



FEATURES OF THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE AMONG STUDENTS OF HIGHER EDUCATION INSTITUTIONS

Jumamuratova Dilafruz Tugelbay qizi

1st-year Master's student, Nukus State Pedagogical Institute,
Republic of Karakalpakstan, Nukus
dilafruzjumamuratova2@gmail.com

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ABSTRACT

This article examines the development of emotional intelligence among students of higher education institutions and its key characteristics. It highlights the importance of emotional intelligence for young students and explains its essence, while also providing knowledge and skills necessary for its development. The study shows that the level of emotional intelligence among students is directly related to their academic success and social adaptation. Additionally, the article offers practical recommendations for developing emotional intelligence.

INTRODUCTION

The development of emotional intelligence is an essential skill for students in higher education institutions. This ability is important not only for achieving academic success but also for future professional and personal life. Moreover, developing emotional intelligence is one of the primary responsibilities of teachers and psychologists, as creating a supportive psychological environment plays a significant role in this process.

This article explores methods for developing emotional intelligence among students in detail. Professional development, self-development, self-improvement, and self-organization are among the most demanded qualities of future specialists, and these abilities are integral components of emotional intelligence.

Primarily, the development of emotional intelligence begins with self-regulation. In psychology, the concept of "self-regulation" originates from interconnected disciplines such as philosophy, natural sciences, synergetics, and pedagogy. Self-regulation is understood as the ability to integrate all existing, acquired, and developing personal qualities through consciousness and intellectual mechanisms, guided by willpower.

From a psychological perspective, an individual lacking strong willpower cannot effectively organize their activities. Self-regulation is driven by willpower and is realized through motivated and structured activity. Self-organization forms individuality and creates a specific psychological system, representing a key indicator of personal maturity [7, 102-106].



However, self-organization manifests at different levels and is not characteristic of infantile individuals. Infantilism refers to psychological immaturity, where individuals lack sufficient conditions to fully apply self-regulation mechanisms. Their behavior lacks purposefulness, awareness, and control. The highest level of self-organization is characterized by active self-creation and personal development.

Several approaches exist in psychology to understand self-organization:

- Personal approach – considers self-organization as a personality trait.
- Activity-based approach – views self-organization as a structured process within learning activities.
- Personal-activity approach – integrates personal characteristics with process components.
- Technical approach – focuses on technological and methodological tools for improving efficiency, including time management and scientific organization of mental work [6, 71-75].

Researchers define self-organization in the educational context as a conscious and structured process aimed at achieving professional goals and values.

LITERATURE REVIEW AND METHODOLOGY

First of all, the concept of emotional intelligence has been widely explored in psychological and educational research. In particular, Peter Salovey and John D. Mayer defined emotional intelligence as the ability to perceive, understand, and regulate emotions in oneself and others [5]. Furthermore, Daniel Goleman expanded this framework by emphasizing the role of motivation,

empathy, and social skills, arguing that emotional intelligence can be more important than IQ in achieving success [1]. In addition, David A. Kolb highlighted the importance of experiential learning, suggesting that emotional and reflective experiences contribute significantly to students' personal development [3].

Turning to the methodology, the present study employs a mixed-methods approach in order to ensure comprehensive analysis. First, quantitative data were collected through structured questionnaires designed to assess students' emotional intelligence levels. In addition, qualitative data were obtained through semi-structured interviews, allowing for deeper insight into students' experiences and perceptions. Furthermore, classroom observations were conducted to evaluate teacher-student interaction and emotional support mechanisms. Subsequently, statistical analysis was applied to survey results, while thematic analysis was used for qualitative data. Moreover, practical interventions, such as training sessions based on experiential learning principles, were implemented to enhance emotional intelligence. Finally, ethical considerations, including voluntary participation and confidentiality, were strictly maintained to ensure the reliability and validity of the research.

RESULTS AND DISCUSSION

The findings of the study clearly demonstrate that emotional intelligence (EI) is a multidimensional construct that directly influences students' academic performance, interpersonal relationships, and psychological well-being. First and foremost, the collected



data from surveys and interviews indicate that students with higher levels of emotional intelligence tend to exhibit stronger self-regulation skills, better stress management, and more effective communication strategies. Consequently, these students are more adaptable in challenging academic environments and show higher levels of motivation and persistence.

