

Empirische methoden zur untersuchung der entwicklung der emotionalen intelligenz von zukünftigen spezialisten im hochschulsystem und ihrer allgemeinen eigenschaften.

**Qodirova Odina Djurabayevna**

Doktorand der Abteilung für Allgemeine Psychologie der Andijan State University Andischan, Usbekistan

**Anmerkung:** Dieser Artikel analysiert die Ideen zur Entwicklung der emotionalen Intelligenz von Studierenden im Hochschulsystem, um die Anpassung junger Berufstätiger an berufliche Tätigkeiten zu verbessern. Die Vielfalt der Definitionen und Dimensionen emotionaler Intelligenz hat eine positive Seite. Die Existenz alternativer Theorien innerhalb eines Paradigmas ermöglicht es Forschern, alle Aspekte dieser psychologischen Konstruktion aus verschiedenen Perspektiven zu betrachten. In diesem Zusammenhang gibt es verschiedene Möglichkeiten, emotionale Intelligenz zu messen. Einschließlich; Im Fokus stehen neue Ideen, die die theoretische und praktische emotionale Intelligenz weiterentwickeln. Als praktische Aufgabenstellungen wurden derzeit drei Methoden zur Diagnose emotionaler Intelligenz identifiziert: Selbstauskunft und selbsteinschätzungsbasierte Methoden, Experteneinschätzungsmethoden und Problemlösungsmethoden.

**Indexbegriffe:** Hochschulsystem, zukünftige Fachkräfte, Emotionale Intelligenz, Kognitive Fähigkeiten, Identifikation und Ausdruck von Emotionen; Regulation von Emotionen; emotionale Informationen im Denken und Handeln nutzen, Selbstbewertungsmethoden, Expertenbewertungsmethoden

**Empirical methods of studying the development of emotional intelligence of future specialists in the system of higher education and their general characteristics.**

**Qodirova Odina Djurabayevna**

Doctoral student of the Department of General Psychology,  
Andijan State University Andijan, Uzbekistan

**Abstract:** This article analyzes the ideas on the development of students' emotional intelligence in the higher education system, improving the adaptation of young professionals to professional activities. There is a positive side to the multiplicity of definitions and dimensions of emotional intelligence. The existence of alternative theories within a paradigm allows researchers to look at all aspects of this psychological construction from different perspectives. In this context, there are different ways of measuring emotional intelligence. Including; the focus is on new ideas that further develop theoretical and practical emotional intelligence. There are currently three methods for diagnosing emotional intelligence: self-reporting and self-assessment-based methods, expert assessment methods, and problem-solving methods have been identified as practical tasks.

**Index terms:** Higher Education System, Future Professionals, Emotional Intelligence, Cognitive Skills, identification and expression of emotions; regulation of

emotions; use emotional information in thinking and acting, self-assessment-based methods, expert assessment methods

## INTRODUCTION

Education is a key factor in the development of an individual's political, social, spiritual and educational consciousness. Today, the Republic of Uzbekistan pays special attention to the development of all social spheres, including higher education. In order to improve this area, the concept of development of the higher education system of the Republic of Uzbekistan until 2030 was adopted. The decree sets the following priorities for the development of higher education:

Expanding higher education coverage;

Improving the quality of training of highly educated specialists; introduction of digital technologies and modern methods in the educational process;

Improving the efficiency of research in higher education, the broad involvement of young people in scientific activities, the formation of innovative infrastructure of science; increasing the effectiveness of spiritual and educational work: Active involvement of personnel in the process of training highly qualified specialists; Ensuring financial independence and stability of higher education institutions, strengthening logistics;

Systematic development and improvement of management of higher education institutions;

Introduce effective mechanisms to combat corruption and ensure transparency;

Increase the investment attractiveness of the higher education system, ensure its international recognition and competitiveness.[1]

