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## PSYCHOLOGICAL STRATEGIES OF IMPROVING EMOTIONAL INTELLIGENCE OF HIGHER EDUCATION STUDENTS

**Annatsiya:** Emotsional intellekt (EI) shaxsning his-tuyg'ularini boshqarish, tushunish va boshqalarning emotsiyalariga moslashish qobiliyatini ifodalaydi. Ushbu maqolada past darajadagi emotsional intellektning ijtimoiy munosabatlarga salbiy ta'siri, stress va mojarolarni boshqarishdagi roli, shuningdek, depressiya va yolg'izlikka ta'siri muhokama qilinadi. Talabalarning psixologik qarshilik qobiliyatlarini rivojlantirish jarayonida EIning muhimligi o'rganiladi. Natijalar shuni ko'rsatadiki, emotsional intellektni rivojlantirish ijtimoiy moslashuvchanlikni oshiradi va psixologik muammolarni yengishda yordam beradi.

**Kalit so'zlar:** emotsional intellekt, stress, mojarolar, depressiya, yolg'izlik, psixologik qarshilik

**Аннотация:** Эмоциональный интеллект (EI) отражает способность человека управлять своими эмоциями, понимать их и адаптироваться к эмоциям других. В статье рассматривается негативное влияние низкого уровня EI на социальные отношения, его роль в управлении стрессом и конфликтами, а также влияние на депрессию и одиночество. Особое внимание уделено значению EI в развитии психологической устойчивости студентов. Результаты показывают, что развитие эмоционального интеллекта способствует социальной адаптации и помогает преодолевать психологические проблемы.

**Ключевые слова:** эмоциональный интеллект, стресс, конфликты, депрессия, одиночество, психологическая устойчивость

### Introduction

In today's fast-paced world, emotional intelligence (EI) has become essential for maintaining psychological well-being and effective social interactions. Defined as the ability to perceive, understand, and manage emotions in oneself and others, EI significantly impacts an individual's ability to handle stress, resolve conflicts, and maintain mental health. This paper explores the socio-psychological challenges related to low EI, including its influence on social relationships, its role in managing stress and conflicts, and its connection to depression and loneliness. Additionally, the paper highlights the importance of EI in fostering psychological resilience among students.

Individuals with low EI often struggle with forming and maintaining meaningful social relationships. Studies by Lopes et al. (2003) suggest that low EI correlates with higher rates of social isolation and conflict. In contrast, individuals with high EI exhibit greater empathy and social adaptability, which fosters positive interactions.

EI is crucial for managing stress and resolving conflicts effectively. According to Gross and John (2003), individuals with high EI use adaptive emotion regulation strategies, such as reappraisal, to manage stress. Similarly, Goleman (1995) emphasizes that emotionally intelligent individuals can de-escalate conflicts by understanding and addressing underlying emotional triggers.

Research indicates a strong relationship between low EI and mental health issues such as depression and loneliness. Zeidner et al. (2012) found that individuals with lower EI scores are more prone to experiencing feelings of helplessness and social disconnection. High EI, on the other hand, serves as a protective factor, promoting emotional resilience and positive coping mechanisms.

In the context of higher education, EI plays a vital role in students' academic and social success. Parker et al. (2004) demonstrated that students with higher EI tend to adapt better to university life, form stronger peer relationships, and achieve higher academic performance. Additionally, interventions aimed at developing EI, such as mindfulness training and peer mentoring, have been shown to enhance students' emotional and psychological well-being.

Psychological resilience refers to the ability to recover from adversity and maintain mental stability. Salovey et al. (2002) identified EI as a core component of resilience, highlighting its role in fostering optimism, self-efficacy, and effective problem-solving. In students, resilience driven by EI contributes to better stress management and academic perseverance.

Low EI often leads to miscommunication, misunderstandings, and strained relationships. Individuals unable to recognize or regulate their emotions may react impulsively, damaging social connections. Conversely, high EI fosters empathy and effective communication, enabling individuals to build trust and rapport.

Stress is an inevitable part of life, particularly in academic and professional settings. EI equips individuals with the tools to identify stressors and adopt constructive coping strategies. Emotionally intelligent individuals are also adept at mediating conflicts, using active listening and empathetic communication to reach mutually beneficial solutions.

Low EI exacerbates feelings of loneliness and isolation by hindering an individual's ability to connect with others. It also increases vulnerability to depression, as individuals struggle to manage negative emotions. Developing EI can mitigate these risks by enhancing emotional awareness and promoting supportive social networks.

Students face numerous stressors, including academic pressures and social challenges. EI serves as a foundation for resilience, helping students navigate setbacks and maintain a positive outlook. Strategies such as mindfulness practices, emotional skills training, and group activities can strengthen students' EI, enabling them to thrive in both academic and personal spheres.

## Conclusion

Emotional intelligence is a crucial determinant of socio-psychological well-being. Its role in managing stress, resolving conflicts, and combating depression and loneliness underscores its importance in personal and academic contexts. For students, EI is integral to developing psychological resilience and

fostering meaningful relationships. Educational institutions should prioritize EI-focused interventions to enhance students' emotional and social competencies, preparing them for future challenges.

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