



PSYCHOLOGICAL FOUNDATIONS OF EMOTIONAL INTELLIGENCE DEVELOPMENT IN THE INDIVIDUAL

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ABSTRACT

This article analyzes the importance of socio-economic factors in the formation of emotional intelligence among young people. It highlights the role of cultural values and socio-economic conditions in shaping emotional intelligence in youth. In particular, the influence of cultural values, social norms, and experiences on young people's ability to manage their emotional responses, establish positive relationships with others, and solve problems is examined.

In modern psychology, emotional intelligence occupies a special place among the factors of an individual's intellectual development. In particular, emotional intelligence refers to a person's ability to understand and manage their own emotions, as well as to communicate effectively with others. This concept is interpreted in various ways in scientific literature, but it is generally considered an important factor encompassing a person's emotional and social awareness.

Psychological studies show that emotional intelligence has a direct impact on an individual's level of social adaptation, decision-making processes, and behavior in various life situations. These aspects highlight the need for a systematic approach to developing emotional intelligence. Especially during childhood and adolescence, the formation of this ability significantly influences a person's future personal and professional success.

The development of emotional intelligence depends on both individual and social factors. Biological characteristics, genetic factors, family environment, and the educational process all play an important role in this regard. Research indicates that emotionally developed individuals are more resilient to stress, possess empathy, and are capable of effective communication. Such individuals achieve higher results in resolving conflicts, leading teams, and accomplishing their goals.

Therefore, psychological training, specialized methodologies, and educational programs aimed at developing emotional intelligence are of great importance. Researchers, based on scientific studies in this field, have identified stages of emotional intelligence development, influencing factors, and strategies for its enhancement. In particular, the works of D. Goleman, J. Mayer, and P. Salovey have provided an important theoretical foundation in this area. According to their research, individuals with low emotional intelligence often face difficulties

in establishing stable social relationships. Studies show that people with low levels of emotional intelligence are more likely to experience social isolation and tend to be prone to conflicts. According to research conducted by Lopes and colleagues (2003), low emotional intelligence is associated with increased social isolation and conflicts. Conversely, individuals with high emotional intelligence demonstrate empathy and adaptability in relationships, achieving positive social experiences.

Emotional intelligence is considered a type of general intelligence, and a number of researchers, including V.N. Druzhinin, Yu.N. Emelyanov, A.L. Yuzhaninova, V.N. Kunitsina, and Ye.S. Mikhailova, have emphasized in their studies that its effectiveness is often related to cognitive abilities. Research findings indicate that a person's perception and comprehension abilities directly influence the level of emotional intelligence.

L. Yuzhaninova studied emotional intelligence in relation to practical and logical intelligence, interpreting them differently. While she explains practical and logical intelligence within the framework of subject-object relationships, she evaluates emotional intelligence from the perspective of subject-subject relationships. According to her research, emotional intelligence consists of three main components that shape a person's social abilities:

1. **Social-perceptual abilities** – the ability to understand one's own emotions, communicate effectively with others, and accurately perceive their emotional states. This aspect is also related to a person's level of self-awareness, motivations, and understanding of their place in society.

2. **Social imagination** – the ability to understand a person's individual characteristics through external cues and to predict their behavior. This ability is important for analyzing interpersonal relationships and anticipating the outcomes of future interactions.

3. **Social communication techniques** – the ability to direct one's personal position in communication, manage specific situations, and effectively use communication strategies. This factor plays a significant role in developing interpersonal relationships and achieving success in a social environment.

In her research, A.L. Yuzhaninova also examined the relationship between emotional intelligence and general intelligence, concluding that emotional intelligence is not directly related to the level of general intelligence, but it can influence social adaptability. Individuals with high emotional intelligence are distinguished by their ability to quickly adapt to various social situations.

Practical observations show that some individuals with a high level of intellectual ability may still experience difficulties in interpersonal relationships. This indicates that academic or logical intelligence alone is not sufficient for social success. Therefore, emotional intelligence is an important factor that determines a person's level of social adaptation, communication skills, and interaction with others.

Since ancient times, the process of human thinking has been analyzed from psychological and philosophical perspectives. For this reason, Eastern thinkers distinguished two main stages of cognition: emotional (sensory) and rational cognition. Emotional cognition occurs through direct sensory experience, while rational cognition develops through abstract thinking. It is precisely this form of emotional cognition that can be analyzed as emotional intelligence.

In the modern education system, special attention is being paid to the development of students' intellectual potential and emotional intelligence. In particular, one of the main goals of Presidential schools and specialized educational institutions established in our country is to form and develop emotional intelligence in young people. Therefore, it is necessary to pay serious attention to methodologies and technologies for developing emotional intelligence in the fields of psychology and pedagogy.

A review of research conducted in global psychology shows that the formation and development of emotional intelligence are directly linked to subconscious processes. One of the key factors in the development of emotional intelligence is inspiration. If we are able to inspire students during the process of developing their emotional intelligence, a significant part of our primary objectives in this area can be achieved.

Today, the need to study the concept of emotional intelligence both theoretically and practically in local research is increasing. Emotional intelligence plays an important role in satisfying an individual's social and biological needs, and its significance becomes even greater in professional activity. The development of emotional intelligence is a crucial factor in achieving success in life, managing stress, and maintaining effective social relationships.

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