

## EMOTIONAL COMPETENCE IN THE STRUCTURE EMOTIONAL SELF-REGULATION OF PSYCHOLOGY STUDENTS

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**Abstract:** the article actualises the problem of development of emotional competence of psychology students in the process of social interaction in the conditions of higher education. The problem of development of emotional competence of psychology students in the process of social interaction in the conditions of higher education institution is actualised. The authors analyse the determinants of emotional stress in students, identify the possibilities of psychological and pedagogical support and management of educational and professional activity in higher education, suggest considering emotional competence as an element of the integral structure of self-regulation of personality, show the relationship between the development of emotional competence of students, the disclosure of their inner potential, the use of constructive coping strategies in problem situations.

**Key words:** emotional competence, emotional stress, self-regulation, emotional intelligence, self-actualisation.

**Аннотация:** в статье актуализируется проблема развития эмоциональной компетентности студентов-психологов в процессе социального взаимодействия в условиях вуза. Авторы анализируют детерминанты эмоционального стресса в студенческом возрасте, выявляют возможности психолого-педагогического сопровождения и управления учебно-профессиональной деятельностью в вузе, предлагают рассматривать эмоциональную компетентность в качестве элемента целостной структуры саморегуляции личности, показывают взаимосвязи между развитием эмоциональной компетентности студентов, раскрытием их внутреннего потенциала, применением конструктивных копинг-стратегий в проблемных ситуациях.

**Ключевые слова:** эмоциональная компетентность, эмоциональный стресс, саморегуляция, эмоциональный интеллект, самоактуализация.

**Annotatsiya:** Maqolada universitet sharoitida ijtimoiy o'zaro ta'sir jarayonida psixologiya yo`nalishi talabalarining hissiy kompetentsiyasini rivojlantirish muammosi dolzarbligi ko`rsatilgan. Mualliflar talabalik davridagi hissiy stressning hal qiluvchi omillarini tahlil qiladilar, universitetda o'quv va kasbiy faoliyatni psixologik-pedagogik qo'llab-quvvatlash va boshqarish imkoniyatlarini aniqlaydilar, hissiy kompetentsiyani shaxsning o'zini o'zi boshqarishning yaxlit tuzilishining elementi sifatida ko'rib chiqishni taklif qiladilar, o'quvchilarning hissiy kompetentsiyasini rivojlantirish, ularning ichki imkoniyatlarini ochish, muammoli vaziyatlarda konstruktiv kurash strategiyalaridan foydalanish o'rtasidagi bog'liqlikni ko'rsatish.

**Kalit so'zlar:** hissiy kompetentsiya, hissiy stress, o'z-o'zini tartibga solish, hissiy aql, o'z-o'zini amalga oshirish.

The modern world is subject to various socio-economic and political transformations, which affect the effectiveness of cognitive and regulatory adaptability of the personality, preservation of its

mental and psychological health. The determinants of emotional stress in the educational and professional activity of psychology students are extreme influences of both environmental, organisational and social factors. In the life activity of students there are enough events associated with the state of psychophysical and role stress and violations of information and cognitive processes of self-regulation.

Emotional self-regulation, associated with the level of development of emotional intelligence and conditions of self-actualisation of students, is formed sequentially: in the process of career guidance, in educational and professional activities. Psycho-emotional background in problem situations depends on self-esteem and features of self-concept of psychology students, recognition and management of emotions, responsibility, tolerance to external stressors, awareness and interest in life.

E.V. Vezetiu and E.V. Vovk point out the role of emotional competence of a teacher in his professional activity and suggest the following ways of self-regulation: positive attitude and optimism, sublimation into other activities, change of direction of movements and activity, speech exercises, change of breathing rhythm, humour [2, p. 18]. Within the framework of such a competence-based approach to the management of emotional state and volitional self-regulation, university teachers should purposefully train students in regulation techniques, autogenic training and reflection together with relaxation. This will allow young specialists to adapt to the organisation in time and avoid emotional burnout specific to the profession of psychologist in further professional activity. At the student age there are contradictions between the motivation to develop professional competence, success in educational and professional activity and a complex of experiences related to multitasking, complexity of perception of many terms and the emergence of new responsibilities in higher education.

Some students realise such contradictions in time and solve them effectively, acquiring academic, social and professional competences; others deny or supplant them, and in such cases emotional stress may occur.

E.A. Yumatov, studying various psychoemotional states of personality, focuses on non-specific to the determinant emotionogenic stress factor mechanisms, differing in behavioural and vegetative-hormonal signs. Since emotional stress is formed in the mental brain activity as a result of external and internal stressors that cause long-term experience of negative emotions, emotional stress manifests itself in the form of emotional reactions, somatic manifestations and autonomic responses of the organism under conditions of relative or absolute impossibility to satisfy the needs of biological and social plan [7, p. 38].

