

Individual Appearances Of Intellectuality And Emotional Intelligence In Students

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Intelligence is the adaptation of humans and animals to a new environment. V. Stern, J. Piaget, D. Wexler and other authors also considered intelligence as a general ability that allows people to adapt to new living conditions. In their studies, they studied thousands of American schoolchildren using the longitudinal method. During the research, their IQ (intelligence quotient) was initially determined. The students were divided into groups based on their IQ and observed at 30, 40, 50, and 60 years of age. Over the years, those with a high IQ showed high performance in life and work. Those with a lower IQ achieved 30 times less success than them. It is known that some people are talented in exact sciences, while others are talented in the humanities. We have also observed that an artist with a high level of talent is confused by simple mathematical examples, and a brilliant mathematician has little artistic ability. Can we call such people intelligent ? According to Spearman, humans have a general intelligence. In particular, they have unique abilities that distinguish people from each other. Spearman developed factor analysis, a statistical procedure. He explained the temporal relationships of related elements [1].

Spearman explained that the total sum of our abilities depends on our mental attitude. In his opinion, a world champion in weightlifting can do just as well as a figure skater. Because the physical preparation in it allows for this. Satoshi Kanazawa (2004) sees general intelligence as a type of intelligence. General intelligence helps us solve problems in everyday life. By the 1980s, a process of comparing Spearman's theory of a single intelligence and Thurstone's theories of academic abilities was observed. They believed that if a person is successful in one cognitive area, then he will achieve similar victories in other areas. The main factor in adapting to life is not the general intelligence of a person, but rather the fact that over time, abilities begin to influence each other. H. Gardner considered intelligence as a sum of several abilities. He conducted his research on people with low intelligence. He believed that brain damage can dull one ability but leave the rest intact. Gardner conducted his research on subjects who had physiological damage to some parts of the brain. They often scored low on intelligence tests. Some of the representatives of this syndrome did not develop speech. But they had the ability to add and subtract as quickly as an electronic calculator. Some knew the dates associated with a certain historical day by heart. People with this syndrome even achieved success in artistic creation. In most emotional situations, there are situations that require judgment with reason. Managing and controlling emotions is an important ability of a person. Many studies have been conducted on this topic.

For example, AK Kravtsova considers the issues of emotional intelligence and leadership in a team.[2] T.I. Solodkova analyzes the resource potential of emotional intelligence in the work of teachers, KS Kuznetsova, IN Meshcheryakova and others study the current problems of emotional intelligence in people of different ages[3]. Emotional intelligence has an undeniable relevance and practical significance, the problem of emotional intelligence of a person and its impact on professional activity has not been sufficiently studied. Therefore, at the end of the 20th century, V.L. Payne, J. Mayer and P. Salovey [4] laid the foundation for understanding this concept. Emotional intelligence as a modern concept develops on the basis of several different theoretical views. First, it is interpreted as a cognitive approach, the founders of which were J. Mayer and P. Salovey, who studied the main ideas in this area as the components of emotional intelligence: the rules for identifying and expressing emotions, regulating emotions, as well as the use of emotional information in thinking and activity.

Secondly, the position of emotional intelligence in the formation of personality is shown, in which it is not the ability to perceive and process information, but a set of personal characteristics of a person (such as self-confidence, self-esteem, independence, social responsibility, adaptability, resistance, stress, impulsiveness management). This interpretation of emotional intelligence was proposed by D. Goleman and R. Bar-On and is very popular among the general public. Thirdly, there are attempts to find a compromise between these two approaches. [5]. The approach to understanding emotional intelligence as one of the highest levels of mental reflection, developed by NV Nosenko and EL Kovrigoy, and the main sign of the phenomenon under study is the internal motive of the emotional reaction.

R. Steinberg and R. Wagner agreed with Gardner's idea, but they analyzed the existence of three different factors of intelligence in a person:

1. The presence of academic skills in problem solving. Such skills are assessed by determining the only correct answer in mental tests
2. Applied intelligence helps us choose the most appropriate solution from many possible solutions to problems in order to adapt to the environment in everyday life.
3. Creative mind. Representatives of this type are distinguished by their ability to react in unfamiliar situations.

