

STUDY OF THE PROBLEM OF EMOTIONAL INTELLIGENCE IN PSYCHOLOGY

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Abstract. The problem of emotional intelligence, which arose at the intersection of the psychology of thinking and the psychology of emotions, testifies to the growing need to study the interaction of mental processes with each other and the influence of this interaction on the functioning of the individual. In this regard, this article presents the problem of emotional intelligence, according to which it is advisable to interpret emotional intelligence as an effective manifestation of the system of metaprocessual processes of a person.

Keywords: comprehension, development, thinking, emotional, intelligence, mental processes, psychology, professionally important qualities.

Introduction.

The analysis of the problem of emotional intelligence carried out in the previous chapter led to a twofold result. First, it turned out to be possible to characterize the main determinants of the formation of the problem, the leading directions of its study, as well as some of the main features of the current state of research in this area. Secondly, an attempt was made to give a theoretical explication of the "emotional intelligence" construct, as well as to determine its place and role in applied psychological research.

Emotional Intelligence is the ability to recognize emotions, intentions, motivation, desires of oneself and other people and manage it. The skill helps to solve practical problems and achieve goals in life and at work. People with developed emotional intelligence are able to negotiate with other people, make decisions and respond correctly to negative situations.

Through emotions we react to events, words and circumstances. If they are not understood, what is happening will be distorted. For example, at work they made a remark to you, and you began to argue and conflict. As a result, this will lead to neurosis, apathy and other depressive states. At the same time, depression does not go away quickly: in 15–39% of people, it lasts more than a year.

A person with developed emotional intelligence responds to causes, not actions or emotions. This helps him to perceive criticism correctly, understand other people and respond to them with an adequate reaction.

Both of these results quite clearly reveal the most common, in our opinion, feature of the current state of research in the field of emotional intelligence, without consideration of which and an attempt to solve it, the further constructive development of this direction is apparently very difficult. This feature or, we repeat, the problem is quite natural from the epistemological point of view and reflects the general logic of the development of scientific ideas as such. In the most generalized and somewhat schematized form, its essence is as follows.

To develop emotional intelligence, you need to focus on four drivers: awareness, self-esteem, motivation, and adaptability. The development of each of the drivers forms the development of the corresponding emotional-intellectual strategy.

Awareness. Includes awareness of one's thoughts, feelings, and behaviors. Develops the strategy of "Philosophers". Philosophers learn quickly and accumulate knowledge, but it is difficult for them to move from theory to practice and translate knowledge into real skills.

Self-esteem. It includes acceptance, the ability not to depend on external assessments and opinions, a positive perception of the world and determination. Helps to master the strategy of the "Stars". Such people are self-confident, but tend to talk to impress. Stars run the risk of remaining at the level of "impressions" if they do not pump up the drivers of awareness and motivation.

Motivation. It includes openness to new things, goal-setting, experiencing failures, striving for self-actualization. Helps to master the strategy of "Heroes". Heroes enjoy self-development and achievements, so they constantly improve and can lead people. Heroes run the risk of quickly burning out if they do not understand the reasons for their work.

Adaptability. Includes empathy, stress tolerance, decision making and communication skills. Develops the strategy of "Leaders". Such people are stress-resistant, empathic and hardworking, but prone to impostor syndrome. This is a cognitive distortion when a person considers himself a deceiver and does not attribute achievements to his qualities and skills (Fig.1).