Dynamics of development of emotional overstrain can have a direct dependence on individual characteristics and depth of perception of the conflict of the situation. Conflict situations are born in the subjective perception of the individual, so emotional reactions to stressors are manifested individually in the conditions of a problem situation and affect vital physiological functions.

L.Sh. Bostanova, D.D. Parfilova argue that manifestations of emotionality of personality confirm the plasticity of behaviour, speed of reactions and thought processes [1, p. 33]. The ability to express one's own emotions and recognise the emotions of others allows one to react to difficult situations in a timely manner, thus vividly living and professionally interacting every day.

Developed emotional intelligence is characterised by reflexion of feelings and emotions and is necessary for all psychological specialists. A.A. Lepshokova, F.O. Semenova note the influence of emotional intelligence not only on the nature of life activity of a personality, but also on its success in

social communication and professional activity [5, p. 92]. Styles of behaviour of students in emotional stress are different:

- some students actively and independently go to the goal, demonstrating the ability to maintain a balance between professional interest, activity, alternation of activities and active rest;
- others show organisational skills, are distinguished by emotional stability and emotional restraint, are resistant to stressors and are active in different types of activities;
- others successfully apply constructive coping strategies in situations that require increased psycho-emotional tension, and measure their abilities and desires; others successfully apply constructive coping strategies in situations that require increased psycho-emotional tension.

their abilities and desires;

- the fourth are inclined to competition, show high efficiency, are sensitive to criticism and approval, but are emotionally unstable in stressful situations.

stressful situations, which in the future may become a trigger of psychosomatic manifestations. A.M. Urusova and S.N. Bostanova, studying the psychological mechanisms of stress management of various etiologies in educational and professional activities and social life of psychology students, call for taking into account the factors of stress resistance, transforming from course to course [6, p. 531].

Thus, first-year students who are adapting to the educational environment of the university experience difficulties in the process of psychological adaptation to new conditions of life, second and third-year students prioritise specialisation disciplines and show professional interest in scientific and research activities, in the fourth year, along with the development of educational and professional competence, it is necessary to make complex decisions, bear responsibility, improve professional competence, summarise the first results, set and realise the results of their professional development, and develop their professional competence. During this period, senior students acquire new socio-cultural orientations and values (financial self-sufficiency, financial self-sufficiency, professional competence).

But in modern conditions of uncertainty the opportunities for self-realisation are more modest and often lead to stress. Traumatic factors become: students' workload, intensive cognitive activity, violations or lack of labour and rest regime, insufficient sleep. These factors adversely affect the mental, emotional, volitional and physiological spheres of students' personality. Changes in the emotional background are manifested in malaise, fatigue and irritability, and can even lead to emotional burnout [3, p. 41].

N.V. Karchevskaya, E.S. Nebessky suggest to apply more widely in the educational environment of higher education institutions the possibilities of educational and socio-psychological trainings together with other problem-based and interactive methods of professional learning. The authors argue that it is in training that a teacher can explore individual capabilities and manifestations of emotional, volitional and communicative spheres of students' activity. Training not only promotes the development of professionally important skills, but also forms social attitudes and trains social communication skills in difficult circumstances [4, p. 63].

Indeed, unlike theoretically oriented lectures and seminars aimed at discussing actual problems, trainings immediately allow to apply professional knowledge in practical joint activities, increase interest in the subject, contribute to the formation of the foundations of individual activity style. In

the process of game-based professional interaction, psychodynamic properties of each student develop in parallel with the formation of emotional intelligence and professional competences.

Training, simulating possible situations of professional interaction and responsibility, keeps students in a situation of personal mobilisation and reveals their intellectual and analytical reserves.

Professional foundations of pedagogical management of educational and professional activity of psychology students are closely related to:

- development of professional competence with the use of methods of projective, problem and interactive methods;
- realisation of the necessity of mastering educational and professional competences; and competences;
- immersion in a complex process of educational and professional activity

with the application of various forms, methods and techniques of collision of individual personal meanings in solving problem and conflict situations under the direct or indirect guidance of the teacher.

Differentiation of results and efficiency of educational and professional activity of psychology students is connected with the interest of participants of the educational process, initiatives and creative approach to joint activity. Emotional background not only affects the productivity of students' activities, but also contributes to their personal development, disclosure of creative reserves and successful professionalisation.

Social and psychological-pedagogical opportunities of the educational process in higher education can be supported by the development of students' emotional competence, disclosure of their inner potential, development of experience in applying constructive coping strategies in problem situations, readiness for professionally determined changes.

The main tasks of the teacher in the modern realities of the university are to identify in students those personal and professional-important qualities that will ensure their effectiveness in further professional activity, as well as psychological and pedagogical support at all stages of training.

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