

THE ROLE OF EMOTIONAL INTELLIGENCE IN ADOLESCENT SOCIAL ADAPTATION

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Annotation: This article is devoted to theoretical analysis in the social adaptation of adolescents, to what extent emotional intelligence is significant. Based on the consideration of existing scientific concepts and models, the authors studied mechanisms that contribute to emotional intelligence, adolescent relevance, social integration. Emotional intelligence in particular is considered as the main factor in ensuring interaction with the environment, adapting to changing conditions and developing harmonious interpersonal relationships. The role of emotional intelligence in the formation of various social skills and adaptation to social changes is analyzed.

Keywords: adolescent, emotion, emotional intelligence, flexibility, social adaptation, socialization, emotions.

After the independence of our country, a number of reforms are carried out in the direction of education, as well as in all areas. The issue of training personnel who can find solutions to new modern problems with theoretical and practical knowledge, experience has its significance as an urgent topic of today. Currently, the psychological approach to the education of schoolchildren, mainly teenage students, in choosing a profession is one of the important issues, based on their inner capabilities, knowing the ways to find a place in life and influence the life of others and being able to use them in their place¹. As a result of the overabundance of modern problems in everyday life, people face several difficulties in establishing social adaptation, interpersonal relationships.

One of the main factors affecting the success of adolescent social adaptation in particular is emotional intelligence. It is worth noting that adolescents with developed emotional intelligence will be easier to build positive relationships, overcome conflicts and overcome stressful situations. As an example, if a student is stressed during the exam, understands that this situation is causing stress for him,

¹ ¹ <https://test.lex.uz/docs/-5234746?ONDATE=19.01.2021>

and he takes measures to control it (for example: setting a study time or work schedule, playing sports, talking to a loved one about his stress), he will demonstrate good emotional ability. On the contrary, if this student does not allow himself to cope with his stress, does not dare to talk about it, or experiences unpleasant feelings in relationships with others due to the pressure experienced, he will have manifested a weak emotional ability. Therefore, the topic of emotional intelligence in adolescence is much more relevant, since successful social adaptation at this age is the key to future well-being.

Adolescence is a complex transitional period in the life cycle, characterized by physical, emotional and psychological changes. In the social adaptation of adolescents and the role of emotional intelligence, one of the topical and actively studied topics in modern psychology. Also at this age stage, the emotional sphere of adolescents undergoes significant changes, which can be characterized as labile and unstable. Insufficient development of the emotional-volitional sphere of adolescents creates the basis for the violation of the socialization process of them, which, in turn, is not without the possibility of causing serious personal and interpersonal conflicts. Therefore, a detailed study of this issue allows not only to better understand the processes of socialization of adolescents, but also to develop effective programs for the development of their emotional intelligence to improve their social life.

For the first time, the concept of “adaptation” was introduced in 1865 by the French physiologist psychologist G. It was widely used by Aubert and studied adaptive States resulting from human sensory organs and environmental influences on them. His work was an impetus for the development of the concepts of intuition and emotional adaptation in the field of psychology. When translated from Latin "adaptation" it is the process of adaptation of an organism, an individual to changing external or internal environmental conditions.²

² Beneyto-Seoane, M., & Collet-Sabé, J. (2018). Análisis de la actual formación docente en competencias TIC. Por una nueva perspectiva basada en las competencias, las experiencias y los conocimientos previos de los docentes. Profesorado. Revista de Currículum y Formación del Profesorado, 22(4), 91-110. doi: <https://www.doi.org/10.30827/profesorado.v22i4.8396>

Study of the concept of adaptation of the human organism and psyche in the psychology of the former Soviet I.M.Sechenov, I.P.Pavlov, N. Bernstein is associated with psychophysioogs such as. Later, in the psychological and pedagogical literature, the terms “flexibility”, “adaptation”, “social adaptation”, “social psychological adaptation” began to be widely used as synonyms.³

The double nature of socio-psychological adaptation, manifested in different aspects, is blurred by special attention. So, on the one hand, adaptation is the constant interaction of a person with the environment, the purpose of which is to meet the requirements of society. Taking the other hand, adaptation is an independent system, the structure of which is a concept that includes both personal characteristics and elements of the social environment. Adaptation is a characteristic feature for all living organisms and its adaptation to the existing factors of the body has long attracted the attention of humans.⁴

Socio-psychological adaptation is the process of amusing an individual into a group and relationships in it. It is worth noting that in the modern world, the Mammo of socio-psychological adaptation among adolescents is much more relevant due to the need to effectively satisfy the problems of the surrounding reality. This in turn requires the ability to establish interpersonal relationships, forecast, anticipate the outcome of events.

