

## PEDAGOGICAL ASPECTS OF EMOTIONAL INTELLIGENCE DEVELOPMENT IN STUDENTS

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**Abstract:** This article talks about the pedagogical aspects of developing emotional intelligence, which serves to increase the creative abilities of students. Analytical aspects of emotional processes in students are also highlighted.

**Key words:** student, education, intelligence, emotional intelligence, emotion, emotional intelligence, emotion, cognitive emotion, emotional processes.

The problem of the superiority of reason over emotions has worried people since ancient times and is currently being studied by representatives of many disciplines. Currently, the phenomenon of emotional intelligence is becoming more and more relevant, because the realization that life success is directly related to the management of the emotional sphere leads to serious attention to such a phenomenon. Revealing the essence of "emotional intelligence", it is important to note that this phenomenon is a person's ability to identify, understand and evaluate one's own and other people's emotions, as well as for successful social adaptation and the realization of intended plans and goals. is the ability to use information in thinking and action.



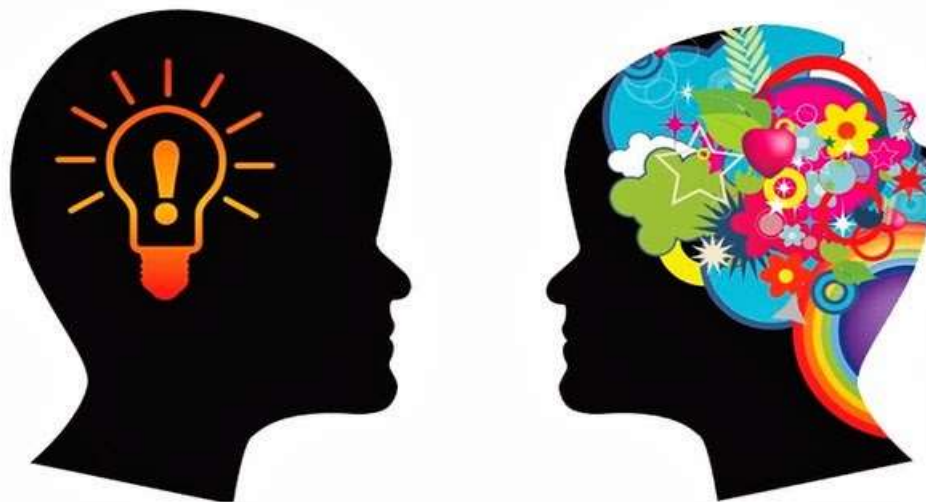
The issue of formation and development of emotional intelligence is also very important, because studying this phenomenon seems pointless and useless if there is no opportunity to improve it. According to modern research in the field of pedagogy and psychology, the most sensitive period of

working with emotional intelligence is preschool and junior school age, because the active emotional formation of a person, the formation of his self-awareness is characteristic of this age.

In the cognitive direction, new methods of emotional thinking aimed at understanding emotions and managing them effectively are the main ones. Exercises help a person understand the cognitive evaluation system; to distinguish and verbalize the range of dominant emotional reactions (responses); aimed at creating adequate and adaptive manifestations at the cognitive level, in the imagination and at the level of direct actions. The ultimate goal of training is to change the ways of thinking that support antisocial emotional behavior.

It should be noted that such an approach seems extremely appropriate for us. After all, only after a person knows his inner world and understands it by analyzing his fears and experiences, he can be ready to learn new ways and stereotypes of emotional thinking and behavior in various life situations, which and, in turn, helps to program a person to a socially acceptable attitude. Therefore, in our opinion, humanistic, behavioral and cognitive directions of emotional intelligence development training are relevant, logical and effective.

In her work, I. N. Andreeva examines the development of emotional intelligence in US schoolchildren and mentions that such programs were first widely used in Hillsburg (California) and New Haven. According to the researcher, more than 150 emotional literacy programs are currently used in American schools, known by various names: "life skills training", "social awareness", "social problem solving", "social competence", "creative conflict resolution". One of the most popular programs for preschoolers and elementary school students is the Promoting Alternative Thinking Strategies (PATH) program, which is a general emotional education plan. The main areas of PATH are: promoting the development of social and emotional competence, developing emotional awareness, effective interpersonal problem solving, preventing cruelty and aggression, reducing emotional and behavioral difficulties, developing self-esteem and equal successfully interact with. Components of this program: development of readiness level and self-control, teaching to understand emotions and behavior of other people, cognitive solving of interpersonal problems. There will be sessions that emphasize the analysis of thirty-five emotional states. It is important to identify and describe emotions, evaluate basic emotions in oneself and other people, and manage emotional states [1], [4].

