

**PREPARING STUDENTS FOR PROFESSIONAL AND PEDAGOGICAL
ACTIVITIES THROUGH THE DEVELOPMENT OF THEIR EMOTIONAL
INTELLIGENCE IS A SOCIAL AND PEDAGOGICAL NECESSITY**

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<https://doi.org/10.5281/zenodo.20390850>

Abstract. This article scientifically and theoretically analyzes the socio-pedagogical necessity of preparing students for professional and pedagogical activities by developing their emotional intelligence. It is substantiated that the increasing demands on the personality of a teacher in the modern education system, the organization of the educational process on the basis of a humanistic and competency-based approach require future teachers not only to have professional knowledge and skills, but also emotional stability, empathy, communicative competence, and the ability to effectively manage interpersonal relationships. The study highlights the role of emotional intelligence in pedagogical activities, its impact on educational effectiveness, pedagogical communication, and the quality of the educational process based on scientific sources. It is also proven that the development of emotional intelligence in future teachers is an important factor in their professional adaptation, management of stressful situations, constructive resolution of pedagogical conflicts, and the creation of a healthy psychological environment. The article reveals the relevance of the formation of emotional-intellectual competencies in the process of preparing students for professional and pedagogical activities in the higher education system, and indicates pedagogical opportunities and methodological approaches to improving this process. The results of the study are of significant scientific and practical importance in developing the professional competence of future specialists in pedagogical higher educational institutions and improving the quality of education.

Keywords: emotional intelligence, professional and pedagogical activity, pedagogical competence, emotional stability, pedagogical communication, empathy, communicative competence, future teacher, quality of education, socio-pedagogical necessity.

Annotatsiya. Mazkur maqolada talabalarni emotsional intellektini rivojlantirish orqali ularni kasbiy-pedagogik faoliyatga tayyorlashning ijtimoiy-pedagogik zaruriyati ilmiy-nazariy jihatdan tahlil qilingan. Zamonaviy ta'lim tizimida pedagog shaxsiga qo'yilayotgan talablarning ortib borishi, ta'lim jarayonining insonparvarlik va kompetensiyaviy yondashuv asosida tashkil etilishi bo'lajak pedagoglardan nafaqat kasbiy bilim va ko'nikmalarni, balki emotsional barqarorlik, empatiya, kommunikativ kompetentlik hamda shaxslararo munosabatlarni samarali boshqarish qobiliyatlarini ham talab etishi asoslab berilgan. Tadqiqotda emotsional intellektning pedagogik faoliyatdagi o'rnini, uning ta'lim samaradorligi, pedagogik muloqot va tarbiyaviy jarayon sifatiga ta'siri ilmiy manbalar asosida yoritilgan. Shuningdek, bo'lajak pedagoglarda emotsional intellektni rivojlantirish ularning kasbiy moslashuvi, stressli vaziyatlarni boshqarishi, pedagogik nizolarni konstruktiv hal etishi hamda sog'lom psixologik muhit yaratishida muhim omil ekanligi dalillangan. Maqolada oliy ta'lim tizimida talabalarni kasbiy-pedagogik faoliyatga tayyorlash jarayonida emotsional-intellektual kompetensiyalarni shakllantirishning dolzarbligi ochib berilib, ushbu jarayonni takomillashtirishning pedagogik imkoniyatlari va metodik yondashuvlari ko'rsatib o'tilgan. Tadqiqot natijalari pedagogika oliy ta'lim muassasalarida



bo'lajak mutaxassislarining kasbiy kompetentligini rivojlantirish hamda ta'lim sifatini oshirishda muhim ilmiy-amaliy ahamiyat kasb etadi.

Kalit so'zlar: emotsional intellekt, kasbiy-pedagogik faoliyat, pedagogik kompetensiya, emotsional barqarorlik, pedagogik muloqot, empatiya, kommunikativ kompetentlik, bo'lajak pedagog, ta'lim sifati, ijtimoiy-pedagogik zaruriyat.

Аннотация. В данной статье научно и теоретически анализируется социально-педагогическая необходимость подготовки студентов к профессионально-педагогической деятельности путем развития их эмоционального интеллекта. Обосновывается, что растущие требования к личности учителя в современной системе образования, организация образовательного процесса на основе гуманистического и компетентностного подхода требуют от будущих учителей не только профессиональных знаний и навыков, но и эмоциональной устойчивости, эмпатии, коммуникативной компетентности и умения эффективно управлять межличностными отношениями. В исследовании на основе научных источников освещается роль эмоционального интеллекта в педагогической деятельности, его влияние на эффективность обучения, педагогическую коммуникацию и качество образовательного процесса. Также доказывается, что развитие эмоционального интеллекта у будущих учителей является важным фактором их профессиональной адаптации, управления стрессовыми ситуациями, конструктивного разрешения педагогических конфликтов и создания здоровой психологической среды. В статье раскрывается значимость формирования эмоционально-интеллектуальных компетенций в процессе подготовки студентов к профессионально-педагогической деятельности в системе высшего образования, а также указываются педагогические возможности и методические подходы к совершенствованию этого процесса. Результаты исследования имеют важное научно-практическое значение для развития профессиональной компетентности будущих специалистов в педагогических высших учебных заведениях и повышения качества образования.

