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DEVELOPMENTAL STAGE OF GENERAL EMOTIONAL OF GENERAL EMOTIONAL  
INTELLIGENCE IN MODERN ADOLESCENTS

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ABOUT ARTICLE

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**Abstract:** This article reveals the significance of emotional intelligence for a human being, in particular, for an adolescent; characteristic features of emotional intelligence development in adolescents of 14-17 years old are given. Also the article contains the results of the research of pupils of 9-11th grades. The comparative analysis of the above-mentioned research with the results of the study of emotional intelligence in schools in the 2023/2024 academic year gives a clear picture of the development of emotional intelligence in modern adolescents.

INTRODUCTION

Emotional intelligence is a concept that has appeared relatively recently in science, but has already attracted considerable attention of modern scientists. Emotional intelligence (EI; EI) is the sum of a person's skills and abilities to recognise emotions, understand the intentions, motivation and desires of others and one's own, as well as the ability to manage one's own emotions and the emotions of others in order to solve practical problems [1].

Maintaining emotional intelligence at the proper level is relevant, because a high level of EI allows you to be emotionally stable in difficult life situations, to easily establish the process of communication with strangers, to hear others, to adequately accept criticism in your address and much more.

The importance of a high level of emotional intelligence in modern times is particularly vivid, which is associated with the occupation of most people not physical, but emotional and intellectual labour, which contributes to the need for even greater contact with different people. And for effective interaction with others it is necessary to fully possess the constituent components of EI: to be able to realise one's own emotions, to manage one's own emotions, as well as to realise the emotions of others and manage the emotions of the latter.

The development of emotional intelligence begins in people practically from the moment of their birth. As an example, we can cite the complex of animation (occurs in the first months of life), in the second half of the year children begin to show fear of strangers, in 2-3 years of age such feelings as jealousy and envy appear, etc. [2]. Within the framework of this article we will consider in more detail the features of emotional intelligence development in adolescence - a transitional stage of psychological and physical development of a person.

A characteristic feature of adolescent's EI development at the age of 14-15 is the arbitrary nature of emotional self-regulation, but at this age the importance of conscious regulation of emotions and behaviour of others increases. A feature of adolescent EI at the age of 16-17 years is the increase in empathy - conscious empathy with the current emotional state of another person without losing the sense of the origin of this experience [3].

At this stage, the adolescent's personal level of emotional maturity improves. From the age of 18, all components of emotional maturity increase in adolescents. As part of writing this article and studying the integral (general) indicator of EI, we conducted a study on the basis of Secondary School No. 165 in Tashkent'.

This study involved 75 respondents, students in grades 9-11 (40.3 per cent were boys and 59.7 per cent were girls). The age of the students ranged from 14-17 years old. These students were asked to take the Emotional Intelligence Test (EIT) by M. A. Manoilova, an author's technique standardised in 2004.

As a result of the study, the following results were obtained: 53.7 % of respondents have a high level of integral index of EI, 31.3 % of students have an average level of EI, the remaining 14.9 % of respondents are students with a low level of emotional intelligence.

As part of an in-depth study of this issue, we decided to conduct a comparative analysis of our experiment with the results of the study of emotional intelligence of 9th and 11th grade students of

Uzbek schools, which was conducted in the 2023/2024 academic year as part of the study of personal development of students [4].

This study involved 1497 respondents who took part in the online test (questionnaire) 'EmIn' by D. Lucin.

The results of this study are as follows: 37.3 % of students were found to have an average and 24.9 % - a high level of general emotional intelligence. Very high value of this indicator was recorded in 17.0% of the study participants, low and very low - in 12.4% and 8.4%, respectively.

For a more convenient comparison, we summarise the percentages for the following indicators: 'high level of EI' + "very high level of EI"; "low level of EI" + "very low level of EI". The obtained results are correlated with the results of our study and are presented in the table.

### Comparison of research results

**Table**

Indicator	Research conducted in Secondary School No. 165 г. Tashkent'	A study conducted in the 2023/2024 academic year as part of a study of personal development учащихся
High	53,7 %	41,9 %
Medium	31,3 %	37,3 %
Low	14,9 %	20,8 %

In general, we can speak about the similarity of the research results, given the differences in the values of the quantitative composition of the sample, other geographical and individual-typological characteristics of respondents. Also, the results of these studies indicate the development of EI in adolescents, but a significant percentage of respondents have a low level of EI. In this regard, it is relevant to introduce into the activities of psychologists working in educational institutions, lessons with elements of training and conversations with the above category of students on the development of EI, because its high level is a guarantee of the author's methodology, standardised in 2004.

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Uzbek schools, which was conducted in the 2020/2021 academic year as part of the study of students' personal development [4]. This study involved 1,497 respondents who completed the test (questionnaire) 'EmIn' by D. Lucin in the online mode.

The results of this study are as follows: 37.3 % of pupils were found to have average and 24.9 % - high level of general emotional intelligence. Very high value of this indicator was recorded in 17.0% of the study participants, low and very low - in 12.4% and 8.4%, respectively.

For a more convenient comparison, we summarise the percentages for the following indicators: 'high level of EI' + "very high level of EI"; "low level of EI" + "very low level of EI". The obtained results are correlated with the results of our study and are presented in the table.

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In this regard, it is relevant to introduce into the activities of psychologists working in educational institutions, lessons with elements of training and conversations with the above category of students on the development of EI, because its high level is a guarantee of psychological health of adolescents and their success in a group of people, in the future work.

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