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**SCIENTIFIC AND METHODOLOGICAL BAZES OF FORMATION OF
EMOTIONAL INTELLIGENCE IN THE EDUCATIONAL PROCESS**

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Abstract; This article deals with the human intellect and emotional intelligence, which is one of its types. In today's rapidly evolving society, the development of individual emotional intelligence in the educational process is one of the most pressing issues. A high level of Emotional Intelligence allows a person to develop more effectively on personal and professional plans, manage stress, and communicate effectively with others. Working on developing it teaches us to understand the origin of at least some of our unconscious actions.

Key words; Intellect, Emotional Intelligence, Socio-Cultural Experience. emotions and interpersonal relationships. Emotion management, emotional ability, emotional competence, self-control, rational consciousness, emotional consciousness.

The development of the state and the development of society are largely determined by the intellectual level of the people. Because a country with a highly developed scientific worldview is always advanced in all areas. It should be noted that today the President of our country Sh.M.Mirziyoev pays great attention to the radical reform of all spheres, including the education system, and is making a radical turn in the field of education. [1] This shows that the training of highly qualified personnel has risen to the level of public policy. "The creative, intellectual, social, political resources and potential of the youth of Uzbekistan are enormous. The main task today is to mobilize these resources for development and democracy. Indeed, during the years of independence, the main objectives of state youth policy are to fully protect and ensure the constitutional rights and freedoms of young people, to form young people as individuals, to create conditions for them to find their place, to stimulate talent and initiative, to support youth organizations. Today's developing society needs a highly intellectual human resource base." [2]

It is important to recognize that the issues of intellectual potential and career guidance of young people have become a topical issue. Speaking about the intellectual potential, in our opinion, it is necessary to take into account the mental state and characteristics of young people in their career guidance and professional development. That is, it is important to study their emotional intelligence and determine that they are a factor in professional maturity. So how are the issues of intelligence and emotional

intelligence interpreted in psychology? We tried to approach the problem theoretically to clarify this.

Intelligence (Latin intellect - mind, intellect, reason) - a stable structure of a person's mental abilities, the level of his cognitive abilities, the mechanism of mental adaptation of a person to life situations. Cognition is the understanding of the important relationships of reality, the integration of the individual into the socio-cultural experience of society. An individual's intellectual ability is manifested in the ability to transform a problem situation into a specific problem, and then into a system of search tasks, in a variety of problem situations, in a strategic situation. [5] Some people are able to draw quick conclusions, intuitively understand, shed light on an event in all its interrelationships at the same time, they are consistent in advancing hypotheses and verifying their correctness; others are limited to the first assumption that comes to mind, their thinking is not of a dynamic nature. Some, on the other hand, try to solve problematic issues without expecting anything in advance, hoping for random situations; their thinking has uncertainties and is associated with rapid emotions. Public opinion is important because it is stereotyped, factor-based, and overly standardized. The main qualities of the human mind are curiosity, the depth of the mind, its flexibility and mobility, and the combination of logic and evidence. There are several types of personality traits, and the concept of emotional intelligence (emotional intelligence) as a specific alternative to traditional thinking is widely used in the science of psychology. Psychologists believe that the coefficient of emotional intelligence is more approximate than the coefficient of intelligence.

Emotional intelligence (English emotional intelligence) is the ability to deeply understand, evaluate, and express emotions; ability to understand emotions and emotional knowledge; as well as the ability to manage emotions that contribute to a person's emotional and intellectual growth. [Dj. Mayer.P.Salovey.]

Emotional intelligence encourages 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 deal with emotional relationships and motivational problems. The emotional component performs a special function not only in the informational but also in the motivational structure. Emotions that arise as part of motivation play an important role in determining the direction of behavior and ways to implement it (L.S. Vygotsky, K.E. Izard, A.N. Leontiev, A. Langle). Emotion in the form of direct experience reflects a subjective attitude to them, not objective events. The manifestation of emotions is not always desirable, because when they are excessive, they can regulate activities or their appearance can put a person in an awkward position, for example, betrayal,

