



Emotional Intelligence and its Adolescents Being an Exemplary

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ABSTRACT

This article focuses on the formation of emotional intelligence in adolescence and its psychological characteristics. Interrelated aspects of emotional-volitional and cognitive processes in adolescence are studied and the levels of emotional intelligence are described separately.

Keywords:

Adolescence, emotional experiences, cognitive processes, intellectual analysis, synthesis, emotional sphere, emotional management, empathy, communication skills, emotional stability..

Emotional intelligence is the ability of people to understand, accept and regulate their own emotional state and emotions, as well as to recognize the emotions of another person.

In the structure of emotional intelligence, two aspects are defined: interpersonal (social) and intrapersonal, in other words, the ability to manage relationships with people and the ability to manage oneself. Due to the fact that emotional intelligence is an integral concept, that is, it consists of intellect, feelings and will, there is a need to determine the main components of emotional intelligence.

Scientists such as I.N Andreeva, T.P Berezovskaya, O.I.Vlasova, G.G Garskova, N.V Kovri worked on the problem of emotional intelligence. Lobanov. D.V Lucia, M.A Manoilov, A.S Petrovskaya, E.L Nosenko, G.V Yusupova and other scientists also conducted systematic work.

In 1990, D.Mayer and Salovey defined emotional intelligence as the ability to perceive and express emotions, master emotions and thoughts, understand and explain emotions,

not only one's own emotions, but also emphasized that it is the ability to regulate the emotions of another person.

G.G.Gorskova considers it "the ability to understand the feeling of the subject, which is manifested in emotions, and to control the emotional sphere on the basis of intellectual analysis and synthesis . "

There are two main modifications based on the definition of measuring emotional intelligence: "mixed" and ability models. The first includes both cognitive and personality characteristics, which implies the possibility of measuring this type of intelligence on the basis of questionnaires. The remaining modifications are based on the understanding of emotional intelligence as a set of specific abilities measured using tests, the tasks of which can be solved correctly or incorrectly by the researcher.

Mixed models are very diverse and differ in the individual variables included in them. In their framework, emotional intelligence is simultaneously interpreted within the framework of cognitive and

individual learning. Emotional intelligence questionnaires measure emotional control as well as social skills, personal adaptability, and a single state of mind.

The level of development of emotional intelligence can be assessed as follows:

- Be aware of your feelings.
- Pause before speaking or acting.
- Try to control your thoughts and emotions.
- Use criticism as an opportunity to improve.
- values and principles.
- Praise and inspire others.
- Provide helpful feedback.
- Apologize and admit mistakes.
- Forgive and forget.
- Fulfill your obligations.
- Help others .

The basis of emotional intelligence is self-awareness. The more clearly you can identify your emotions, and how your emotions affect whether it's starting or ending your business or career, family matters, or modeling personal goals, the more productive you will be in life. Obviously, it is not enough to understand your feelings, it is very important to be able to turn them to your advantage. Also, in order to achieve the goals we need, it is important to be able to transform destructive or neutral emotions into creative ones in communication with people. But you need to start everything from yourself. This means that if you are forced to do something with a sense of indebtedness and negative emotions, it is almost impossible to get the desired result with minimal expenditure of nerves and resources. Humans, as members of society, need many skills to live in balance with other people .

our thinking and behavior do not undermine the integrity of the society of which we are a part. There are many social-emotional skills (empathy, self-control, resilience, self-awareness, persistence, compassion, leadership, cultural sensitivity) that we need to work on. Undoubtedly, one of the most important in any area of our life is emotional intelligence . Emotional intelligence allows us to analyze and process our own emotions and those of the people we interact with.

There are 5 characteristics that explain emotional intelligence (EI) :

- **Self-knowledge** - study of oneself, mental and physical characteristics;
- **Self-control is the** ability to control your emotions to achieve goals;
- **Social skills** are the ability to communicate successfully with other people.
- **Empathy** is the ability to identify the feelings of others.
- **Motivation is** an impulse that prompts a person to act.

Self-awareness is the process of self-knowledge and orientation to one's inner world as a result of comparing oneself with other people. Social orientation and relationship management are aspects of how you interact with other people. A higher level of self-awareness can only be achieved by understanding your emotions. A high level of perception shows that a person is not afraid of making mistakes and can behave differently in the future.

