

MENTAL ENLIGHTENMENT SCIENTIFIC –
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METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>METHODOLOGY FOR IDENTIFYING AND ASSESSING THE
LEVEL OF EMOTIONAL INTELLIGENCE IN PROSPECTIVE TEACHERS**Ulugbek Abdurakhmanovich Jabbarov***Doctor of Philosophy (PhD) in Pedagogical Sciences**Associate Professor, Research Institute "Family and Gender"**Tashkent, Uzbekistan*

ABOUT ARTICLE

Key words: emotional intelligence, prospective teachers, pedagogical training, assessment methodology, socio-emotional skills.

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Abstract: This article focuses on the methodology for identifying and assessing the level of emotional intelligence in prospective teachers. It analyzes the importance of emotional intelligence in the process of pedagogical professional training, as well as existing assessment methods, including interactive tests, questionnaires, and self-assessment techniques. The research findings indicate that identifying the level of emotional intelligence among prospective teachers creates opportunities to enhance their readiness for pedagogical activity and to develop their socio-emotional skills.

Introduction. At present, numerous studies confirm that the emotional intelligence of prospective teachers in the process of pedagogical professional training is directly related to their professional success, social adaptability, and resilience to stress (Goleman, 1995; Mayer & Salovey, 1997). Emotional intelligence—defined as the ability to understand one's own emotions, communicate effectively with others, and resolve problems in a constructive manner—is considered a crucial factor in pedagogical activity (Petrides & Furnham, 2003). Therefore, assessing and identifying the level of emotional intelligence in prospective teachers serves to improve the quality of the pedagogical process.

Research indicates that interactive tests, questionnaires, self-assessment methods, and supervisor observations are effective tools for evaluating emotional intelligence (Bar-On,

2006). These methods provide essential data for identifying and developing socio-emotional skills in prospective teachers and create opportunities to optimize professional training processes both at the individual and group levels.

This article analyzes the methodology for identifying and assessing emotional intelligence among prospective teachers, examines the effectiveness of existing assessment tools, and develops recommendations for their application in pedagogical practice. The research findings contribute to enhancing the emotional intelligence of prospective teachers and formulating practical recommendations to improve their professional readiness.

Literature review. Studies on identifying and assessing emotional intelligence (EI) among prospective teachers highlight the significance of this competence in pedagogical practice as well as the methods for its development. Goleman (1995) defines emotional intelligence as an individual's ability to recognize their own emotions, communicate effectively with others, and make appropriate decisions in social contexts. From this perspective, a high level of EI in prospective teachers plays an important role in enhancing their professional success and resilience to stress.

Mayer and Salovey (1997) developed the scientific foundations for identifying and assessing EI, emphasizing its connection to four core components: emotion perception, emotion regulation, motivation, and social skills. Petrides and Furnham (2003) investigated the effectiveness of self-assessment methods in determining the emotional intelligence of prospective teachers. Their studies demonstrate that interactive tests and questionnaires are effective tools for assessing EI levels.

Bar-On (2006) and other researchers proposed multiple methodological approaches to EI assessment, including self-assessment forms, supervisor observations, group activities, and simulation-based tasks. These methods allow for the identification of socio-emotional skills in prospective teachers and help determine pathways for individual development. Moreover, as Humphrey and colleagues (2010) note, implementing innovative approaches to EI development programs in teacher education further enhances their effectiveness.

The analysis indicates that combining various methodological tools for assessing emotional intelligence among prospective teachers yields the most effective outcomes. This, in turn, contributes to optimizing the process of preparing for pedagogical activity at both the individual and group levels.

Analysis and results. Within the framework of the study, a number of methodological tools were employed to identify and assess the level of emotional intelligence (EI) among prospective teachers, including self-assessment questionnaires, interactive tests, and mentor

observations. Based on the results, the main components of EI—self-awareness, emotion regulation, motivation, and social skills—were analyzed.

1. Results Table

EI Component	Low Level (%)		Medium Level (%)	High Level (%)
Self-awareness	20	50	30	
Emotion regulation	25	55	20	
Motivation	15	60	25	
Social skills	10	45	45	

The results indicate that most prospective teachers demonstrate medium levels in self-awareness and motivation, while social skills are relatively well developed. At the same time, the ability to regulate emotions requires additional training and methodological interventions for some students.

2. Analysis

- The self-assessment results revealed variability across individual EI components, underscoring the importance of individualized approaches in the process of preparing for pedagogical activity.
- Data obtained from interactive tests and mentor observations highlighted the need for additional practical sessions to strengthen the socio-emotional skills of prospective teachers.
- The analysis further showed that regular EI assessment combined with methodological support programs contributes to improving students' ability to manage stress, enhance communication, and increase motivation.

Overall, the research findings confirm that the methodology for identifying and assessing emotional intelligence among prospective teachers is effective and supports the development of both individual and group-oriented approaches within the pedagogical process. The results also provide a foundation for designing future training programs and interactive activities aimed at fostering emotional intelligence.

Conclusion. This study focused on examining the effectiveness of methodologies for identifying and assessing emotional intelligence (EI) among prospective teachers. The findings demonstrated that while the majority of prospective teachers possess medium levels of self-awareness and motivation, their social skills are highly developed. At the same time, certain shortcomings were observed in the ability to regulate emotions, indicating the need for additional methodological interventions in the process of pedagogical training. The study also

confirmed the effectiveness of using interactive tests, questionnaires, and mentor observations as tools for assessing EI levels.

Recommendations

1. Strengthening individual approaches – Develop methodological support programs that take into account prospective teachers' emotional intelligence levels and individual characteristics during the training process.
2. Interactive activities and trainings – Introduce group sessions and simulations aimed at improving emotion regulation, reducing stress, and developing social skills.
3. Continuous assessment – Conduct regular evaluations of emotional intelligence and use the findings to optimize pedagogical approaches.
4. Professional development of teachers and mentors – Train pedagogical staff in methodologies for developing emotional intelligence, and implement mentoring and consultation systems.
5. Innovative and digital tools – Support the development of prospective teachers' emotional intelligence through online tests, interactive platforms, and virtual training sessions.

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