

METHODOLOGY FOR IMPROVING THE COMMUNICATIVE ABILITY OF TEACHERS BY DEVELOPING EMOTIONAL INTELLIGENCE

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Abstract: This article is devoted to the theoretical study of the process of developing the intellectual mobility of future specialists in the field of pedagogy. Also, the theoretical foundations of emotional intelligence, as a psychological and pedagogical concept, are discussed among elementary school teachers. Modern and effective methods of developing emotional intelligence, as well as various positions on the development of intellectual mobility of students are presented, generalized approaches that contribute to the active development of the studied phenomenon are revealed.

Key words: intellectual mobility, development process, future specialist, higher education institution emotional intelligence, negative emotions.

In the current period, the formation of a positive attitude towards fundamental changes aimed at the political, socio-economic and cultural-spiritual development of the country by researching the psychological aspects of students' skills and abilities to achieve intellectual potential is of urgent sociopsychological importance. Pedagogical activity is fraught with tense situations associated with an increased emotional reaction. Each tense situation causes emotional stress in the teacher, which can manifest itself in a passive-defensive or aggressive form. The effect of emotional tension on young teachers is especially great. N.I. Andreeva noted that emotional exhaustion syndrome begins to develop in future teachers even during university studies, if there is no systematic work on its prevention. Unfortunately, in the forms of academic training available in the pedagogical higher educational institution, special attention has not been paid to the formation of emotional, communicative and regulatory abilities, qualities that make up the emotional sphere of the individual.

The trend of technocratic, information development of society negatively affects the emotional development of young people. We see the possibility of solving this problem in the purposeful development of the emotional intelligence of future teachers. Psychological literature covers issues related to the study of individual characteristics and abilities of

individual professional importance, which are part of emotional intelligence. J. Meyer, P. Salovey and D. Emotional intelligence as defined by caruzo is a group of mental abilities that encourage awareness and understanding of one's own emotions and those of others [11, 47].

There are four main components of emotional intelligence: self-awareness, self-control, empathy, and relational ability. D. Goleman, along with them, determines the fifth component - motivation . There are two aspects of the structure of emotional intelligence: intrapersonal and interpersonal. The first is formed by the following components: awareness of one's own feelings, self-esteem, self-confidence, responsibility, tolerance, self-control, activity, flexibility, interest, openness to new experiences, motivation for success, optimism; the latter include components such as politeness, altruism, openness, empathy, the ability to take into account 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. Emotional intelligence acts as a systematic factor in the effectiveness of teaching activities. D. In his research on emotional intelligence, Goleman showed that a person's success in life is not determined by the overall level of mental development, but by the characteristics of his mind that determine his ability to self-knowledge and emotional self-awareness. the ability to organize, express one's own feelings, understand the state of other people and respond subtly to them. The author believes that the level of emotional development that determines the life and professional success of people. In our opinion, the emotional intelligence of the teacher mediates the humanitarian direction in interaction with students and other subjects of the educational field, helps to implement an individual approach to personal development and education, and indicates the level of personal maturity of teachers.

Emotional intelligence is an integral personal component of pedagogical skill, since only a mature, mature person can educate another full-fledged and mature person. The main pedagogical task of the teacher is not the transfer of knowledge, the formation of skills, but the awakening of children's cognitive activity, the organization of educational and cognitive activities through pedagogical communication and dialogue with students. Properly organized pedagogical communication forms a positive emotional experience gained by students at school. Childhood and adolescence then represent the "window of opportunity" necessary to combine the important emotional characteristics that govern the life of the child. Low levels of emotional intelligence can lead to difficulties in recognizing and identifying their emotions, which increases the risk of psychosomatic disorders. Lack of emotional intelligence broadens the range of risks from depression or violence to eating disorders and substance abuse. Thus,

the ability to understand and control one's own emotions is a personal factor that strengthens the psychological and somatic health of the student and teacher.

The formation of a high-quality mental new formation of a student is achieved only through emotionally charged, personal interaction with students, mediated by the unity of the Will and feelings of thinking - the emotional intelligence of the teacher. Since the leading activity at the student age is the occupation, the development of emotional intelligence at this age is usually carried out through professional development and self-development. In psychology, there are two different opinions about the possibility of developing emotional intelligence. A number of scholars (e.g., J. Meyer) the level of emotional intelligence (EI) cannot be increased because it is a relatively stable ability. However, it is quite possible to increase emotional competence through training. Their opponents (notably, D. Goleman) believe that it is possible to develop Ei. The supporting argument for this position is that the neural pathways of the brain continue to develop until the middle of a person's life [11, 168].