Self-regulation is the ability to use knowledge of one's emotions to actively decide what to say and do, whether to act or not to act.

Self-management strategies:

- create a list of feelings and logical explanations;
- postpone solving the situation for a day, a week or a month, which will allow you to "digest" the situation before moving forward,
- laugh and smile more;
- talk to someone unrelated to your problem,
- learn the valuable lessons of emotional communication with each person .

correctly perceive the emotions of other people and understand what is happening to them. Listening and observing are two of the most important elements of social acceptance. Social sensitivity allows you to maintain concentration and perceive the most important information coming from the interlocutor. Relationship management is the ability to use your ability to perceive emotions (your own and those experienced by others) to effectively interact .

Relationship management is the connections a person makes with other people over time. Strong relationships are the result of how well you understand people, relate to them, and share a history with them. The weaker a person's connection with other people, the more difficult it is to convey his thoughts to them. In every relationship, even the most obvious, it is necessary to find advantages.

In psychology, there are two views on the development of emotional intelligence:

1) it is almost impossible to increase the level of emotional intelligence, because this skill is innate. However, it is relatively easy to acquire emotional knowledge through learning.

2) may need to develop emotional intelligence.

Many psychologists distinguish basic emotions such as interest, hope and sadness, joy and sadness, anger, fear, anxiety. Emotional experiences, without exception, are useful, they correct people's actions, fill existence with the meaning of life. Emotions can also change from positive to harmful, which happens when emotions are too active, inadequate or tense.

Emotions are mental states and processes that are closely related to needs, motives, instincts, they are manifested in the form of experiencing the importance of situations and events that affect the realization of human life.

to know, understand and solve a problem that determines the success of a person's activities.

Will is an action in the direction of a purposefully set goal, overcoming internal obstacles, that is, aspirations and desires. The conclusion follows: in the emotional intelligence, the will is a means of subordinating the emotional to the intellectual. Emotions and intelligence are combined with will in the concept of emotional intelligence.

Based on the above, emotional intelligence can be defined as the regulation of external and internal mental activity of a person. Knowing one's own situation and interlocutors, controlling one's actions in achieving a set goal, regulating internal and external situations (needs, desires) - all this is

emotional intelligence. Emotional intelligence continues to develop depending on the age characteristics of the person. The lack of this intelligence is especially evident in the unique development of adolescents.

During adolescence, the process of puberty has a significant impact on the development of the individual. Early adolescence is one of the main stages in the process of the child's emotional-volitional order. The child's emotional experiences deepen, the most constant feelings appear, the emotional response to some life events becomes longer and more stable, the events of social reality become indifferent to the child, and he has different feelings. causes .

During adolescence, children are characterized by sudden changes in mood and experiences, light excitability. In some situations at school (remarks for behavior, satisfactory grades), the child may feel inadequate. Excitement, fear, anxiety can be hidden under the guise of indifference, and on the contrary, excessive impulsivity in behavior can appear.

At this age, communication with peers is very important, it becomes an urgent need for a child and is associated with many of his experiences. Communication with friends is not only the basis for the emergence of new hobbies and interests, but also for the formation of behavioral norms. The reason for this is the unconditional requirements of middle-aged adolescents for friendly relations - sensitivity, sympathy, caution, confidentiality, the ability to understand and sympathize with each other. During adolescence, a teenager begins to value relationships with peers. Characteristics such as mutual aid, cooperation, taking risks for the benefit of others, mutual aid, etc. are acquired through friendship.

Due to the need for self-realization and the desire to discover his incomprehensible essence through continuous reflection, the child is deprived of a quiet spiritual life. The range of polar emotions during adolescence is extremely large. During adolescence, the child has an "adolescent emotional complex", in which sudden changes in mood are more clearly manifested - from uncontrolled joy to

depression and vice versa, with visible reasons for changes in mood or behavior may not be. A new emotional state appears - the "inadequacy effect" arises.

During adolescence, the formation of mental cognitive processes and personality development occurs in children, as a result of which children's interests change. They are the most distinctive and durable. For a teenager, interest in education takes second place, he begins to focus on "adult" life.

During adolescence, the intellectual apparatus is fully formed, which makes it possible to create an individual worldview.