Emotional intelligence is one of the fastest growing areas of research in modern psychology. This phenomenon has been studied by many researchers. Emotional intelligence is the ability to understand emotions, understand other people and their personal goals, motivations and desires, as well as to manage their emotions and the emotions of other people in order to solve practical problems. The results of experimental studies show that the cerebral cortex plays a leading role in regulating emotional states. Emotional intelligence (Emotional Quotient) is the ability to recognize and manage emotions, intentions, motivation, one's own and others' desires. The skill helps to solve practical problems and achieve set goals in life and work. People with developed emotional intelligence know how to negotiate with other people, make decisions and respond appropriately to negative situations. Through emotions, we react to events, words and circumstances. If they are not understood, what is happening is distorted. For example, you were reprimanded at work and you started quarrels and conflicts. As a result, this leads to neuroses, apathy and other depressive states. At the same time, depression does not pass quickly: in 15-39% of people it lasts more than a year. An emotionally intelligent person responds to reasons, not actions or feelings. This helps him to correctly perceive criticism, understand other people and respond to them with an adequate response.

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Instructions: Read the following 40 statements carefully and rate them on a 5-point scale. Rate each statement the number that best suits you, for example: 5 – always, 4 – often, 3 – sometimes, 2 – rarely, 1 – never.

1. I am clearly aware of my feelings and emotions.
2. I don't have any emotions when I perform in front of the team.
3. My changeable behavior does not prevent me from achieving my goals.
4. In conflict situations, I hide my feelings and emotions.
5. I listen carefully to my interlocutors in communication.
6. In a conflict situation, a decision must be made immediately.
7. I strive to have as little influence as possible on the actions and feelings of other people.
8. I prefer to control people.
9. I am equally aware of my shortcomings and achievements.
10. If I am left to my own devices, the opinions of others become important to me.

11. I can control my emotions even if I am upset or angry.
12. I lose myself in conversations with management and only think about how to end the conversation as soon as possible.
13. I pay attention to the feelings of others.
14. I strive to eliminate disagreements where they arise.
15. I allow others to take on my leadership role and do not control them in doing so.
16. I am characterized by the use of the authority given to me by my duty.
17. I have the ability to hide my hatred for a bad person.
18. In conversations with my colleagues, I can only think about what is unique to me
19. In all situations, I can openly express my feelings.
20. Even a broken TV (household appliance) can make me feel depressed.
21. I communicate with others in a way that makes them feel proud of themselves.
22. I do not pay attention to the mental state of my colleagues when working towards common goals.
23. I help others to understand themselves better.
24. In communication, I focus on goals, not emotions.
25. I easily empathize with another person.
26. People close to me pat me on the back and say: don't worry, be at ease.
27. I express my feelings freely.
28. I feel insecure when interacting with other people.
29. I can understand other people's feelings even if the discussion is conducted in a high-pitched tone.
30. I am not interested in the feelings that arise from working together with others.
31. I encourage others to do their jobs better.
32. It is difficult for me to talk about the work of another person who interferes with my own.
33. I trust my instincts when making important decisions.
34. It's hard for me to look a stranger in the eye.
35. I am sincere when talking about the feelings and intentions of others.
36. When I show emotional support to my partner, he or she doesn't understand or feel it.
37. It is important for me to know what feelings and emotions lead to conflict
38. I don't care what someone who doesn't like me feels.
39. I express my attitude towards another person with my posture, my eyes, and my intonation.
40. I find it difficult to conduct critical communication because the person I am talking to feels uncomfortable accepting the criticism.

Key to the methodology

Question scale Always Often Sometimes Rarely Never

1. "directly"

1,9,17,25,33 54321

"repeat" 2,10,18,26,34 54321

11. "directly"

3,11,19,27,35 54321

"again"

4,12,20,28,36 54321

111. "directly"

5,13,21,29,37 54321

« again»

6,14,22,30,38 54321

1U. "directly"

7,15,23,31,39 54321

"again"

8,16,24,32,40. 54321

Analysis of results

The key determines the sum of the scores for the “direct” and “repeated” questions, respectively. Then, for each scale, an index is calculated according to the AB formula, and according to this formula, A is the sum of the scores for the “direct” questions, and B is the sum of the scores for the “repeated” questions.