I.N. Andreeva identifies the following ways to develop emotional intelligence: group training, individual trainings, coaching [9,86]. In the educational process, it is important to ensure the maximum potential of a young specialist. In this situation, the main task of the teacher is not only to transfer knowledge, but also to awaken the cognitive activity of students, increase educational motivation and interest in activities. The effectiveness of these processes is achieved through the unity of thinking and feelings-emotionally charged, personal interactions with students through the means of emotional intelligence. The concept of "emotional intelligence" was introduced to scientific terminology by J. from the University of New Hampshire. Meyer and P. from Yale University. Introduced by Salovey. In 1990, the article "emotional intelligence", the first publication on the subject, was published. A review of research on emotional intelligence suggests that Salovey and Mayer's chronologically first emerging model includes cognitive abilities associated with processing emotional information. According to the scientific concept, emotional intelligence is the ability of a person to process through his feelings - the information of himself and others.

The authors of this model describe emotional intelligence (EI) as "a clearly defined and measurable ability that is similar to the traditional aspects of intelligence. Processing information contained in emotions means the ability to identify the meaning of emotions, their relationships with each other, and use emotional information as a basis for thinking and making decisions. Another very serious problem that can be regulated through the development of emotional intelligence is the fear of students during training. Fear is the main feeling that is

most important and necessary for a person, since it lies on the basis of his instinct for self-preservation. All emotions are needed, all emotions are important - but the level of emotions is important in a particular situation. The fear of not being able to pass the exam stimulates the student and encourages him to prepare for and attend classes. At the same time, an increase in the level of fear during the examination period negatively affects mental and somatic health, performance, indicators of cognitive, emotional and physiological processes. Special exercises have been developed to help reduce the emotional level of fear. From the set of exercises, everyone chooses for himself the most suitable and effective tools that will help to transfer fear from a destructive level to a constructive one. Emotions are seen as sources, they help us, work as internal consultants. To improve the effectiveness of our activities, it is important to learn to recognize, understand and intellectual use of information obtained through emotions.

Effective use of emotions contributes to the formation and development of various cognitive (cognitive) abilities. A person with a developed emotional intelligence can effectively use his mood to solve the problems facing him most successfully. In addition, emotional intelligence refers to the ability to understand the language of emotions and distinguish shades of emotions. It is important that very emotional intelligence is manifested primarily in the ability to control one's own emotions, as well as emotions.

In place of the conclusion, it can be said that the underdevelopment of the emotional intelligence of the teacher contributes to the manifestation of aggression towards students by the teacher. Teacher aggression is one of the types of psychological violence that creates psychological trauma in adolescents. Children who become victims of the aggressive behavior of the teacher are characterized by increased aggression, a feeling of extreme guilt, low self-esteem in relation to their peers and suicidal tendencies, which rarely manifest themselves in the form of auto-activity. In addition, the problem of teacher aggression is aggravated by the fact that the teacher, as an example, encourages the school community to bully a classmate who is a victim of violence by the teacher. E. Gallo analyzes the aggressive behavior of school teachers, concluding that the teacher's age does not affect his attitude towards students, but that the decisive factor is his gender and work experience. At the same time, teachers who have worked in schools for a long time and have extensive pedagogical experience are distinguished by their rejection of students' opinions, while young teachers are distinguished by their high commitment to the creative manifestations of adolescents [5,78].

Based on the above points, it can be said that it is necessary to introduce a system of training of pedagogical personnel of scientific-theoretical and practical importance in the

implementation of interpersonal communication, which creates an interaction that is important for increasing the professional activity of educators, improving their reflexive abilities, developing spiritual and cultural concepts. In organizing the processes of training of pedagogical personnel, it is necessary to take into account the fact that the concepts of “upbringing”-“self-education”, “education”-“Independent Education”, “Education”-“Independent Education” serve as complementary and as a provider of one-the other, the other - the third, to develop the personality and to form personal abilities.

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