



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

THE ROLE OF EMOTIONAL INTELLIGENCE IN THE PERSONAL DEVELOPMENT OF STUDENTS

Submission Date: November 20, 2024, **Accepted Date:** November 25, 2024,

Published Date: November 30, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue11-55>

Ashurova Gulru Okhunovna

Kokand University, lecturer at the Department of Education, Uzbekistan

Yoldosheva Munira

A student of primary education at Kokand University, Uzbekistan

ABSTRACT

The article analyzes the approaches of Russian and foreign psychologists and educators to the definition of the concept of "emotional intelligence". Examples of different interpretations revealing the essence of this term are given; as well as currently known meta-scales of emotional traits of different authors, which allow to reveal the level of development of emotional intelligence of a personality. The special role of emotional intelligence in the process of personal development of university students is emphasized.

KEYWORDS

Emotional intelligence, understanding of emotions, personal development, university student, emotion management.

INTRODUCTION

In the modern world, the question of human development in all spheres - professional, social, material - has been raised more and more often. In particular, many scientists are looking for new ways to increase the level of personal development, which is necessary for a person for further professional development. At the moment, the driving force in

work, study and personal life of a person is largely emotions (both positive and negative), which can become a determining factor in making important, often spontaneous and not always effective decisions in a critical situation[8. p. 291].

Professional success of an individual is certainly related to knowledge, skills, abilities, skills and thinking ability in general, i.e. to the level of general intelligence. However, in most cases, a high level of general intelligence is not enough for effective interaction with others.

The idea of emotional intelligence was a consequence of the development of ideas about social intelligence, the main reason for singling it out as an independent ability or trait was the frequent discrepancy between the level of general intelligence and the success of the personality in interaction with the social environment. The need to study emotional intelligence of a number of university students is dictated by the requests of practice, consisting in determining the factors affecting the effectiveness of professional activity and socio-psychological adaptation of personality to the chosen profession. As practice shows, not all students who received higher education go to work in the relevant specialty, which is associated, in our opinion, including the need to communicate, which in turn is associated with the level of development of emotional intelligence. The necessity of studying the emotional intelligence of students is also dictated by the demands of theory: we believe that the literature does not sufficiently develop the idea of how important for the future specialist the ability to communicate with others, as well as the level of development of emotional intelligence; the influence of disciplines of different specialization on the formation of emotional intelligence.

Emotional intelligence in the broadest sense combines the ability of a person to communicate effectively by understanding the emotions of others and the ability to adjust to their emotional state. Such ability to own oneself and competently organize interaction is

indispensable if we are talking about the sphere of activity that involves direct communication with others, which is the main in the work of future specialist[8. p. 291].

The relevance of the problem of development of emotional intelligence of students of different specialty in the conditions of higher professional education is due to the need to identify the influence of disciplines of any specialization on the formation of emotional intelligence.

One of the ways to find oneself, to get on the path of effective personal self-development, can be the processes of development and self-regulation of emotional intelligence by a person. The first mention of the concept of "emotional intelligence" was made by American psychologists D. Mayer and P. Salovey in the article "Emotional Intelligence" in 1990.

In a research text that appeared on the pages of the journal *Intelligence*, scientists substantiated the importance of not only the familiar IQ intelligence, but also emotional intelligence (EQ). Foreign psychologists define the term "emotional intelligence" as "a substructure of social intelligence, which contains the skill to monitor one's own and others' emotions and feelings" [1, p. 439] [1, c. 439]. Later researchers formulate the definition of EQ: "the ability to adequately perceive, evaluate and express emotions; to control one's own feelings and feelings of others, recognize them and use the information obtained for the purpose of self-regulation, as well as to promote emotional and intellectual development" [2, URL]. [2, URL]. They also note the ability of a person with developed emotional intelligence to distinguish between emotional manifestations and thus be able to manage their own thoughts and actions.

American scientists together with D.R. Caruso of the Center for Emotional Intelligence at Yale University developed a model of emotional intelligence, which includes three categories of basic skills:

- ☐ assessing and expressing emotions;
- ☐ using emotions in thinking and acting;
- ☐ regulating emotions [1, p. 430].

Later, researchers created a meta-scale of mood traits. This scale includes 48 questions structured into four thematic sections:

- ☐ identifying emotions;
- ☐ using emotions in thinking and acting, in order to increase effective

According to the results of the questionnaire it is possible for a person to reveal the degree of maturity of his/her own emotional intelligence. German psychologists H. Weber and H. Westmeyer, devoted more than one work to the study of the question of EQ. One of the most interesting, fully revealing their views on the phenomenon of emotional intelligence in psychology, was the article "Emotionale Intelligenz", published in 1999.

Despite their skepticism about the possibility of reliably determining the level of development of emotional intelligence, the researchers cite the following as the presumed main thematic blocks (and supporting statements to them):

- ☐ attention to feelings;

This block includes statements such as "I do not pay special attention to my feelings", "I should never be

guided by emotions", "feelings give direction to life" [3, p. 15], and "feelings give direction to life" [3, p. 15] and others.

- ☐ clarity of feelings;

This block included such statements as "I am rarely confused about how I feel", "my beliefs and opinions seem to always change when I am sad", "I cannot make sense of my feelings" [3, p. 15] and others.

- ☐ mood recovery.

Here the authors combine statements such as "although sometimes I feel sad, I mostly have an optimistic outlook on things", "I try to think about good things no matter how bad I feel", "when I am upset, I realize that the 'good things in life' are illusions" [3, p. 15] and similar.

