

**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**CONDITIONS FOR DEVELOPING DIGITAL EMOTIONAL INTELLIGENCE IN
HIGHER EDUCATION****Yulduz Tursunniyozovna Orinova***Lecturer, Department of Pedagogy**University of Information Technologies and Management**E-mail: urinovayulduz180@gmail.com**Tashkent, Uzbekistan***ABOUT ARTICLE**

Key words: Emotional intelligence, education, motivation, pedagogical competence, psychological well-being, social integration.

Received: 01.05.26**Accepted:** 02.05.26**Published:** 03.05.26

Abstract: This article provides a comprehensive analysis of the role and significance of emotional intelligence in the educational process. The structural components of emotional intelligence—self-awareness, emotion regulation, empathy, motivation, and social skills—are examined in close connection with the psychological and pedagogical aspects of the learning process. The study substantiates, based on scientific evidence, the role of emotional intelligence in developing students' intrinsic motivation, optimizing the socio-psychological climate in the classroom, and enhancing the effectiveness of pedagogical communication. In addition, the consequences of insufficient emotional intelligence in modern educational environments—such as psychological strain, stress, and barriers to development—are specifically addressed. The article proposes effective approaches for developing emotional intelligence, including pedagogical technologies, training methods, reflective practices, and strategies for improving teachers' emotional intelligence competencies.

The findings indicate that when emotional intelligence is well-developed among both students and educators, positive interpersonal relationships are formed, significantly increasing the overall effectiveness of the educational process

Introduction. In recent years, improving the quality of education has come to be viewed not only in terms of intellectual capacity but also as closely linked to the emotional and psychological development of the individual. The period of student life represents a crucial stage in a person's emotional and social development. During this time, individuals develop self-awareness, form social relationships, and acquire the ability to regulate their emotions. The development of emotional intelligence (EI) helps students understand their own feelings, establish effective relationships with others, and solve problems more efficiently. At the same time, emotional intelligence enhances students' resilience to stress.

Research shows that students with higher levels of EI adapt more quickly to stressful situations and are more effective in problem-solving, which contributes to improved academic performance. Studies by E. G. Arefyev and A. V. Pervyshin confirm that emotional intelligence helps reduce stress levels in students by strengthening their self-regulation abilities. From a psychological perspective, EI contributes to the development of social skills in students. These skills are essential for effective communication and collaboration and enable students to succeed in social environments. The ability to recognize one's own emotions, understand the emotions of others, and regulate them plays a key role in strengthening social relationships [8].

Emotional intelligence (EI), often referred to as the ability to recognize, control, and regulate emotions, facilitates flexible thinking and a deeper understanding of the significance and consequences of emotions. Since the 1990s, researchers have extensively examined the relationship between emotional intelligence and psychological as well as educational outcomes. According to the principles of educational psychology, these skills are positively associated with academic success and are considered a crucial factor in preventing academic failure.

Methodology. In higher education, academic motivation plays a significant role in shaping students' achievements and overall well-being. Motivation is defined as an internal force that drives individuals to engage in learning activities, overcome difficulties, and achieve their goals. This drive not only directs behavior toward achieving goals but also ensures commitment and sustained effort. Emotional intelligence plays a key role in the educational process, particularly in enhancing the effectiveness of teacher-student communication,

increasing motivation, managing stress, and facilitating social adaptation. The theories of Goleman and Mayer–Salovey provide an in-depth explanation of both the cognitive and affective aspects of EI and establish it as an important object of study within the educational system [5].

The main components of emotional intelligence are presented below (see Table 2.1).

Analysis of pedagogical and psychological literature shows that in determining the organizational and content structure of readiness for professional activity, motivational components that define the motives of variability, as well as a set of cognitive, theoretical, and informational knowledge about the object of future professional activity, are considered essential. Other components may vary depending on context.

Pedagogical scholars and researchers have attempted to identify and substantiate the structural components of readiness of future social science teachers to work in inclusive education. Emotional intelligence is included in the structural and content framework of professional training of future social science teachers as a personal-semantic component, encompassing internal and external relationships, motivational values, and the ability to work in inclusive education. It also includes a cognitive component, consisting of a system of specialized methodological, theoretical, practical, and professional knowledge, as well as practical skills in applying methods, techniques, and technologies [5].

