



“THE INTERRELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LEADERSHIP QUALITIES”

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ABSTRACT

In this article, the essence of emotional intelligence, its components, and its role in developing leadership qualities in the primary education process are scientifically analyzed. It is substantiated that students can develop leadership qualities through skills such as managing their emotional states, self-awareness, empathy, and interpersonal communication culture.

Introduction:

Today, not only the level of knowledge of students, but also their socio-psychological competencies are of great importance in the educational process. The most important of these are emotional intelligence (EI) and leadership qualities. Early development of these qualities in children of primary school age increases their subsequent social adaptation, the likelihood of success.

The concept of emotional intelligence.

The concept of emotional intelligence (EI) is interpreted as one of the most important categories in modern psychology, pedagogy and leadership theory. This concept encompasses the ability to understand and manage a person's emotional processes, direct them to constructive activity, and understand the emotional state of others and communicate accordingly. The term EI was first introduced into scientific circulation by P. Salovey and J. Mayer, who define EI as “a set of intellectual abilities that ensure social adaptation by perceiving, understanding, evaluating and managing one's own and others' emotions.”

Later, D. Goleman expanded the model of emotional intelligence, showing EI as a key competency that accounts for 80% of human success. Goleman interprets EI not only as a factor that determines the management of emotional processes, but also as a factor that determines the leadership, communicative and social activity of a person. Thus, EI plays a decisive role in a person's daily activities, the learning process, interpersonal relationships and the formation of leadership qualities.

Components of emotional intelligence

In scientific sources, EI is considered to consist of the following main components:

1. Self-awareness

This is a person's ability to understand their own emotions, moods, internal experiences and their causes. Self-awareness for a primary school student is the ability to express simple but important thoughts such as:

- "I am excited now",
- "I am a little sad",
- "I liked this task"

. Self-awareness is the foundation of EI, because if a child does not recognize his own emotions, he cannot control them.

2. Self-regulation

Self-regulation is the ability of a person to control his emotions, restrain impulses, and direct negative situations into constructive activity. At school age, self-regulation is manifested through skills such as:

- not getting nervous during lessons,
- being able to control himself to avoid conflicts,
- not crying when losing in games,
- completing a task with attention to the end

3. Internal motivation

Motivation is a central element of emotional intelligence and represents the internal energy of a person to achieve a goal. In children, this is manifested through:

- completing tasks with interest,
- striving for success,
- the need to learn new things. A child with strong motivation is naturally inclined to leadership.

4. Empathy

Empathy is the ability to feel the emotions of others, understand their situation, and respond appropriately. Empathy is a key condition for leadership, because a leader must understand not only himself, but also those around him.

In elementary school, empathy looks like this:

- comforting a friend,
- helping peers,
- rejoicing when a friend is happy,
- listening to the opinions of others.

5. Social skills

These are the skills of social communication, cooperation, teamwork, problem-solving through negotiation, and leadership. Students with strong social skills find their place in the classroom, communicate well with others, and naturally take on leadership roles.

Psychological essence of emotional intelligence

Emotional intelligence is not only a concept related to emotional processes, but also a complex system that is inextricably linked with: cognitive processes, psychological stability, character traits, social competencies. EI is a quality of a person that is formed and developed throughout life. EI develops especially rapidly in early childhood, because during this period the child actively accumulates emotional experiences and models social behavior.

From a pedagogical point of view, EI:

- forms the student's communication culture,
- regulates social relations in the classroom,
- prevents conflicts,
- develops self-awareness and self-assessment,
- creates a solid psychological foundation for leadership qualities.

All components of emotional intelligence are interconnected and complement each other. For example, self-control is impossible without self-awareness, and social skills are not fully formed without empathy. This systemic approach requires the organization of complex pedagogical work on the development of EI in primary education.

Theoretical foundations of leadership qualities: The concept of leadership is studied as a multifaceted social phenomenon in the disciplines of psychology, pedagogy and sociology. Leadership includes such qualities as a person's initiative, ability to take responsibility, direct others towards a goal, and active participation in social processes. In the modern education system, especially at the primary education stage, the development of leadership qualities in students is an important factor in their future social activity and success.

Leadership is the ability to manage goal-oriented activities within a group or team, influence others and inspire motivation in them. There are several interpretations of leadership in scientific sources:

- From a psychological point of view, leadership is considered as a person's informal influence over others, social authority and level of initiative.
- In the pedagogical approach, leadership is associated with the student's social activity, responsible approach to learning, and leadership in group work.
- In the sociological interpretation, leadership is assessed as a social role that ensures order and management in the system of social relations.

These approaches reveal the functional, attitude-based, and personal qualities-related aspects of leadership.

The main components of leadership qualities.

In the process of primary education, leadership qualities are manifested through the following components:

An initiative student suggests a new idea, organizes activities, and is the first to participate in solving a problem.

Responsibility. The most important sign of leadership is a sense of responsibility for one's own tasks and group tasks. In the primary grades, this is manifested through timely completion of homework and responsible participation in group tasks.

Communicativeness. A leader expresses his or her thoughts clearly, listens to others, participates in discussions in a civilized manner, and communicates effectively with peers.

Empathy. The emotional-social foundation of leadership, which includes understanding the needs and feelings of others and responding appropriately to them.

Decision-making. A leader can analyze the situation and make quick and appropriate decisions. This quality is developed in children during various games and project work.

The ability to unite the team. The leader harmonizes the activities of the group, gently resolves conflicts, and encourages cooperation.

Conclusion

The formation of leadership qualities based on emotional intelligence is one of the most urgent tasks of primary education. Through special exercises, interactive methods, a psychologically favorable environment, and a conscious approach of the teacher, students develop leadership qualities such as:

initiative, communication culture, self-control, empathy, team management, and responsibility. Such qualities become the foundation of the student's future academic and social success.

Conclusion

In this scientific work, the interrelationship of emotional intelligence and leadership qualities, their role in the primary education process, and their pedagogical significance were extensively analyzed. The results of the study show that emotional intelligence is a set of abilities of a person to understand and manage his own emotions, correctly interpret the emotions of others and effectively conduct social relations, which is the main determinant in the formation of leadership qualities.

Since the primary education period is one of the most important stages in the formation of a child as a person, the development of leadership qualities and emotional intelligence skills at this age is of particular strategic importance. The study revealed that:

- The main components of EI — self-awareness, self-control, intrinsic motivation, empathy and social skills — create a solid psychological foundation for leadership qualities;
- Students with a high level of EI develop initiative, responsibility, openness to communication, and team management skills more quickly;
- The pedagogical environment (teacher's approach, psychological support, classroom climate) directly affects the development of leadership;
- interactive methods, group work, role-playing games and training sessions are the most effective didactic approaches that develop EI and leadership in parallel.

Also, lessons and trainings organized on the basis of EI strengthen students' important competencies such as:

- communication culture,
- empathy,
- mutual respect,
- problem-solving skills,
- social adaptability

In general, the study confirms that the development of emotional intelligence is one of the most effective pedagogical mechanisms for the formation of leadership qualities. Therefore, the systematic implementation of targeted pedagogical activities aimed at developing EI in primary education is of great importance in educating students as socially responsible, active, initiative and emotionally stable individuals.

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