
**THE UTILIZATION OF EMOTIONAL INTELLIGENCE IN THE
FIELD OF EDUCATION**

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Abstract: *Emotional intelligence has existed in various forms for several decades. It was introduced in the early 1990s by psychologists Peter Salovey and John D.Mayer , and since then, educators, practitioners and researchers have recognized the significance of it in promoting academic success and personal development between students. The first part of this article discusses what emotional intelligence is, its potential benefits, and how it can be advantageous in education. The second part presents a survey conducted by Schutte, Malouff, Thorsteinsson, Bhullar, and Rooke in 2018 in order to see impact of emotional intelligence for academic performance and demonstrates certain spheres of education which emotional intelligence can be crucial and immense.*

Keywords: *Emotional Intelligence (EI), Emotional Quotient(EQ), EI trainings, feedback mechanism, knowledge acquisition, Academic Performance and Supportive Classrooms.*

Introduction

Emotional intelligence (in other way known as emotional quotient or EQ) is the ability to comprehend, perform and cope with your own emotions in a positive way to communicate effectively, to alleviate stress, reduce conflict and overcome difficulties. Workplaces and higher education institutions have been shown to favour individuals with a high EQ over those with a higher IQ. Individuals with higher levels of emotional intelligence have stronger, healthier relationships and also tend to maintain excellent careers as well (Dr.George Arvind, 2023). It is clear that the role of EQ is crucial for students as it enables

them to understand and cater to their personal requirements effectively. Through the strengthening of these skills, learners can also show empathy towards others and exhibit consideration for peers and others, thereby reducing disagreements and misunderstandings in the learning environment. This paper reviews overall meaning of emotional intelligence and its utilization in educational field, detailed information about the study investigated by Schutte, Malouff, Thorsteinsson, Bhullar, and Rooke in 2018, its consequences to my research and according to my research paper some parts of education which emotional intelligence can have high influence.

Methodology

A study by Schutte, Malouff, Thorsteinsson, Bhullar, and Rooke in 2018 investigated how emotional intelligence links to academic success. They employed a survey to measure the emotional intelligence of university students and how this related to how well they did in their studies. The main aim was to explore how emotional intelligence impacts students' performance in higher education and for this they identified 24 studies including 28 examples. As they cited the results revealed a significant moderate standardized mean change between pre and post measurement for the main effect of EI training, and a stable pre to follow-up effect. Additionally, the type of EI model, dimensions of the four branch model, dose and type of publication turned out to be significant moderators. The results suggest that EI trainings should be considered as effective interventions. In these research writers assessed the statement through using various emotional intelligence models, including Mayer and Salovey's four branch model, Bar-On's ESI model, Swinburne Emotional Intelligence Model, Petrides and Furnham's Trait Emotional Intelligence model TEIQue, the EI model of the Collaborative for Academic, Social, and Emotional Learning (CASEL), and the model of Bisquerra and Pérez-Escoda.

The EI trainings consisted of 6.09 sessions that lasted 2.57 hours each. The average training had a dose of 4.46 hours per week. A fixed schedule was given in 92.86% (k = 26) of studies, and 35.29% (k = 17) defined individual goals for

participants. Diary writing was administered for 42.68% (k = 12), and 25.00% (k = 7) had personal coaches. Feedback was given for 35.71% (k = 10) of the samples, and in the majority of the cases (82.14%, k = 23) the trainings were both experience-based (skill practice by role-plays or in actual life, reflective writing, talking about emotions) and theory-based (lectures, group discussions, story analyzing, video vignettes, reading texts, case studies, workbook exercises, tests) (Schutte, Malouff, Thorsteinsson, Bhullar, and Rooke, 2018). According to this, it is obviously that during the training sessions, participant had the certain goals and work towards those, furthermore got feedback on their progress. They also did various things like having personal coaching, keeping diary and practicing their skills through acting out different roles. The training contained practical experiences such as real-life situations and debates about theories.

During the more than 10 years they collected data about experiment and almost 2,000 people participated on survey. They utilized emotional intelligence tests by Mayer and Salovey and the EQ-I to measure emotional intelligence before and after the training. Additionally, they also checked on participants' progress a few months later in order to see if there were any lasting effects.

Overall, this study helps for my research to select appropriate tools to assess emotional intelligence within an educational field. Moreover, I can ensure the validity and reliability of measurements by using established tests like MSCEIT or the EQ-I and enhance emotional intelligence within the field of education.

Results

Through accomplishing a combination of training techniques such as keeping a diary, feedback mechanisms, and skill practice, crucial enhancements in emotional intelligence skills were observed among both students and educators.

Emily Whitton (a glass artist, based out of her beautiful studio nestled in the valleys of White Hills in Northern Tasmania) explored how writing a diary can support mental health:

1. **It can help regulate emotions**
2. **It offers an outlet for creativity**

3. **It can shape emotional intelligence**
4. **It can improve focus**
5. **It can help identify patterns of thinking.**

Thus, keeping a diary by individuals offer them to enhance their mental health and increase knowledge acquisition in educational field.

Both giving and receiving feedback can be more effective when leveraging emotional intelligence. While this may make sense on the surface, putting it into practice requires purposeful, intentional acts of self-awareness, empathy and social awareness juxtaposed with wise judgment, sound decision-making and effective communication skills(June 9,2021).

According to those researcher's indications, we can know the role of emotional intelligence within educational field and how it can enhance student's knowledge and performance.

The potential impact of emotional intelligence in education is immense and crucial. Here are some ways emotional intelligence can influence:

1. Enhanced Academic Performance: Numerous studies have demonstrated the positive correlation between emotional intelligence and academic success. Students with higher emotional intelligence tend to exhibit better self-motivation, resilience, and the ability to adapt to new challenges. These qualities contribute to improved engagement in learning, higher levels of academic achievement, and enhanced overall well-being. Emotional intelligence also influences students' ability to manage stress effectively, maintain focus, and make sound decisions, all of which are crucial for academic success (Lata.S,2023). It is evident that emotional intelligence can lead to better academic performance as students can cope with struggles and concentrate on their studies more productively.

2. Supportive Classrooms: Teachers with high emotional intelligence can create more positive atmosphere for students and they can handle the problems in more affirmative way, additionally, control student's behavior and encourage them to grasp knowledge better.

3. Leadership Skills: In schools where there are instructors who has strong emotional intelligence, students can get more knowledge about leadership, that they can learn to be more supportive and encouraging, also how to cope with stress. Particularly their high communicational skills and understanding other's character can be opportunity to become leader.

4. Resolving Conflicts and Preventing Bullying: In these situations students' ability to cope with stress and solve problem in more peaceful and positive way can be great advantage. Thus, schools or universities can reduce bullying incidents, enhance peer relationship, and create a more inclusive and harmonious learning atmosphere through having high emotional intelligence.

Conclusion

Emotional intelligence isn't something you switch on overnight. It's an evolving skill that takes time and conscious effort to develop over the years. By thinking about it now, you're giving yourself a great head-start on the journey to having a high EI (June 9,2023). Overall, it is readily apparent, emotional intelligence a crucial part of education, as it improves student's grades, mental health, social connections, and future success. By recognizing the importance of emotional intelligence and adopting methods to cultivate, educators can empower students necessary skills to navigate challenges, build strong relationship, and succeed in various aspects of life. As we to allow a comprehensive education, prioritizing emotional intelligence is crucial for the overall growth and happiness of students.

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