

EMOTIONAL INTELLIGENCE AS A PSYCHOLOGICAL PHENOMENON

Odina Djorabayevna Kadyrova

Teacher of the doctorand of “General psychology”
Of Andizhan State University, Republic of Uzbekistan

Annotation: The definitions and structure of emotional intelligence are examined in the framework of various scientific approaches to the study of this phenomenon; scientific and popular approaches to the definition and development of emotional intelligence are compared; The relevance of its study and development is substantiated. Following philosophers of antiquity, modern philosophers emphasize the urgency of the problem of developing emotional competence - a person’s openness to his emotional experiences, linking its capabilities with the harmonious interaction of heart and mind, affect and intelligence. To confirm this, the statement of Osho (Rajneesh), relevant for the topic of our study, is: “To convert intellect into mind, it is absolutely necessary to open your heart first ... Mind is intellect tuned in with your heart”

Keywords: emotions, emotional intelligence, reason, empathy, social intelligence, affect.

The topic of emotional intelligence is one of the rapidly developing at this time. The concept of emotional intelligence as an alternative to traditional intelligence has become widely known in psychological science. Psychologists talked about the fact that the coefficient of emotional intelligence (EQ) has a greater predictive value than IQ. The idea of emotional intelligence grew out of the concept of “social intelligence”, which was developed by such authors as E. Thorndike [1], G. G. Yu. Eisenck [2], J. Guildford [1]. G. Gardner [3] describing personal intellects in his work, in fact, for the first time mentioned emotional intelligence. For example, in the understanding of G. Gardner, intrapersonal intelligence is interpreted as “access to one’s own emotional life, to one’s emotions and emotions: the ability to instantly distinguish feelings, call them, translate into symbolic codes and use them as means for understanding and controlling one’s own behavior” [3, p.239]. According to several authors such as D. Goleman [4], G. Gardner, R. Sternberg [34], IQ tests are not accurate predictors of a person’s success in life. D. Goleman suggested that “approximately 80% of success, which is not determined by IQ tests, is due to other properties,



one of which is emotional intelligence” [34, p. 88]. The first scientific model of emotional intelligence developed P. Salovey and J. Meyer. It was they who introduced the term “emotional intelligence” into psychology. P. Salovei and J. Mayer define it as “the ability to track one’s own and other people’s feelings and emotions, to distinguish between them and use this information to direct thinking and actions” [28, p. thirty]. Further, the authors reworked their theory and put forward a new definition of emotional intelligence: “the ability to process the information contained in emotions: determine the meaning of emotions, their relationship with each other, use emotional information as the basis for thinking and decision making.” There are two approaches to the classification of emotional intelligence:

1. model of abilities;
2. mixed model.

Let's consider them in more detail. The approach of P. Salovei and J. Caruso refers to the model of abilities. In other words, emotional intelligence is presented in this model as a combination of emotions with knowledge.

The authors distinguish three mechanisms that suggest the connection of emotional intelligence with mental abilities:

1. emotions are associated with the process of thinking (specific emotions can favorably affect the productivity of the thinking process, as well as focus on certain tasks);
2. abilities such as empathy and candor can correlate with effective regulation of emotions;
3. In the study of alexithymia, data have been obtained that indicate a possible lack of interconnection between brain zones that ensure the unity of thinking and emotions. P. Salovei and J. Caruso identified the components of emotional intelligence. The components are arranged in a hierarchy and are sequentially mastered by a person in ontogenesis, according to the authors. Each component refers to both its own and other people's emotions.



