation, which are important components of their social and emotional development. The use of these techniques in ASD therapy not only improves the quality of life of patients but also develops their potential and capabilities to successfully interact with the world.

**Using EI in the work with patients with adjustment disorders.**

Adaptation disorders are a range of conditions that can include reactive depression, anxiety, post-traumatic stress disorder (PTSD), and adaptation disorders related to life changes such as divorce, job loss, or relocation. They manifest in different forms and with varying degrees of severity, but they all occur as a reaction to stressful events and can interfere with a person's ability to adapt effectively to the environment. Effective treatment and management of adjustment disorders often relies on a combination of a thorough understanding and appropriate support [22].

When working with patients with adjustment disorders, it is important to remain objective and avoid biased or emotional language when describing this approach. It focuses on developing emotional competence and effective coping strategies.

The first component of therapy involves understanding and expressing one's own emotions. Patients gain the ability to recognise, accept and express their feelings, which contributes to their psychological comfort and self-awareness. The second component involves learning effective self-regulation strategies, such as relaxation techniques, meditation, and breathing exercises, which help to relieve tension and stress [23].

Another important aspect of therapy is the development of empathy and social skills. Patients learn to understand the feelings and needs of others, which helps to improve their

**Table 3. Some practical approaches to the use of EI in the work with ASD.**

<table>
<thead>
<tr>
<th>Approach</th>
<th>Description</th>
<th>Example</th>
</tr>
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<tbody>
<tr>
<td>Emotion recognition</td>
<td>Teach children with ASD to recognise the emotions of others through facial expressions, body language, and tone of voice.</td>
<td>Use emotion cards to help children identify different emotions.</td>
</tr>
<tr>
<td>Understanding emotions</td>
<td>Teach children with ASD to understand the causes and consequences of emotions.</td>
<td>Discuss with your children why people feel certain emotions and how these emotions can affect their behaviour.</td>
</tr>
<tr>
<td>Expression of emotions</td>
<td>Teach children with ASD to express their emotions in a healthy way.</td>
<td>Encourage children to use words to describe their feelings and to practice appropriate emotional responses.</td>
</tr>
<tr>
<td>Regulation of emotions</td>
<td>Teach children with ASD to cope with difficult emotions such as anger, anxiety, and sadness.</td>
<td>Teach children relaxation strategies such as deep breathing or counting to help them calm down.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Teach children with ASD to understand and empathise with the feelings of others.</td>
<td>Act out social scenarios to help children learn to see things from other people's perspectives.</td>
</tr>
</tbody>
</table>

*Source: created by the authors based on [19].*
interpersonal relationships. In addition, revising negative beliefs and developing a positive perception of the situation can help patients to rethink their experiences and see opportunities for personal growth. Table 4 presents practical approaches to using EI in working with patients with adjustment disorders.

When working with a patient, the therapist focuses on problem-solving, helps them identify and understand their emotions, and makes connections between their thoughts, emotions, and actions. Effective communication skills and positive interpersonal relationships are important aspects of therapy that are developed throughout the process. Therapy for EI-related adjustment disorders may include a variety of techniques such as relaxation, meditation, art therapy, and play-based therapies. These techniques can help relieve stress and increase psychological comfort [24].

**Discussion.**

According to the study, the role of EI in the diagnosis and psychotherapy of mental disorders is determined by its impact on the understanding, expression, and regulation of the emotional state of patients [25]. An analysis of practical approaches in this context reveals the importance of EI as a key factor in successful therapy. Based on the reviewed practices, several conclusions can be drawn about the role and importance of emotional intelligence in the psychotherapy of mental disorders [26].

EI is an important aspect in the diagnosis of mental disorders. The ability to recognise, understand, and express one's own emotions, as well as empathy and the ability to read other people's emotional expressions, can help psychologists and psychiatrists to accurately diagnose disorders [13]. For example, in the case of depression, a patient may demonstrate certain emotional patterns that help professionals make a diagnosis. Therefore, developing and maintaining emotional intelligence is important for accurate and effective diagnosis [27].

EI also plays a critical role in the psychotherapy process. The ability of clients to recognise, respond to, and express their emotions is essential for the successful organisation of their thoughts and feelings [28]. Supporting professionals in developing these skills allows patients to better understand themselves, their internal conflicts, and how to resolve them. Additionally, the ability to recognise and respond to emotional states can help reduce the level of stress and anxiety that often accompanies mental disorders [26].

In turn, the analysis of practical approaches shows that the development of emotional intelligence in the therapeutic process can be crucial for achieving successful results [6]. Methods such as rational-emotive psychotherapy, dialectical-behavioural therapy, and others actively use the principles of emotional intelligence development to achieve positive changes in the mental state of patients. Therefore, taking into account and supporting emotional intelligence in the therapeutic process should be considered as an important aspect in achieving success [29].

The study [4] aims to examine the effects of positive interventions and the development of EI. The study notes that university students face high levels of anxiety, depression, and suicide. To date, the scientific literature has not provided systematically evaluated and recommended preventive programmes to support mental health and well-being for university students suffering from mental illness. Compared to the control group and when controlling for variability in baseline measures and multiple comparisons, SKY Campus Happiness showed the greatest effectiveness of EI in six areas: depression, stress, mental health, attention, positive emotions, and socialisation. As the study points out, EI development and techniques of psychotherapy based on the principles of emotional intelligence should be considered as an important aspect in achieving success [29].

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The practical significance of the study lies primarily in improving the effectiveness of the psychotherapeutic process. Understanding the impact of emotional intelligence on mental disorders allows psychotherapists to take into account the individual characteristics of patients in the treatment process, which contributes to better results and reduces the risk of relapse. The study also highlights the development of new methods and techniques of psychotherapy based on the principles of emotional intelligence. The integration of such techniques into clinical practice can help improve and expand the arsenal of tools for therapeutic interventions for mental disorders.

The theoretical significance of the study is to deepen our understanding of the mental mechanisms underlying the development and manifestation of mental disorders. Studying the role of emotional intelligence helps to reveal the importance
of emotional factors in the formation and maintenance of mental health, which helps to formulate new theoretical models of mental disorders.

Conclusion.

The study of the role of EI in the diagnosis and psychotherapy of mental disorders has led to several important conclusions. It has been established that EI plays a crucial role in understanding, expressing, and managing the emotional state of patients. The development of emotional competence and the implementation of effective self-regulation strategies are important components of therapy that contribute to the improvement of clients' mental state. In addition, the practical significance of this study lies in its potential to improve psychotherapy outcomes, reduce the likelihood of relapse, and develop innovative therapeutic interventions. The theoretical significance lies in the fact that it can deepen our understanding of the mechanisms underlying mental disorders and the vital role of emotional factors in establishing and maintaining mental well-being. Therefore, it can be argued that EI is an important and effective tool in both clinical practice and theoretical research, especially in the context of mental disorders.

Conflict of interest.

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