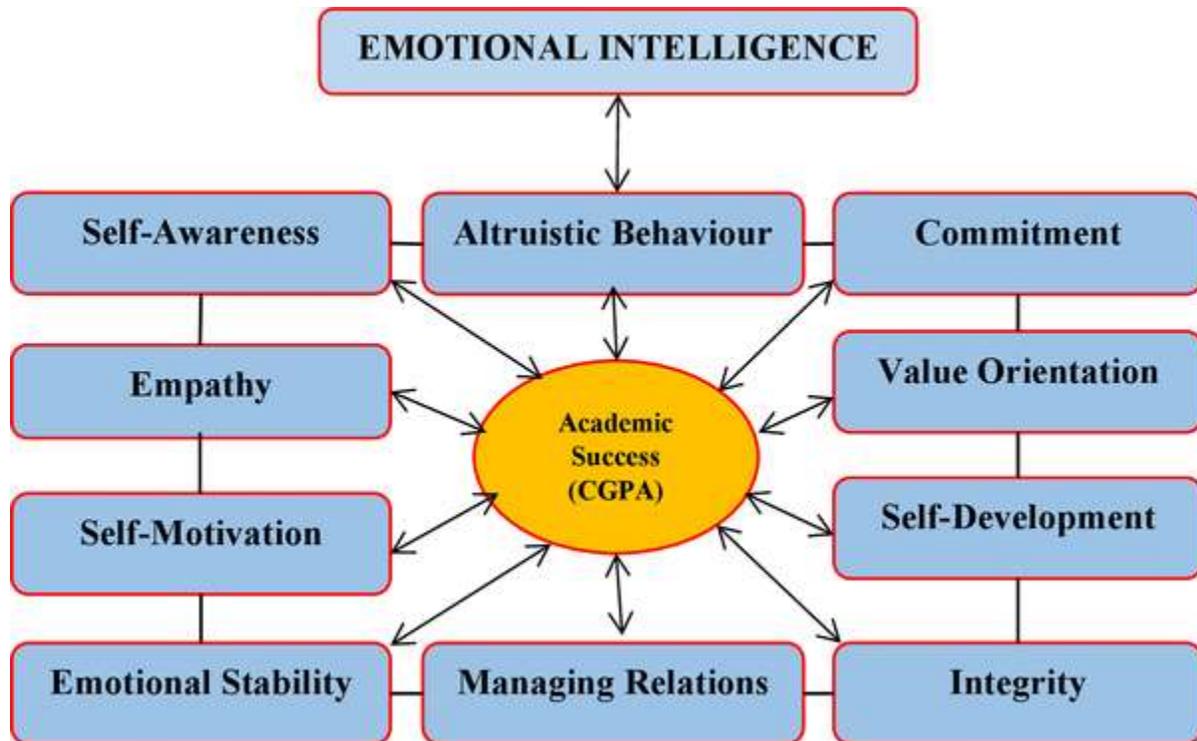


Fig.1. Adoption of Emotional intelligence in education process

Emotional intelligence is the base of the pyramid of personality. The larger the volume of this pyramid, the more opportunities and influence a person can have on his life, the lives of other people and the world as a whole.

All four profiles are equally promising. To build an effective life strategy, you need to understand your strong drivers and pay attention to the weak ones. In conjunction with the IQ intelligence vector, emotional intelligence forms the life strategy of the “Creators”. It helps to realize the potential of a person and achieve the highest level of self-realization.

This direction, as well as the “emotional intelligence” construct itself, is to a much greater extent empiric-pragmatic determination and orientation. In modern society, the problem of competence in understanding and expressing emotions is quite acute, since the cult of a rational attitude to life is gaining an increasing number of fans, which, in principle, contradicts the psychophysiological and social characteristics and needs of a person. Many researchers have emphasized the social meaning of emotions, noting that a society that cares about the improvement of the mind makes a mistake, because a person is more human in how he feels than in how he thinks. Indeed, the cult of rationality and a high educational qualification will not be able to contribute to the development of a humanistic worldview and emotional culture of a person.

It is known that the ban on emotions leads to their displacement from consciousness; in turn, the inability to psychologically process emotions can give rise to a variety of negative consequences, ranging from psychosomatic disorders to deviant and delinquent behavior, since emotional problems manifest themselves with particular force in people with a low level of self-control.

The solution of the problems mentioned above could be facilitated by purposeful work on the development of "emotional wisdom" in the individual, i.e. that ability, which at first in modern foreign, then in domestic studies was called emotional intelligence.

The very combination of the concepts of "intelligence" and "emotions" caused a lot of controversy and discussion in the scientific community. According to some authors, firstly, "intelligence" in this case is an inappropriate, misleading metaphor that should be replaced by the term "competence", and secondly, intelligence is defined as ability, but "no unique abilities, associated with emotions does not exist.

