HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

ISSUES OF DEVELOPING EMOTIONAL INTELLIGENCE IN THE EDUCATIONAL PROCESS

Vafoyeva G.B

ChDPU Teacher of the Department of general pedagogy

Alimbayeva N.,

Baltabayeva L

ChDPU Psychology course students

Abstract: This article analyzes the pedagogical and psychological aspects of developing emotional intelligence in the educational process. The article also highlights effective methods for developing emotional intelligence in students, the importance of communicative relationships between teachers and students, and the role of emotional competencies in the modern educational process.

Аннотация: В данной статье анализируются педагогические и психологические аспекты развития эмоционального интеллекта в образовательном процессе. В статье также освещаются эффективные методы развития эмоционального интеллекта у учащихся, важность коммуникативных отношений между преподавателями и учащимися и роль эмоциональных компетенций в современном образовательном процессе.

skills, empathy, motivation, psychological environment.

Ключевые слова: эмоциональный интеллект, педагогический процесс, коммуникативные способности, эмпатия, мотивация, психологическая среда.

INTRODUCTION

In modern education systems, the comprehensive development of an individual has become an important priority. In addition to improving students' academic knowledge, it is necessary to develop their emotional and social competencies. Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions and to understand the emotions of others.

Today, emotional intelligence plays an important role in increasing the effectiveness of the educational process. Students with well-developed emotional intelligence demonstrate better communication skills, higher motivation, and stronger social adaptation. Therefore, developing emotional intelligence in the educational environment is considered one of the important tasks of modern pedagogy.

The main purpose of this research is to analyze the pedagogical opportunities for developing emotional intelligence in the educational process.

METHODOLOGY

This study employed a mixed methodological approach combining qualitative and quantitative research methods in order to comprehensively examine the development of emotional intelligence within the educational process. The use of multiple research methods enabled a more reliable analysis of the pedagogical conditions that influence students' emotional competencies.

The concept of emotional intelligence has been widely studied by various scholars in psychology and education. Their research has significantly contributed to understanding the role of emotional intelligence in personal development, communication, and learning processes.

One of the earliest researchers who introduced the concept of emotional intelligence was **Peter Salovey** and **John D. Mayer**. In their studies, emotional intelligence was defined as the ability to perceive, understand, manage, and regulate emotions in oneself and others. Their theoretical model

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

emphasized that emotional intelligence is a cognitive ability that can be developed through learning and social interaction.

Later, the concept gained widespread recognition through the work of **Daniel Goleman**, who expanded the theoretical framework of emotional intelligence and applied it to education, leadership, and professional development. Goleman identified several key components of emotional intelligence, including self-awareness, self-regulation, motivation, empathy, and social skills. According to his research, these competencies play a crucial role in determining an individual's success in both academic and professional environments.

Another important contribution to the study of emotional intelligence was made by **Reuven Bar-On**, who proposed the emotional-social intelligence model. In this model, emotional intelligence is viewed as a set of emotional and social competencies that influence how individuals understand themselves, relate to others, and cope with environmental demands. Bar-On emphasized that emotional intelligence contributes to psychological well-being and effective interpersonal communication.

In the field of education, several scholars have examined the role of emotional intelligence in improving teaching effectiveness and students' academic performance. Research indicates that students with higher levels of emotional intelligence tend to demonstrate better problem-solving abilities, stronger motivation, and improved collaboration skills.

Overall, the analysis of scientific literature shows that emotional intelligence is an essential component of modern educational practice. The integration of emotional intelligence development into the learning process can contribute to creating a positive educational environment and enhancing students' personal and academic growth.

RESULTS

The results of the study revealed that the integration of interactive teaching strategies and emotionally supportive learning environments significantly contributes to the development of students' emotional intelligence. The collected data from surveys, observations, and comparative analysis provided valuable insights into the changes observed in students' emotional competencies during the educational process.

First, the survey results indicated that a considerable proportion of students demonstrated an increased level of emotional awareness after participating in interactive learning activities. Students reported that collaborative tasks, group discussions, and role-playing activities helped them better recognize and express their emotions in academic settings. In particular, many participants noted an improvement in their ability to understand their own emotional reactions during communication with peers and instructors.

Second, observational data collected during classroom activities showed that students became more actively engaged in learning when emotional interaction and cooperation were encouraged. Students who participated in group-based activities demonstrated higher levels of empathy and mutual support. They were more willing to listen to different perspectives and showed greater tolerance toward the opinions of others.

