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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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PILGRIMAGES OF BUKHARA IN THE VIEW OF ACADEMIC V.V.BARTOLD

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Orientalist Vasilii Vladimirovich Bartold became widely known for his works about the history of the East, especially the history of the peoples of Central Asia, and demonstrated his works to the world. From a young age, Bartold was fascinated by the vast Central Asian culture of eight million people (as of the end of the 19th century)[2].

In 1893, V.V. Bartold made his first scientific trip to Central Asia. Local geographers accepted Bartold as their faithful and beloved teacher and leader. Strong scientific ties have been established. In 1895, with the help of a great scientist, the Turkestan Amateur Archeology Circle was established in Tashkent. The scientific-local lore circle made a great contribution to the work of registration, description and study of Central Asian monuments until 1917, that is, for more than twenty years. N.S. Likoshin[3] an amateur orientalist of the Bartold circle, translates from Persian to Russian the book "History of Bukhara" by medieval historian Abu Bakr Muhammad bin Ja'far An-Narshahi, one of the most important sources on the history of Central Asia[4].

In one of his personal manuscripts, Bartold wrote: "The scientific significance of Oriental studies differs from many other fields in that it has all the necessary manuals and resources, resides in the following major scientific centers, and is not satisfied with the work of specialists. This requires an in-depth and comprehensive study of Eastern life over the years, relying on the help of local people who know the places well" [2].

The orientalist lectured at the Faculty of Oriental Languages of the University of St. Petersburg on special courses such as "History of the Eastern Caliphate", "History of Turkestan", "Application of historical methodology in the study of Oriental history", "Geography and Ethnography of Central Asia". deprived students of their culture.

In 1902, Bartold made his second trip to Central Asia. His third voyage began in 1904. During his travels, he studied and researched many