The older a teenager is, the better he understands emotions. The boundary of "emotional concepts" in adolescence becomes clearer. As they grow, the vocabulary of emotions expands and the number of parameters increases, but emotions differ. Not only adults, but also worry more and more strongly about various, even insignificant life events compared to children. This applies not only to positive, but also to negative emotions.

Emotions are our psychological fuel. And emotional intelligence is the ability not to waste it. The author of this term, the famous psychologist Daniel Goleman, in his book "Emotional Intelligence" explains that two types of competencies are needed to effectively manage such a valuable and complex resource as emotions: personal and social.

The first is self-awareness and self-control.

The second is empathy and communication skills.

Research shows that the main factor for success in social life and business is not a high level of intelligence, but a set of special qualities: emotional stability, the ability to adequately express one's feelings, correctly understand the feelings of other people. It is the ability to evaluate. All this is taken into account in the EQ parameter, which has been used since the late 1990s as an alternative to traditional EQ. The "gold standard" of the EQ test is the test developed by the American psychologist Nicholas Hall. Its peculiarity is that after answering 30 questions, you will receive not one score, as in the case of

determining IQ, but several ratings on five main parameters:

- Emotional intelligence (how well you understand your emotions).
- Emotional control. The ability to influence other people's feelings.
- Empathy.
- Self-motivation (the ability to use emotions at work).
- Introspection of microexpressions

One of the key emotional skills is learning to understand what emotional signals you are sending to others and how they align with your intentions.

The famous American psychologist Eric Berne revolutionized the understanding of human communication. In relationships with partners, bosses, colleagues and friends, we play the usual psychological games without realizing it: sexual, competitive, professional, economic. The game is not always fun, but always emotional. Anger, resentment, frustration, and other negative emotions are often the result of such play interactions. This book describes not only the games themselves, but also how not to lose in them.

Unexpected situations and problems are a natural part of life, but they are a serious test for our emotions. Doctor and sociologist Mikhail Litvak suggests one way - how to distinguish "positive" from "negative". The main method of solving provocative situations in communication is "psychological cushion": a method of social interaction derived from martial arts. This allows you to turn off emotional stress, using the energy of negative emotions for your own good.

Adolescents, like children, are prone to emotional development. Statistics show that teenagers whose parents have a high income and a decent level of education have a high emotional intelligence. This is directly related to education. The higher the level of education of an adult, the more emotionally developed a child is. Also, monitor the emotional atmosphere in the family. The more comfortable it is, the less conflict between parents, the richer the emotional intelligence of a teenager. If a teenager is restless, a

supportive environment in the family will help normalize his mood.

We are used to saying: "Information rules the world." It's time to learn another postulate: curiosity, or the lack of it, rules the world! Curiosity plays an important role in the intellectual development of a person, without which it is impossible to develop skills and abilities. Therefore, if your child takes toys apart - be happy, he is cognitively interested, and it is very important to support him in this! Interest in the unknown stimulates research, cognitive and constructive activity. It is an accelerator and activator of attention, memory and learning processes. Curiosity is born and provides knowledge of the world.

Experts attribute curiosity to innate, basic emotions. It is an interest that defines, refines and develops innate abilities. Interest is the most powerful motivator and regulator of action. Interest can reduce the feeling of pain, a person does not feel tired, forgets to eat and does not sleep when he is busy with a game, business or solving the problem that got him. Curiosity is wonderfully combined with other emotions. For example, interest + joy = the best motivation to achieve results. At the same time, the desire for success can be measured by the degree of manifestation of the feeling of interest. Curiosity plays only a role in the formation and development of skills, abilities and intelligence.

Curiosity is a pleasant feeling associated with learning. There is a desire to explore, mix, learn new things. With strong interest, a person feels inspired and alive, which causes cognitive and motor activity. Interest in a child can be short-term or long-term. As Carroll Izard, one of the greatest modern researchers of human emotions, pointed out, the short-term form of interest is manifested in the reaction of interest in response to a new stimulus. The long-term manifestation of interest has an intellectual meaning aimed at studying a certain object of interest. Curiosity motivates a person to seek and acquire knowledge.

Adolescence is a period of emotional development. It is very important to help develop his cognitive interest, to stimulate him. With our example, we can stimulate interest,

constantly develop, learn new information. Share what you have learned with your child, create new experiences for him. You can create the simplest conditions for a new experience at home. It also forms an emotional understanding of people.

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