



Emotional Intelligence as A Psychological Category

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Annotation: in this article various approaches and judgments to the definition of emotional intelligence as a psychological category are considered. This phenomenon causes a large number of disputes and disagreements among the authors, therefore the article contains various opinions and classifications, which to some extent complement each other. The main similarities between emotional and social intelligence, as well as the criteria by which these concepts are distinguished, are considered. The evolution of views on the nature and specificity of emotional intelligence, interaction of emotional and intellectual development of the personality is presented. Ideas about the structure of emotional intelligence are analyzed, the main features of each intellect model are determined, their criteria and parameters are considered. The authors singled out common patterns for all approaches in the study of emotional intelligence, as well as the specifics of each of the above approaches. The use of an integrative approach in the study of the emotional and intellectual development of the individual is justified. The authors points out that emotional intelligence acts as a determining factor in the socialization and development of the personality, determines the various methods of studying it, shows its place in the structure of social intelligence, analyzes the role of information in the formation of emotional intelligence.

Keywords: emotional intelligence, emotions, social intelligence, the model of emotional intelligence, intelligence, emotion recognition, emotion management.

Аннотация: в данной статье рассмотрены различные подходы и суждения к определению эмоционального интеллекта как психологической категории. Данный феномен вызывает большое количество споров и разногласий между учеными, поэтому в статье изложены различные мнения и классификации, которые в какой-то степени дополняют друг друга. Рассмотрены основные сходства между эмоциональным и социальным интеллектом, а также критерии, по которым различают данные понятия. Представлена эволюция взглядов на природу и специфику эмоционального интеллекта, взаимодействия эмоционального и интеллектуального развития личности. Проанализированы представления о структуре эмоционального интеллекта, определены основные особенности каждой модели интеллекта, рассмотрены их критерии и параметры. Авторами выделены общие для всех подходов закономерности в изучении эмоционального интеллекта, а также представлена специфика каждого изложенного подхода. Обосновано использование интегративного подхода в изучении



эмоционального и интеллектуального развития личности. Авторы указывают на то, что эмоциональный интеллект выступает детерминирующим фактором социализации и развития личности, определяет различные методы его изучения, показывает его место в структуре социального интеллекта, анализирует роль информации при формировании эмоционального интеллекта.

Ключевые слова: эмоциональный интеллект, эмоции, социальный интеллект, модель эмоционального интеллекта, интеллект, распознавание эмоций, управление эмоциями.

Аннотация: ushbu maqolada hissiy intellektning psixologik kategoriya sifatida ta'rifiga turli yondashuvlar va mulohazalar muhokama qilinadi. Ushbu hodisa olimlar o'rtasida ko'plab nizolar va kelishmovchiliklarni keltirib chiqaradi, shuning uchun maqolada ma'lum darajada bir-birini to'ldiradigan turli xil fikrlar va tasniflar keltirilgan. Emotsional va ijtimoiy intellekt o'rtasidagi asosiy o'xshashliklar, shuningdek, ushbu tushunchalarni ajratish mezonlari ko'rib chiqiladi. Hissiy intellektning tabiati va o'ziga xos xususiyatlari, shaxsning hissiy va intellektual rivojlanishining o'zaro ta'siri haqidagi qarashlarning evolyutsiyasi ko'rsatilgan. Hissiy intellektning tuzilishi haqidagi g'oyalar tahlil qilinadi, har bir intellekt modelining asosiy xususiyatlari aniqlanadi, ularning mezonlari va parametrlari ko'rib chiqiladi. Mualliflar hissiy intellektni o'rganishdagi barcha yondashuvlar uchun umumiy bo'lgan qonuniyatlarni aniqladilar, shuningdek, har bir yondashuvning o'ziga xos xususiyatlarini taqdim etdilar. Shaxsiyatni rivojlantirishda hissiy va intellektual salohiyatning integral yondashuvdan keng foydalanish asoslangan. Mualliflar hissiy intellekt sotsializatsiya va shaxs rivojlanishining hal qiluvchi omili ekanligini ta'kidlab, uni o'rganishning turli usullarini belgilab beradi, uning ijtimoiy intellekt tarkibidagi o'rni ko'rsatadi, hissiy intellektning shakllanishida axborotning rolini tahlil qiladi.

Калит со'злар: hissiy intellekt, hissiyotlar, ijtimoiy intellekt, hissiy intellekt modeli, razvedka, his-tuyg'ularni aniqlash, his-tuyg'ularni boshqarish.

