



FORMATION OF EMOTIONAL INTELLIGENCE OF STUDENTS-PSYCHOLOGISTS IN THE PROCESS OF TEACHING IN HIGHER EDUCATION INSTITUTION

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Annotation: Forming of emotional intelligence of psychology students in the process of studying at higher educational institutions. The author of the article has worked out a specialized program which helps to form emotional intelligence. The program is based on active teaching methods, therefore findings prove its effectiveness. Thus students of psychology show more developed levels of empathy, communicative competence, control over emotions and general level of emotional intelligence.

Keywords: emotional intelligence; active teaching methods; empathy; communicative competence; control over emotions.

An empirical study revealed tendencies that indicate a low degree of development of emotional intelligence in psychology students: insufficiently expressed levels of development of empathy, communicative competence, control and management of emotions and the general level of emotional intelligence. The development of emotional intelligence of student psychologists is carried out through professional development and self-development. The emotional intelligence of a highly productive psychologist is determined, first of all, by the formation of empathy, communicative tolerance, the adequacy of self-esteem and level of claims, self-confidence and competence, the ability to be aware of their feelings and emotions, manage them, be aware of the feelings and emotions of interaction partners and regulate them. A psychologist with a high level of development of emotional intelligence is, first of all. Self actualizing personality, prone to introspection of his life and professional path with a deep study of the emotional sphere. The goal of the development of emotional intelligence of psychology students is the ability to build relationships in any conditions, because people with a high indicator of emotional intelligence have adequate self-esteem, they provide themselves with high-quality feedback. Psychological students with high self-control, good knowledge of their emotions, are able to maintain self-



control. They have a well-developed sense of humor in relation to themselves and the situation, they are well aware of themselves, their own values, needs. The choice of work, building relationships takes place in a state of congruence to oneself. The development of emotional intelligence allows you to get rid of many fears and doubts, begin to act and communicate with people to achieve their goals [1]. Emotional intelligence allows you to understand the motives of other people and effectively interact with them, which is very important in the future professional activities of psychology students. In addition, the researchers found that about 80% of success in the social and personal spheres of life determines exactly the level of development of emotional intelligence and only 20 - the well-known - intelligence coefficient, which measures the degree of human mental abilities [2]. Thus, improving the logical thinking and horizons of a person is not a guarantee of his future success in life. It is much more important that the student psychologist mastered the following characteristics, namely:

- the ability to control their feelings so that they do not "overflow";
- the ability to consciously influence your emotions;
- the ability to determine their feelings and accept them as they are (recognize them);
- the ability to use their emotions for the benefit of themselves and others;
- the ability to communicate effectively with other people, to find common ground with them;
- the ability to recognize and recognize the feelings of others, to represent oneself in the place of another person, to sympathize with him.

Based on the existing models of emotional intelligence, as well as the main professionally significant qualities of a psychologist's personality, we propose a model of emotional intelligence, which, in our opinion, includes the most important components: awareness, self-control, communication and empathy. Awareness and self-control are self-management skills, communication and empathy relate to a person's ability to manage relationships with other people. Awareness - the ability to recognize and deeply understand your emotions, moods, motives, needs, strengths and weaknesses, individual communication style, habits, preferences



and other features. Self-awareness is also expressed in honesty and sincerity with oneself and with others, which involves openly and accurately talking about one's true feelings, thoughts, desires and their influence. Awareness of their feelings and emotions also includes such personal characteristics as intuition, optimism, activity, flexibility, reflection, self-esteem, emotional literacy. Self-control is the ability to control your emotions, control them, redirect negative, destructive emotions in a different direction, the ability to answer for yourself and your actions. This includes observation, openness to new experience, interest, responsibility, tolerance, motivation to achieve. The development of emotional intelligence (as the highest mental function) is a complex step-by-step system and quite long, since it depends both on the process of organizing classes, and on the personality of the teacher and the individual psychological characteristics of the student. As far as a student is ready for the process of developing emotional intelligence, as far as he "allows" himself to immerse himself in this process, so will training be effective. The process of development of emotional intelligence in psychology students can be divided into five stages. The first stage is self-knowledge. In the process of self-awareness, a person begins to "wake up", to make interesting discoveries in understanding his inner world, his emotions and feelings. This is a process that allows you to take a fresh look at yourself and those around you. If a person suppressed his emotions and suddenly realized that their adequate expression is useful for the cause and for himself, this is a trigger for starting the process of mastering emotional competence. J. Lewis believes that a person with emotional self-awareness "is in unison" with his inner emotions and understands how his feelings are reflected in his work. This requires awareness of the emotional qualities of a person, the psychological characteristics of personality states and their role in psychological activity, which is an important criterion for the productivity of a psychologist [4]. Psychologist's knowledge of himself involves self-esteem of his psychological and pedagogical knowledge, awareness of his abilities, self-esteem of how he is perceived by partners in interaction and how he looks in the eyes of others. Reflection from the process of self-knowledge of internal states smoothly proceeds to understanding the other by thinking for him and leads to mutual understanding. Reflection involves a sufficient maturity of the subject and focused attention to the activities of his own soul. For psychology students, the awareness and understanding of their own feelings and emotions, that is, development within the personal aspect of emotional intelligence,