Ключевые слова: эмоциональный интеллект, профессионально-педагогическая деятельность, педагогическая компетентность, эмоциональная устойчивость, педагогическая коммуникация, эмпатия, коммуникативная компетентность, будущий учитель, качество образования, социально-педагогическая необходимость.

Introduction. Today's global transformation, information of the flow acceleration and education system digitization under the circumstances modern pedagogue personnel preparation to the quality to be placed requirements fundamentally changed. Modern pedagogue not only own field according to deep to knowledge has to be, maybe students with effective communication can emotional processes management, complicated pedagogical in situations right decision acceptance to do and healthy psychological environment create also has competencies to be necessary. This point of view from the point of view as expected, future educators professional to activity preparation in the process emotional intellect develop important socio-pedagogical necessity as manifestation It is happening.

Emotional intellect human own emotions understanding, managing, others emotional status understanding and they with effective attitude installation ability representative complicated psychological-pedagogical category is considered. Scientific in research emotional of intellect person's professional success, social adaptation and communicative competence provider main from factors one that separately is emphasized. Especially, pedagogical activity human factor with closely related happened because of teacher's emotional stability,



empathy and to stress endurance education process efficiency determinant important from the criteria is considered.

Current globalization and digitizer in the news education in institutions being observed socio-psychological problems, pedagogical conflicts, students communicative difficulties and professional adaptive problems future in educators emotional-intellectual competencies develop necessity further is increasing. Because teacher's professional activity permanent accordingly emotional burden, responsibility and people with active requires communication. In such circumstances emotional intellect developed pedagogue own feelings manage takes into account the individual characteristics of the students right understands, conflict situations effective solution does and education in the process positive psychological the environment to form achieves.

Modern teacher not only high academic knowledge (IQ) and digital skills, but high at the level formed emotional also has intelligence (EQ) to be period on demand is turning. Pedagogical activity nature according to high level of stress, psychological loading and permanent communication system (teacher - student, teacher - parent) is characterized. Therefore, the future teachers professional-pedagogical to activity in preparation their emotional-intellectual potential increase systematic socio-pedagogical necessity is considered.

Uzbekistan In the Republic done increasing education pedagogical reforms of personnel professional competence increase, their innovative and creative thinking development, as well as spiritual and moral and psychological readiness to improve separately attention " Education " Law on "On Education ", pedagogue personnel preparation concepts and preschool and supreme education system to develop related regulatory and legal in documents pedagogue of the person professional and communicative adjectives develop priority task as This is defined as students emotional-intellectual development theoretical and methodical the basics deep research to reach requirement will reach.

Psychologist and pedagogue scientists by take visited in research emotional of intellect various aspects learned Although, students emotional intelligence develop through them professional-pedagogical to activity preparation socio-pedagogical mechanisms enough at the level complex research Especially in higher education. pedagogical education in the process emotional competencies of formation effective technologies working exit modern pedagogy science current from issues one to be remains.

This of the article purpose student's emotional intelligence develop through them professional-pedagogical to activity preparation socio-pedagogical necessity scientific in terms of justification, emotional of intellect pedagogical in operation importance open to give and this the process improvement effective pedagogical mechanisms analysis from doing consists of.

Literature analysis. Students' emotional intelligence develops through them professional-pedagogical to activity preparation issue modern pedagogy and psychology of sciences current from directions one as wide research is being done. Last in years take visited scientific in research emotional of intellect person's professional success, communicative competence development, stressful situations management and effective pedagogical activity organization in the making place separately confession Especially pedagogical activity people with permanent to communicate based on because of teacher's emotional stability and emotional competence important professional quality as interpretation is being done.

Emotional intellect concept initially American by scientists Peter Salovey and John Mayer scientific into circulation included they are emotional intellect human own feelings understanding, managing, others emotional status understanding and emotional from information effective use ability as They explain. Their theory emotionally intellect person's social adaptation and professional success determinant main psychological from factors is one.

Later by Daniel Goleman emotional intellect theory further developed by the scientist in research of success big part human IQ level with not, maybe his/her emotions management,



empathy, motivation and communicative abilities with connection scientific based on D. Goleman in my opinion, pedagogical in activity emotional of intellect development teacher's professional efficiency increases, education recipients with healthy psychological environment to create service does and education in the process conflicts constructive solution to reach help gives.

