

## Emotional Intelligence as a Psychological Factor of Students' Professional Competence

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**ABSTRACT:** This article highlights human emotional intelligence and its general characteristics. The most important aspects of the future professional competence of future specialists will be analyzed. The levels of professional development through the development of emotional intelligence are grounded.

**Keywords:** professional potential, emotional intelligence, reflex, self-awareness and self-management, professional competence.

When implementing reforms in all areas of our country, it is important to train personnel in a quality manner in accordance with international standards. Because in the education system of each country it is important to educate, educate and educate smart, talented, capable and creative people so that they can think independently, prepare them in accordance with the development of society. In this regard, as President Sh.M. Mirziyoyev noted, “the level of education, intelligence, intellectual potential, morality, intelligence, mobility and courage, readiness for change of young people determine the general level of development of society. Consequently, the development of youth and society is an interconnected and interdependent socio-political reality, and the moods and dreams that dominate in the minds of young people directly reflect the factors of the future development of society”[1].

Today, there is a growing need for training professionals who have a common culture in any field of activity, are able to apply various innovative technologies, and also strive to achieve a high level in their field of activity. A modern specialist must have professional qualifications, be able to express the unity of theory and practice. In response to these changes, the higher education system is increasingly collaborating with socio-political institutions to conduct research, solve social and economic problems and establish international cooperation in various fields.

Knowledge aimed at developing students' ability to develop their professional competence as a subject is clearly reflected in the innovative activity of the higher education system.

In the higher education system, the use of students with innovative pedagogical and psychological knowledge depends on their intellectual abilities. Intellectually developed, highly capable and talented students are a huge force driving the scientific and technological progress of society, they can bring the national potential in the field of values, spirituality, psyche and science, culture, arts and crafts to the level of world standards. Intellect (lat. Intellect - mind, intellect, reason) is a stable structure of a person's mental abilities, the level of his cognitive abilities, the mechanism of a person's mental adaptation to life situations. Cognition is the understanding of the important interconnections of reality, the integration of the individual into the socio-cultural experience of society. The intellectual abilities of a person are manifested in the ability to turn a problem situation into a specific problem, and then into a system of search tasks, in various problem situations, in a strategic situation [4]. The development of intelligence has individual age characteristics. Some people are able to make quick conclusions, intuitively understand and simultaneously illuminate the event in all its relationships, and they consistently make assumptions and check their accuracy; others limit themselves to the first hypothesis that comes to mind and their thinking is not dynamic. Others try to solve problems without anticipating them, hoping for coincidences; their thinking is insecure and associated with quick emotions. Public opinion is important because it is stereotyped, factor-based, overly standardized and limited. The main qualities of the human mind are curiosity, depth of mind, its flexibility and mobility, as well as a combination of logic and evidence. There are several types of personality traits, and the concept of emotional intelligence (emotional intelligence) is widely used in psychology as a unique alternative to traditional thinking [5]. Psychologists believe that emotional IQ is more predictable than IQ.

Emotional intelligence, first compared to intellectual intelligence, was introduced in 1985 by clinical physiologist Rowen Baron, who defines emotional intelligence as a set of cognitive abilities, skills, and competencies that affect a person's ability to cope with problems. Another American scientist, Daniel Goleman, notes that emotional intelligence is the ability to be aware of your own feelings and the feelings of others in order to motivate yourself and others and control your emotions when communicating with others. [4] However, high levels of emotional intelligence alone may not be a reliable predictor of job success, but it does serve as the basis for the factors required for success. In the field of emotional intelligence, the Mayer-Salovei-Caruso model of emotional intelligence (ability model) has been

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developed. This model is currently the main one in psychology, which is usually used to describe the concept of emotional intelligence, usually. [5]

Emotional intelligence is often referred to as the key to success in all areas of life: at school, in business relationships. The only thing popular and scientific concepts of emotional intelligence converge on is that emotional intelligence expands on intelligence. On the other hand, all models of emotional intelligence have been criticized for accidentally adding them to parts.

Therefore, learning certain emotional factors requires developing a certain level of emotional intelligence. For example, it allows them to develop the ability to influence the feelings of others, to set goals for them. This allows a person to develop skills such as initiative, the ability to work in a stressful situation, responsibility in the process of managing their emotions. American psychologist Daniel Goleman based his research on the fact that a person with an IQ of 4 to 25% affects success. However, in order to rise to the level of social status, you need to be able to understand emotions and manage them. Research shows that people who combine mind and emotion are most effective in their efforts [5].