Furthermore, the implementation of psychological training sessions contributed to the development of emotional self-regulation among students. Participants displayed improved abilities to manage stress and maintain emotional balance during academic tasks and discussions. These findings suggest that structured training activities focused on emotional awareness and communication can positively influence students' psychological resilience.

The comparative analysis between traditional lecture-based instruction and interactive teaching approaches also revealed significant differences. Students exposed to interactive pedagogical methods

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

showed higher levels of motivation, stronger interpersonal communication skills, and greater emotional engagement in the learning process. In contrast, students involved primarily in traditional teaching formats demonstrated lower levels of emotional participation and collaboration.

Overall, the findings indicate that the intentional integration of emotional intelligence development strategies into the educational process can enhance students' emotional competencies, promote positive interpersonal relationships, and create a supportive learning environment that fosters both academic and personal development.

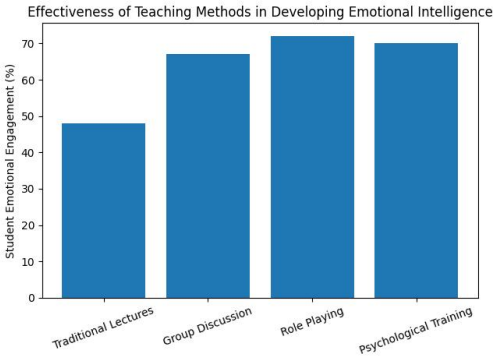
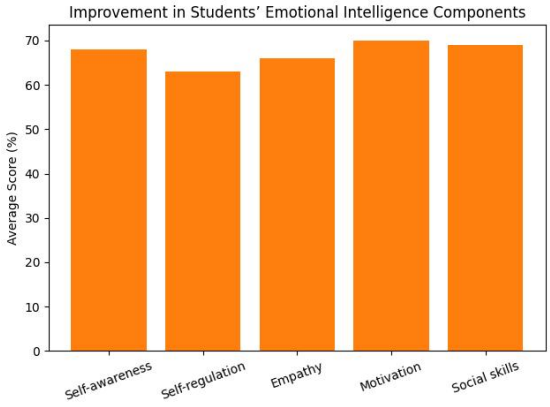


Figure 1. Improvement in Students' Emotional Intelligence Components



The diagram illustrates the comparative indicators of students' emotional intelligence components before and after the implementation of interactive teaching strategies.

Figure 2. Effectiveness of Teaching Methods in Developing Emotional Intelligence

The figure demonstrates the level of students' emotional engagement when different pedagogical methods are applied in the educational process.

DISCUSSION

The findings of the present study confirm the significant role of emotional intelligence in improving the effectiveness of the educational process. The results obtained from surveys, classroom observations, and comparative analysis demonstrate that the integration of interactive teaching strategies contributes positively to the development of students' emotional competencies. In particular, students who participated in collaborative and activity-based learning environments showed higher levels of emotional awareness, empathy, and interpersonal communication.

These results are consistent with previous research in the field of emotional intelligence. Scholars have emphasized that emotional intelligence plays a critical role in shaping individuals' social behavior, motivation, and learning outcomes. The improvement observed in students' ability to recognize and regulate their emotions indicates that the educational environment can serve as an important context for the development of emotional competencies.

Furthermore, the study highlights the importance of interactive pedagogical approaches in fostering emotionally supportive learning environments. Activities such as group discussions, role-playing, and psychological training sessions encourage students to express their thoughts and emotions more openly. This process not only enhances emotional awareness but also strengthens cooperation and mutual understanding among students.

Another important finding of the study is related to the role of teachers in facilitating emotional development. Teachers who create a supportive classroom climate and encourage constructive communication contribute significantly to the formation of students' emotional intelligence. In such

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

environments, students feel more confident expressing their opinions and engaging in collaborative learning activities.

However, it is also important to acknowledge certain limitations of the study. The research was conducted within a limited group of students, which may affect the generalizability of the results. Future research could involve a larger sample size and incorporate longitudinal approaches to examine the long-term impact of emotional intelligence development in educational settings.

Overall, the discussion of the findings suggests that the development of emotional intelligence should be considered an integral component of modern education. Integrating emotionally oriented teaching strategies into the educational process can enhance students' social competencies, improve communication skills, and promote a more positive and effective learning environment.

References

1. Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–31). New York, NY: Basic Books.

2. Zeidner, M., Matthews, G., & Roberts, R. D. (2004). Emotional intelligence in the workplace: A critical review. *Applied Psychology, 53*(3), 371–399