1. Identification of emotions. This component includes the following abilities: the perception of emotions (the discovery of the fact that there is an emotion), the identification of emotions (understanding what kind of emotion appeared), an adequate expression of the emotional state, the ability to distinguish genuine emotion from false. 2. The use of emotions to increase the effectiveness of thinking and activity. This component includes the ability to use emotions to redirect attention to the desired event, evoke those emotions that contribute to solving the problem, as well as the ability to use mood swings as a means of analyzing different aspects of the problem. 3. Understanding of emotions. This component includes the ability to establish relationships between complexes of emotions, understand transitions one emotion to another, also understanding the causes of emotions. This includes the ability to use verbal information about emotions. 4. Management of emotions. The last block includes the ability to control emotions, reduce the intensity of negative emotions and produce positive emotions in oneself (adequate to the situation). This includes awareness of their emotions, including negative ones. One of the important points is the ability to solve emotionally loaded problems without suppressing the negative emotions caused by this situation. According to the authors, this block promotes personal development and improvement of interpersonal relationships. The second approach to the classification of emotional intelligence relates to a mixed model. Here, emotional intelligence is considered "as a combination of mental and personal traits inherent in each specific person" [5 p. 87]. The most outstanding authors of this model are D. Goleman [4] and R. Bar-On. By emotional intelligence, D. Goleman understands "such abilities as self-motivation and resistance to disappointment, control over emotional outbursts and the ability to refuse pleasures, regulate mood and the ability to prevent experiences from drowning out the ability to think, empathize and hope" [5, p. 88]. R. Bar-On understands emotional intelligence "as all non-cognitive abilities, knowledge and competence that enable a person to successfully cope with various life situations" [5, p. 88].

The author identifies 5 general areas and 15 scales.

1. The intrapersonal sphere. Understanding your feelings and managing yourself. a. Introspection. Understanding your feelings and how your behavior affects others.



b. Assertiveness. A clear expression of one's feelings and thoughts, as well as a firmness of conviction, taking into account the desires and reactions of other people.

c. Independence. Independent decision making and self-control. Power over your emotions.

d. Self-esteem. Consent with oneself, harmony. Self-esteem and self-perception are positive, but without closing their eyes to growth points.

e. Self-realization. The desire for maximum development and the ability to realize their potential.

2. The scope of interpersonal relationships. Interaction with people.

a. Empathy. Understanding the feelings of other people, as well as the ability to make it clear to people that their feelings are known to you.

b. Social responsibility. Mutually beneficial cooperation, including conscience, morality and caring for another person.

c. Interpersonal communication. Constructive communication through verbal and non-verbal communications. The ability to establish and maintain mutually beneficial relationships based on a feeling of emotional closeness. Free and comfortable feeling in social contacts.

3. The scope of adaptability. Flexibility, realism and adequacy in any situation. Solving problems as they arise. a. Problem solving. Identification and formulation of the problem, as well as the development and implementation of potentially effective ways to solve it.

b. Assessment of reality. The correct definition of the relationship between your experience and that which objectively exists. Pragmatism, objectivity and adequacy of perception.

c. Flexibility. Coordination of one's feelings, thoughts and actions with changing circumstances. Adaptation to unfamiliar, unpredictable and rapidly changing circumstances.

4. The scope of stress management. Ability to cope with stress. a. Tolerance to stress. Ability to resist stressful

situations without physical and emotional stress.

b. Impulsiveness control. The ability to not succumb to surging emotions.

5. The scope of the general mood. Positive perception of life, satisfaction with life.

a. Life satisfaction

The ability to be cheerful, peaceful, cheerful and enthusiastic.

b. Optimism. Enthusiasm in any business, the ability to see the pros in everything. The model that we will adhere to in our study is the model proposed by D.V. Lyusin. By D.V. Lyusin, emotional intelligence - "the ability to understand their own and others' emotions and manage them" [28, p. 33].

The author distinguishes two emotional intelligences: intrapersonal (understanding and managing their emotions) and interpersonal (understanding and managing other people's emotions). For measuring intrapersonal emotional intelligence (VEI), self-reports of subjects are more suitable - questionnaires, for measuring interpersonal emotional intelligence (MPEI) - tests. D.V. Lyusin talks about the dual nature of emotional intelligence: on the one hand, it is associated with personality characteristics, and on the other hand, with cognitive abilities. The author identifies factors affecting emotional intelligence:

1. cognitive abilities (speed and accuracy of processing emotional information);

2. ideas about emotions (as values, as an important source of information about oneself and other people, etc.);

3. features of emotionality (emotional stability, emotional sensitivity, etc.).

Therefore, it is very important for us to operationalize the concept of "emotional intelligence". Having become acquainted with the works of such authors as D. Goleman [4], R. Sternberg [34], P. Salovei and J. Meyer, D.V. Lyusin, we identified the components of emotional intelligence (tab. 2). The main components were taken from the theory of D.V. Lyusin. For the



purpose of completeness of the study, to the selected components we added components from the works of P. Salovei and J. Mayer, which were not noted by D.V. Lyusin, but, in our opinion, are directly related to EI.

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