

SOCIO-PSYCHOLOGICAL FEATURES OF IMPROVING THE EMOTIONAL INTELLIGENCE OF ADOLESCENTS WITH DEVIANT BEHAVIOR

Narziyeva Shakhnoza Rustamjon kizi
Asia International University

Annotation: This article discusses the concept of emotional intelligence, the history of its first use in science, the opinions of foreign scientists who have studied it, and the socio-psychological characteristics of the formation and improvement of emotional intelligence among adolescents with deviant behavior.

Keywords: Behavior, intelligence, EI, HI, IQ, globalization, adolescence, reaction, socio-psychological, prevention, psychocorrection.

Introduction

Nowadays, the tendency of adolescents with deviant behavior to engage in unlawful acts is increasing. Therefore, the establishment of preventive measures in all educational institutions could serve as an effective solution to eliminate such undesirable cases. The problem of deviant behavior is especially urgent in the modern world. Economic inequality, mass globalization, unrestricted access to information, its rapid development, and social phenomena often lead to negative reactions or imitations among adolescents.

Adolescents today spend most of their time not only in families, neighborhoods, schools, or sports clubs but also in social networks and entertainment communities. If any link in this chain of responsibility is weak and the adolescent does not receive sufficient attention, respect, and care, they start seeking these on the streets. If they feel uncontrolled, they begin to think about other things, trying to imitate adults in outlook and behavior—drinking, smoking, or striving to appear stronger than others.

The Role of Emotional Intelligence in Adolescent Development

To prevent behavioral deviations and educational breakdowns among youth, it is crucial to focus on the family environment and develop adolescents' ideological immunity and emotional intelligence, as emphasized by psychologists.

The term emotional intelligence was first introduced into science by researchers J. Mayer and P. Salovey in 1990. Later, D. Goleman became widely recognized for popularizing this concept through his publications and lectures. According to P. Salovey, emotional intelligence does not perceive some ideal phenomenon but rather performs the function of emotion itself. Emotional intelligence represents the individual's ability to perceive and understand emotions and to regulate feelings based on mental processes.

Structure of Emotional Intelligence

According to P. Salovey, emotional intelligence consists of four main components:

- 1.The ability to perceive one's own and others' emotions.
- 2.The ability to direct emotions to assist reasoning.
- 3.The ability to understand emotional expressions.
4. The ability to regulate and control emotions.

Researcher I. N. Andreeva defined emotional intelligence as the intersection point between intellect and emotions—the process of understanding one's own and others' feelings.

Concept and Essence of Emotional Intelligence

Emotional intelligence (EI) refers to the ability to use and manage emotions wisely. It should be distinguished from the intensity of emotions or their expression. An emotionally expressive person does not necessarily have a high EI. A person with high emotional intelligence can recognize and skillfully use emotions.

Individuals with high EI use their emotions rationally, whereas those with low EI may ignore, misinterpret, or submit entirely to emotional impulses. In fact, EI integrates intellect and feelings into a unified system that jointly shapes human behavior.

IQ and EQ

IQ (intelligence quotient) defines one's analytical and reasoning ability, while EQ (emotional quotient) reflects personal and social skills. Core emotional intelligence skills include:

- Self-awareness: Understanding and analyzing one's emotions, strengths, and weaknesses.
- Self-regulation: Managing one's emotions and maintaining balance even in crisis situations.
- Empathy: Recognizing and understanding others' emotions and communicating accordingly.
- Social skills: Managing relationships, resolving conflicts, and maintaining effective interpersonal communication.

Developing Emotional Intelligence

Emotional intelligence can be developed in three stages:

1. Regularly recording your emotions.

2. Understanding the causes behind your emotions.
3. Using techniques that calm (deep breathing, meditation, walking) or energize (sports, dance, lively music).

People with high EQ are generally friendly, calm, optimistic, and emotionally stable. They understand emotions better because their focus is directed outward rather than inward.

Emotional Development in Adolescence

At around 13–14 years of age, significant emotional changes begin in adolescents. Abstract and critical thinking develops under the influence of education. They become more interested in global and philosophical issues. However, the modern information flow makes it increasingly difficult to protect adolescents from harmful influences—particularly due to gadget addiction.

Imagination intensifies during this period. Emotions stimulate imagination, and imagination, in turn, becomes a source of deep emotional experiences such as dreams of the future, heroism, and romantic feelings. Self-evaluation also develops strongly during adolescence. Understanding the mechanisms of emotional intelligence at this stage is essential for preventing misunderstandings and fostering positive group dynamics.

Educational and Social Implications

Increasing adolescents' intellectual activity can be achieved by stimulating their curiosity about the essence of things. Teachers and parents must adapt communication styles, appealing more to logic and reason rather than just emotions. Logical memory and analytical skills develop rapidly, shifting focus from mechanical memorization to meaningful learning.

As adolescents mature, their ability to understand complex emotions increases. The period of emotional concepts begins, with growing emotional vocabulary and nuanced feelings—both positive and negative. Emotions serve as psychological energy, and emotional intelligence helps channel them productively. As Daniel Goleman noted in his book *Emotional Intelligence*, effectiveness depends on two competencies: personal and social.

Developing emotional intelligence in adolescents helps build strong ideological immunity, protecting them from deviant influences.

Conclusion and Recommendations

Parents should communicate more with their children, discuss current issues of interest, and consider age-specific characteristics. In family upbringing, key preventive measures include fostering early interests, developing the capacity to love and be loved, and teaching responsibility through engagement in sports, art, and learning. Among youth—especially those with deviant tendencies—regular socio-psychological training is necessary to cultivate teamwork

skills and prevent behavioral deviations.

References

1. Abdulla, S. (2022). The Role of Family in the Formation of Learning Motivation for Adolescents. Conference Zone, pp. 286–288.
2. G'oziyev, E. G'. (2008). Psychology. Tashkent.
3. G'oziyev, E. G'. (2020). Psychology of Ontogenesis. Noshir Publishing.
4. Mendeleovich, V. D. (2016). Psychology of Deviant Behavior. Moscow.
5. Shoumarov, G', Umarov, B., Akramova, F. (2015). Psychological Counseling on Preventing Deviant Behavior in Youth. Tashkent.
6. Narziyeva, S. R. (2023). Developing Empathy among Students. Eastern Academic and Multidisciplinary Research Journal, 1(3), 127–131.
7. Narziyeva, S. R. (2023). Psychological Features of Empathy in Adolescents. American Journal of Public Diplomacy and International Studies, 1(9), 132–134.
8. Narziyeva, S. R. (2023). Understanding Empathy as a Core Component of Human Interaction. American Journal of Public Diplomacy and International Studies, 1(10), 378–382.
9. Narziyeva, S. (2023). Psychological Perspectives on Career Choice. Modern Science and Research, 2(10), 333–336.