That is, the sum of the scores for the "repeat" questions must be subtracted from the sum of the scores for the "direct" questions.

Integral indices:

Intrapersonal aspect of emotional intelligence (the ability to recognize and understand one's own feelings, self-control): sum of scores on scales 1 and 2.

Interpersonal dimension of emotional intelligence (the ability to perceive and understand the emotional states of other people): sum of scores on a scale of 3 and 4.

Integral indicator of emotional intelligence: the sum of scores on all scales of the questionnaire.

The range of scores for each scale is: min. – - 20 points, max. – + 20 points.

Interpretation of scales from the Emotional Intelligence Assessment Methodology Questionnaire

1. Integral indicator

A high level of emotional intelligence implies the absence of differences in the hierarchy of individual components or the presence of subtle differences, in which all forms are manifested integratively at all levels. Emotional intelligence is considered high when the forms are manifested by qualitative characteristics and are practically manifested in relationships, behavior and activities.

emotional intelligence development is characterized by a clear manifestation of certain aspects of emotional intelligence and a low manifestation of other aspects. The average level implies that some aspects of emotional intelligence have the potential to develop.

The low level of emotional intelligence development is characterized by low quantitative indicators of the diagnosis and also implies a tendency to fail in professional activities, relationships, and communication. Emotional intelligence can develop at any age.

Intrapersonal aspect

Scale 1. Understanding one's own feelings and emotions

High performance:

Developed emotional self-awareness, the ability to live “in harmony” with one’s inner feelings, a good understanding of the role of emotions in work and communication. A good understanding of the role of emotional qualities, mental characteristics and personal states in professional activity, and it is precisely these that are considered an important criterion for productive activity. A strong need for self-awareness. High assessment of spiritual and pedagogical knowledge, awareness of one’s own abilities, a high level of self-assessment on behalf of others, a high level of observation of oneself in the eyes of others. Developed reflection is the process of subjects seeing themselves in the mirror, which also includes the ability to imagine the various emotions of interlocutors. Reflection on determining internal states passes into reflection on understanding the states of others, and this leads to the formation of a mood of mutual understanding. Reflection reflects the subject's sufficient maturity and sufficient direction in his/her activities.

Developed intuition. Activity and flexibility as personal characteristics of the emotional sphere allow for a quick reaction to environmental phenomena, which makes it possible to mitigate the problem in problematic situations. Self-observation of a person helps the subject to understand himself and control himself.

one's own feelings and emotions, that is, the development of the intrapersonal characteristics of emotional intelligence, occurs through an increased interest in one's own spiritual world. Spiritual relationships are the highest level of humanistic and trusting communication between internally congruent interlocutors.

Low scores:

Inability to understand the role of one's emotions at work and in relationships. Unawareness of emotional qualities, psychological characteristics of the individual's state, and their role in professional activity.

Low need for self-realization. Low assessment of one's own needs, often an inadequate idea of how one is perceived by others. Low level of reflection and understanding of thoughts, feeling of another person; conflicts and misunderstandings often arise as a result of a lack of understanding of the motives underlying the actions of others. Lack of inclination to self-observation. Insufficient reliance on intuition in activities and communication, sluggishness, inconsistency and rigidity of communication. Difficulties in resolving conflict situations related to interpersonal relationships. Lack of interest in one's own inner world, spiritual growth.

Scale 2. Managing one's feelings and emotions.

High performance:

High levels of self-regulation, the ability to control feelings and emotions. The ability to use one's emotions to achieve a goal. A high level of self-control, at the same time a deep understanding of one's own emotional state, and the ability to understand events in the world. Highly developed tolerance creates a desire in a person to have a positive attitude towards himself and allows him to identify tolerant and intolerant aspects in himself.

Developed self-control, and a highly developed level of observation that allows you to notice even seemingly insignificant emotional aspects in your interlocutors.

A high level of self-control, a combination of positive emotions and a positive mindset that forms the skills to solve problems in professional activities.

