

**SOCIO-PSYCHOLOGICAL MECHANISMS FOR TEACHING ADOLESCENTS
TO USE AND MANAGE EMOTIONS WISELY****Narziyeva Shakhnoza Rustamjon kizi**

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This article discusses the rational use of emotions in adolescents, various mechanisms of their regulation, and reveals the role and importance of emotional intelligence in managing different negative behavioral traits that emerge in adolescence.

Keywords:

Behavior, intelligence, EI, HI, IQ, globalization, adolescence, reaction, socio-psychological, prevention, psychocorrection.

Currently, adolescents are increasingly inclined toward deviant behavior and involvement in illegal activities. Such situations make it necessary to implement preventive measures in all educational institutions, which can serve as an effective solution to prevent the above-mentioned negative phenomena. The problem of deviant behavior is especially relevant in the modern world. Economic inequality, globalization, free access to information, rapid technological development, and various social phenomena often lead to negative reactions or imitation among adolescents.

First of all, it should be noted that today's adolescents spend most of their teenage years not only in family, neighborhood, schools, educational institutions, and sports clubs, but also on social networks and entertainment platforms. If one link in this responsibility chain is weak and adolescents do not receive sufficient attention, respect, care, and love, they begin to seek it outside. If they do not feel proper control, they start thinking differently and attempt to imitate adults in worldview and behavior, sometimes engaging in drinking, smoking, or striving to appear stronger than others.

Preventing deviant behavior and educational disturbances among youth requires strengthening family upbringing environments and increasing ideological immunity. According to psychologists, enhancing emotional intelligence plays an important role in this process.

To better understand the topic, emotional intelligence should first be defined. The concept of emotional intelligence was introduced in 1990 by researchers J. Mayer and P. Salovey. Their follower D. Goleman is widely recognized for popularizing the concept through publications and scientific conferences.

According to P. Salovey, emotional intelligence is the ability to perceive and regulate emotions, and to understand emotional expressions in relation to cognitive processes. He identified four components of emotional intelligence:

1. The ability to perceive one's own and others' emotions
2. The ability to direct emotions in support of thinking
3. The ability to understand emotional meanings
4. The ability to manage and regulate emotions

Researcher I. N. Andreeva defines emotional intelligence as the intersection of emotion and intellect in the process of understanding oneself and others.

Emotional Intelligence (EI) refers to the rational use and management of emotions. It should not be confused with emotional intensity. A highly emotional person expresses strong feelings, while a person with high EI can identify, analyze, and effectively use emotions.

Individuals with high emotional intelligence use their emotions rationally, while those with low EI either ignore or misinterpret emotional signals or become fully controlled by them. Emotional intelligence does not oppose rational thinking; rather, it integrates emotions and intellect into a unified system of human behavior.

Emotional intelligence has become a globally relevant topic and has moved from scientific research into business and education. However, simplified and distorted versions of EI theories are also spreading widely.

IQ (intelligence quotient) determines cognitive and analytical abilities, while EQ (emotional quotient) represents personal and social skills. These include:

- Self-awareness
- Self-management
- Empathy
- Relationship management

Emotional intelligence can be developed through three steps:

1. Regularly recording your emotions
2. Understanding the causes of emotions
3. Using calming or energizing techniques such as breathing exercises, meditation, walking, sports, or music

People with high EQ are usually emotionally stable, friendly, and maintain good moods. They are better at understanding emotions because their attention is focused on others rather than only themselves.

Adolescence is a period when significant emotional changes begin, especially around ages 13–14. Abstract-logical and critical thinking develop rapidly. Adolescents begin to show interest in philosophical and worldview-related issues.

In modern society, protecting adolescents from excessive information flow has become increasingly difficult, and gadget addiction is growing. Emotional development becomes the foundation for intellectual and moral growth.

As adolescents grow, their ability to understand emotions increases. This stage can be described as a period of “emotional understanding.” Emotional intelligence helps regulate emotions and improves psychological stability.

Daniel Goleman explains emotional intelligence as consisting of two competencies: personal and social.

From the above ideas, it can be concluded that developing emotional intelligence in adolescents helps form strong ideological immunity.

Parents should communicate more with their children, considering age characteristics and discussing their interests. Family upbringing should focus on developing interests, love, self-discipline, and engagement in productive activities such as sports, arts, and education.

To prevent deviant behavior among youth, social-psychological trainings should be conducted more frequently to develop character traits and teamwork skills.



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