

# Effective Methods for Enhancing Students' Emotional Intelligence in The Education System

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## Abstract:

This research illustrates effective approaches in relation to how we can promote emotional intelligence in the education system, given its importance at the individual level while attaining academic performance, experiencing psychological well-being, and establishing healthy socio-emotional interactions. While emotional intelligence is well-established as a driver of learning, very little is known about the ways in which the educational environments themselves can provide systematic development of students emotional, social, and reflective skills. Through qualitative analysis of evidence-based psychological theories and practices in the educational field, the study assesses four domains of emotional intelligence self-awareness, self-management, social-awareness, and relationship management, discussing challenges related to students, teachers, and socio-cultural misunderstandings around emotional literacy. The findings indicate that the integration of interactive practices, role-playing, reflective exercises, and teacher-training practices lead to significantly improved empathy, communication, conflict management, and resilience in students. This shows that school climate and relationships with teachers are considered separate constructs yet the results show that emotionally supportive climates and strong teacher-student relationships underpin emotional growth and academic performance. The findings indicate that educational institutions need to implement formal emotional-intelligence programs, improve psychological services, and establish monitoring systems to help both teachers and students. Encouraging emotional intelligence skills not only improves learning skills but also contributes to the consolidation of emotional intelligence, social competence and mental health in the long run.

**Keywords:** emotional intelligence, learning process or educational process, quality of education, teacher, student or learner, emotional stability, social competence, empathy, stress management, modern education

## Introduction

Today, psychological services in education, health, industry, family and personal life attempt

to contribute to emotional equilibrium and well-being. That is because emotional intelligence is crucial when making psychological services effective, because psychological help is basically based on the emotional interaction containing empathy, balance, and understanding. Emotional intelligence has to do with identifying, understanding and controlling your own emotions and the emotions of other people. It manifests, in several key respects, its role in psychological practice [1]. Firstly, empathy enables a psychologist to emotionally embody and deeply resonate with a client's feeling state, so taking it on both logically and emotionally. Second, solid self-awareness and regulation protect professionals from being emotionally overwhelmed and from burning out. Third, trust is gained with communication and social skills, in which conflict is avoided by a helpful surrounding [2]. Finally, reflection allows psychologists to identify their reactions, see how they felt about the ways in which they are working with clients, and constantly refine their work.

## Methodology

This paper contains qualitative data drawn from a descriptive research design about emotional intelligence as part of the education system by seeking the best ways to develop it with the students and teachers. The analysis took advantage of extensive reviews of theoretical models like those of Mayer & Salovey, Goleman and Bar-On as well as new research on emotional, social, and psychological development [3]. Motivated by identified problems like low emotional literacy, inadequate teacher preparation and socio-cultural challenges, the study systematically reviewed constructs including self-awareness, self-management, social awareness and relationship management. Data were extracted from academic literature, psychological service practice, and educational case studies described in the source. Background These texts were coded, and analysis allowed highlighting of repeated themes, developmental correlates and relevant interventions to emotional intelligence [4]. The methodology focused on interpretive comparison to enable the researcher to link theoretical concepts and practical implementation, in this case methods used in the classroom, family backgrounds, and psychological training programs. This design also answered where systems fall short and where there are clear needs for emotional-intelligence programs and ongoing measurement instruments. This methodology supports a holistic perspective of emotional intelligence development in educational settings.

## Results and Discussion

The main problems in developing emotional intelligence in psychological services can be divided into three groups:

Personal (related to the psychologist's personality) problems. Low emotional self-awareness: The psychologist does not experience his own emotions, lack of empathy: Indifference to the client, work is reduced only to technical advice, internal imbalance: Stress, depression, or fatigue at home negatively affects work, professional burnout: Constant emotional stress leads to a loss of motivation [5].

