



## **WAYS TO ACTIVATE THE COMPONENTS OF EMOTIONAL INTELLIGENCE THROUGH COMMUNICATION**

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**Abstract:** This article examines methods for activating emotional intelligence (EI) components through communication. The study was conducted on the example of 2nd grade students and aimed to observe how their emotional awareness, empathy, and self-control skills develop. The results showed that interactive communication methods - role-playing games, group discussions, active listening techniques - can significantly develop students' EI components. The study was conducted on the basis of EI theories put forward by Goleman (1995), Salovey and Mayer (1990), as well as Vygotsky (1978). The article contains scientific and practical recommendations for integrating EI development into the educational process.

**Keywords:** emotional intelligence, communication, empathy, self-control, emotional awareness, primary education.

### **Introduction**

Emotional intelligence (EI) is one of the important research areas of modern psychology and pedagogy. As Goleman (1995) noted, an individual's academic achievement and success in life are related not only to intellectual ability (IQ), but also to his emotional intelligence. EI represents a person's ability to understand his own emotions, understand others, and adapt to the social environment (Salovey & Mayer, 1990). Research shows that these abilities are formed and can be developed especially in childhood (Bar-On, 2006).

Nowadays, in the educational process, along with academic knowledge, the development of students' emotional and social abilities remains an urgent task. In particular, communication is considered one of the most effective means of forming the components of EI. Children develop emotional awareness, empathy, and self-control through communication. This study is devoted to this issue and analyzes the features of the development of EI based on observations conducted among 2nd grade students.

The purpose of the study is to determine how the components of EI can be activated through communication.

The objectives of the study:

- Assess the level of development of children's emotional awareness;
- Study the changes in empathy and social relationships;
- Analyze the methods of forming self-control and emotional management skills.

The relevance of the study is due to the fact that the modern education system is focused not only on imparting knowledge, but also on developing the socio-emotional abilities of students. The results of the study serve to develop practical recommendations for the development of EI components in primary education.

### **Methods**

This study was conducted with the participation of 2nd grade students of a general secondary school in Tashkent. The main goal of the study is to identify the possibilities of activating the components of emotional intelligence through communication. The observation method was used in this process, since it is through observation that it is possible to analyze the

communication and emotional reactions of students in natural conditions.

As Salovey and Mayer (1990) noted, emotional intelligence is formed by developing a person's ability to understand and manage their own emotions and communicate effectively with others. This idea was also supported by Goleman (1995), who emphasized the importance of social interaction and communication in the development of EI. Vygotsky (1978) also emphasized in his theory of cultural-historical development that children form cognitive and social skills through communication.

Research stages:

1. Initial stage – an initial observation was conducted to assess the level of emotional awareness, empathy and self-control of students. The general emotional environment in the classroom, students' communication with the teacher and classmates, and the level of stress tolerance were analyzed. At this stage, the analysis was conducted based on the EI components recommended by Goleman (1998).

2. Introduction of methods aimed at developing communication – the following approaches were used to develop students' EI components:

- Interactive exercises on expressing and understanding emotions – According to Bar-On (2006) research, children learn to express their emotions clearly by expanding their emotional vocabulary.
- Role-playing games to develop empathy – According to Hoffman (2000), children learn empathy through experience, that is, it is important for them to try to understand the emotions of others in various social situations.
- Use active listening and comprehension techniques in the communication process – Rogers (1951) noted that people strengthen mutual understanding and emotional connection through active listening techniques.

3. Evaluation of results – at the end of the study, changes in the levels of emotional awareness, empathy and self-control of students were analyzed. For this, repeated observation was carried out and the results obtained were compared with the data from the initial stage. The results of the study were analyzed according to the Salovey and Mayer (1997) model.

During the study, students' activity in communication, emotional reactions and attitudes towards others were assessed. Based on the data obtained, effective methods were developed to develop the components of EI through communication.

