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ABOUT ARTICLE**Key words:** Emotion, emotional intelligence, adolescent, adolescence, self-awareness, self-esteem.**Received:** 29.10.2024**Accepted:** 03.11.2024**Published:** 08.11.2024**Abstract:** This article deals with the issue of evaluation of emotional intelligence in adolescence of young generation. It gives a detailed description on the characteristic features of emotional intelligence and the importance of proper formation of emotional intelligence in adolescents in the stage of development as a person.

INTRODUCTION

Changes in the cognitive sphere affect the development of personality in general and the development of adolescents' attitudes towards the surrounding reality [8].

This stage is the stage of the most intensive emotional [2], as well as personal [8] development. "The adolescent's experiences become deeper, more persistent feelings appear, emotional attitude to a number of phenomena of life is made longer and more stable, a much wider range of phenomena of social reality becomes indifferent to the adolescent and gives rise to various emotions' [6] [6].

The emotional sphere of adolescents can be characterised by several features:

- emotional excitability: increased temper tantrums, violent emotional reactions;
- emotional reactions and experiences become more constant and stable during adolescence;

- increased anxiety:

B. N. Kislovskaya in 1972 found that the highest anxiety is observed in adolescence.

It is associated with the emergence of intimate-personal relations with a person, causing various emotions, including in connection with the fear of appearing funny [1;2];

- emotional feelings about self-esteem and evaluation by other people, peers appear;

- a sense of belonging to a group, fear of being rejected by the group often appears [2].

A feature of adolescence is the 'adolescent complex' of emotionality - a number of opposite qualities that appear alternately, for example, mood swings from cheerfulness to sadness, despondency and back again is a feature of adolescence - the 'adolescent complex' of emotionality. Such changes occur for no good reason [5].

Emotions and feelings have a future orientation mainly in senior pupils. 'Emotions related to the expectation of the future 'which should bring happiness' (Yakobson, 1966) dominate'" [2].

The emotional sphere of senior pupils can be characterised by several features: diversity of feelings and emotions; greater stability of emotions and feelings; the ability to empathise develops; development of aesthetic feelings [2].

The stability of the child's position in the collective increases with age and the two extreme groups of children (popular and isolated) increase [4]. In adolescents, one can notice the desire for cohesion with peers. At the same time they develop skills of interaction in society, the ability to defend their positions, to act in a collective and the ability to obey rules. From the point of view of communication, it is the place that a peer occupies in the environment of adolescents that is important, not just the communication itself.

This motive can be identified as the leading motive of adolescent behaviour. It is communication that mainly determines the content and nature of emotional reactions, the emotional development of adolescents is connected with communication, which takes place in the family and with peers. Support, understanding and recognition from adults are very important for adolescents [3].

When an adolescent realises the 'commonality in their life' of trusting relationships, relations of cooperation and mutual help, favourable relations between adolescents are formed [8].

At this age, friendship, intimate and personal communication with peers becomes a significant value. Also among teenagers it is possible to observe certain requirements and rules for friendly relations, such as sensitivity, responsiveness, ability to keep secrets, understanding and empathy. It is in friendship that adolescents can learn such features of human interaction as cooperation, mutual assistance, mutual help, etc. [6].

Intimate-personal communication with peers is an activity in the course of which there is a practical learning of moral values and norms, as well as developing skills of interaction in society [8]. The main content of this activity is another teenager as a person who is endowed with certain personal qualities.

The role of the emotional function of communication can be observed in two aspects: in the development of emotional acceptance of the surrounding reality and in the acquisition of experience of emotional relationships with people. In this case, communication becomes an end in itself, in other words, a value for the teenager, which is the involvement in the process of communication itself[4].

In it a teenager can realise himself as a person, realise his interests, form ideas about himself and the world around him, he 'experiences' communication not only on an intellectual level, but also on a physiological and emotional level [8].

The development of social emotions occurs in adolescence. Social emotions arise, form and manifest themselves within the system of interpersonal relationships, this is the experience of one's attitude to the surrounding people [4]. Intensive growth of socially valuable motivations and experiences leads to the development of adolescents' personality, expansion of their interests, development of self-consciousness, new experience of socialising with peers, etc.

Adolescence is characterised by the desire to unselfishly give up something valuable to him for the good of another person, he begins to feel more acute sympathy at the sight of the grief of others. The place that the child occupies in the collective, begins to be determined by the attitude and assessments of comrades becomes determinant of the emotional well-being of the individual.

The development of self-awareness and self-esteem can be called one of the most important stages and elements in the development of personality; young people develop an interest in themselves, their personality, the need to compare themselves with others, to evaluate themselves, to understand their own feelings and experiences.

At this age, the growth of antisocial feelings can be observed under unfavourable conditions of schoolchildren's personality formation, such as: a difficult family situation, conflicts with parents, unsatisfactory relations with comrades, high self-esteem, shortcomings of the educational process at school, etc.

Neglect of adults, their unkind attitude to his needs, aspirations, to the whole personality of the teenager is a moment that can cause the emergence of resentment, bitterness of the teenager, expressed in his aggressive emotional reaction, neglect of adults, their unkind - desirable attitude to his needs, aspirations, to the whole personality of the teenager [6].

And so, based on the above, the following conclusions can be drawn;

- that in adolescence, together with the formation of emotional and cognitive spheres, the development of emotional intelligence and its components takes place.
- The ability to understand and evaluate the emotional expressions of other people, both peers and adults, plays a significant role in the development of adolescents' personality.
- the ability to influence them on the basis of this assessment.
- The ability to obtain information about the emotional states of others and one's own emotional states.

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