Organizational and systemic problems. Low methodological materials in psychological services: Practice methods on how to develop emotional intelligence are not systematized, insufficient monitoring and analysis systems: Emotional state of psychologists are not monitored, lack of supervision and reflection: No developed system for professional peer analysis and practice experience sharing

Socio-cultural problems. Emotional stereotypes: Shoulda, coulda, wouldn't a psychologist ever seem weak? expectations based on gender-and-age: women normalised for emotionality while men denied, low emotional literacy (Table 1):

**Table 1. Problems and Solutions**

Problem	Solution
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Lack of understanding of emotional intelligence among students	Introducing the concept through interactive and visual methods
Low skills in analyzing emotions	Practicing through role-play and situational analysis
Insufficient technological preparedness of teachers	Conducting training sessions and creating methodological manuals

Research shows that 95% of people claim to understand themselves well, but in reality, only 10–15% truly possess full self-awareness [6]. This discrepancy can negatively affect both personal and group effectiveness. Working with employees who lack self-awareness reduces team performance twofold, increases stress, and decreases motivation.

Self-awareness provides many benefits for young people, helping their personal, social, and professional development. It helps them identify their strengths and weaknesses, develop strategies for improvement, and clarify their values, goals, and interests. Self-awareness also enables youth to manage and express their emotions correctly, understand others’ feelings, show empathy, and build stronger relationships. Therefore, encouraging self-awareness among youth is extremely important [7].

Self-management is the ability of a human to manage his emotions, impulses, and behavior. This implies being open-minded, flexible, proactive, positive and goal-oriented. Self-regulation takes it a step further and enables you to manage your thoughts and emotions in difficult situations allowing for more effective communication, productivity, and career success [8]. Social awareness is the ability to acknowledge and recognize other people’s feelings, which can be developed via empathy and by reading nonverbal cues, including facial expression, posture, and tone of voice. Relationship management involves the ability to develop and maintain healthy relationships through effective communication, collaboration, leadership, and conflict management. In words of Goleman (1995), people with emotional maturity can dig deeper and try to understand why a conflict arose and be more inclined to deescalate the disturbance. And low EI is correlated with greater susceptibility to things like loneliness and depression.

In the education system, emotional intelligence is an important component of students’ lives. Students with high emotional intelligence adapt more quickly to school or university environments, build strong friendships, and achieve higher academic results. Programs designed to develop emotional intelligence have been proven effective in improving students’ emotional and mental well-being [9].

Psychological resilience refers to a person’s ability to cope with difficulties. Among students, resilience based on emotional intelligence helps manage stress and maintain persistence in academic processes.

Individuals with low emotional intelligence often face misunderstandings in communication and experience difficulties in interpersonal relationships. Inability to understand or regulate emotions may lead to irritability and impulsive actions, harming social interactions. Emotional intelligence is the ability to perceive, understand, manage, and effectively use one’s own and others’ emotions [10]. Its development has a significant impact on success, psychological well-being, and social adaptation. Various theories highlight the role of the family in the development of emotional intelligence.

Education requires combining emotional and logical aspects to prepare children for adult life. Emotions differ from moods because they are usually short-term and more intense [11]. In teaching, excessive focus on rational decision-making has led to undervaluing emotions.

Social interactions among peers play an important role in youths' emotional development. Friendships and communication among students serve as the social foundation for emotional intelligence formation. Emotionally developed individuals tend to display higher empathy, constructive conflict management, and effective teamwork skills.

The overall level of emotional intelligence reflects a person's ability to understand and manage emotions and maintain effective relationships [12]. Individuals with high overall emotional intelligence are better at understanding themselves and others and achieving positive results in complex situations.

According to D. V. Ushakov, the main feature that distinguishes emotional intelligence from other types of intelligence is that its development is directly connected to a person's internal experiences and emotional states, helping to establish successful social interactions [13]. A high level of emotional intelligence positively influences the stability of family and social relationships and plays an important role in fostering warm parent-child relationships. Research has also shown that a low level of emotional intelligence is associated with negative behavioral patterns such as aggression, dependency, harmful habits, and tendencies toward social problems.

