



METHODS FOR DEVELOPING EMOTIONAL INTELLIGENCE IN STUDENTS

Giyasova Nozimakhon Kahramon qizi

Lecturer at Alisher Navoi Tashkent State

University of Uzbek Language and Literature

Abstract

The article presents ideas on the importance of targeted, systematic work by teachers on the development of emotional intelligence, such work not only contributes to the personal development of students, but also increases the quality of general education, since emotional intelligence creates the basis for the psychological well-being of students and prevents the spread of negative phenomena such as bullying, deviant, aggressive and self-aggressive behavior, conflicts, child abuse, etc.

Keywords: Emotional intelligence, emotion, student, pupil, understanding, empathy, emotional state, consciousness, psyche, condition, depression, stress, anxiety, fear, anxiety, deficiency, disorder.

Introduction

Currently, targeted, systematic work by teachers on the development of emotional intelligence in students of secondary schools is of great importance. Such work not only contributes to the personal development of students, but also increases the quality of general education, since emotional intelligence creates the basis for the psychological well-being of students and prevents the spread of such negative phenomena as bullying, a tendency to deviant, aggressive and self-aggressive behavior, conflicts, child abuse, etc. A high level of emotional intelligence allows for effective communication between students and teachers, which allows them to master the skills of working in a team and express their thoughts without fear of misunderstanding. The development of emotional intelligence helps to develop the basic skills of the 21st century, without which it is difficult to carry out professional activities in modern society. The formation of a child's personality occurs through interpersonal communication, initially at the family level. These

interactions are usually aimed at supporting the child's development. Subsequently, this development occurs socially, through interactions with other children and adults. The possibility of interpersonal communication and its effectiveness largely depend on the individual child's ability to understand other people, their positions and opinions. There is a clear connection between the motivation of students and the level of emotional intelligence. Positive and negative emotions can arise in the educational process. They affect not only the motivation to learn and its results, but also the educational process itself. Negative emotions, agitation, anger and other emotions reduce attention, concentration and the desire to learn. In such conditions, students must have the ability to cope with and manage their emotions. This should be done in a way that is acceptable to those around them. In some cases, when one student observes negative emotions in another, the teacher must not only be able to predict the dynamics of events, but also not to aggravate the other student's situation with his own words or actions. Undoubtedly, the emotional component and motivation for learning are important criteria for effectiveness. By adjusting emotions and working on motivation, it is possible to influence both the learning process and its results to varying degrees. Motivation for learning activities in both face-to-face (offline) and distance (online, blended and distance learning) learning largely depends on the external conditions of the learning environment outside the educational institution. When assessing the importance of emotional intelligence and its relationship to academic motivation, it should be noted that several studies have shown a direct relationship between the components of emotional intelligence and motivation in students. Students with high and average emotional intelligence are characterized by high average values for social skills and empathy, although a slight decrease in self-control is noted. Accordingly, one of the ways to increase the effectiveness of educational activities can be measures to develop the emotional intelligence of students, as they are more motivated to learn and complete assignments. However, even at a high level of emotional intelligence, a positive correlation is observed between educational effectiveness and the age of students and a negative correlation with gender. In addition, girls have higher and more stable indicators of emotional intelligence. The study of human emotional intelligence is relatively young, having begun more than a decade ago. However, recently, much attention has been paid to issues related to the emotional state of not only adults, but also children. Emotions are a special type of mental process

that expresses a person's experience of the world around him and himself. In psychology, emotions are defined as the current experience of a person ... Emotions are an internal language, a system of signals that directly reflect the relationship between motives and the implementation of activities that respond to these motives. Emotional intelligence is a type of intelligence that is responsible for recognizing and managing one's own emotions and the emotions of others. There are five components of emotional intelligence: 1. Self-awareness. A person recognizes their own emotions and understands how they affect their thoughts and actions, as well as their strengths and weaknesses, and has confidence in their abilities. 2. Self-control. A person knows how to control impulsive emotions, manage their emotions in relationships, take initiative, fulfill commitments, and adapt to changing circumstances. 3. Empathy. A person knows how to develop and maintain good relationships, communicate easily, and inspire and lead others. 4. Motivation. A person visualizes their goal and clearly understands each next step on the path to their dream. 5. Social skills. A person can understand the feelings, needs, and problems of others, recognize nonverbal signals, feel comfortable in social situations, and determine an individual's position within a group or organization. Emotional intelligence needs to be developed. The development of emotional intelligence is especially important and relevant in educational institutions. It is at school age that children develop emotionally actively, self-awareness develops, and they show flexibility in all mental processes, as well as a deep interest in their inner world. Let's consider the specific development of emotional intelligence in schoolchildren. In recent years, the number of emotionally unstable children has increased, which seriously complicates their relationships not only with the outside world, but also with people around them. Such students show empathy, understand the feelings of others, successfully adapt to school, are more satisfied with school life, are less prone to anxiety and depression, and manage their emotions more effectively. During the school period, the child's body undergoes intensive development. Their lifestyle changes, new goals appear, and this leads to significant changes in their emotional life. They develop new experiences and a new emotional outlook on reality and surrounding phenomena. At school age, children are faced with situations that cause high situational anxiety. These include assessment situations such as answering questions at the board, taking tests, and taking exams. Scientists have found that about 85% of schoolchildren experience high levels of