which is possible by increasing attention to their spiritual world, is important. Spiritual interaction in the psychological process, according to S.P. Ivanova, there is the highest level of humanistic, confidential communication of congruent partners [5]. Learning how to manage your emotions and feelings is the second stage in the development of emotional intelligence. The ability to control emotional states allows you to use emotions to achieve your goal. Self-control depends on the psychologist's awareness of what he is feeling at the moment and what emotions he is experiencing, as well as on understanding what is happening around. Self-control presupposes the existence of a standard, a model of an "ideal psychologist" and the acquisition of knowledge, information about controlled feelings and emotional states. Particular attention at this stage is given to the development of tolerant attitudes among student psychologists. Tolerance implies a person's awareness of the need for a positive attitude towards himself, awareness of the tolerant and intolerant components of himself, mastery of the positive interaction skills in psychological communication with representatives of other cultures, ethnic groups, carriers of other lifestyles, opinions, points of view [6].

The ability to control oneself involves developed psychological observation, which manifests itself in the ability to notice subtle, significant features of people. Observation requires developed inquisitiveness of the mind, curiosity and life experience. The problem of awareness of the feelings and emotions of other people relates to the process of holistic human perception, that is, the creation of the image of a communication partner, which includes all levels of mental reflection and depends on the perceived worldview. The teacher's system of views on the objective world and a person's place in it, on the attitude to the environment and oneself, beliefs, ideals, value orientations — all this determines the nature of the relationship in the psychological environment. The fourth stage in the development of emotional intelligence of student psychologists is the mastery of the ability to manage the states of communication partners. Partner state management involves the implementation of a set of individualized humanistic influences selected by a psychologist, aimed at preventing adverse client conditions. For productive management of the state of another person, a clear goal is needed, the ways to achieve it, the prediction of behavior, which is possible if there is experience in analyzing the relationship model.



The ability to make decisions without prejudice to one's own interests and without humiliating the other is art, which every student who wants to work as a psychologist needs to master.

A high level of productive psychological activity is characterized by impartiality and an impartial attitude towards others. Objectivity is inherent in a self-confident psychologist. A psychology student who exhibits a high level of psychological flexibility in building relationships to select any style of interaction depending on the requirements of the situation is capable of creating a good psychological climate in future work. Having mastered the ability to recognize your own emotions, manage them and determine the state of interaction partners, you can learn and manage the states and feelings of others.

The fifth stage in the formation of emotional intelligence of student psychologists is the development of psychological professionalism. Psychological professionalization is a process that begins from the moment of choosing a profession and ends when a person stops active labor activity. The profession of a psychologist involves permanent self-observation, self-esteem, self-identity, reflection and self-control

In order to carry out productive psychological activities, a psychologist must have knowledge of the strengths and weaknesses of his personality and its activities and what and how to do in relation to himself in order to improve the quality of his work.

The role of creativity is important here, which, according to A. Maslow, is a creative orientation, characterized by the ability to think alternatively, quickly solve problem situations, and generate new ideas. A creative psychologist is a psychologist with a high level of development of general intelligence, emotional intelligence, and social intelligence [7]. A holistic and systematic effect on the formation of emotional intelligence of student psychologists in the process of studying at a university is possible within the framework of the specialized program we developed "Formation of emotional intelligence of student psychologists". The specialized program includes three sections, logically interconnected with each other: theoretical (lecture), practical classes and trainings. The main goal of the theoretical (lecture) course is to familiarize students with modern



scientific ideas about the essence of emotional intelligence, the formation of the personality of a professional psychologist, and others.

The second section - practical exercises - is dedicated to the diagnosis of the basic properties of emotional intelligence.

The third section includes trainings for the formation of emotional intelligence. Its goal is to help future specialists in the implementation of their professional activities as a psychologist.

We used various forms of conducting classes: lectures, practical exercises (tests for self-knowledge); seminars, training seminars: video training, group discussions, business and role-playing games, situation modeling, psycho-gymnastic exercises.

The experimental base of the study was composed of 1-2 year psychology students of the socio-economic faculty of Andijan State University. In total, 55 students took part in the experiment, of which: 25 in the ascertaining experiment, and 30 in the developing experiment. The study was conducted from 2016 to 2018.

The experimental study included 3 main stages:

1) the ascertaining stage is the conduct of initial testing with the help of a psychodiagnostic complex in order to determine the initial degree of development of the structural components of emotional intelligence in psychology students;

2) developmental stage - development of a developmental program;

3) assessment stage - re-diagnosis; conducting a comparative analysis of data before and after the experiment, the purpose of which was to assess the level of development of each of the four components of emotional intelligence. An important place in the special course program is given to active teaching methods - training, which, in our opinion, are the most productive psychotherapeutic and humanistic technology. After the students passed the specialized program "Formation of the emotional intelligence of student psychologists", the following positive changes were noted: increased levels of empathy, communicative competence, control and management



of emotions and the general level of emotional intelligence. We proposed a system of work to build the emotional competence of students' professional and personal identities psychologists has shown its effectiveness, which allows us to recommend its implementation in practice CGI teaching psychology students.

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