



DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN MANAGEMENT ACTIVITIES

Yarmatov Rakhimboy Bakhramovich

Doctor Of Pedagogical Sciences, Professor, Jizzakh State Pedagogical University, Uzbekistan

ABOUT ARTICLE

Key words: Intellectual level, intelligence, management psychology, professional maturity, emotional intelligence, professional activity, competent, psychological experts, motivation.

Abstract: This article describes the development of emotional intelligence in the process of management, the acquisition of emotional intelligence, management processes that affect the development of intelligence in the process of management in students.

Received: 17.12.2023

Accepted: 22.12.2023

Published: 27.12.2023

INTRODUCTION

In recent years, in connection with the increased attention to the human factor, interest in issues of management psychology has also increased. On this basis, a special branch of Social Psychology appeared — management psychology. Management psychology is such a branch of psychology that studies the problems associated with management activities, the psychological mechanisms of the effective organization and joint functioning of the activities of other groups by a group of individuals and individuals. Management problems are also studied by several disciplines, including philosophy, history economics, economics and psychology, which are concerned with opening up its specific aspects.

Psychology studies both the object and the subject of management. The team of scientists studied in Psychological Research, a separate person, their psychological states, certain processes and tasks in them are said to be the object of management. When the subject of governance is studied, however, it is usually referred to as the governing person or group of people. Psychology studies the psychological foundations of the activities of a more controlling person, and on this basis, the work of buysunners solves a number of problems, such as how to organize effectively, how to make clear and correct decisions, and how to educate in itself the psychological state and processes. For example, in concrete life circumstances, if the chief is conducting a meeting, through the opinions, lectures, etc. of each speaker, their psychological states are determined, new work programs are produced, according to the decisions made, separate scientific instructions and advice are given to the head and each of the employees. When management psychology analyzes the activities of a boss the main focus is whether the management is suitable for his needs or abilities, according to which individual characteristics he was promoted to the rank of chief, for the successful implementation of the work he is using the ways

of management, for the purpose of psychological impact on employees he focuses on a number of issues, such as The attitude of different individuals to the work of being a boss is different, because someone is given the privileges that are in the boss, for someone it is characteristic to prefer the rights that will be given to him, for someone it is desirable to take high responsibilities on the neck. No matter how diverse individuals' perception of Chief functions, the chief is required in real conditions to embody a large number of qualities, such as directing a group of people to activities based on a specific goal, being head to them, carrying out various activities, gaining prestige, assuming responsibility for each work done. Especially for the chief there are difficulties for him to be responsible for the character of interpersonal relationships in different groups, in many cases for one chief in several groups at the same time, since the unique individuality of each individual who formed those groups, the variety of their imagination about the manager and the presence of informal leaders in groups requires the chief to have both. Therefore, it is advisable to analyze the psychological content of the concepts of "leader" and "chief", which are often used side by side both in our daily life and in the scientific literature. Leadership and leadership in groups are interrelations in groups from top to bottom or vice versa, and include the concrete positions of the group members, the relationship between the boss and subordinates.

First of all, any leader should have a certain norm of intelligence — intelligence. It is advisable for this norm to be above the middle for a good leader, since working with a leader with a genius-level intellect will cause a number of inconveniences for employees, such intelligence will become a psychological barrier to the positive development of the rest of practice and life has shown. There are other important qualities that compensate for the above-average intelligence in the leader, which have a positive effect on the effectiveness of management work. Today's realities show that it is not for nothing that the 21st century was predicted as a century of high Information Technology and a sharp increase in the intellectual level. This situation also requires reforms in the field of human relations, the choice of subtle and specific ways to deal with and effectively influence people with a higher intellectual level. If taken on the example of Uzbekistan, the formation of a layer of stewards, who are not free from the influences of world civilization, universal values, without losing the unique facets of our traditions, national values, mentality, the absorption of the foundations of Justice, Humanity and democracy through their activities into the minds and minds of people is a requirement of the period. The transition in the development of society should be distinguished by the fact that in the period of changes, in the performance of complex tasks facing leaders in public administration, including at all levels of management, they have professionalism, broad, state-level thinking, strong will, purposefulness.

Management psychology interprets the management goal and the relationship that arises between the subject and the object of management during the implementation of the tasks. The organizational parts of this system of relations are characterized by their mutual obedience.