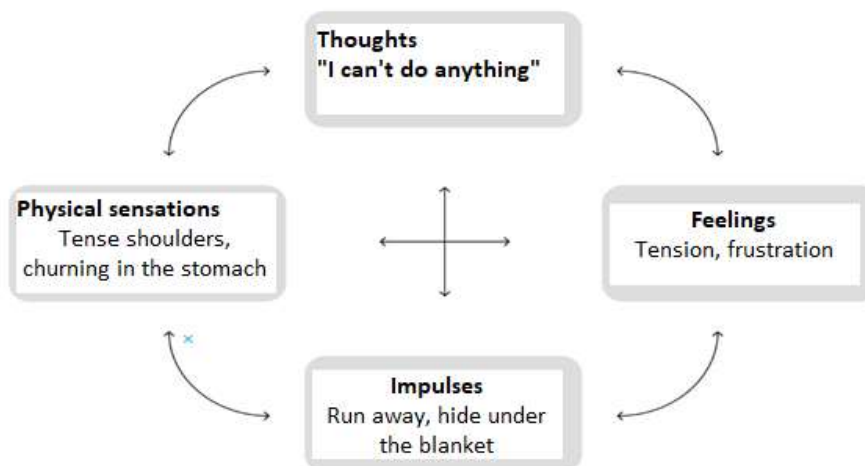


I.N. Andreeva also talks about the feasibility of using programs to improve emotional competence within educational institutions. According to the author, the use of such programs at school has a beneficial effect on children's mental health, helps to reduce alcohol and tobacco consumption, and prevents antisocial behavior. The introduction of such programs into school practice often raises doubts among teachers, because the main goal of school is still (in any case) academic knowledge. Nevertheless, recently the idea of developing emotional intelligence is becoming more and more popular. D. Goulaman's opinion that high emotional intelligence ensures academic mastery has gained great popularity in modern pedagogy. However, there is little empirical data on the relationship between emotional intelligence and academic achievement. However, emotional intelligence programs have been found to help increase intelligence, responsibility, and self-control. According to J. Matthews and his colleagues, researchers have found what good educators and parents have always known: interest in the inner world, along with the ability to use acquired knowledge to solve problems, contributes to a certain degree of academic success [6], [1].

It should be noted that the training in the RATN program, which emphasizes the analysis of thirty-five emotional states, is aimed at studying the emotional and social sphere of a person, identifying and describing emotions, as well as the emotional states of oneself and others. consists of assessment and management. The directions and components of this program provide not only for a person to understand and understand his own capabilities, but also to apply the acquired knowledge in practice, which is extremely important, because it is not enough to only understand and analyze emotions, it is also necessary to use the received information in practice. . After all, the whole essence of emotional competence consists, first of all, in achieving results, more precisely, in activities that allow the successful realization of intended plans and goals and social adaptation. Emotional literacy helps schoolchildren to better understand the emotional activity of people, to achieve success in communication with teachers and peers, to resolve conflicts that have arisen, to understand themselves, their desires and needs, the reasons for their actions, to set goals for themselves and to them. allows to

achieve success. All this has a beneficial effect on behavior in and out of school, as well as on the effective acquisition of knowledge. Therefore, the positive effect of introducing such a program into the educational system is self-evident.

### Types of human emotions



S. P. Derevyanko's research shows the important role of emotional intelligence development training. The author's approach envisages updating and deepening the ability to understand emotions, teaching effective methods and ways to manage emotional situations with subsequent practical application of the acquired knowledge.

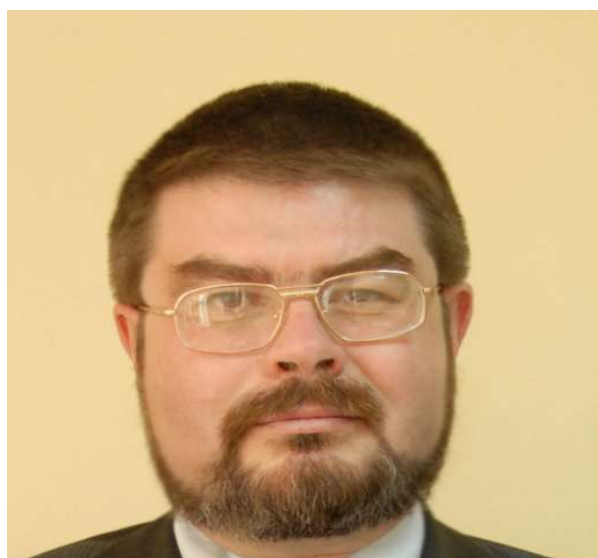
S. P. Derevyanko firmly believes that the following are effective methods of developing emotional intelligence: play, art therapy (picture therapy, music therapy, library therapy, fairy tale therapy), mental gymnastics, behavioral therapy (relaxation training, functional training, imago - method) and discussion methods (group discussion, group self-analysis and analysis of problem situations)

Researcher S. P. Derevyanko offers a program designed to develop the emotional intelligence of adolescent children in training groups. This program consists of two blocks aimed at developing internal personal emotional intelligence, which is related to understanding and managing one's own emotions, and interpersonal intelligence, which is related to understanding and managing other people's emotions [2].

