

TECHNOLOGY FOR IMPROVING THE COMMUNICATIVE TRAINING OF EDUCATORS THROUGH THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE

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Abstract: This article analyzes the technology of increasing the level of communicative readiness of teachers through the development of emotional intelligence. Emotional intelligence is also one of the main factors ensuring the success of teachers in the educational process. This work examines the relationship between emotional intelligence and communicative readiness, as well as the methods and techniques for developing emotional intelligence in the process of training teachers.

Keywords: Emotional intelligence, communication, teacher, education, teachers, communicative readiness, methodology.

Аннотация: В статье анализируется технология повышения уровня коммуникативной готовности педагогов посредством развития их эмоционального интеллекта. Эмоциональный интеллект также является одним из ключевых факторов, обеспечивающих успешность педагогов в образовательном процессе. В работе рассматривается взаимосвязь эмоционального интеллекта и коммуникативной подготовки, а также методы и приемы развития эмоционального интеллекта в процессе подготовки учителей.

Ключевые слова: Эмоциональный интеллект, коммуникация, педагог, образование, учителя, коммуникативный тренинг, методика.

Introduction

In the modern educational system, the emotional intelligence of educators is extremely important in the effective organization and management of the educational process. Emotional intelligence is defined as the ability to understand, control and control one's own emotion and the emotions of others. This aspect is necessary for educators to build effective relationships with their students. It is also necessary to strengthen communicative training in order to develop interaction in the educational environment, freely express their thoughts and find effective solutions to short-term problems. This article studies the processes of improving communicative training through the development of emotional intelligence of educators.

Thematic literature analysis

The technology of improving the communicative training of educators through the development of emotional intelligence occupies an important place in the modern educational system. The analysis of studies and literature on this topic will highly assess the role of emotional intelligence in improving the professional competence of educators. Emotional

intelligence in pedagogical activity: P.P. Blonsky and L.S. Authors such as Vygotsky studied the importance of emotional intelligence in pedagogical activity [2,84]. They argue that the ability of educators to understand and manage their emotions is a key factor in increasing the effectiveness of the educational process. Emotional intelligence helps to improve the methodological approaches and techniques of the educator, which enhances communicative training. The essence of Emotional Intelligence: Daniel Goleman's work "Emotional Intelligence" is the main resource for understanding and developing emotional intelligence. Goleman argues that emotional intelligence can be divided into three main components: awareness of one's own emotions, understanding of others' emotions, and social skill. These concepts are very important when educators manage their own emotions and listen to the emotions of students. In the conclusions of scientific research of foreign psychologists, it is noted that the achievement of intellectual success of an individual is an important necessity for his further activities. In the current period, the formation of a positive attitude towards fundamental changes aimed at the political, socio-economic and cultural-spiritual development of the country by researching the psychological aspects of the skills and abilities of students to achieve intellectual potential has an urgent social psychological significance.

Research methodology

Communicative training: communicative training is one of the necessary skills for educators in the educational process. A. Maslow's theory of "self-awareness" has also shown how interaction can be established through the experience of communication. When educators have a higher emotional intelligence, they can more effectively establish their active relationship and build stronger relationships with students. Methods for the development of emotional intelligence: in various studies, special programs and trainings for the development of emotional intelligence are presented. Examples include "Mindfulness" (present-day presence) practices, training aimed at enhancing emotional intelligence, and other techniques aimed at developing emotional skills. These techniques are effective in enhancing educators' awareness of their own emotions, respect for the feelings of others, and communication skills. Emotional intelligence and its importance in education. Emotional intelligence is important for the personal and professional development of an educator. Through the ability to understand and experience one's own emotions, the teacher builds a deeper and more intimate relationship with his students. Also, emotional intelligence helps educators gain experience at the emotional level and control their own emotions, which in turn allows them to cover innovation in the educational process [1,38].

The process of improving the communicative training of educators through the development of emotional intelligence is important in improving the quality of Education. Teachers can teach their students more effectively by successfully managing emotions and relationships. This process contributes not only to the personal development of educators, but also to the improvement of the social climate at the level of educational institutions. As a result, teachers will have the opportunity to increase their communicative skills and expand their attitudes towards the social and emotional development of students during the educational process. Today, the issue that has gained great interest from most researchers is the topic of emotional intelligence, and a number of scientific studies have been carried out on this problem. A person seeks to effectively and positively conduct relationships with those around him throughout his life and career. Today, at a time when competitiveness is required in each area, both a number of problems with the positive implementation of interpersonal relations are also

visible. As an effective solution to this problem, it is required to ensure the socialization of the individual, to decide on social flexibility

- Mental sweating-the ability to perceive the problem in interaction with other phenomena;

- Speed-the speed of solving problems, the ability to produce ideas about the profession;

- Originality – aspiration to create new scientific ideas;

- Diligence is the need to always find the best solution to the problem being studied.

However, the targets of natural competence in a person do not ensure the successful conduct of excellent professional activities. A person must constantly develop the signs of competence in himself, which can only be done in the process of ambitious professional activities. A combination of unique abilities that ensure the successful, independent and perfect execution of an activity is called talent. Ability indicators, skill acquisition speed, quality of achievements, abilities are individual-psychological characteristics that meet a person's requirements for certain activities and are considered a condition for its successful performance[3,26].

In the teaching profession, as in all specialties, pedagogical abilities - determine the characteristics of his personal talent, creating subjective conditions for the successful implementation of the type of professional activity. The ability of a person is of great social and personal importance. Pedagogical activity and Labor will be lighter for a capable teacher, and he will be less tired, because his favorite Labor will give him peace of mind. Ability is a product of knowledge, skills and competencies, and at the same time, it is manifested in the speed, resourcefulness and resourcefulness of mastering the methods of activity. The fact that a teacher's communication with students is highly successful depends on how much he has pedagogical abilities. The activities of teachers are manifested in the education of the younger generation at the level of a spiritually competent person and in the training of personnel who have deep access to professional knowledge. The success of this depends on the pedagogical abilities of teachers. Establishing positive relationships with students in the educational process, being able to create a positive climate, being able to convince and attract-is the main essence of the teacher's communicative ability, with thousands of mental processes directly related to the teacher, types and conditions of treatment that cannot come out of a particular mold [5,889]. The effectiveness of upbringing is determined by the fact that, ultimately, communication with students is carried out strictly in accordance with the forms and styles of communication. The main goal is to take the place of forced obedience in the attitude of the teacher and the student to a conscious discipline, to form independent thinking skills in students. When verbally interacting with a word, the teacher's speech should be extremely concise, fluent, and polite, with intonations used in its place.

Analysis, results and feedback

Results in practice: it is legal that the process of developing the emotional intelligence of Educators has given positive results in education. Studies have shown that educators with high emotional intelligence have the potential to increase student motivation, improve the social environment in the classroom, and bring about positive changes in the learning process. According to the results of an anonymous survey among future teachers, most students of pedagogical orientation (86%) consider communication in a virtual environment, including in the process of distance and mixed education, expanding the social circle as a tool for obtaining new relevant information about cultural and national differences and Customs, in our opinion, emotional development is directly influenced by the individual's intelligence [4,13].

Conclusion

Thus, the correlation between emotional intelligence and communicative training manifests itself as a more important factor in improving the quality of education of educators. The technology of improving the communicative training of educators through the development of emotional intelligence not only increases the effectiveness of the educational process, but is also important in the emotional development of students. Therefore, it is necessary to develop directions aimed at the development of emotional intelligence in the educational system.

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