At the current stage of development of psychological science, studies on emotional intelligence are of increasing interest. However, the relationship between emotions and intelligence is still a widely discussed problem. The basis of emotional intelligence is social intelligence (E. Thorndike, J. Guilford, G. Eysenck), as well as intrapersonal and interpersonal intelligence (H. Gardner). Social intelligence is a set of abilities that determines the success of social interaction. It includes the ability to understand the behaviour of another person, one's own behaviour, as well as the ability to act according to the situation. Intrapersonal intelligence is often defined as that part of a person's personality that is responsible for the ability for reflection, self-analysis, self-knowledge, and interpersonal intelligence is in some ways the opposite of intrapersonal intelligence [6].

S.P. Derevyanko believes that there are certainly similarities between social and emotional intelligence, but there are also differences. What they have in common is "communication", and the main difference is the focus of communication. Emotional intelligence is focused on developing and understanding one's own emotions in relation to situations of interpersonal communication, while social intelligence is oriented towards interpersonal interaction. Actualisation of emotional intelligence occurs in the sphere of



emotional communication, and social intelligence in the sphere of interpersonal communication [6].

The introduction of the term "emotional intelligence" into the scientific community was preceded by a gradual change in the viewpoint on the correlation between emotional and cognitive processes. In 1990, J. Meyer and P. Salovey were the first to use the term "emotional intelligence" as a component of social intelligence, which includes the ability to monitor one's own feelings and the feelings of others, to see differences in them, and to use the information obtained to control thinking and actions [1].

Д. Goleman believes that emotional intelligence is a set of factors that allow an individual to feel, motivate himself, regulate mood, control impulsive manifestations, keep from frustration and, thus, achieve success in everyday life [1]. R. Riggio, S. Murphy and F. Pirozollo argue that the development of social and emotional intelligence is observed in leaders and it is these two types of intelligence that allow such people to act successfully in any situation [2]. In Russian psychology, G.G. Garskova was the first to use the term "emotional intelligence" [2]. In her opinion, the analysis of empirical theories in the field of psychotherapy and psychocorrection shows that the introduction of the term "emotional intelligence" increases their explanatory power.

The historical and scientific justification for its introduction lies in the evidence that the concept of emotional intelligence is implicit in a number of generally recognised theories that have influenced psychological science [1]. Cognitive processes form similar states between emotional and intellectual, so each emotion is "the unity of experience and cognition", and also the intellectual process cannot occur without the participation of one or another emotion. (S.L. Rubinstein) [6].

According to O.I. Vlasova, emotional intelligence is an emotional and cognitive ability, which consists in emotional sensitivity, awareness and ability to manage emotions, which allows a person to control the sense of mental health, mental harmony and well-being of personal life [1]. D.V. Lucin points out that emotional intelligence is not a cognitive ability by analogy with spatial or verbal intelligence. He believes that this ability to recognise and manage emotions is closely related to the general orientation of the personality to the emotional sphere, i.e., interest in the inner world of people, inclination to psychological analysis of behaviour, and values attributed to emotional experiences [6].

M.A. Manoilova defines emotional intelligence as a set of emotional, communicative and regulatory properties of personality. The identified properties provide understanding and regulation of their own emotions, states and feelings, as well as personal development of a person [3]. She believes that emotional intelligence is an integrative concept that includes not only intellect and emotions, but also will. In this case, will acts as a means of subordinating the emotional to the intellectual. In her opinion, the structure of emotional intelligence is represented by two interrelated aspects: intrapersonal and interpersonal (social). The first aspect includes: awareness of one's own feelings, self-esteem, self-assessment,



responsibility, activity, self-confidence and so on, the second is a set of communicativeness, empathy, respect for people, openness, ability to work in a team [1].

D.V. Lyusin, starting from the existing models of emotional intelligence, proposed his own. He believes that emotional intelligence is not only the ability to understand one's own and others' emotions, but also to manage them. The ability to understand emotions, in his opinion, means a person's ability to recognise emotions, identify them, and understand the reasons that caused them. To the ability to manage emotions he refers to the ability to control one's emotions, as well as the ability to cause this or that emotion if necessary [6]. O.V. Zhivitsa points out that emotional intelligence is a person's ability to operate with information contained in emotions. She believes that people with a high level of emotional intelligence can take into account this information and use it most effectively.

The structure of emotional intelligence is a rather debatable problem in psychology. The first model was proposed by J. Meyer and P. Salovey. They defined it as a model of abilities. According to this model, the structure of emotional intelligence includes three types of abilities, each of which has certain components:

- ability to identify and express emotions (ability to identify and express one's emotions, ability to identify and express the emotions of others);
- ability to regulate emotions (ability to regulate one's emotions, ability to regulate the emotions of others);

- ability to use emotions in thinking and activity (ability to flexible planning, redirected attention, creative thinking, motivation) [3]. Later, the model was refined taking into account new knowledge about emotional intelligence, and nowadays, it includes four components:

1. emotion identification - the ability to identify, adequately express and perceive emotions;

2. Use of emotions to increase the efficiency of thinking and activity;

- the ability to use one's emotions to direct attention to the most important events, the ability to evoke certain emotions necessary to enhance performance, the ability to use different facets of mood to analyse a variety of perspectives on the problem at hand;

3. Understanding of emotions - the ability to understand different emotions, connections between emotions, transitions, and causes;

4. Managing emotions - the ability to control emotions, and to be able to choose emotions depending on the situation [3].