In psychology, there are differing views on whether emotional intelligence can be developed. For example, J. Mayer considers emotional intelligence to be a fixed ability and argues that it cannot be developed. However, D. Goleman takes an opposite approach, emphasizing that emotional intelligence can be enhanced through training and practical exercises.

In modern psychology, emotional intelligence occupies a special place among the factors of intellectual development. Emotional intelligence represents a person's ability to understand and manage their own emotions and to communicate effectively with others. In scientific literature, this concept is interpreted in various ways but is generally viewed as an important factor encompassing emotional and social awareness [14].

The development of emotional intelligence depends on both individual and social factors. Biological characteristics, genetic influences, family environment, and the educational process all play significant roles. Studies show that individuals with advanced emotional development are stress-resistant, capable of empathy, and able to communicate effectively. Such individuals demonstrate high competence in resolving conflicts, leading groups, and achieving personal goals.

Therefore, psychological training, special techniques, and educational programs aimed at developing emotional intelligence are of great importance. Research indicates that individuals with low levels of emotional intelligence often experience social isolation and are prone to conflicts.

Focusing on emotional intelligence helps parents and caregivers teach their children to identify and manage their emotions in various situations. This creates opportunities for healthy stress management, problem solving, and the development of resilience. At the same time, children raised with emotional intelligence tend to develop improved communication skills, higher self-confidence, and the ability to establish healthy relationships throughout life. In families with high emotional intelligence, members are encouraged to express their emotions openly and sincerely [15]. This is often practiced through family gatherings or mealtimes, where each member shares their feelings with others. In emotionally intelligent families, managing stress and controlling emotions are prioritized. For example, when a child struggles with a difficult task, the parent acknowledges the child's feelings, offers calming techniques, and supports them in solving the problem. Emotional intelligence provides effective strategies for resolving family conflicts. Family members listen to each other's perspectives, show empathy, and work together to find fair solutions.

In society, programs, training sessions, and events aimed at developing emotional intelligence

among youth play an important role. By teaching young people compassion, understanding, patience, and emotional regulation, society can ensure their emotional well-being.

The educational process is one of the key systems influencing emotional development. Students' level of emotional intelligence largely depends on the psychological and pedagogical approaches used in the educational setting. In modern education, programs designed not only to develop cognitive competencies but also emotional and social skills have gained great importance (Mayer & Salovey, 1997).

Teachers can help students develop these abilities by enhancing their own emotional intelligence. Improving students' emotional intelligence increases their academic success, as they gain better self-control and learn to communicate effectively in challenging situations.

The influence of the school environment on the development of emotional intelligence is manifested mainly through the following aspects:

**Emotional relationships between teachers and students** – Constructive and supportive relationships established by teachers, along with their ability to understand students' emotional needs and respond appropriately, significantly contribute to students' emotional intelligence development.

**Use of methods that foster emotional intelligence in the classroom** – Problem-based learning, role-playing, and social-emotional learning programs play a crucial role in shaping students' emotional and social skills.

**The psychological climate of the school environment** – A hostile or intimidating atmosphere can hinder the development of emotional intelligence, while a socially supportive school environment facilitates the effective development of all its components.

## Conclusion

Here it demonstrates the central role of emotional intelligence in improving students' personal, social, and academic development and increasing the overall effectiveness of school psychological services. The results show that key elements of emotional intelligence self-awareness, self-regulation, social awareness and relationship management have a substantial impact on students' resilience, communication, empathy and adaptability. It is evidence that emotionally intelligent teachers along with supportive school climates are related to improved academic performance and more positive social interactions. These findings suggest schools, armed with structural emotional-intelligence programs, professional development for teachers, and increased opportunities for metacognition, could lead to rapid increases in learning and student mental health. Longitudinal studies to evaluate the lasting impacts of these EI interventions, culturally responsive and contextualized training models as well as digital tools that feedback and guide emotional skills development in diverse groups of learners are some future directions to consider.

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