D.N.Dubrovin interprets social adaptation as necessary as the ability to change, rebuild the body when it enters a new environment or when normal conditions change. During this process, the individual expressed the opinion that in order to ensure a balance between his individual characteristics and social requirements,

³ .Kim, L. E., & Klassen, R. M. (2018). Teachers' cognitive processing of complex school-based scenarios: Differences across experience levels. *Teaching and Teacher Education*, 73, 215-226. doi:
<https://www.doi.org/10.1016/j.tate.2018.04.006>

⁴ Artunduaga, A., Munoz, D., & Rojas, A. (2018). Impact of pedagogical reflection in the reflection in the acticum from Caquetá practitioners4 perspective: A literature review. *Education and Humanism* 20(35), 57-73. doi:
<https://www.doi.org/10.17081/eduhum.20.35.2658>

and for the successful realization of social adaptation, qualities such as flexibility, communicativity, stress resistance should be embodied in the individual⁵.

L.I. Larionova sees socialization as a fundamental process that assimilates the social norms, values and behaviors necessary for the complete functioning of an individual in society. He argues that the concept of social adaptation has a very complex character, socialization begins in early childhood and continues throughout life, going through various stages and influences. Larionova also focuses on the fact that successful socialization contributes to social adaptation, which allows a person to effectively interact with others and fulfill his social roles⁶. He emphasizes the importance of the harmonious development of the individual, Keeping Up With The Times, that is, in harmony with the world and creating favorable conditions for socialization, especially in childhood and adolescence, in order to ensure its integration into society.⁷

A review of the above ideas shows that the success of the process of adaptation to a new environment depends on the personal qualities of adolescents, the ability to recognize the feelings of the people around them, control this process, which helps to achieve success in educational activities and interpersonal relationships. Currently, the concept of emotional intelligence is considered as a separate substructure of social intelligence, which, with a better understanding of one's own feelings and those of others, will give impetus to building reliable relationships, developing social skills such as negotiating, resolving conflicts and working as a

⁵ .Дубровин Д.Н. Психологическая адаптация как фактор личностного самоопределения: автореф. дис. ... канд. психол. наук: 19.00.07 . Мос. гор. пед. ун-т. Москва, 2005.

⁶ Социальная адаптация одаренных детей / Л.И. Ларионова // Журнал прикладной психологии. 2008. №5

⁷ Социальная адаптация детей и подростков в новых условиях жизнедеятельности социально-реабилитационного центра для несовершеннолетних

https://urok.1sept.ru/articles/567730?utm_source=chatgpt.com

team . Combines a set of skills that allow you to strategically manage your emotions to help you achieve important goals on a personal and social level. These skills, on the other hand, are a guarantee of successful social adaptation.

At the same time, the effect of emotional states can be both positive and destructive. As such, a high level of emotional intelligence indicators determines the ability to use it for the effectiveness of practical activities, for the correct understanding of one's own desires, allows you to establish healthy interpersonal relationships, achieve success and correctly respond to negative situations. In general, it is possible that the overall success of the educational process will depend on the general level of emotional intelligence and its structural dimensions. In many foreign studies, too, adolescents ' academic achievement confirms that they are not only dependent on intellectual abilities, but also on their compatibility with emotional intelligence.

D.V. According to Lucin, it is a complex integral phenomenon that reflects a set of cognitive behavioral and emotional-volitional qualities that provide recognition and control, awareness, control of self-and other human emotions. ⁸The emotions of an individual are inextricably linked with their thinking, behavior. Emotional intelligence involves deep cognitive and personal processes. To control these processes, it is necessary to start with the development of self-awareness.

I.Y. Elkina argues that a high level of emotional intelligence is an important factor in successful studies and professional activities. Thanks to this, it allows the individual to adapt more unambiguously in education, build positive relationships with others and achieve their goals⁹. Also according to the scientist, overcoming the difficulties of emotional intelligence helps to maintain sociability in stressful situations.

⁸ Люсин Д.В. Эмоциональный интеллект: проблемы теории, измерения и применения на практике / Д.В. Люсин, Ричард Д. Робертс, Д. Меттьюс, М. Зайднер // Психология. Журнал высшей школы экономики. 2004. Т. 1. № 4.

⁹ Елькина, И. Ю. (2020). Эмоциональный интеллект студентов-психологов и его взаимосвязь с самооценкой. Вестник Воронежского государственного университета. Серия: Проблемы высшего образования

The decrease in the indicators of emotional intelligence is associated with fatigue, low self-esteem, an increase in the level of failure. Having analyzed all foreign studies of Bochkova and Meshkova, they came to the conclusion that emotional intelligence plays an important role in adapting to all life processes and phenomena¹⁰.