The classical concept of intelligence was proposed by D. Wexler, who defined it as the global ability of an individual to act purposefully, think rationally and communicate effectively with the environment. As you can see, this definition implicitly includes not only rational abilities, but also social and communication skills.

Unfortunately, this group of factors did not attract due attention, in contrast to the rational component, which influenced the development of ideas about intelligence as a kind of construct responsible for solving mathematical and logical problems.

One of the modern concepts of intelligence is the model of "multiple intelligence" by H. Gardner. H. Gardner's model includes seven main subtypes (forms) of intelligence, which, along with the traditional verbal and logical-mathematical, include spatial, musical, bodily-kinesthetic, interpersonal (interpersonal) and intrapersonal (intrapersonal) intelligence.

This concept became the basis for the creation of the concept and, later, the first model of emotional intelligence by J. Mayer, P. Salovey and D. Caruso. The authors defined "emotional intelligence" as the ability to identify one's own emotions and those of others and use this information to make decisions.

"Emotional intelligence" was a construct consisting of abilities:

- 1) to the identification and expression of emotions;
- 2) regulation of emotions;
- 3) the use of emotional information in thinking and activity.

Each type of ability, according to the authors, consists of a number of components. The ability to identify and express emotions is divided into two components, one of which is directed to one's own, and the other - to other people's emotions. The first component includes verbal and non-verbal sub-components, and the second one includes non-verbal perception and empathy sub-components.

The ability to regulate emotions consists of two components: the regulation of one's own emotions and the regulation of the emotions of others. The ability to use emotions in thinking and activity includes the following components: flexible planning, creative thinking, redirected attention and motivation.

"Emotional intelligence" as a set of abilities for understanding one's own and others' emotions and managing them.

The ability to understand emotions means that a person:

- can recognize an emotion, i.e., establish the very fact of having

- emotional experience in oneself or in another person;
- can identify an emotion, that is, determine what kind of emotion he or another person is experiencing, and find a verbal expression for it;
- understands the causes that caused this emotion, and the consequences to which it will lead.

The ability to manage emotions means that a person:

- can control the intensity of emotions, primarily muffle excessively strong emotions;
- can control external expression of emotions;
- can, if necessary, arbitrarily evoke this or that emotion.

Both the ability to understand and the ability to manage emotions can be directed both to their own emotions and to the emotions of other people. Thus, we can talk about intrapersonal and interpersonal emotional intelligence. These two options involve the actualization of different cognitive processes and skills, but must be related to each other.

It differs fundamentally from mixed models in that the construct does not include personal characteristics that are correlates of the ability to understand and manage emotions. It is allowed to introduce only such personal characteristics that more or less directly affect the level and individual characteristics of emotional intelligence. It is also not possible to identify this model with the interpretation of emotional intelligence as a trait. To measure the proposed construct, tasks specific to intelligence tests and questionnaires can be used. Questionnaires are more suitable for measuring intrapersonal emotional intelligence, since it is doubtful that a person's internal reflective experience can be assessed using tasks that have right and wrong answers. When measuring interpersonal emotional intelligence, the use of tasks is more appropriate, although this raises complex methodological issues associated with determining correct and incorrect answers. The hardest part about developing emotional intelligence is getting started. It is not clear at what point there is an experience that allows you to further develop your EQ skills. Begin to carefully listen to yourself and catch the emotion: name, realize, reflect, listen to your feelings. Without this exercise, no books will get you closer to feeling happy, overcoming fears, curbing anger, and other tasks that we want to solve with the help of emotion management.

Emotional intelligence lives at the intersection of meanings and the body. Only by linking knowledge with physical sensations, you can turn it on and adjust your emotional apparatus. This means that our path is to work out the connection between the body and consciousness. To do - to fix, to feel - to comprehend.

Further development of the concept of emotional intelligence should contribute to the understanding and detailed consideration of such scientific and practical problems as the prevention, correction and rehabilitation of deviant behavior, emotional burnout, the development of creative abilities, the socialization of the individual, the increase in stress resistance and the standard of living of the individual as a whole.

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