J. Averill, clarifying the role of emotions in the concept of emotional intelligence, makes several suggestions on this issue, which, one way or another, are present in the theory of J. Meyer and P. Salovey:

- each emotion is characterised by its own peculiarities, which are biologically determined;

- simple emotions can form certain combinations, so complex emotions are formed; - emotions can be regulated, but not to change fundamentally the principles of their manifestation [1].

K. Izard offers an integrative model of emotional intelligence, the key point of which is the connection of several specific abilities into an integrative index of emotional intelligence. In general, this approach is close to the ability model developed by J. Meyer and



P. Salovey, although it does not take into account an important component - the conscious regulation of emotions [1].

C.V. Petrides and E. Furnham proposed a slightly different model, which they consider to be broader - emotional intelligence as an ability and emotional intelligence as a trait. The authors argue that the nature of the model is determined not so much by theory as by the methods used to measure the construct. Emotional intelligence as a trait is related to assessing the stability of behaviour in different situations,

therefore questionnaires can be used to measure it. Emotional intelligence as an ability relates to traditional psychology of intelligence, so tasks similar to those of intelligence tests are most adequate for its measurement [6].

Another attempt to structure the phenomenon of emotional intelligence is D. Goleman's model. In his opinion, the components of emotional intelligence are:

1. Self-awareness - the ability to adequately assess one's own strengths and abilities;
2. Self-regulation - the ability to control emotions so that they do not interfere with the current work;
3. Motivation - the ability to use deep inclinations and preferences to achieve a goal;
4. Empathy - the ability to understand what other people experience, the ability to put oneself in their place;
5. Social skills - the ability to read emotions in the relationship between other people [1].

P. Bar-Ona distinguishes the following components in the structure of emotional intelligence:

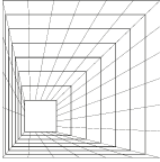
1. Knowledge of the self;
2. Having interpersonal communication skills;
3. Ability to adapt;
4. Ability to manage stressful situations;
5. Prevailing mood [3].

The approach developed by O.V. Zhivitsa to the definition of the components of emotional intelligence is interesting. In her opinion, emotional intelligence is a set of three components. The first one, the realisation of one's emotions. Only by understanding his emotions and allowing them to be, a person can regulate his state. The second is the management of oneself.

Its realisation involves the following algorithm:

- consciousness of one's emotion;
- determination of the goal in a particular situation (understanding of what results a person wants to achieve);
- determination of the emotional state in which it will be more effective to achieve the goal;
- determination of the emotional state in which the result will be more effective result in achieving the goal;
- selection of the way to achieve the necessary emotional state;
- achievement of the necessary state using the chosen method.

The third component of emotional intelligence is the awareness of other people's emotions. Management of emotions of other people is carried out according to the same



algorithm as management of own emotions, but two more stages are added to it: -awareness of another person's emotions, its verbalisation;

-application of emotion management techniques to assist in achieving the desired emotional state of another person [4].

E.L. Nosenko believes that the signs of emotional intelligence are the components of the "Big Five":

1. Conscientiousness - indicates the ability to achieve goals;
2. Openness to new experience - on the one hand, it contributes to stress resistance, and on the other hand, it is a sign and prerequisite for creativity;
3. Emotional stability - provides the ability to overcome difficulties, not succumbing to frustration when they arise;
4. Friendliness - is one of the signs of the ability to restrain one's emotions in communication with other people, to perceive them as they are. 5;
5. Extraversion - a prerequisite of sociability, which belongs to the signs of interpersonal intelligence [1].

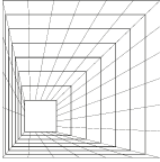
It is impossible not to mention the role of social support in the formation and development of emotional intelligence. It is it that facilitates the individual's adaptation to new social conditions and stimulates his/her personal and emotional development [5].

So, at present there is no generally accepted model of emotional intelligence in both foreign and domestic psychology. The importance of studying emotional intelligence is not doubted by anyone at the present stage of science development. It is generally accepted that people with a high level of emotional intelligence can be more successful intelligence can be more successful in life than individuals possessing low. In foreign psychology, a mixed approach to the definition of emotional intelligence prevails, based on the allocation of integrative components. In domestic psychology, the dominant point of view is that the basis of emotional intelligence is abilities.

However, researchers identify different determinants that stimulate its formation and development.

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