

**DEVELOPED EMOTIONAL INTELLIGENCE THE TEACHER AS A
PSYCHOLOGICAL FACTOR OF PROFESSIONAL ACTIVITY**

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ANNOTATION

This article highlights the fact that emotional intelligence is a source of objective and subjective aspects of the stages of professional development, the modern requirements for the professional skills of teachers in the higher education system. In the system of higher education, the development of the emotional intelligence of the teacher is determined by various psychological methods. Teachers' mastery indicators vary, and levels of emotional intelligence allow it to be analyzed as a complex phenomenon that requires adequate developmental pathways.

Keywords: *emotional intelligence, emotional competence, pedagogical activity in higher education, communicative competence, subjective resource, analysis of real situations.*

The development of the state is evidenced by the correct and clear definition of educational reforms. Modernization of the higher education system, a number of decisions by the President of the Republic of Uzbekistan. In particular, the concept of development of the higher education system of the Republic of Uzbekistan until 2030. Every teacher in the higher education system has an emotional character due to his or her responsible, interpersonal relationships at the highest professional level. In the field of psychology, the processes that demonstrate the functional interdependence of the emotional state of teachers and students have been studied by various empirical studies. If teachers are depressed, nervous, irritable, then their emotional state will quickly affect students and the audience. The emotional factor also has a significant impact on the teacher's personality, manifesting itself in a variety of disorders and emotional plane failures that can lead to emotional stress, emotional and depressive syndrome [9]. A teacher's professional success is determined by his or her level of knowledge, skills, and competencies, worldview, flexibility of thinking, and intellectual development. However, a high level of intelligence is not enough to solve professional problems. Emotional states in interpersonal relationships are an important factor in the development of professional and pedagogical activities. Scientific and practical views in this regard have shown that the factor of emotion and unity of mind affects the qualitative effectiveness of any activity.

Emotional intelligence: practical activity in the education system is a psychological factor in the study of problems. . V.P. Kuteev, R.S. Rabadanov, G.N. Yulina, studied that emotions are a factor in the activity of values in the profession. D.V. Lusin L.K. Averchenko, I.N. Andreeva, A.K. Kravtsova et al., Assessed leadership as a distinctive feature of interpersonal relationships. NP Alexandrova, MV Golubeva, OVEgorova, LBSimonova, TISolodkova assessed emotional intelligence as a factor of teacher effectiveness. They argued that the main reason for distinguishing emotional intelligence as a particular ability or trait was the mismatch between the general level of intelligence and the teacher's success in interacting with the social environment. Researchers have argued that emotional intelligence plays a role in shaping the quality of teaching effectiveness. [2] Hence, emotional intelligence works as a system-creating factor of pedagogical productivity. According to M.A. Manoylova, improving a teacher's professional skills aimed at ensuring an appropriate level of development of an individual's psychological culture involves identifying "barriers" that prevent the teacher from achieving high productivity. The emotional intelligence of the teacher is what helps to overcome such "obstacles" in pedagogical activity. [8]. According to I.N. Andreeva, a teacher cannot be a mature specialist without developing "emotional literacy", "emotional competence" [1].

Emotional intelligence combines a person's ability to communicate effectively by understanding the feelings of others and adapting to their emotional state. Developed emotional intelligence is the ability to self-manage and competently organize relationships and to get out of confusing situations in the field of activity, to make accurate assessments.

Pedagogical activity depends on emotional relationships and stressful situations, each of which causes emotional stress in the teacher. Therefore, among the important professional qualities of a teacher of the higher education system are the ability to interact with the subjects of professional activity, emotional stability, resistance to stress, a high level of moral development, tolerance, communication. If we consider the essence and characteristics of emotional intelligence without the specific features of professional activity, then, as the foreign researcher D.Goulman points out, life success is determined not by the general level of mental development, but by the ability to self-knowledge and emotional self-management. is defined by the ability to express feelings, understand other people's situations, and be sensitive to them. [3]

J. Mayer, P.Salovey, and D. Caruso defines emotional intelligence as a group of mental abilities that motivate them to understand their own feelings and to understand the feelings of others. They identify four main components of emotional intelligence:

1. self-awareness,
2. self-government,
3. empathy,
4. Communication skills.

D. Goulman emphasizes the fifth component with them - motivation.

There are two aspects to the structure of emotional intelligence:

- intrapersonal understanding of their feelings, self-esteem, self-confidence, responsibility, tolerance, self-control, activity, flexibility, interest, openness to new experiences, motivation to succeed, optimism;
- Interpersonal relationships, manifested through altruism, openness, empathy, the ability to consider and develop the interests of another person, respect for people, the ability to adequately assess and predict interpersonal relationships, the ability to work in a team [1].

Within the psychological culture of the person are divided into different functions of emotional intelligence:

- to identify the emotional reactions and experiences of both themselves and others, and on this basis to form an adequate attitude to the situation, behavior, etc., the situation associated with the evaluator.
- manifests in the ability to be flexible, realistic, adaptable, including emotionally unfamiliar, unpredictable and rapidly changing conditions;
- perseverance conditioned by the ability to confidently and clearly express their feelings, desires and emotions, to regulate behavior independently, to defend their opinions and to express their feelings openly.
- reflexive, consisting of the involvement of the emotional mind in understanding emotional experiences in the interaction of both themselves and their partners; - the regulator is manifested in the participation of emotional intelligence in the choice of strategies of constructive behavior and the reduction of symptoms of emotional exhaustion;
- hedonistic, which is expressed in a positive perception of the world and people on the basis of formed geonistic norms, contributes to the success of meeting the need for positive emotions and feelings. ten; [7].

In the structure of the emotional intelligence of the teacher IN Andreeva distinguishes the following:

- emotional consciousness as an opportunity to understand the feelings experienced by other people for verbal and nonverbal behavior;

- the ability to manage your emotions, to identify the factors that determine the emergence of these emotions and the possible consequences of its development, and to find ways to regulate the emotional state accordingly;
- self-motivation, expressed in the ability to act effectively and make decisions based on emotions;
- Compassion - as the ability to understand the feelings of another person and empathize with him [1].

V.P.Kuteeva points out, high emotional intelligence is characterized by a person who demonstrates not only his system of experience, but also his willingness to change it, to compare different systems; has a forward-looking approach to life; more tolerance for the experience of frustration; the ability to fully believe in yourself. A high level of emotional intelligence provides a basis for understanding the process of transforming a negative state into a positive state. Highly developed emotional intelligence equips teachers with the ability to understand their own feelings and the feelings of other people, to manage the emotional realm, which leads to high quality performance in professional activities [7].

According to LB Simonova, the emotional intelligence of the teacher mediates the humanistic direction in the interaction with students and subjects of the education system, helps to implement an individual approach to personality development and learning, determines the level of personal maturity of the teacher. [8].

In conclusion, it should be noted that emotional intelligence is a multifaceted and subjective psychological resource that requires the analysis of systematic, continuous, and long-term research on its formation and development. Thus, emotional intelligence is an important personal component of teaching perfection, because the conscious, mature personality of the teacher creates the conditions for the formation of the future specialist and mature personality in any field of activity.

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