Russian psychologist scientists Igor Andreev, Lev Vygotsky and Alexei Leontiev scientific in their views, the individual emotional development and social activity between dependency issues research In their opinion, pedagogical of activity efficiency teacher's not only knowledge level, maybe emotional-volitional adjectives closely with is related. In particular, LS Vygotsky education in the process emotional of the environment importance based on, person in development social environment and of communication solution doer role to play emphasized.

Uzbek scientists by pedagogical competence, communicative culture and emotional upbringing issues according to row scientific research done In particular, pedagogical in activity personal adjectives development, future of educators professional readiness improvement and education in the process humanitarianism principles to strengthen related scientific in the works emotional- intellectual competencies development importance separately record Researchers by teacher's emotional culture education quality and educational to efficiency directly impact provider factor as is evaluated.

Modern scientific sources analysis this shows that pedagogical activity high level emotional tension with related this is situation from the teacher own feelings control to do, to stress endurance and emotional requires flexibility. Therefore developed countries education in the system educator's preparation to the process emotional intellect to develop aimed at trainings, reflexive technologies, communication training and psychological methodologies wide current is being done.

Scientific research results this shows that emotional intellect developed students:

- pedagogical communication effective organization will come;
- education in the process to the surface coming conflicts constructive solution does;
- individual characteristics of the students deep understands;
- professional to activity fast adapts ;
- creative and innovative approaches effective uses.

However, there is scientific in research students emotional-intellectual develop through them professional-pedagogical to activity preparation methodical mechanisms enough at the level systematic working failure to appear observed. Especially, higher pedagogical education in the process emotional competencies of formation innovative technologies to practice current to grow issues additional scientific requires research.

So, scientific literature analysis based on to say it is possible that students' emotional intelligence develops through them professional-pedagogical to activity preparation today's education system important socio-pedagogical from the necessities one is considered. This process teacher's professional competence increase, healthy pedagogical the environment formation and education quality in promotion important scientific and practical importance profession will reach.

Research methodology. This research mixture methodological based on the approach (Mixed Methods Research) organization was conducted. In the study quality and quantitative analysis methods The research was conducted methodological basis to the person directed education concept, competency approach and systemic-active approach organization reached.

Research quasi-experimental design based on take went. Experiment-test works pedagogy studying in the field of students between organization respondents experimental and control to groups separated.

Research following in stages done increased :



1. Diagnostic stage ;
2. Formative stage ;
3. Control-analysis stage.

Diagnostic in stages students' emotional intellect level, communicative competence and professional preparation indicators determined. Formative in stages and emotional-intellectual to develop aimed at trainings, reflexive training, pedagogical situational assignments and stress management technologies was used.

Research during following from methods used:

- pedagogical and psychological literature analysis to do;
- questionnaire requests;
- pedagogical observation;
- conversation;
- diagnostic test methodologies;
- pedagogical experiment works;
- mathematical-statistical analysis.

Results SPSS and Microsoft Excel programs using again processed, statistical reliability level determined.

Research results and their statistical analysis

Research results this showed that emotional - intellectual to develop aimed at pedagogical technologies future of educator's professional competence noticeable at the level to increase service does.

Experiment-test results experimental in the group emotional-intellectual competencies indicators noticeable at the level increased showed. Statistics analyses as a result experimental group students between following positive changes determined:

- emotional stability level increased;
- pedagogical communicative competence developed;
- empathy indicators improved;
- stressful situations management skills formed;
- pedagogical reflection developed.

Results analysis this showed that emotional intellect developed students pedagogical to activity faster adapts and education in the process effective communicative relationships organization to reach capable will be.

Pedagogical experience during emotional-intellectual trainings students professional positive for motivation impact shown Especially, reflexive technologies and in cooperation education methods future of educator's social flexibility in development effective tool as manifestation it has been.

Received results modern scientific research with wake up without emotional of intellect pedagogical activity efficiency in progress important factor that confirms.

Scientific discussion. Research results pedagogical of activity success many in terms of teacher's emotional-intellectual competence connection showed. Modern education in the system from the teacher not only knowledge to give, maybe healthy psychological environment creation, individual characteristics of the students into account to take and pedagogical conflicts effective management is required.

Emotional of intellect development teacher's :

- professional adaptation ;
- communicative activity ;
- to stress endurance ;
- reflexive thinking ;
- education quality and efficiency increases.



Also, research during determined results supreme pedagogical education in the system emotional-intellectual competencies to develop aimed at special pedagogical technologies current to grow the necessity showed.

Future of educators emotional-intellectual development their future professional in the activity pedagogical skill, communicative culture and professional competence effective to form service does.

Conclusion. Research results based on following to conclusions bride:

1. Students' emotional intelligence develops modern education system important socio-pedagogical from the necessities is one.
2. Emotional intellect future of educator's professional competence, communicative culture and pedagogical activity efficiency determinant important factor is considered.

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