

Improving the Methodology for Developing Emotional Intelligence in Academic Lyceum Students Based on The Cognitive Approach

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Abstract: This article focuses on improving the methodology for developing emotional intelligence in academic lyceum students based on the cognitive approach. It discusses the importance of emotional intelligence in students' personal growth, social adaptation, self-awareness, communication culture, and decision-making processes. The article emphasizes that the cognitive approach provides effective pedagogical opportunities for helping students understand, analyze, and regulate their emotional states through thinking, reflection, perception, evaluation, and conscious decision-making. Special attention is paid to the use of interactive methods, problem-based learning, reflective tasks, role-playing activities, group discussions, and self-assessment techniques in the educational process. The article also highlights the need to create a supportive pedagogical environment in academic lyceums, where students can develop emotional stability, empathy, responsibility, critical thinking, and effective interpersonal communication skills. The proposed methodological improvements may contribute to the formation of socially active, emotionally mature, and independently thinking students.

Keywords: Emotional intelligence, cognitive approach, academic lyceum students, methodology improvement, emotional regulation, reflective thinking, self-awareness, pedagogical conditions, social adaptation, personal development.

Introduction: In modern education, the development of students' intellectual abilities alone is not sufficient for their successful personal and social growth. Academic lyceum students are at an important stage of development, when they begin to make independent decisions, build interpersonal relationships, understand their personal values and prepare for future academic and professional life. Therefore, the formation of emotional intelligence has become one of the essential pedagogical tasks in the educational process.

Emotional intelligence refers to the ability to understand one's own emotions, recognize the emotions of others, regulate emotional reactions and establish positive social relationships. For academic lyceum students, this quality is especially important because they often face academic pressure,

communication difficulties, self-assessment problems and the need to adapt to new social situations. A student with developed emotional intelligence can control stress, communicate effectively, show empathy, make thoughtful decisions and take responsibility for personal behavior.

The cognitive approach provides an effective theoretical and methodological basis for developing emotional intelligence. This approach focuses on the role of thinking, perception, memory, reflection, analysis and decision-making in human development. From this perspective, emotional intelligence is not formed only through emotional experience, but also through conscious understanding, interpretation and evaluation of emotional situations. In other words, students should learn to analyze their emotions, understand the reasons for their reactions and choose

appropriate behavioral strategies.

Improving the methodology for developing emotional intelligence in academic lyceum students based on the cognitive approach requires the use of interactive, reflective and problem-based teaching methods. Such methods help students connect emotional experiences with cognitive activity, develop self-awareness, evaluate different social situations and regulate their behavior consciously. In this regard, role plays, case studies, group discussions, reflective diaries, self-assessment tasks and problem-solving activities can be considered effective pedagogical tools.

Thus, the issue of improving the methodology for developing emotional intelligence in academic lyceum students based on the cognitive approach is highly relevant for modern pedagogy. It contributes to the formation of emotionally mature, socially responsible, reflective and independently thinking students who are ready to act effectively in different educational and life situations.

The improvement of the methodology for developing emotional intelligence in academic lyceum students based on the cognitive approach requires a deep understanding of the relationship between thinking, emotions, reflection and behavior. Emotional intelligence is not limited to the ability to express feelings; it also includes the ability to understand emotional states, analyze their causes, regulate reactions and make socially appropriate decisions. In this regard, the cognitive approach is especially important, because it focuses on mental processes such as perception, memory, thinking, analysis, evaluation, reflection and decision-making.

Russian psychological and pedagogical thought provides an important theoretical basis for understanding this issue. L.S. Vygotsky [1] emphasized the unity of affect and intellect in human development. According to his ideas, emotions and thinking cannot be considered separately, because every intellectual process has an emotional component, and every emotional reaction is connected with understanding, interpretation and personal meaning. This idea is very important for the development of emotional intelligence in academic lyceum students. It means that students should not only be taught to control their emotions, but also to understand the reasons for their emotional reactions

through conscious analysis and reflection.

A.N. Leontiev's [2] activity theory is also significant for improving the methodology of emotional intelligence development. He considered personality development as a result of purposeful activity. From this point of view, emotional intelligence can be developed through specially organized educational activities, problem situations, communication tasks and reflective exercises. When students participate in discussions, group work, role plays or case-based tasks, they learn to understand their own emotions, consider the feelings of others and choose appropriate forms of behavior. Therefore, the development of emotional intelligence should be integrated into active learning methods rather than taught only theoretically.