When we research sources related to socio-psychological competence, the analysis associated with it prompted us to shed light on another aspect in our study that the Social Psychological competence of psychologist experts depends on the process of their professional maturation. This requires a separate study of the process of development of emotional intelligence in interaction in the activities of a pedagogical-psychologist expert, whose factors influence the development of socio-psychological competence are calculated. In modern psychology, the concept of "emotional intelligence" is widely used, bringing this concept to science by P. Selov and Dj. The Meers brought in. According to the authors, emotional intelligence is the ability to express and evaluate emotion; to understand emotion and possess emotional knowledge; moreover, it is the ability of emotional management that combines the emotional and intellectual maturation of an individual. With the introduction of the term "emotional

intelligence " into science, an evolutionary change occurred in terms of the ratio of emotional and cognitive processes. Emotion research is often done in a separate way from intelligence research. Nevertheless, early attempts to systematically analyze the relationship between affective and cognitive (cognitive) processes are underway. German psychologist and philosopher G.Maer's "Psychologie des emotionalen Denkens" (1908) cites a perfect classification of types of thought. G. Along with the type of "judgmental" thinking, Maer distinguishes emotional thinking, in which practical needs – will and emotion-come first. It was G. who compared these types of thinking with each other. Maer argues that several commonalities between them can be observed, notably: similar logical processes (interpretation, objectification, categorical hardware activity). Nevertheless, in the action of emotional thinking there is a different trend from logical thinking: in it, the process of cognition is "reflected in the background, the focus is on the practical goal, in which cognition is simply considered an additional tool". G.Maer divides emotional thinking into affective (aesthetic and religious) and volitional types. When aesthetic thinking is called, aesthetic experiences are understood that include reflection in the form of "likes - dislikes". In religious thought, however, the emotional imagination of fantasy is incorporated into the thought of belief (which is exemplified by "there is God" reasoning that arises with irrational, affective, and volitional desire). G.Maer's research supposedly disseminates "intellectual prejudices" about the second-order calculation of interest in cognition in thought, and highlights the fact that "emotional thinking" plays a significant role in a person's mental functioning. By the late 1970s-1980s there was a growing interest in the study of the interaction of emotion and thought. During this period, views on the interaction of emotional and cognitive processes have found evidence in many studies. For example: the study of the influence of depression on the reality of thinking the correlation of the variability of the human mood and the predisposition to creativity as well as the study of the possibilities of emotional self-control, the hypothesis that there is a "cognitive ring" that combines mood and feedback was advanced. The essence of such a view is that negative emotions lead to negative thoughts, and in turn increase the speed of emotional experiences.

The value of each component of intelligence is determined through general criteria that stimulate and discourage the development of certain intellectual abilities. First of all, each form of intelligence must have its own system of characters. At the same time, it is necessary to obtain evidence, relying on its system of basic operations or functions. And further integrated from the above, while allowing for a different view of the nature of intelligence and forms of emergence.

Each intellectual ability is considered important in achieving success in a particular area of life activity. The value of each component of intelligence is determined through general criteria that stimulate and discourage the development of certain intellectual abilities. Proposed criteria to match each new identifiable type of intelligence (form). First of all, each form of intelligence must have its own system of characters. At the same time, it is necessary to obtain evidence, relying on its system of basic operations or functions. At the same time, intelligence made it possible to realize a different view of nature and forms of emergence. The studies resulted in the concept of "practical intelligence", defined as "the ability to adapt, modify or correct situations that arise in real life". The main content of the triarchic theory is as follows: "intelligence can be defined as mental self-control, mental control of the whole life using a constructive goal-oriented method". Mental self-control includes three main elements: adaptation to the environment, the choice of new environmental influences or the choice of compatibility with the individual and the formation of the environment in assessing the harmony between emotional intelligence in the development of Social-Psychological competence in the professional maturation of experts of pedagogical psychologists, if we first dwell on the general results

of the Test When we dwell on emotional intelligence, it was said that an individual's ability to be treated is determined not by IQ, but by its emotional equivalent as the most important indicator of emotional intelligence (EEC). Today we will cite five main elements that characterize emotional intelligence:

- know your own emotion;
 - manage your own emotion;
 - formation of personal motivation;
 - determination of other human emotions;
 - management with interaction.
- The psychologist notes that the overall results of the emotional intelligence of experts are high on three scales and medium on two scales. The fact that emotional erudition in them occupies a place from a higher level (13.73 points) lies in the boundaries of personality experiences, perception of emotions in interpersonal relationships, two sides of emotional intelligence, that is, in order to understand its own emotions, to intellectual management or, conversely, in the process of professional activity to realize that there is a need, shows that he is aware of the psychological and life experience of depression and the search for ways to overcome them. It is emotional savadkhanism that is absorbed in personality traits and individuality as an important aspect of yeg. We think that this level of emotional literacy of pedogogic-psychologist experts means that psychological disorders, emotional tensions, which arise in the process of psychological examination on pedogogy, are theoretically sufficiently prepared for the emotional understanding of the relationship of pedogogic-psychologist experts. The second indicator of the YEC is "control of its own emotion". On this scale, the experts of the pedogogog-psychologist have shown an average value, indicating that the experts of the pedogogog-psychologist are somewhat lagging behind in the introduction of theoretical knowledge of emotionality in practice, can give emotional tension in the face of difficult situations, be nervous in understanding those around them. We can judge this condition as a consequence of the hard work of this profession. Another important function of emotional intelligence is to empower the psychic uplift of an individual, in which one has a sense of self-confidence and an incentive. The emotional aspects of the experts of the pedogogog-psychologist in this direction should be explained by the values of the "self-stimulation" scale. Indicators on the "self-promotion" scale are limited by the average level. Even on this scale of the expert emotional intelligence of the psychologist, it would be necessary to show the ways and methods of using the important functionalities and possibility of their emotionality, according to the psychologist experts. Since the results being analyzed are general, there is an opportunity to present with new information when analyzing the state of the pedogogog-psychologist with regard to the tasks of his experts related to social psychological competence. If, according to the results of the "self-stimulation" scale, the pedogogger-psychologist should know the emotional potential of experts in psychological ways to get adequate satisfaction from it even when self-stimulation, depression, psychological distress and success come. According to the professional maturation of psychologist experts, their ability to mutually understand in interpersonal relationships, to feel the experiences of other people, to express their attitude towards them, to assess changes in verbal and nonverbal behavior is reflected in the results of emotional intelligence.. In the results, the correlation analysis of the internal relationship between intelligences was relied on, and not from the point of view of the average value as it covered the total values. In the course of our study, it was noted that psychologist experts identify the factors of socio-psychological competence, each of which has its own dynamics and result, and it is natural that this technique, in turn, is important in determining the effectiveness of socio-psychological competence in the science of Social Psychology. The role of emotional intelligence in the development of socio-psychological competence of psychologist experts is

incomparable. The psychologist can depend on the growing requirements for the professional activity of experts, as well as on the formation of social experiences. The increase in the indicators of socio-psychological competence factors of psychologist experts is directly associated with an increase in experience in their professional activities, as well as the formation of social skills and qualifications. The role of socio-psychological competence in the maturation of psychologist experts is due, in addition to an increase in the duration of activity, to the socialization of the individual. In general, when assessing the indicators of socio-psychological competence, which are important in the manifestation of the harmony of personal and professional activity, psychologist experts once again found confirmation that it is possible to ensure the competence of professional activity by deeply studying, analyzing such factors as their adequate communication, adequate emotional attitude and drawing appropriate empirical conclusions.

In summary, it means that in management activities, emotional intelligence is an emotional process that goes on in a continuous way, not conditioned by the rules and principles of behavior, being able to partner with other people's emotions and feelings, to put oneself in the place of others. Based on the analysis of all theoretical sources on this topic, it can be said that the study of the nature of emotional intelligence is valuable for its high prognostic significance and perspective of emotional intelligence indicators. Emotional intelligence is one of the factors that influence the effectiveness of educational activities in continuing education, these are motivations for learning and interest in the learning process.

REFERENCES

1. Solodkova, T. I. Emotional intelligence as a personal resource for overcoming burnout syndrome and its development in teachers: dissertation ... 38 Candidate of Psychological Sciences: 19.00.07 / T. I. Solodkova; [Place of defense: East-Siberian State Academy. education]. - Irkutsk, 2011. - 160 p.
2. Meshcheryakova, I. N. The development of emotional intelligence of psychology students in the process of studying at a university: dissertation ... Candidate of Psychological Sciences: 19.00.07 / I. N. Meshcheryakova [Place of protection: Kur. state University]. - Kursk, 2011. - 239 p.
3. Sergienko E. A., Vetrova I. I. Test J. Mayer, P. Salovey, D. Caruso "Emotional intelligence": A Guide - Moscow: Publishing House "Institute of Psychology of the Russian Academy of Sciences", 2010. - p. 176.
4. Lyusin, D. V. Modern ideas about emotional intelligence Moscow: Institute of Psychology of the Russian Academy of Sciences, 2004. pp. 29-36.
5. Makarova I.V. General psychology: a short course of lectures. M., 2016.