anxiety when testing knowledge, which is associated with fear of punishment and fear of disappointing their parents. Another cause of anxiety is learning difficulties. Many schoolchildren experience anxiety during school, including those who receive low grades and those who study well and even excel in their studies and are responsible for school discipline. The student's inability to meet the academic requirements set by himself and his parents can lead to behavioral disorders, and if the teacher ignores them, these disorders can be absorbed as negative character traits. This behavior is characterized by increased emotional excitability, signs and syndromes of fear, aggression or negativity. Emotional resilience is the ability of a person to resist negative factors, overcome emotional arousal and quickly return to a state of mental balance after stress. For an emotionally resilient person, each stressful situation is like a training session. They become stronger, wiser, more resilient in solving problems and calmly endure all difficult life situations. Stress resilience is an important factor in ensuring the normal functioning of a teacher and effective interaction with students, teachers and parents. Stress resilience is equated with emotional stability, neuropsychic resilience, psychological stability, emotional-volitional stability and psychological fortitude - all of which contribute to the development of a teacher's emotional intelligence. Emotional resilience manifests itself in the ability to "revive" real emotions, control negative emotions and express creativity. This trait is also called dynamism. Emotional flexibility is also the teacher's ability to accurately understand, sincerely accept the experiences of students, and show warmth and sympathy. Empathy involves reflecting and understanding another person's emotional state, feeling compassion or sympathy for another, and actively supporting behavior.

Empathy is based on emotional sensitivity, intelligence and rational perception of the environment. The development of emotional intelligence is the duty of every school teacher. The development of emotional intelligence of adolescents in the school education system involves solving a number of issues related to students and teachers, including: a) teaching students to recognize and identify their own emotions and to a certain extent (depending on the age of the child) to manage them, controlling the emotions that arise through certain actions and psychological techniques; b) teaching adolescents to perceive and understand the basic emotions of others (joy, anger, sadness, suffering, etc.), based on verbal and non-verbal signs, posture, gestures, facial expressions, intonation, perceptual



motives, assessment of the surrounding reality, etc.; c) to promote the development of the adolescent as a person, to achieve success in various activities at all stages of life, including academic and social success; d) to cultivate feelings of empathy, sympathy, and compassion.

References

1. Айзенк Г.Ю., Эмин Л.К. Природа интеллекта – битва за разум. М.: Эксмо-Пресс, 2002. 352 с.
2. Александрова Е.А., Кузнецова К.С. Как формировать эмоциональный интеллект школьника – Москва.: Сентябрь, 2018. 160 с.
3. Алешина А.В., Шабанов С.Т. Эмоциональный интеллект для достижения успеха. Санкт-Петербург: Речь, 2012. 336 с.
4. Андреева И. Н. Азбука эмоционального интеллекта / И. Н. Андреева. – СПб.: БХВ-Петербург, 2012. – 288 с.
5. Бредберри Т. Эмоциональный интеллект 2.0 / Тревис Бредберри, Джин Гризв; перевод с английского Павла Миронова. 5-е изд. – М.: Манн, Иванов и Фербер, 2021. 197 с.
6. Бхарвани Г. Важнее, чем IQ! EQ: эмоциональный интеллект. – М.: Прайм-ЕвроЗнак, 2008. 216 с.
7. Вайсбах Х, Дакс У. Эмоциональный интеллект. М.: Лик Пресс, 2018. 160с.
8. Вайсбах Х. Эмоциональный интеллект: Сознательно владейте своими чувствами: Повышайте свой эмоциональный интеллект / Д-р Х. Вайсбах, У. Дакс. – М.: Лик Пресс, 1998. 160 с.
9. Готтман Д. Эмоциональный интеллект ребенка: практическое руководство для родителей / Джон Готтман, Джоан Деклер; перевод с английского Галины Федотовой. 4-е изд. М.: Манн, Иванов и Фербер, 2018.