It helps a person with a high level of emotional intelligence to achieve a higher position in society, make the right decisions, and act effectively in critical situations.

The philosopher Pablius Sirie says that emotions are controlled by the person himself, not by the person. This means that each person must capture and control his own subjective control system in the unity of reason and emotion.

In the concept of the socio-historical theory of the Russian psychologist L.S. Vygotsky examines the unity of consciousness and activity. But the problem of emotions has received more and more attention lately. Primarily due to the inability to predict the success of an activity on the basis of traditional experimental studies of intelligence. Emotions have a huge source of information that allows us to understand the effect of an activity.

Emotional intelligence creates motives in regulating human behavior, achieving goals, making the necessary decisions. In realizing his goal, a person is realized through the actions of force, speed, scale, consistency, accuracy, which have an individual character in the form of a series of thoughts and ideas. The system of thinking about how to perform individual actions, individual actions and mental operations, in what order, requires a lot of attention to the process of activity. At the same time, a person experiences emotions with different modalities: anxiety as a result of various internal and external problems arising in the process, the effectiveness of activity formed as a result of frustration, physiological health has a direct impact on the state of psychological balance. ... This situation depends on the value system of the area of motivation of the social position taken by the individual. It is known that in extreme cases, a person causes emotional stress, often manifested in the form of anxiety, for example, some students have depression and increased anxiety before the exam. The manifestation of this state is different: for some it occurs only in the form of a weak fear, for others - in the form of panic, but in any case, the student experiences anxiety, although there are no real reasons for this. The more obvious the anxiety, the more passive the behavioral movements on the exam, the more distracted attention, the more emotional stress is observed. However, a high level of anxiety is closely related to one's own knowledge and self-confidence in the given situation.

An excessive level of anxiety reduces the effectiveness of any activity and manifests itself in the form of personal property, for example, a tendency to self-emotional stress in critical situations. Emotions perform reflexive, evaluative and regulatory functions and serve as indicators of a person's attitude to a certain object or event [3].

Russian psychophysicologist P.V.Simanov believed that emotions are a universal measure of importance, a special "value of the brain." He stressed that interpersonal relationships are formed on the basis of a special system of social rights and obligations.

Russian educator V.A.Sukhomlinsky considered emotions important, emphasizing that socialization is based on wealth, usefulness and emotional life. Therefore, we emphasize that in the context of social changes, the task of forming in future specialists such feelings as responsibility for their work and words, justice, self-respect and respect for others comes first.

According to the analysis of the study of the Uzbek psychologist E.G. Goziev on topical issues of professional training of future teachers in higher education, the quality of professional training depends on three important factors.

1. Strength, stability and reliability of knowledge and skills acquired by students;
2. The quality of the rational organization and control of educational work;
3. Teach students to independently (actively and creatively) acquire rational knowledge and give specific advice and recommendations in this area.

According to the scientist, the necessary conditions for improving the quality of education in higher education can be divided into five aspects. [3]

1. The expediency of its reconstruction, taking into account the ethnopsychological and territorial features of the structure of the university.
2. The process of teaching students in higher educational institutions, the formation of personality as a person can fully meet modern requirements.
3. The curriculum, program and textbooks, teaching aids, developments, lectures based on them fully reflect the modern way of life, scientific achievements and the necessary information, advanced experience, and the peculiarities of the regions of our country.
4. To form students' independent thinking, to teach creative search, to form critical thinking.
5. To instill in students high feelings of patriotism, humanity, devotion, diligence, educating them in the spirit of the national idea and the ideology of national independence.

In addition, on the basis of his research, the scientist will give recommendations to future teachers on how to improve the assimilation of knowledge in extracurricular activities; on the procedure for providing students with the necessary advice and recommendations, taking into account their interests, needs, motivations, abilities and worldviews, aimed at studying the foundations of the general sciences; also offers a number of recommendations and scientific solutions on the psychological characteristics of students, the peculiarities of thinking and the means of forming their independent thinking. According to the scientist, in order to master the system of spirituality and values created by our ancestors and to ensure future development, a future teacher who has good intentions to become a perfect person must first think independently, creatively and mentally. It is desirable to form methods.

