

**SOCIAL-PSYCHOLOGICAL FEATURES OF EMOTIONAL INTELLIGENCE IN
STUDENTS**

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Abstract: Emotional intelligence (EI) is essential for students' academic success, interpersonal relationships, and mental well-being. This paper examines the social-psychological features of EI among students, highlighting its role in fostering emotional resilience, empathy, and effective communication. The study reviews key theoretical frameworks and research findings, emphasizing the need for integrating EI development into educational practices. Arguments for the benefits of EI training are supported by evidence on improved academic performance, enhanced peer interactions, and better mental health outcomes. Challenges, including the difficulty of measuring and teaching EI, are addressed with practical solutions. The paper concludes by recommending tailored educational strategies for promoting EI in students to ensure their holistic development.

Keywords: emotional intelligence, students, social-psychological features, academic success, interpersonal relationships, mental well-being, education.

Анотация: Эмоциональный интеллект (ЭИ) играет важную роль в академическом успехе, межличностных отношениях и психическом благополучии студентов. В статье рассматриваются социально-психологические особенности ЭИ у студентов, подчеркивается его значение для формирования эмоциональной устойчивости, эмпатии и эффективного общения. Анализируются ключевые теоретические подходы и результаты исследований, акцентируется необходимость интеграции развития ЭИ в образовательные практики. Аргументы в пользу обучения ЭИ подкреплены данными о повышении академической успеваемости, улучшении взаимодействия со сверстниками и укреплении психического здоровья. Рассматриваются проблемы измерения и обучения ЭИ, предлагаются практические решения. В заключении даются рекомендации по разработке образовательных стратегий, направленных на развитие ЭИ для всестороннего развития студентов.

Ключевые слова: эмоциональный интеллект, студенты, социально-психологические особенности, академический успех, межличностные отношения, психическое благополучие, образование.

Introduction

Emotional Intelligence (EI) plays a pivotal role in students' academic success, personal development, and social integration. Defined as the ability to recognize, understand, and manage one's emotions while effectively navigating social interactions, emotional Intelligence has gained significant attention in education and psychology. This paper argues that developing emotional Intelligence in students is crucial for their overall growth and well-being. The paper begins with a literature review of EI's social and psychological features, presents arguments supporting the need

for its development, addresses counterarguments, and concludes with recommendations for integrating emotional intelligence into educational systems.

The concept of emotional intelligence was first introduced by Salovey and Mayer (1990), who identified its core components: emotional awareness, emotion regulation, and interpersonal skills. Goleman (1995) expanded the framework, linking Emotional Intelligence to leadership, empathy, and success. Studies have shown that students with high emotional intelligence are better equipped to handle stress, maintain healthy relationships, and achieve academic goals (Petrides & Furnham, 2001).

In the context of Uzbek society, scholars like Orifjonov and Qosimova (2020) emphasize the influence of family and cultural norms on students' emotional and social development. The social-psychological aspects of EI, such as empathy and social awareness, are critical for fostering collaborative learning and conflict resolution among students. However, limited research has been conducted on the practical implementation of emotional intelligence training within the educational framework.

Argument for Developing Emotional Intelligence in Students

- Improved Academic Performance**
Students with higher emotional intelligence demonstrate better problem-solving skills, emotional resilience, and focus, all of which contribute to academic success (Zeidner et al., 2009). For instance, managing test anxiety and seeking peer support are direct outcomes of emotional self-regulation, a core emotional intelligence skill.
- Enhanced Interpersonal Relationships**
EI enables students to navigate social complexities, collaborate effectively, and build strong relationships with peers and mentors. Studies indicate that empathy and active listening, both emotional intelligence components, improve teamwork and reduce conflicts in group projects (Brackett et al., 2011).
- Better Mental Health and Well-Being**
Emotional Intelligence is linked to lower levels of anxiety, depression, and burnout among students. Teaching emotional intelligence equips students with coping mechanisms to deal with stress, enhancing their mental health and overall well-being (Extremera et al., 2006).

Counterarguments and Refutations

- Challenges in Measuring EI**
Critics argue that emotional intelligence is subjective and difficult to quantify. While standardized tools like the Emotional Quotient Inventory (EQ-i) provide insights, they may not capture the full complexity of emotional and social interactions. However, combining qualitative methods like peer feedback with quantitative assessments can provide a more holistic picture.
- Difficulty in Teaching EI**
Some educators believe that emotional Intelligence cannot be taught like academic subjects. This perspective overlooks the growing body of evidence supporting the effectiveness of emotional intelligence training programs (Nelis et al., 2009). Structured workshops, role-playing, and mindfulness exercises have proven to be practical approaches for integrating emotional intelligence into the curriculum.

Conclusion

In conclusion, emotional Intelligence is a critical skill that significantly influences students' academic success, interpersonal relationships, and mental health. Despite challenges in measurement and teaching, evidence suggests that emotional intelligence development is both feasible and impactful. To ensure students' holistic growth, educational systems should prioritize emotional intelligence through targeted interventions, teacher training, and collaboration with families. Future research should focus on culturally tailored approaches to EI, ensuring its relevance and effectiveness in diverse contexts like Uzbekistan.

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