Low scores:

Low level of control over one's own feelings and emotions, impulsivity; feelings often become an obstacle to achieving goals. Low level of self-control, low level of awareness of one's own emotional state and the feelings of others.

Intolerance towards other statuses, views, values and lifestyles. Lack of a positive attitude towards oneself, others and the world in general.

Interpersonal aspect

Scale 3. Understanding the feelings and emotions of other people

High performance:

You can easily understand the feelings of other people, you know the feelings of your interlocutor. You can imagine someone's situation and see the world through their eyes.

You have a fairly well-developed identification mechanism, and you are characterized by strong emotional connections and orientation towards other people.

Empathy is the desire to experience the experiences of the interlocutor, to put oneself in their shoes, and to treat others with humanity.

A high level of interpersonal empathy as an emotional mechanism, reflected in the form of a positive and supportive attitude towards interlocutors, openness, striving to create psychological comfort in the team. With such an assumption, you can emotionally assess the situation and notice one or another problem of your interlocutor by analyzing his experiences.

You positively influence the effectiveness of the communication process, which serves as a source of growth and development for the conflicting parties, facilitating effective problem-solving.

A highly developed ability to understand the feelings and emotions of other people is an indicator of general humanity and a level of well-being, and it allows for the creation of a partner in communication, which includes all levels of spiritual aspects and is closely related to the worldview of the perceiver.

Scale 4. Managing the feelings and emotions of others

High scores: A high level of ability to manage the emotional state of the interlocutor implies that a series of humanistic and individualized influences selected by you are directed at the interlocutor in order to prevent various problems in him.

You have the ability to enter the inner world of another person due to your ability to feel their experiences. A high level of development of your emotional intelligence is characterized by a sincere and impartial attitude towards those around you. The objectivity inherent in you makes you a person who believes in your own strength. You demonstrate a high level of psychological flexibility in building relationships, and you can create a favorable psychological climate in the team, regardless of the situation or the team.

You can anticipate the development of events, prepare your body for an event before it happens, and you can also let the interlocutor know your mood with your posture.

Theoretical part of the methodology

Emotional intelligence (EI) is the ability of a person to understand, perceive, and control their own and other people's emotional states. There are two aspects to the structure of emotional intelligence. These are: personal and interpersonal, or social (in other words, self-management and management of others).

XI is an integrative concept consisting of components such as feelings, intellect, and will, there is a need to understand the basic elements of this concept.

Emotions are mental processes related to instincts, needs, and motives, and are reflected in the direct perception by the individual of events that are important in his or her life.

Intellect is the ability to identify, understand, and solve problems that ensure the success of an activity. Will is the ability to move forward towards a perceived goal, overcoming internal resistance and needs. It can be said that in HI, will is a means of subordinating the emotional elements to the intellectual element. It is the will that unites emotion and intellect into the concept of emotional intelligence.

Based on the above definitions, emotional intelligence can be called a regulatory mechanism of a person's internal and external mental activity. Emotional intelligence is the ability of a person to understand and feel their

own state and the state of their interlocutors, as well as the ability of a person to direct their emotions towards a set goal or to use them to achieve the goal; it can also be defined as the ability to experience events that affect the psyche of the interlocutor together with them.

XI is a subjective characteristic of a person.

The goal of XI is the transformation and progressive development of the emotional aspects of the subject.

XI tools – internal aspect – emotional potential

Result XI – spiritual renewal of the individual

In the model of emotional intelligence, there are no hierarchical relationships; all forms are equally manifested integratively in all areas of professional activity, and they are closely interconnected. Emotional intelligence is considered highly developed when all its forms have high quality indicators and are realized in relationships, behavior, and activities.

XI includes a questionnaire consisting of 40 questions. The examinee is familiar with each idea and determines on a 5-point scale whether it is consistent with his or her views or not.

The questionnaire contains 4 subscales and 3 integral indices: 4 subscales determine the overall level of HI, and 3 integral indices determine the level of personal and interpersonal expression of HI.

List of used literature

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4. Lyusin, D. Sovremennye predstavleniya ob emotsionalnom intellekte Moscow: Institut psikhologii RAN, 2004. S.