In Russian psychology, the first references to the importance of children's emotional development can be found in the works of such scientists as L.S. Vygotsky, A.N. Leontiev, S.L. Rubinstein. L.S. Vygotsky noted the role of emotions in the regulation of human behavior, in its internal self-organization. A.N. Leontiev defines emotions as "situational experiences" [4, p. 156] [4, c. 156]. S.L. Rubinstein characterized emotions as "disorganizing shocks" [5, p. 312] [5, p. 312], which can serve as a powerful stimulus to the active expenditure of human energy for further productive activity.

Modern psychology does not lose interest in the study of the problem of emotional intelligence, and on the contrary is actively engaged in the study of all aspects related to this issue. I.N. Andreeva, D.V. Lyusin, D.V. Ushakov and others in their works consider the

importance of EQ development, including in the personal formation of an individual.

In the latest concepts, the most interesting is the interpretation of D.V. Lucin. The scientist proposed a fundamentally new, radically different from the past domestic Soviet and foreign definitions of the model of emotional intelligence. The Russian psychologist proposes to interpret emotional intelligence as "the ability to understand and manage one's own and others' emotions" [6, URL].

According to D.V. Lucin, if a person is able to determine the presence in himself and other people the fact of emotional experience at a particular moment, can recognize the modality of the emotions experienced, correctly determine the root cause of their occurrence and assume the possible consequences of the emotional unrest experienced, then he has developed the ability to "understand" emotions. The ability to "manage" emotions (one's own and others') is manifested in the ability to regulate the intensity of emotions, to keep control over their external manifestation, and the skill to evoke certain emotions in this or that situation. Such a person, according to the scientist, has a high level of emotional intelligence.

University students of different fields of training can have theoretical knowledge about emotional intelligence and make attempts to independently determine the degree of its development. It can be assumed that students of pedagogical and psychological profiles will develop emotional intelligence to a greater extent than students of economic training. This assumption is conditioned by the choice of further profession by students, professional sphere of activity and corresponding interests, as the work of future psychologists and

teachers is directly connected with close contact with people, respectively, with work with various emotional manifestations.

To test EQ, D.V. Lyusin developed the author's questionnaire "EmIn", which determines the level of development on four scales: 1) ability to understand one's own and other people's emotions; 2) ability to manage one's own and other people's emotions; 3) ability to understand and manage one's own emotions; 4) ability to understand and manage other people's emotions. [7, c. 825].

At the moment there are a lot of questionnaires that can reveal the level of possession of own and other people's emotions.

Among the well-known and generally accepted in the world we can name the following questionnaires for diagnosing and determining the level of EQ: J. Holland's test (or Hall's questionnaire for determining emotional intelligence), the test for measuring emotional intelligence D. Goleman, the test of detailed emotional intelligence. Goleman's test, K. Petridis' test for detailed verification of emotional intelligence, J. Guilford's "Social Intelligence" technique, S. Shabanov and A. Aleshina's questionnaire (or EISAI), M.A. Manoilova's emotional intelligence technique (or MEI) and others.

Summarizing the experience of domestic and foreign experts, we can give the following definition. Emotional intelligence is the ability to recognize not only one's own emotions, but also those of others, as well as the ability to control emotional impulse.

The whole surrounding world is perceived by us through emotions, and the ability to recognize and master them helps a person to adequately assess what

is happening and make the right decisions, the most optimal for each situation.

The issue of personal development remains relevant at every stage of human age maturation. In the adolescent period the leading is educational and professional activity (according to the psychological periodization of D.B. Elkonin), which has a huge impact on the personal development of the individual, respectively, and on the formation of emotional intelligence of students studying in the walls of the university. That is why it is important to develop sensual abilities starting from the student years, when the foundation of EQ is already laid.

Personal self-realization of future professionals largely depends on the quality of read literature, listened to musical compositions, watched feature films or television programs, forms and methods of teaching, that is, on what lays the foundation of emotional intelligence at each stage of its formation. Striving to reveal their inner potential, to materialize their capabilities as effectively as possible, feeling the readiness to accept future experience and interest in further self-improvement, the student takes the path of positive personal realization.

Purposeful self-development is impossible without raising the level of emotional intelligence, the special role of which is actively proved by psychologists and teachers in scientific research works of recent years.

REFERENCES

1. Salovey P., Mayer J.D. Emotional intelligence // Intelligence. 1993. Vol. 9. p. 433-442.
2. Mayer J.D., Salovey P. What is Emotional Intelligence? Режим доступа:

3. https://scholars.unh.edu/cgi/viewcontent.cgi?article=1007&context=personality_lab
4. Weber H., Westmeyer H.. Emotionale Intelligenz // Literaturkritik.de: Gefühl – Emotion und Kognition. 1999. № 4. p. 12-20.
5. Leontiev A.N. Needs, motives and emotions. M., 2022.
6. Rubinstein S.L. Fundamentals of general psychology. St. Petersburg, 2021.
7. Lyusin D.V. Modern ideas about emotional intelligence [Electronic resource]. Mode of access: http://creativity.ipras.ru/texts/books/social_IQ/lyusin1_Social_IQ.pdf (date of address 28.04.2023).
8. Lyusin D.V. Approbation of the short version of the Emln questionnaire // Psychology. Journal of the Higher School of Economics. 2022. T. 19. № 4. p. 822-834.
9. Murotmusaev K.B., Umarov B.M., Khaidarov H.K. Psychological features of emotional intelligence in leadership activity. Таълим ва инновацион тадқиқотлар Журнал 2022 йил, №11)291-301 стр. Тошкент