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## Research Article

# THE MAIN CHARACTERISTICS OF ADOLESCENT EMOTIONAL INTELLIGENCE

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## ABSTRACT

The article provides important information on the main features of emotional intelligence, self-awareness, understanding one's relationships, and determining the connections between emotions. The main characteristics of emotional intelligence of teenagers are given by psychological analysis.

## KEYWORDS

Self-awareness, motivational influence, reflexivity, empathy, personal decision-making, emotion analysis.

## INTRODUCTION

One of the main characteristics of emotional intelligence in adolescents is self-awareness. Teenagers with emotional intelligence are able to understand themselves and their feelings. They show a high level of development in understanding their emotions, identifying connections between emotions, and analyzing the relationships between thoughts, feelings, and reactions. Self-awareness is considered a higher level of perception of existence and society, it

occurs as a final result, it shows the wisdom of a person. Self-awareness is an individual's separation from the outside world, understanding of his attitude towards it, his actions, opinions, feelings, interests, as a person. is the process of understanding and evaluating desires. Theoretical, practical and practical aspects of self-awareness are being studied to a certain extent by many foreign scientists.

According to L.S.Vygotsky's personal opinion, self-awareness is manifested as a process of creating unity (generality) between different meanings and as an acquired consciousness .

According to ANLeontev's interpretation, the conflict between the essence and the content in the individual mind is the cause of self-awareness. According to ANLeontev's student V.V.Stolin, the basis of self-awareness is the conflict between the contents of the "I".

According to BG Ananov's research, the factor of emergence of self-awareness is the individual nature of a person, the subjectivity of activity, unevenness and heterochrony in the composition of personality traits. According to him, self-awareness coordinates these three characteristics and thus ensures the individuality of consciousness.

According to SL Rubinstein, the source of the formation of self-awareness is not consciousness and its conflict, but the formation and development of a person. He writes that people's lives and general living conditions are objective conditions in a special state (situation) of mental activity [1]. We can note the advanced ideas and practical studies of A. Maslow, K. Rogers, A. Bandura, J. Rotter, and J. Piaget among the well-known theorists on the study of the level of self-awareness in a person.

The development of the process of self-awareness in connection with the process of cognition is connected with the emergence of the trend of social-cognitive theories. We should mention the social cognitive views of Albert Bandura and

Julian Rotter describing the personality behavior of the bright researchers of this direction. Bandura believed that mental activity is best understood in terms of a continuous interaction between behavioral, cognitive, and environmental factors. This means that behavior, personality , and social influences are interdependent determinants, that is, behavior is influenced by the environment, but people are involved in creating the social environment and in each of their processes. plays an active role in other cases [2]. As we noted above, life experience is also important in the manifestation of behavior, and in the views of representatives of this direction, the process related to the external environment, that is, the place of observation and life examples. they note separately. According to him , people develop their abilities through observation and develop certain skills and competences from this acquired knowledge. In his views, Bandura also believes that a person is not only a recipient of the influence of the social environment, but also has a high ability to predict and control the influence. They tried to explain that personality behavior is not an innate internal mental process or only the result of the influence of the external environment, but the result of the interaction of the environment, behavior and cognitive processes. Bandura cites his model triad. According to Bandura's views , the self-control system is strengthened as a result of motivational influence. That is, if a person performs his work to the extent that he is satisfied, he emphasizes that his evaluation will be high and that his behavior will be repeated or

strengthened. According to Bandura, there are three components of self-control:

- self-observation;
- self-assessment;
- answer to yourself.

According to the views of Bandura in his scientific and practical work, the cognitive process is the controller of behavior in response to external influences. we can see.

We can see that Julian Rotter, another well-known representative of this direction, tried to show in his works how behavior can be studied in social conditions. Rotter, like Bandura, believed that our behavior is determined by our thinking and assumptions. It describes how people acquire knowledge such as perception and outcome expectations when they predict what they will do in certain situations . Rotter, like Bandura, interprets man as a cognitive being who can manage himself in various situations. In addition, Rotter notes general formulas for how people respond to unexpected situations. According to Rotter, the basic structure of learning refers to the degree to which people expect to control reinforcement in their lives.

In the scientific and practical observations and works of the above-mentioned famous scientists, it is also known from the works of empirically based scientists who explain more clearly and fully based on these theories that today a person is only a direct response to the external environment or We can note that it is not a creature that manifests its behavior due to its innate aspects or features that distinguish it from

other individuals, but a creature that accepts external influences and analyzes its behavior by thinking. Directly and indirectly, according to the views of the above-mentioned scientists, we can say that all the mentioned factors can be the shapers of self-awareness.

