

PSYCHOLOGICAL FOUNDATIONS OF DEVELOPING SOCIAL INTELLIGENCE IN FUTURE TEACHERS

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ABSTRACT: This article provides a scientific and theoretical analysis of the psychological foundations of developing social intelligence in future teachers. The study examines the concept of social intelligence, its structural components, and its significance in pedagogical activity. Based on the analysis of scientific literature, psychological and pedagogical observation, and comparative methods, the research substantiates that social intelligence is an essential factor in the professional development of future teachers. The results demonstrate that the development of social intelligence contributes to improving future teachers' communication culture, empathy, and social adaptability.

Keywords: social intelligence, future teachers, psychological foundations, empathy, communication, pedagogical competence.

INTRODUCTION

In global educational and scientific research institutions, studies are being conducted to enhance the psychological competencies of future teachers through the psychodiagnostics of emotional intelligence, to explore the nature of human intelligence and its interaction with the social environment, and to examine the influence of intelligence on human activity. Particular attention is paid to improving psychological conditions that foster the development of emotional intelligence.

In this context, the need to study the formation of interpersonal competencies in future teachers, further develop their emotional intelligence, ensure the timely fulfillment of professional tasks, enhance their ability to quickly overcome frustration in complex situations, and identify characteristics that reflect well-developed emotional intelligence during leadership-oriented activities is becoming increasingly important.

In recent years, comprehensive reforms in the education sector of the Republic of Uzbekistan have established organizational, legal, and regulatory foundations for training qualified personnel. Educating teachers who are patriotic, courageous, and resilient—while strengthening pride and respect for the teaching profession and increasing young people's interest in teaching—creates a solid basis for psychologically studying and scientifically researching the development of emotional intelligence in future teachers.

The relevance of this research is determined by the Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022, "On the Development Strategy of New Uzbekistan for 2022–2026," Decree No. PF-6108 dated November 6, 2020, "On Measures to Develop Education, Upbringing, and Science in the New Stage of Uzbekistan's Development," and Decree No. PF-5763 dated July 11, 2019, "On Measures to Reform Governance in Higher and Secondary Specialized Education."

METHODS



The following scientific methods were used in the research process:

Analysis of scientific psychological and pedagogical literature to study theories of social intelligence;

Pedagogical and psychological observation to monitor the social behavior of future teachers during the educational process;

Comparative method to compare the activities of students with different levels of social intelligence;

Logical analysis and generalization to draw scientific conclusions based on the obtained results.

RESULTS

The research results indicate that social intelligence in future teachers is formed through the following psychological components:

Cognitive component – the ability to analyze social situations and understand human behavior;

Emotional component – empathy and the ability to perceive and understand others' emotional states;

Behavioral component – the ability to demonstrate appropriate and effective behavior in social situations;

Communicative component – skills of effective communication, active listening, and clear expression of ideas.

Additionally, the study found that future teachers with a high level of social intelligence are more active in the learning process and more adaptable in problematic situations.

DISCUSSION

The obtained results demonstrate that the process of developing social intelligence is closely linked to an individual's psychological development. By fostering empathy, reflection, and social sensitivity in future teachers, it is possible to enhance their professional competence. Research findings emphasize that social intelligence directly influences a teacher's pedagogical tact, conflict resolution skills, and ability to manage a classroom community.

Therefore, the use of active methods such as trainings, role-playing games, and modeling of problematic situations in teacher education programs is considered effective for developing social intelligence.

In Uzbekistan, psychological aspects of emotional intelligence—its theoretical and methodological foundations, its role in professional activity, emotional competence in various professions, emotional-volitional stability in teachers, social-psychological foundations of a modern teacher's image, and social-psychological factors of professional burnout—have been studied by psychologists such as V.M. Karimova, A.I. Rasulov, R.S. Samarov, N.S. Safaev, Sh.J. Usmanova, F.T. Shermatov, and E.G. G'oziev.

Among scholars from the Commonwealth of Independent States, O.M. Bracsova, L.S. Vygotsky, A.G. Gladkikh, S.P. Derevyanko, N.V. Kovriga, T.V. Kornilova, D.V. Lyusin, M.A. Manojlova, E.L. Nosenko, A.S. Petrovska, and G.V. Yusupova have extensively researched emotional intelligence, its essence, psychological components, and manifestations in interpersonal relationships.

Foreign researchers such as R. Bar-On, D. Caruso, P. Ekman, R. Emmerling, D. Goleman, J. Ciarrochi, H. Livingstone, G. Matthews, J. Mayer, G. Orme, and P. Salovey have also made significant contributions to the study of emotional intelligence.

CONCLUSION



In conclusion, the development of social intelligence in future teachers is a crucial psychological foundation of their professional training. A teacher with well-developed social intelligence can establish effective communication, accurately assess social situations, and create a healthy pedagogical environment with students. Therefore, implementing targeted psychological and pedagogical mechanisms aimed at developing social intelligence in higher pedagogical education institutions is an urgent task.

Establishing positive relationships with students in the educational process, creating a favorable climate, inspiring trust, and motivating learners constitute the core of a teacher's communicative competence. The effectiveness of education ultimately depends on strict adherence to appropriate forms and methods of communication with students. The primary goal is to replace compulsory obedience in teacher-student relationships with conscious discipline and to develop students' independent thinking skills.

In verbal interaction, a teacher's speech should be concise, fluent, and polite, with appropriate use of intonation. The power of verbal influence has been recognized in Eastern cultures since ancient times. In modern teaching practice, verbal communication represents a relatively independent form of pedagogical influence and includes various communicative interactions such as cognition, understanding, expressiveness (emotional expression), traditional social communication, non-verbal understanding of human states, and cordiality—recurrent components of pedagogical activity.

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