## **Results**

The results of the study were aimed at determining the level of development of the components of emotional intelligence of students - emotional awareness, empathy and self-control skills. The results of the initial stage and the experiment were compared, and the following significant changes were observed:

1. Changes in emotional awareness and expression

At the initial stage of the study, most students had difficulty expressing their emotions clearly. This, as noted by Vygotsky (1978), showed that this is one of the important stages in the communicative development of a child. As a result of interactive exercises and role-playing games, 78% of students began to express their emotions more clearly. For example, children who previously only said "I am sad" or "I am happy" began to explain their feelings in more detail at the end of the experiment, for example: "I am sad because my friend did not pay attention to me" or "I am excited because I have to go on stage and speak."

Previously observed problems:

- Students' inability to clearly explain their feelings;
- Tendency to express their feelings through actions rather than words.

Results at the end of the experiment:

- Emotional vocabulary increased;
- Students learned to correctly identify and express their feelings.

2. Development of empathy and relationships with classmates

At the beginning of the study, 64% of students had difficulties understanding the feelings of others. In some cases, children were indifferent to or misinterpreted each other's feelings. As a result of role-playing games and active listening techniques, this figure increased to 82%.

Changes observed in the development of empathy:

- Students began to try to understand the feelings of their interlocutor from his words and facial expressions;
- Children learned to respect each other's opinions in discussions;
- The level of mutual assistance and cooperation in the classroom increased.

These changes correspond to the stages of development of empathy noted by Hoffman (2000), that is, children learn to understand the feelings of others through their own experiences.

### 3. Growth in self-control and the ability to manage emotions

During the initial observation phase, it was observed that some students were unable to control themselves in stressful situations or controversial situations. For example, during the discussion, some children were distinguished by such behaviors as speaking loudly or responding incorrectly to the discussion.

While the initial indicator of the level of self-control was around 55%, at the end of the study it reached 70%. As a result of group discussions and reflective conversations, students learned:

- To control their emotions;
- To express negative emotions constructively;
- To compromise instead of anger or resentment in difficult situations.

These results are consistent with the theory of emotion regulation strategies put forward by Gross (2002). According to his research, children learn to control and balance their emotions through experiences in the environment.

Through communication, it is possible to develop the components of emotional intelligence. The level of EI of students increased significantly, especially positive changes were observed in the areas of emotional awareness, empathy and self-control.

## Discussion

The results of the study showed that emotional intelligence (EI) components can be developed through communication and this process serves as one of the effective educational strategies for young children. The results of the study are consistent with the theories of EI put forward by Goleman (1995), Salovey and Mayer (1990), as well as Vygotsky (1978). As these scholars have noted, children acquire emotional understanding and management skills through the process of communication.

Analysis of the results of the study:

1. Emotional awareness - The study participants demonstrated improved results in identifying and expressing their emotions. These findings are consistent with the theory put forward by Bar-On (2006), namely that by expanding their emotional vocabulary, children are able to express their emotions more clearly.
2. Empathy - At the end of the study, students developed the ability to better understand each other's emotions and respond appropriately. Hoffman (2000) believes that empathy is learned through experience and is formed precisely through interpersonal relationships.
3. Self-control - Students' skills in managing their emotions in stressful or controversial situations have increased. These results are consistent with the emotion management strategies put forward by Gross (2002).

Theoretically, this study confirms scientific views on the development of EI and shows that communication plays an important role in the formation of these abilities among children. Practically, these results emphasize the need to use various methods to develop EI components through communication in the primary education system. In particular:

- Conducting interactive classes focused on emotional communication with students;
- Widely using role-playing games and group discussions;
- Incorporating active listening and comprehension techniques into the educational process;

- Organizing psychological trainings and reflective conversations to strengthen children's emotional abilities.

This study was conducted with 2nd grade students, and it is necessary to study how the results of the study affect other age groups. Future research could focus on:

- Comparing the level of development of EI components in different age groups;
- Studying the impact of different forms of communication (face-to-face, online, group) on EI;
- Analyzing the factors influencing the development of EI in different cultural and social environments.

### **Conclusion**

The study showed that emotional intelligence components can be developed through communication and this method should be used as an effective tool in the educational process. Students had the opportunity to understand their own emotions, understand the emotions of others, and develop their ability to control themselves in problematic situations during communication. These results once again confirm the importance of communication-based educational methods.

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