Self-awareness can be thought of as a process of self-directed attention and behavior change. This change is made by the individual and the community. According to him , self-awareness is important in determining the difference between behavior and norm. Development of self-awareness is the ability to think in one's actions [3]. Jie Yin also mentions in his research that self-awareness can be realized through reconstruction with the concept of reflexivity with Kant's model. Self-awareness is realized in thought episodes. According to Kant's model , self-awareness is possible if one sees oneself as an object.

The process of self-awareness has a holistic structure , including several:

- self -knowledge;
- self -relation;
- self -awareness;
- self -control;
- self -management components can be included.

Research psychologists say that the development of the components of self-awareness forms the image of an individual, a person's own "I". Here , according to D. Mead, self-awareness is self-reflection through the eyes of people united by joint activity [4] .



We really need to understand that today we should reduce the crises in the socio-cognitive development of each person by age, instill in them that they are fully responsible for their own lives, and form young people in society who can only manage and develop themselves spiritually. shows that we need to fully understand the process of self-awareness, to know the factors that influence the formation of the process of awareness, and to determine the general laws of the conditions that form it [5].

**Personal Decision Making:** Personal decision making is important in the development of emotional intelligence. Adolescents are able to consider their actions and understand their consequences. They allow practical use in areas such as controlling decisions, clarifying questions about thought or feeling.

, and circumstances that influence adolescent decision-making . His books "Predictably Irrational" and "The Honest Truth About Dishonesty" show unique indicators of personal decision-making and insights related to these important processes in human life.

Sheena Iyengar is an experienced scholar in the field of personal decision-making and choices. His book "The Art of Choosing" is devoted to the study of the consequences of the choices and indicators that are corrected in human decision-making [6].

Gerd Gigerenzer is a well-known scientist in the field of decision-making and intelligence. His books Gut Feelings: The Intelligence of the Unconscious and Risk Savvy: How to Make Good Decisions emphasize the importance of intuition

and emotional intelligence in personal decision-making.

These key features represent the development of adolescent emotional intelligence. They have high levels of self-awareness, personal decision-making, emotional analysis and processing, empathy, communication, stress management, self- confidence, group dynamics, and conflict resolution. These characteristics enable adolescents to be effective in interactions , understand, empathize, solve problems, and cooperate within groups. and empathize with other people's feelings. They will have the ability to understand other people's feelings, share their point of view and succeed in solving problems based on them [7].

Carl Rogers, a historical psychologist and therapist, pointed out the role and importance of empathy. In his manuals, it is necessary to develop a system of therapeutic comfort that tries to see, feel and understand myself with the help of empathy. Martin Hoffman is one of the most widely regarded scholars in the field of emotional intelligence and empathy. His research has shown that empathy is a unique way to enhance learning, understanding , and management. His books "Empathy and Moral Development" and "Empathy, Justice, and Moral Development" contribute to the study of empathy and its specific development [8].

Daniel Batson, a social psychologist, is among the most widely regarded scholars in the field of empathy and helping-seeking. His research shows the effects of empathy on other people's

many difficulties, helping them to be helpful and connected.

The development of emotional intelligence improves the communication skills of adolescents. They develop good listening skills, ask questions, and achieve effective discussion with other people. Their ability to adapt their own thoughts and judgments to what other people say or do, to express their own opinions and to change decisions.

The main reasons for this development come from the development of skills related to communication skills of emotional intelligence. Adolescents gain an understanding of themselves and others through emotional intelligence, which enables them to communicate effectively. Their good listening and their questioning skills allow them to communicate simply and effectively. And their ability to express their opinions and change their decisions allows them to express their opinions in an open and sincere way.

The development of emotional intelligence teaches adolescents to pay attention to the feelings of other people, to show them respect and to work with them in cooperation. This will increase success and stability in communication and communication with teenagers. How they express their thoughts to other people, how they react to their opinions will be of great importance in the effectiveness of their communication.

All these indicators allow teenagers to learn to value other people's opinions and to discuss effectively with them. It increases the ability to communicate effectively, communicate and

express one's thoughts, which are important concepts for a society to be effective and stable. The main characteristics of the emotional intelligence of adolescents are more clearly manifested in such situations.

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