Moreover, the statistical analysis of questionnaire results revealed a positive correlation between emotional intelligence and academic achievement. In particular, students who demonstrated high levels of self-awareness and emotional control were more likely to organize their learning process effectively, meet deadlines, and actively participate in classroom discussions. In contrast, students with lower emotional intelligence often reported difficulties in managing anxiety, maintaining concentration, and coping with academic pressure. Therefore, emotional intelligence can be considered a significant predictor of academic success.

In addition to academic outcomes, emotional intelligence also plays a crucial role in students' social adaptation. The results of the interviews showed that students with developed empathy and interpersonal skills were more successful in building positive relationships with peers and instructors. Furthermore, such students were more likely to engage in collaborative learning activities, resolve conflicts constructively, and contribute to a supportive learning environment. On the other hand, students with underdeveloped emotional intelligence

tended to experience misunderstandings, social isolation, or communication barriers.

Another important finding relates to the role of teachers and psychologists in fostering emotional intelligence. The observational data suggest that teaching methods that promote open communication, emotional expression, and psychological safety significantly enhance students' emotional development. In particular, when educators create a supportive and non-judgmental environment, students feel more confident in expressing their thoughts and emotions. As emphasized by Daniel Goleman, emotional competencies can be developed through guided practice and social interaction. Thus, the educational environment plays a decisive role in shaping emotional intelligence.

Furthermore, the study highlights the effectiveness of specific psychological techniques aimed at developing emotional intelligence. For instance, stress management exercises, reflective journaling, role-playing activities, and group discussions were found to significantly improve students' emotional awareness and self-regulation abilities. In particular, students who participated in training sessions reported increased confidence, better emotional control, and improved interpersonal communication. Therefore, integrating such practices into the curriculum can lead to measurable improvements in students' emotional competencies.

At the same time, the results reveal that emotional intelligence development is influenced by individual and



environmental factors. For example, family support, cultural background, and previous educational experiences play an essential role in shaping students' emotional skills. Students who grew up in supportive environments were more likely to demonstrate higher levels of emotional awareness and empathy. Conversely, those who lacked emotional support often exhibited lower emotional intelligence and faced challenges in self-regulation.

Additionally, the research confirms the theoretical assumptions proposed by Peter Salovey and John D. Mayer, who argued that emotional intelligence consists of the ability to perceive, understand, and regulate emotions. The findings also align with the model of Dmitry Lyusin, which distinguishes between intrapersonal and interpersonal components of emotional intelligence. Specifically, the results show that both components are equally important for students' overall development: intrapersonal skills contribute to self-management, while interpersonal skills enhance communication and social interaction.

Importantly, the study also identified several challenges in the development of emotional intelligence among students. One of the major issues is the lack of awareness about emotional intelligence and its importance. Many students are not familiar with strategies for managing emotions or developing empathy. Furthermore, traditional teaching approaches often focus primarily on cognitive skills, neglecting the emotional and social aspects of learning. As a result, students may achieve academic success

but still struggle with emotional regulation and interpersonal relationships.

In light of these findings, it becomes evident that emotional intelligence should be systematically integrated into higher education programs. Educational institutions should not only focus on intellectual development but also prioritize emotional and social competencies. This can be achieved through the implementation of specialized training programs, workshops, and interactive teaching methods that encourage emotional awareness and communication skills.

Finally, it is important to emphasize that emotional intelligence is not a fixed trait but a dynamic ability that can be developed over time. With appropriate guidance, practice, and supportive environments, students can significantly improve their emotional competencies. Therefore, investing in the development of emotional intelligence is essential for preparing students to face both academic challenges and real-life situations effectively.

CONCLUSION

The development of emotional intelligence plays a crucial role in students' self-awareness, self-regulation, and understanding of others. These qualities help young individuals build healthy relationships and better understand their goals and emotions. Therefore, it is essential to listen to students, support their development, and help them overcome challenges. Parents, teachers, and psychologists play a significant role in this process.



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