Among the most important qualities that a promising young specialist should have: the ability to communicate with people; sociality; balance; reply; self-confidence, initiative "emotional awareness". Moreover, these personal qualities are not inferior to the intellectual and business qualities, which, according to the respondents, are very necessary for a modern young specialist. Among the qualities that a graduate of the higher education system should possess, most students name professional skills (78%), as well as all-round personality development (66.5%). Young men and women highly value intellectual qualities (64.1%): intelligence, knowledge, ability to think creatively, striving for self-improvement, clear logic, and the ability to foresee the results of work. The smaller (21%) business qualities include persistence, adherence to principles, self-control, courage. It can be assumed that in the eyes of students, a young specialist is a versatile person.

Based on the responsibility of a graduate of the higher education system, the complexity of his tasks and activities, modern society makes high demands on the personal characteristics of a young specialist, the peculiarities of his mental and emotional intelligence. According to the above indicators, higher education does not yet form the following important competencies for future professional activities: the ability to work in a team; ability to organize and plan; the ability to adapt to new life realities; understanding of the culture and customs of other peoples: the ability to communicate with specialists in other fields. It is problematic that future professionals generally find adherence to ethical values trivial. Thus, the main conclusion that can be drawn from the analysis of the research material is as follows. Today, in order to work effectively, organizations and enterprises need responsible, proactive employees who are highly organized and strive for self-awareness, which will stimulate high growth, taking into account the current situation on the labor market.

Consequently, there is a need for a deeper study of the phenomenon of emotional intelligence, its structure, development paths, which opens up a real opportunity to deepen awareness of emotional processes and optimize relationships. Situations arising between people in the process of interpersonal interaction. The development of emotional intelligence can be considered as a necessary component of the factors of professional development of a specialist and an important factor in improving the psychological culture of society as a whole. Therefore, it is important to apply this knowledge in special trainings and courses. Emotional intelligence contributes to an effective understanding of the emotional realm of human life, an understanding of the emotional basis of emotions and interpersonal relationships, and the ability to solve problems related to emotions, relationships, and motivation. The emotional component performs a special function not only in the informational, but also in the motivational structure. It is advisable to consider the following factors in the development of emotional intelligence. [5]

1. The need of a person to pay attention to his emotional reactions and try to understand his emotional experiences in relation to what is happening around him, and on an emotional level to these events.

2. It is necessary to study how the feelings and actions of a person are related to each other. Anger makes us raise our voices, embarrassment makes us dizzy.
3. These are just the most obvious examples, but when you understand the connection between emotions and behavior, we will learn how to deal with them and use them to our advantage.
4. Emotional control and management. not to negative situations, but to situations when these feelings are positive. Analyze emotions, find a way out of them and never hide your grievances and sorrows.
5. Listen to body language. Understanding the appearance of emotions. The human mind and body are inextricably linked, and by learning to understand this connection, you can easily "read" the feelings and experiences of others. Having a reflexive state.
6. Development of emotional memory. Keep a special journal and write down emotional reactions in it. Reviewing it over time will be the basis for correcting future actions.
7. A person should practice the reactions he wants. He does not force himself to experience or experience any emotions, but he can decide for himself how to deal with them. In solving existing problems, self-confidence, the correct approach to the situation, conclusions and self-control, no matter how difficult it may be next time.
8. Be open and friendly in your relationship. These two qualities are almost inextricably linked to emotional intelligence.
9. Develop empathy skills. He teaches you to understand the feelings of other people and share your feelings with them.
10. Learn to listen. Both literally and figuratively. Not only do words matter, but speech also has tone, expression, and body language.
11. Be emotionally honest. politeness, the manifestation of positive emotions in a relationship. Shares both sorrows and joys with others. Emotional intelligence consists of many skills such as:
  - Ability to stop impulses, despite errors and failures.
  - Ability to develop motivation "in real time".
  - Postponing gratitude.
  - Work hard to reach your goal.
  - Don't let suffering take away your ability to think.
  - Mood management.
  - Be able to distract from unpleasant thoughts in order to focus on a promising goal.

If the unity of the mental intelligence and emotional intelligence of the specialists we train develops, meaningfulness and high efficiency will be achieved both in the education system and in activities in the social sphere.

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