



PSYCHOLOGICAL AND SOCIAL CHARACTERISTICS OF STUDENTS' EMOTIONAL INTELLIGENCE.

Rakhmatova Aziza

Karshi state university, master

<https://doi.org/10.5281/zenodo.8022924>

Annotation: Psychological and social characteristics of students' emotional intelligence can impact their ability to succeed academically and socially. Psychological factors such as self-awareness, self-regulation, empathy, social skills, and emotional resilience are examples of key emotional intelligence components that can influence a student's academic performance. Social characteristics like communication skills, teamwork, leadership, motivation, and self-efficacy can also impact a student's emotional intelligence and overall academic success.

Key words: Emotional intelligence, self-awareness, ability, one's own emotions, strengths, weaknesses, values, professional success, mental health, interpersonal relationships, empathy, social skills, emotional resilience, self-management, social awareness, relationship management.

Emotional intelligence is a relatively new field of study in psychology that focuses on the ability to identify, understand, and manage one's own emotions as well as the emotions of others. It has gained significant attention in the past few decades and has been shown to be important in personal and professional success, mental health, and interpersonal relationships. The concept of emotional intelligence was first introduced by psychologists Peter Salovey and John Mayer in 1990. They defined emotional intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

However, it was Daniel Goleman who popularized the concept of emotional intelligence with his book "Emotional Intelligence" in 1995. Since then, there has been a significant amount of research into emotional intelligence and its impact on various aspects of life.

Researchers such as Salovey, Mayer, Goleman, Reuven Bar-On, and Richard Boyatzis have conducted extensive research into emotional intelligence and its development. They have found that emotional intelligence can be learned and developed through various means such as self-reflection, coaching, and training programs.

Emotional intelligence is the ability to identify, understand, and manage one's own emotions as well as the emotions of others. It involves being aware of one's emotions, recognizing patterns in emotional states, understanding how emotions can affect thoughts and behavior, and developing skills to manage emotions effectively.

There are four main components of emotional intelligence:

1. Self-awareness: The ability to recognize and understand one's own emotions, strengths, weaknesses, values, and goals.

2. Self-management: The ability to regulate and manage one's own emotions, behaviors, and impulses in a positive and constructive way.

3. Social awareness: The ability to understand and empathize with the emotions of others, read social cues, and respond appropriately.

4. Relationship management: The ability to build and maintain healthy relationships, communicate effectively, and resolve conflicts in a positive way.

Emotional intelligence is an important factor in personal and professional success, mental health, and interpersonal relationships. Research has shown that individuals with higher emotional intelligence tend to have better social skills, more satisfying relationships, and improved mental and physical health.

Psychological and social characteristics of students' emotional intelligence can vary, but here are some general examples:

1. Self-awareness: Students who have high levels of self-awareness in their emotional intelligence are able to recognize and understand their own emotional states, as well as identify their own strengths, weaknesses, values, and goals.

2. Self-regulation: Students with strong self-regulation skills can manage their own emotions, behaviors, and impulses in a positive and constructive way. They are able to stay calm under pressure, control their reactions when faced with difficult situations, and respond to feedback effectively.

3. Empathy: Students with high levels of empathy can understand and share the feelings of others, and respond appropriately to other people's needs. They are able to read social cues and communicate effectively with others.

4. Social skills: Students with strong social skills are able to build and maintain healthy relationships, communicate effectively, and resolve conflicts in a positive way. They are able to work well in groups, provide constructive feedback, and build trust with others.

5. Emotional resilience: Students who are emotionally resilient can bounce back from setbacks and maintain a positive outlook even during difficult times. They are able to adapt to change, manage stress effectively, and maintain a sense of humor and perspective.

Overall, students who possess higher levels of emotional intelligence tend to have better academic performance, stronger interpersonal relationships, improved mental health, and better overall wellbeing compared to those with lower emotional intelligence levels.

Emotional intelligence can have a significant impact on students' academic performance and overall success in their studies. Here are some ways emotional intelligence can affect students:

1. Improved social skills: Students with strong emotional intelligence tend to have better social skills, leading to improved communication, teamwork, and relationships with peers and teachers.

2. Better stress management: Students with high emotional intelligence are often better at managing stress and anxiety, allowing them to stay focused and motivated on their studies.

3. Improved decision-making: Students who are emotionally intelligent are better able to recognize and regulate their own emotions, which can improve their decision-making abilities when faced with difficult choices.

4. Increased resilience: Emotional intelligence can help students bounce back from setbacks and challenges, reducing the risk of burnout or giving up on their studies altogether.

5. Higher self-motivation: Students with higher emotional intelligence tend to be more self-motivated, setting goals, and working towards them with greater determination and focus.

Overall, the development of emotional intelligence can lead to better academic performance, increased confidence, and a greater sense of self-awareness among students. As such, many college and universities are incorporating emotional intelligence training into their curriculums to help students cultivate these important skills.

In conclusion, emotional intelligence is an important factor in students' academic performance and overall success. Students with higher levels of emotional intelligence tend to have better social skills, stress management abilities, decision-making skills, resilience, and self-motivation. These qualities can help students perform well academically, build stronger relationships with peers and teachers, and manage the many challenges that come with pursuing an education. Given the impact of emotional intelligence on academic and personal success, it is important for schools and universities to focus on developing these skills in their students. By incorporating emotional intelligence training into their curriculums, educators can help students build greater self-awareness, self-regulation, empathy, social skills, and resilience, setting them up for success in college or university and beyond.

References:

1. "The intelligence of emotional intelligence" John D. Mayer, Peter Salovey. 1993;
2. "Emotional Intelligence" D. Goleman. California, USA .(1995)
3. "Mental Measurements Yearbook" Reuven Bar-On . university of Nebraska press.(2021)
- 4 "Primal Leadership, With a New Preface by the Authors: Unleashing the Power of Emotional Intelligence " Richard Boyatzis (2013)
5. Kennedy, Eugene (September 17, 1995). "Ruling Passions". The New York Times. New York. Retrieved April 19, 2015.
6. Schawbel, Dan. "Daniel Goleman on the Importance of Ecological Intelligence". Forbes. Retrieved 2020-06-16.
7. "Models of emotional intelligence: problems of classification and integration" I. N. Andreyeva Minsk. (2018)