Directions of Readiness for Pedagogical Professional Activity

Authors	Direction of Readiness	Components
A.P. Chernyavskaya	Pedagogical	Self-awareness based on personal values and attitudes; ability to distinguish one’s own goals from others’ goals (alternativity); ability to connect information (informational); ability to choose a professional development path (decision-making); ability to define and set goals (planning); emotional attitudes toward representatives of a particular profession (emotional) [4].
E.N. Koreneva	Pedagogical	Positive self-attitude; development of moral, ethical, and professional values (motivational-value); professional knowledge of a teacher (intellectual); a

Authors	Direction of Readiness	Components
		set of personal and volitional qualities (emotional); self-knowledge, self-development, self-assessment (reflective) [5].
I.F. Kashlach	Readiness of future social science teachers for inclusive education	Interest in the profession (motivational); pedagogical thinking and analytical design (theoretical); communicative ability (practical) [9].
M.I. Dyachenko, L.A. Kandibovich	Psychological	Awareness of one's needs, requirements, and professional tasks; understanding pedagogical goals; comprehension and evaluation; forecasting the manifestation of intellectual, emotional, cognitive, reflective, and motivational processes; proposing ways to achieve pedagogical goals [6].
V.F. Zhukova	Psychological	Motivation for professional activity and interest in the profession (motivational); sense of responsibility and self-control (emotional); value orientations related to professional activity and life goals (professional orientation); understanding the structure of professional activity and self-assessment (cognitive); adaptation to professional difficulties, analysis, synthesis, comparison, and other methods (activity-processual); cognitive, conative, and intellectual creativity (creativity) [7].

Results and Discussion. The main components of emotional intelligence are as follows:

Self-awareness – the individual's ability to recognize their own emotions and understand their causes.

Self-regulation – the ability to control emotional states and maintain balance in impulsive reactions.

Motivation – striving toward goals and maintaining consistency in learning activities.

Empathy – the ability to feel and understand others' emotions.

Social skills – the ability to manage relationships within a group and engage in constructive communication.

These components directly influence not only personal development but also the quality of the educational process. Students with a high level of EI are more active in the learning process, demonstrate resilience to stress, and are stronger in coping with failures. In teachers, EI enables the management of the socio-psychological climate in the classroom, the recognition of students' emotional needs, and the application of an individual approach. This increases the effectiveness of education. In conflict management, EI strengthens social skills and helps resolve conflicts peacefully. Empathy and patience are important factors in preventing conflicts. In ensuring psychological well-being, EI reduces anxiety, stress, and lack of self-confidence, and strengthens emotional stability [13].

In future teachers, emotional intelligence explains the psychological structure of preparedness through pre-formed attitudes, experiences, motivations, and the dynamic state of the individual in a given situation, as well as the ability to mobilize efforts and actions in a purposeful manner within a specific time frame [1]. In the context of digital education, adaptability and the emotional aspects of communication in online learning are becoming increasingly important. In a virtual environment, communication between teacher and student is not limited to knowledge exchange but also includes emotional connection, empathy, and social support. Therefore, students and teachers with developed emotional intelligence achieve higher effectiveness in online education and create a positive psychological environment during communication.

Pedagogical approaches to developing emotional intelligence include the following:

Reflection exercises – allow students to analyze their emotions, understand their causes, and engage in self-assessment. These exercises strengthen personal growth and intrinsic motivation.

Group projects – develop social interaction, strengthen empathy and cooperation skills. Through collaborative work, students develop a sense of social responsibility and understand their role within a team.

Role-playing and training – teach the management of emotional responses through the simulation of real-life situations. This method prepares students for conflict resolution, stress reduction, and decision-making in problematic situations.

Mindfulness techniques – are effective tools for improving concentration, reducing stress, and ensuring emotional stability. In online education, this method enhances students' concentration and positively affects the learning process.

Professional development in EI for teachers – significantly improves the quality of the educational environment by developing teachers' emotional competencies. A teacher with developed EI better understands students' needs and applies an individual approach.

