



THE CONCEPT OF EMOTIONAL INTELLIGENCE AND ITS PSYCHOLOGICAL-PEDAGOGICAL ESSENCE

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Abstract

This article examines the concept of emotional intelligence, its content and structural components. It also analyzes the role of emotional intelligence in personal development, as well as its psychological and pedagogical aspects. The importance and methods of developing emotional intelligence in the educational process are briefly discussed.

Keywords: Emotional intelligence, emotion management, personal development, psychological factors, pedagogical approach, educational process.

Introduction

It is known that emotional intelligence is a highly developed ability of a person to understand and manage his own emotions and the emotions of other people, and its study is likely to give rise to a number of new approaches to the problem of emotional intelligence in psychology. According to the psychological content, emotional intelligence is also the ability to easily understand the emotions of other people or the justification of emotions based on intellectual processes. All components of emotional consciousness in a person are inextricably linked, and their interconnection contributes to the effective conduct of interpersonal relationships.

Emotional intelligence is one of the rapidly developing areas of research in modern psychology. This phenomenon has been analyzed by many researchers.



Emotional intelligence is the ability to understand emotions, to understand other people and their personal goals, motivations and desires, as well as to manage their emotions and the emotions of other people in order to solve practical problems.

In the scientific literature, emotional intelligence has been interpreted differently by different scientists. However, most researchers interpret this concept as a person's ability to understand their own and others' emotions, manage them, and effectively use them in social relationships. Modern psychological research shows emotional intelligence as an important component of personality development.

LITERATURE ANALYSIS AND METHODOLOGY

The concept of emotional intelligence is a concept that is also widely studied in the CIS countries, for example, D.V. Lyusin offers his own model of emotional intelligence, which he interprets as the ability to understand and manage one's own and others' emotions. The ability to understand emotions means that a person recognizes the presence of an emotion in himself or another person; can identify and name it; understands the reasons that caused this emotion and what consequences it leads to. The ability to manage emotions implies the ability to control the intensity of emotions and their external manifestations, as well as the ability to spontaneously evoke one or another emotion. Since understanding and management can be directed both at one's own emotions and at the emotions of others, Lucin identifies two components of emotional intelligence: personal and interpersonal. Within the framework of this approach, emotional intelligence combines cognitive abilities and personality traits. Based on this model, Lucin developed an emotional intelligence questionnaire that includes two scales - interpersonal emotional intelligence and personal emotional intelligence. [5]

Most emotional situations involve situations in which judgments must be made rationally. Managing and controlling emotions is an important ability of a person. Many studies have been conducted in this area, for example: A.K. Kravtsova considers issues of emotional intelligence and leadership in a team. T.I. Solodkova analyzes the resource potential of emotional intelligence in the work of teachers, K.S. Kuznetsova, I. N. Meshcheryakova and others study the actual problems of emotional intelligence in people of different ages. In the early 1930s,



L.S. Vygotsky identified the problem of studying the order and connections of both the affects themselves and emotions with more complex psychological systems, and defined it as the main task of scientific psychology. Ideas about the unity and interdependence of emotional states and intelligence can be traced in the works of another prominent Russian scientist A.N. Leontiev, who emphasized that thinking cannot be considered in isolation from emotional activity and that the most important feature of emotions is in them. [4, 379].

DISCUSSION

Regarding emotional intelligence, psychologist John Gottman, who clearly shows that stereotypes of behavior that we consider correct do not help develop a child's emotional intelligence (EQ), emphasized the following:

- Pay attention to the child's feelings;
- Use emotional expression as an opportunity to learn and communicate with your child;
- Show empathy and better understand the child's mood;
- Help your child overcome difficult situations and problems.

Emotional intelligence includes, among other things, deep empathy, the ability to lead and follow others wisely without losing yourself, to respect the boundaries of others, and to develop your own talents, to receive and give love and support. Science divides emotional intelligence into 5 separate components. The first three relate to the self, and the remaining two relate to the outside world:

1. Self-confidence:
2. Self-regulation:
3. Self-motivation:
4. Empathy:
5. Social competence.

RESULTS

Studies show that individuals with high emotional intelligence are more successful in social relationships and are able to control themselves in stressful situations.



The main components of emotional intelligence are:

1. Emotional awareness - a person's understanding of their own emotions.
2. Emotional management - controlling situations such as stress, anger or anxiety.
3. Empathy - the ability to understand the emotions of others.
4. Social skills - establishing effective communication and cooperation.

Taking into account the above points, we can come to the following conclusions:

1. Emotional intelligence has a significant impact on the psychological stability and social adaptation of an individual.
2. The development of emotional intelligence in the educational process increases the academic success and motivation of students.
3. The emotional intelligence of teachers plays an important role in the positive formation of the educational environment.
4. It is necessary to introduce pedagogical technologies aimed at developing emotional competencies in the education system.

One of the important scientific directions in future research is the development and implementation of innovative pedagogical methods for the development of emotional intelligence.

CONCLUSION

Emotional intelligence is one of the important concepts of modern psychology and pedagogical sciences. It represents a person's ability to understand, manage and effectively use emotions in social relationships.

One of the important scientific directions in future research is the development and implementation of innovative pedagogical methods for the development of emotional intelligence. From a pedagogical point of view, the development of emotional intelligence should be one of the priority directions of the education system. Because the formation of emotional competencies in students has a positive effect on their effective assimilation of knowledge, increased motivation and social adaptation. At the same time, the presence of a high level of emotional intelligence in teachers themselves increases the effectiveness of the educational process, creates a positive psychological environment and ensures effective communication with students.

In conclusion, the development of emotional intelligence is an important factor in the comprehensive development of a person, and it is necessary to



systematically introduce it into the educational process. In future scientific research, the development of innovative pedagogical technologies aimed at the formation of emotional intelligence, their implementation in practice and improvement of mechanisms for their application at different age levels will remain one of the relevant scientific directions.

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