The main similarity between the RATN program and S. P. Derevyanko's method is that they are aimed at developing a person's understanding and analysis of their own and others' emotions, as well as teaching effective methods and ways of managing them. The approach of the author S. P. Derevyanko helps others to express the "inner ME" especially fully, methods of emotional behavior and expressive reactions in various life situations, and to master new methods of emotional intelligence aimed at understanding emotions and managing them effectively. It is distinguished by the development of the methodology for the development of emotional intelligence. In contrast to RATN, which involves conducting exercises focusing on the analysis of thirty-five emotional states, the methodology proposed by S. P. Derevyanko includes stress relief, relaxation techniques, creative activity, team discussion, as

well as games. consists of exercises, discussions and art therapy methods, which, in our opinion, help children to relax, calm them down, arouse the interest of schoolchildren in the educational process and, as a result, teach them to master the material effectively. provides

Researcher I. A. Yurasov proposes a method of developing emotional intelligence based on the use of lyric text analysis tools. The methodology envisages the use of lexical-semantic analysis and interpretation of the emotional content of lyric works, as well as the identification of linguistic markers of the category of emotionality in the text. The author is sure that the analysis of the poetic text in native and foreign languages will form psychological and pedagogical competencies that serve as the most important means of developing emotional intelligence.



It should also be noted that the ability to understand the mental state of the lyrical character develops the ability to understand the feelings, emotions and psychology of the interlocutor. According to I. A. Yurasov, the uniqueness (specificity) of poetry helps to master the emotional experience of an individual and the entire nation, which serves as an important factor in the development of emotional intelligence. By discussing aesthetic, moral and emotional issues, there is an opportunity to gain a deeper understanding of oneself, one's emotional world and the world of others.

The author offers the following stages of the methodology: an introductory lecture about the problem, the author, the type of imagery and emotions; practical work on reading and analyzing poetry; discussion, assessment and examination of emotional content, creative period. The introductory lecture allows participants to fully understand the literary, autobiographical and emotional background of the creation of a particular lyric text. Practical work on artistic reading of poetry helps to achieve maximum understanding of the work and the emotions expressed in it. During this stage, linguistic means of expressing one or another emotional content of the poetic text are revealed. It should be noted that in such a method, the creation of a special waiting area, where there can be original musical pieces that convey this or that emotion well, plays a special role. The most important stage for the formation and development of emotional intelligence is the creative stage and the stage of content analysis. During their implementation, it is necessary to organize exercises based on the types of emotions of lyrical texts and the features of expressing emotions that exist in works of different genres and types of literary periods. The creative stage of the methodology consists of two stages: cognitive-receptive and creative. The cognitive-receptive stage involves working on theoretical and practical problems of psychopoetics (artistic psychology), that is, independent study of the narrow problem of the course. The creative stage consists of creating a personal text (for example, a literary translation of a poem from a foreign language into the native language), a review of the analyzed work, a romance, writing music, creating a music video, dramatizing the genre, changing it,

etc.

In our opinion, such a methodology is significantly different from the methods discussed above. So, it should be noted that the RATN general educational program described by I. N. Andreeva and the method of developing emotional intelligence in training groups by S. P. Derevyanko seem to us to be much broader and more complex. However, it should be taken into account that the researcher I. A. Yurasov offers not software material, but a special approach to the development of emotional literacy, an innovative author's model that can be relied on in the development of training, can be used as a basis, and can also use individual exercises .

The reverse process of associating with pleasant, comforting memories is also very effective. For this, it is necessary to remember events associated with positive emotions and upbeat mood. It is enough to once again "enter" a pleasant event, see it with your own eyes and try to experience the same emotions (visualization method). Association also helps in communicating with other people. Often, a communication partner associated with a negative memory creates feelings of rejection and unwelcomeness, but if interlocutors connect with positive feelings and emotions during communication, and later, if the situation is repeated in imagination, the attitude will change for the better. Thus, the emotional sphere is directly dependent on thinking. Thanks to thinking and imagination, a person can have various images of the past and future and emotional experiences related to them. So, by controlling one's imagination, a person is able to control one's emotions.

## EMOTIONAL INTELLIGENCE

self-management

empathy

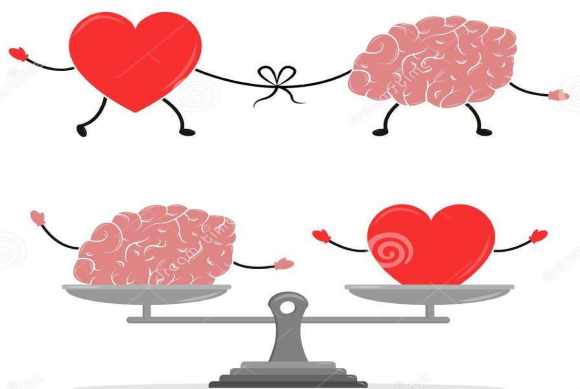
social skills

motivation

self-awareness

relationship skills

self-regulation



At the same time, the author L. M. Novikova is focused on finding similarities of the person with the surrounding people, developing the ability to control the emotional states of both oneself and the communication partner, knowledge of the emotional sphere and the ability to accept people without words also offers exercises [4].

Looking at programs for improving emotional intelligence developed by modern researchers in the field of pedagogy and psychology, we can see that all of them improve the ability to identify, understand and evaluate one's own and other people's emotions, manage emotional states, and use the information obtained in thinking and action. we came to the conclusion that it is aimed at development.

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