K. Izard puts forward the position that emotional intelligence constitutes the main motivational system of a person, one of the main functions of emotional states is motivation¹¹. N.V. Yakovleva argues that motivation and emotional intelligence are two sides of the same process, these are primary motivational and emotional systems. Emotionally considered intelligence as the ability to ensure the integrity of one's desires with the inner environment¹². That is, it was argued that it is possible to determine the cause of the appearance of emotions and achieve the results of its development by prognosis and by contacting the means of verbal and nonverbal interaction. The person for whom emotional intelligence is fully formed is adolescents. The relationship between adolescents with society has a number of characteristic differences: making constantly changing choices and making life decisions, developing reflexive abilities and realizing one's individuality, focusing on the long-term perspective and sharpening the attitude towards the conscious construction of one's own life. The emergence of self-perception and self-awareness, the emergence of self-motivation to be free from adult control, the desire to realize the desire to obtain a certain status and the desire to expand the range of roles performed. ¹³Currently, the importance of research related to the

¹⁰ Бочкова, М. Н., Мешкова, Н. В. (2018). Эмоциональный интеллект и социальное взаимодействие: зарубежные исследования. Современная зарубежная психология, 7(2), 49-59. doi: <https://doi.org/10.17759/jmfp.2018070205>

¹¹ Изард К. Эмоции человека. М., 1980. 480 с.

¹² Яковлева Н. В. Психологическая компетентность и ее формирование в процессе обучения в вузе : дис. ... канд. психол. наук. Ярославль, 1994

¹³ Дубровина И. В. Психологическая готовность к личностному самоопределению - основное новообразование юности // Возрастная и

study and development of emotional intelligence in adolescents is wiping out.

G. Breslau emphasizes a new aspect of understanding the emotional sphere of man in late 20th-century research. Emotional intelligence as a holistic concept that includes knowledge, skills, competencies related to the regulation of the emotional sphere and functions of a person. As a combination of two aspects, it has formed new views on the content of the emotional sphere.

1) emotional phenomena and properties, that is, the content and dynamics of the emotional sphere;

2) emotional intelligence, emotional competence is the ability and skills to control phenomena and properties¹⁴

R. Bar-On defined emotional intelligence as all non-cognitive abilities, knowledge and skills that allow a person to successfully overcome various life situations, including: self-knowledge, communication skills, self-control of stressful situations, dominance of a positive mood, abilities. Reuven Bar-on's model of emotional intelligence includes emotional and social abilities related to personal success and psychological health. The Bar-On model includes the following components:

- Emotional self-awareness: recognition of one's own feelings.
- Emotional expression: being able to express one's own feelings.
- Social responsibility: the ability to perform social tasks and relationships.
- Striving for success: the ability to strive for goals.
- Stress resistance: the ability to resist Stress and adversity.¹⁵

педагогическая психология : хрестоматия / сост. И. В. Дубровина, А. М. Прихожан, В. Зацепин. М., 2003

¹⁴ Бреслав Г. М. Психология эмоций. М. : Смысл ; Издат. центр «Академия», 2004

¹⁵ Bar-On R. The Bar-On Emotional Quotient Inventory (EQ-i): Technical Manual. Toronto : MultiHealth Systems, 1997.

In place of the conclusion, it can be said that emotional intelligence is the main factor determining the relevance of the social adaptation of adolescents. Its role is especially important in adolescence, when adolescents undergo deep internal and external changes: due to hormonal changes, the formation of self-awareness, the need to increase social responsibility and establish harmonious relationships in society.

Higher levels of emotional intelligence help adolescents recognize and regulate their emotions to avoid implicit behaviors and effectively cope with stressful situations. The ability to understand and empathize with the feelings of other people plays a decisive role in establishing trusting relationships with others, which is especially important in the school environment and in entering into communication with peers. Including emotional intelligence abilities such as self-regulation and motivation can help adolescents to achieve personal goals and increase resilience to social and academic challenges that allow them to achieve inner balance.

In particular, the development of emotional intelligence in adolescents requires a systematic approach from the family, school and society as a whole. However, the development of emotional intelligence is a process that requires constant effort. This begins with the family, where the child learns to express their feelings, to understand the feelings of others, and to make the first social connections. Parents should create an environment of emotional support and be role models in managing their emotions. The school plays an important role in the development of emotional intelligence. Teachers can incorporate emotional literacy practices into classroom classes that include games, discussions, and collaborative projects to promote empathy, self-management, and social competence. It is also important to develop adolescent collaborative skills, learn conflict resolution, and organize group activities that can improve interpersonal communication. In today's modern world, saturated with information and social interactions, the demand for emotional intelligence is becoming more important. In a time when adolescents are facing new challenges such as cyberbullying, social pressure, and information overload, developed emotional intelligence can help them overcome these challenges and maintain mental health.

Thus, emotional intelligence is an integral part of the harmonious development of a teenage personality. Its development not only helps to overcome the difficulties of adolescence, but also provides the basis for a reliable and successful life in society.

Prepares for success in their personal and professional lives, which allows them to act with confidence in an ever-changing world.

Creating conditions for shaping emotional intelligence in adolescents is the main task of parents, teachers and social institutions, in which zero serves to form a generation that is emotionally mature, socially adapted, resistant to the tests of the modern world.

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