S.L. Rubinstein [4] paid special attention to the connection between consciousness, activity and personality. He argued that a person reveals and develops himself through activity and interaction with the surrounding world. This approach allows us to understand emotional intelligence as a quality that develops in real educational and social situations. For academic lyceum students, this means that emotional intelligence can be formed through meaningful interaction, cooperation, problem-solving and self-analysis. The teacher should create such pedagogical conditions in which students can express their opinions, analyze their behavior and evaluate their emotional responses in different situations.

P.Ya. Galperin's [5] theory of the gradual formation of mental actions is also relevant to the methodology of developing emotional intelligence. According to this theory, any skill is formed step by step: first through external actions, then through speech, and finally through internal mental activity. Based on this idea, emotional intelligence can be developed gradually. At the first stage, students may analyze emotional situations with the help of the teacher. At the second stage, they may discuss possible reactions and consequences in pairs or groups. At the final stage, they learn to independently evaluate their own emotions, control their behavior and make appropriate decisions. Such a step-by-step method makes the development of emotional intelligence more systematic and effective.

D.B. Elkonin and V.V. Davydov [6,7] emphasized the importance of developmental education, in which

students are encouraged to think independently, analyze problems and discover new ways of solving tasks. Their ideas are useful for improving the methodology of emotional intelligence development because emotional maturity also requires independent thinking and reflection. For example, when students are given a problematic social or moral situation, they should not simply choose a ready answer. They should analyze the situation, identify the emotions of participants, evaluate possible consequences and justify their decision. This develops both cognitive and emotional skills.

L.I. Bozhovich's [8] research on personality formation and motivation is also important in this context. She emphasized that the development of personality is closely connected with motives, needs, self-awareness and value orientations. Emotional intelligence in academic lyceum students should therefore be developed not only as a communication skill, but also as part of their personal and moral growth. Students need to understand their own motives, recognize their strengths and weaknesses, develop empathy and learn to respect others' feelings. This process helps them become more responsible, socially active and emotionally stable individuals.

I.A. Zimnyaya's [9] ideas about educational competence and personal development also support the need to develop emotional intelligence in the learning process. She viewed education as a process that develops not only knowledge, but also communicative, social and personal competencies. From this perspective, emotional intelligence may be considered an important component of students' general competence. In academic lyceums, this can be achieved through interactive lessons, reflective diaries, self-assessment tasks, peer feedback, group discussions and project-based activities.

Based on the views of Russian scholars, the methodology for developing emotional intelligence in academic lyceum students may be improved through several pedagogical directions. First, emotional intelligence development should be connected with students' cognitive activity. They should analyze emotional situations, compare different behaviors, explain causes and consequences, and reflect on their own experiences. Second, the learning process should include interactive and problem-based methods that

encourage students to communicate, cooperate and make decisions. Third, reflection should become a regular part of the lesson, because it helps students understand themselves and regulate their emotions consciously.

Thus, the cognitive approach creates effective opportunities for improving the methodology of emotional intelligence development in academic lyceum students. The ideas of L.S. Vygotsky [2], A.N. Leontiev [3], S.L. Rubinstein [4], P.Ya. Galperin [5], D.B. Elkonin [6], V.V. Davydov [7], L.I. Bozhovich [8] and I.A. Zimnyaya [9] show that emotional development is closely connected with thinking, activity, motivation, reflection and social interaction. Therefore, emotional intelligence should be developed through a systematic pedagogical process based on conscious analysis, active learning, communication and self-reflection. This approach helps students become emotionally mature, socially responsible and independently thinking personalities.

CONCLUSION

In conclusion, improving the methodology for developing emotional intelligence in academic lyceum students based on the cognitive approach is an important direction in modern pedagogy. Emotional intelligence helps students understand their own emotions, control their behavior, communicate effectively, show empathy and make responsible decisions in different educational and social situations. The cognitive approach is especially valuable in this process because it connects emotional development with thinking, analysis, reflection, perception and decision-making. Through this approach, students learn not only to experience emotions, but also to understand their causes, evaluate their consequences and choose appropriate ways of responding. This makes the development of emotional intelligence more conscious, systematic and pedagogically effective.

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