As a result, the development of emotional intelligence in digital education not only increases students' personal and academic success but also contributes to creating a healthy psychological atmosphere in the educational environment. This is recognized as one of the important factors ensuring the effectiveness of modern education. Each criterion is defined by a set of specific indicators (see Table 2.2).

Criteria and Indicators of Emotional Intelligence Readiness

Criteria	Indicators (academic, professional, socio-personal competencies)
Cognitive	Quantitative indicators (completeness, stability); qualitative indicators (accuracy, mastery, perfection)
Emotional	—
Conative	—
Reflective	—

Based on the selected criteria and indicators, each defined level of emotional intelligence has its own specific characteristics, which are as follows [3]:

The low (intuitive) level is characterized by a minimal formation of academic, professional, and socio-personal competencies (including general cultural and general professional competencies). Individuals at this level experience difficulties in organizing effective social partnership among teachers, parents, and specialists in solving issues related to teaching, upbringing, and supporting children, as well as in understanding the academic competencies and the characteristics of cognitive and emotional domains associated with inclusive education.

The reproductive (medium) level is characterized by a tolerant attitude toward all participants in the emotional education process, including learners with special educational needs. However, individuals may experience difficulties in accepting the pedagogical, philosophical, scientific, and methodological foundations of inclusive education and its value-based principles. At the same time, they are capable of analyzing the strengths and weaknesses of their professional activity.

A number of factors influence university students' motivation. These include students' personal interest in the subject, the perceived importance of academic achievements, and the support and recognition provided by the educational environment. These factors shape students' intrinsic motivation and ensure stability in the learning process. From this perspective, emotional intelligence plays a crucial role as a determining factor influencing academic motivation.

Individuals with a high level of emotional intelligence possess the ability to recognize and regulate their own emotions, as well as to identify and respond to the emotions of others. This ability enables them to maintain an optimistic outlook, manage stress effectively, and adapt to changing conditions and obstacles.

Foreign studies have also extensively examined the impact of emotional intelligence on the educational process. For example, Lam and colleagues analyzed the relationship between advanced emotional intelligence and individual performance effectiveness. In a study conducted at a university in the western United States involving 304 undergraduate students (152 male and 152 female), the Multifactor Emotional Intelligence Scale (MEIS) was used. The results showed that the overall level of emotional intelligence contributes more significantly to knowledge-based individual performance than general intelligence, and these relationships are positive ($p < 0.01$). This further confirms the importance of emotional intelligence in academic success and personal development.

To study the psychological significance of emotional intelligence formation in students, a small-scale study was conducted. The study used the 12-scale Freiburg Personality Inventory and involved 80 participants. The results showed that students with higher levels of emotional intelligence demonstrate better abilities in recognizing and managing their emotions and achieving success in social relationships. This ensures their psychological well-being and strengthens motivation and social adaptation in the educational process.

In general, emotional intelligence serves as an important psychological and pedagogical factor in the development of students' academic achievements, stress resilience, and social competencies.

The Role of Emotional Intelligence in Education and Methods of Its Development

Empathy strengthens cooperation as students learn to understand each other's emotions and those of people around them. This is especially important in group work and contributes to the formation of a positive psychological climate within the team.

Social skills play a crucial role in establishing effective communication and interpersonal relationships, particularly in strengthening interaction with teachers.

Emotional intelligence influences the quality of education in several ways:

- Students' academic success. Goleman's research proves the impact of emotional intelligence on education. Students with high EI levels effectively manage stress, demonstrate resilience in overcoming difficulties, and achieve higher academic results.
- Positive classroom environment. Teachers' empathy and social skills help establish trust-based relationships with students. As a result, students actively participate in lessons, express their opinions freely, and perceive the teacher as a reliable figure.
- Teachers' professional effectiveness. In his work "Social Intelligence," Goleman emphasizes that teachers' EI levels determine their success in organizing lessons, managing groups, and resolving conflicts. Teachers with high EI create a positive classroom environment and apply approaches that meet students' needs.