in relation to another. On the other hand, an emotional uplift, a good mood helps to realize the relationships that occur in any activity. Without managing the emotions of one's emotional state, one cannot succeed in one's professional activities and personal life, because the successful solution of common problems depends on the understanding and management of emotions. In most emotional situations, there are situations that need to be judged rationally. Managing and controlling emotions is an important skill of the student person because as part of our professional activities, we are in constant contact with a large number of people. For a graduate, it is important to understand and explain the nature of emotions in the process of professional activity, as well as to understand and manage other people's emotions correctly in order to achieve the best results at work. Understanding the role and special importance of emotions in people's lives has led to the emergence of concepts such as "emotional ability", "emotional competence" (R.Bak), and "emotional intelligence" (G. Gardner, P. Salovey) in psychology. The idea of emotional intelligence is the result of the development of ideas about social intelligence. will be associated with. Emotional intelligence in a broad sense combines an individual's ability to communicate effectively through understanding the feelings of others and adapting to their emotional state. The ability to control oneself and organize relationships wisely plays an important role in an area of activity that involves direct contact with others. This is important in the field of professional activity. If general intelligence is a factor of academic success, then a high level of emotional intelligence allows for professional activity and success in life. Emotional intelligence is the ability to understand emotions, the ability to understand other people and their personal goals, aspirations and desires, as well as the ability to manage their emotions and other people's emotions in order to solve practical problems. Emotional intelligence (EQ or EU) is a term developed by two researchers, P. Salovey and D. Mayer, and popularized in 1996 by Daniel Goleman. [8] In "Emotional Intelligence" D. Goleman spoke about two different levels of consciousness in a person - rational and emotional consciousness. Rational consciousness is a means of understanding that we can recognize. It is rich in ideas, resulting in more perception in the form of knowledge, reflecting the ability of the mind to think and reason. Emotional consciousness is another system of knowledge, powerful and impulsive, sometimes seeming illogical. A similar mechanism of cognition has probably evolved over billions of years. In life-threatening situations, emotion and intuition controlled our rapid response. It took a break to think to understand what we wanted to achieve in life. Ideally, there should be a balance between rationality and emotion when emotions inspire and motivate us to act on rational consciousness. On the contrary, the rational mind is disturbed and in some cases prevents the

manifestation of emotions. All human passions are actually controlled by the amygdala. He is an excellent expert on emotions. If the activity of the tonsils is separated from the rest of the brain, this is manifested in the inability to assess the emotional significance of the events; this phenomenon is sometimes referred to as "affective, or emotional blindness".

A person's highly developed emotional intelligence allows him or her to develop personal and professional plans more effectively, manage stress effectively, and communicate effectively with others. Working on developing it teaches us to understand and manage the origins of at least some of our unconscious actions.

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MORAL CULTURE - THE BASIS OF MORAL LIFE

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Abstract: In the article, man and his units are considered to be the creators and carriers of moral culture. There can be no moral life without a man. Therefore, attention is drawn to the fact that man and his units are the core of moral life, the main substantial element of moral culture that makes up the system, the creator, and carrier of moral culture from generation to generation. The article aims to identify and substantiate the objects of the formation of moral culture, the implementation of moral education processes.

Keywords: man, morality, moral culture, substance, moral life, moral education.

Ethical culture is a part of moral life created by processing to regulate social relations and educate people. It is the substance, that is, the basis of moral life. Substantial elements that make up moral culture as a substance consist of: firstly, man as a moral culture, secondly, the moral needs of human beings, thirdly, the moral consciousness that arises from the need to understand moral needs and includes moral goals, plans, etc., fourthly, a view of human creative activity is moral creativity, which is based on moral understanding and takes place in parallel with it, fifthly, the results of moral creativity are the teachings, the manners of behavior, the moral customs and institutions, sixthly, the application of the results of moral creativity in life.

From the wholeness of the substantial elements that make up moral culture as a substance, a moral way of life, individual moral relations, moral tendencies, and behavior are formed. Hence, the six components of moral culture that make up the above system are the core, that is, the central part of moral life.

Moral lifestyle, individual moral relations, moral tendencies, and behavior occur depending on the level of this central part of moral life. In this system, the first and main substantial element of moral culture is the