Uzbek scholar A. Sharofitdinov highlights the role of emotional intelligence in personal development and its impact on the quality of education, emphasizing the need for special conditions for its development. He proposes the following approaches:

- special training programs for teachers
- inclusion of SEL (social-emotional learning) elements in educational curricula
- strengthening cooperation with parents
- expanding local research and practical programs

M. K. Holiqova emphasizes the importance of divergent thinking in developing creative thinking. Divergent thinking refers to the ability to generate multiple solutions to a problem, apply creative approaches, and develop new ideas. This process is an important factor in improving the quality of education and is closely linked to emotional intelligence, as emotions directly influence cognitive processes.

Conclusion. Metacognitive skills involve awareness and regulation of one's own thinking processes. These are closely connected with the self-awareness and emotional regulation components of emotional intelligence. For example, a student analyzing exam results and drawing conclusions from mistakes contributes not only to cognitive development but also to emotional growth.

Practical Methods for Developing Emotional Intelligence

- Group work and projects. Through collaborative activities, students' social skills develop, and empathy and cooperation are strengthened.

- Reflective exercises. Students learn to analyze their mistakes and draw conclusions, strengthening the self-awareness component of emotional intelligence.
- Role-playing. By simulating real-life situations, students learn to understand others' emotions and develop empathy.
- Motivational lessons. Teaching students to set goals and identify ways to achieve them enhances emotional intelligence and strengthens intrinsic motivation.

References:

[1.] Психологический словарь / авт.-сост. В.Н. Копорулина, М.Н. Смирнова, Н.О. Гордеева, Л.М. Балабанова; под общей ред. Ю.Л. Неймера. — Ростов-на-Дону: Феникс, 2003. — 640 с.

[2.] Социология: Энциклопедия / Сост. А.А. Грицанов, В.Л. Абушенко, Г.М. Евелькин, Г.Н. Соколова, О.В. Терещенко. — Минск: Интерпрессервис; Книжный Дом, — 1312 с.

[3.] Големан, Д. (1995). *Эмоциональный интеллект: почему он может быть важнее, чем IQ*. С.347

[4] Шарофитдинов А. и Сойимназаров Н. (2023). «Психологическое описание концепции эмоционального интеллекта» С. 178

[5] Холикова М.К. «Формирование у учащихся навыков решения проблем на основе когнитивных образовательных технологий» (2025) С.155

[6.] Айбазова, М.Ю. Подготовка будущих учителей к работе в условиях инклюзивного образования / М.Ю. Айбазова, К.Ю. Лавринцев // Педагогика. — 2014. — № 4. — С. 82-86.

[7.] Алёхина, С.В. Инклюзивное образование и психологическая готовность учителя // Вестник МГППУ. Серия «Педагогика и психология». — 2012. — №4. — С.118-127.

[8.] Кадилова Ф. Психология личности – Ташкент: Наука и техника, 2018. – 280 с.

[9.] Джамолдинова, С. Н. (2024). Важность конфликтологической подготовки учителя в его профессиональной деятельности. Научно-методологический журнал «Образование и развитие», 1(6), 44-50.

[10.] Андреев, В.И. Педагогика: учебный курс для творческого саморазвития / В.И. Андреев. — 2-е изд. доп.— Казань: Центр инновационных технологий, 2000. — 124 с.

[11.] Андреева, Г.М. Социальная психология / Г.М. Андреева. — М., Изд-во Моск. ун-та, 1980. — 416 с.

[12.] Артановский, С.Н. Об абсолютной ценности личности / С.Н. Артановский // Вестник Ленинградского университета. Сер. 6. — 1988. — Вып. 3 (N20). — С. 42-47.

[13.] Асмолов, А.Г. Деятельность и установка / А.Г. Асмолов. — М.: МГУ им. М.В. Ломоносова, 1979. - 150 с.

[14.] Асмолов, А.Г. Непройдённый путь: от культуры «полезности» к культуре «достоинства» / А.Г. Асмолов // Вопросы психологии. — 1990. — № 6. — С. 5-12.

[15.] Асьянов, Х.А. Организационно-педагогические условия создания и функционирования сельского образовательного комплекса: дис. ... канд. пед. наук: 13.00.01 / Асьянов Хазиф Алиевич. — Казань, 2000. — 183 с.