The practical implementation of the concept in our country can be seen in the effectiveness of the activities of future professionals. On the one hand, it is associated with scientific and technological progress, the results of which ensure the intensive development of students in almost all areas of professional and social activity. At the same time it serves to create knowledge in the socio-economic process. Cognitive and emotional intelligence are key factors in the professional development of future professionals. The term “emotional intelligence” originated in foreign psychology in the late twentieth century. In this period, “emotional intelligence” meant the ability to process. The information contained in emotions determines the meaning of emotions, their interrelationships, and uses emotional information as a basis for thinking and decision-making. Over the past 14 years, foreign and domestic psychologists to analyze and refine the definitions of emotional intelligence, to create the most complete model of this construction, as well as to explore the possibilities of using components of emotional intelligence in creating various prevention, treatment and rehabilitation programs conducted many studies. In modern society, the problem of the ability to understand and express emotions is very relevant as a cultural attitude to life emerges. Basically, an increase in the number of fans that contradicts a person’s psychophysiological and social characteristics and needs. Many researchers have emphasized the social meaning of emotions, arguing that a society that cares about

improving consciousness makes a mistake because a person is more sensitive to emotions than to their own thoughts.

“Emotional intelligence” is the ability to identify one’s own feelings and use this information to make decisions and feelings of others. “Emotional intelligence” was a structure consisting of the following abilities:

- 1) identification and expression of emotions;
- 2) regulation of emotions;
- 3) use emotional information in thinking and acting.

Each type of ability, according to the authors, consists of a number of components. The ability to identify and express emotions is divided into two components, one focused on oneself and the other on the feelings of others. It is also of great importance that scientific and technological progress presents not only new requirements for the person himself, but also for the system of professional education. The contradiction that has arisen between the growing volume of information and the crisis of didactic methods of training specialists requires a transition to fundamentally new technologies of professional training. The need to change the priorities of professional training of specialists in the direction of the development of heuristic, creative and emotional thinking, the formation of the individual as a subject of self-development becomes more and more obvious. It is the principle of self-development that is the psychological basis of educational projects and programs for the development of a competitive personality. Competitiveness is a combination of such individual psychological qualities of a person, which subsequently ensure successful and effective professional activity. A competitive personality, as shown by special studies by V.I.Andreeva, this is not one quality, but an integral characteristic, which includes the following properties and personality traits;

- a high level of performance;
- striving for a high-quality end result;
- the ability to quickly master a new business;
- creative attitude to business, work;
- striving for professional self-improvement;
- the ability to make responsible, sometimes risky decisions;
- the ability for self-education, self-realization, self-development
- stress resistance, the ability to overcome difficulties;
- sociability, the ability to cooperate, cooperation, co-creation quality [2]

The new strategic guidelines for education are especially important in the training of specialists, whose professional activities have a direct impact on the processes of socialization, personal formation of people, on the formation of their worldview, public consciousness. Among these educational areas, one of the most important is social education.

Its emergence as a special branch of vocational education was due to the official institutionalization in the country of social professions, the introduction of which

served as the basis for a radical reform, and in fact - the creation of a professional social sphere in the country, which, in turn, required the training of social specialists.

With the emergence of professional social specialists in institutions of various departments - education, social protection, health care, culture, etc., the formation of organizational forms, methods, technologies for the transfer of social knowledge began in society, and

not theoretical, abstracted from the circumstances that are vital for people, but directly focused on solving practical problems and problems of their social functioning, adaptation to a continuously changing society.

Today, qualified specialists in the social sphere, who have received professional social education in universities, are the main translators of social and practical knowledge in society. That is why the quality of training such specialists, although indirectly, significantly affects the social well-being of people, and, therefore, society as a whole. This makes high demands on those socio-cultural guidelines, values and norms that constitute the substantive and structural basis of social education at a particular stage of its development. Representatives of the social professional sphere are distinguished by sociability, patience, the ability to find a common language with different categories of people, quickly understand their mood, state, intentions, mentally put themselves in the place of another person. Professionals of this type (according to J. Golland's concept of individuality) are humane, sensitive, capable of empathy, active, oriented towards social norms. Problems are solved based on emotions, feelings, and the ability to communicate. They have good abilities for verbal expression of thoughts, are ready to get in touch with people (they need a lot of contacts). Professions in this area belong to the type "Human-human" and the class of transforming, for example, teacher, teacher-trainer, educational psychologist, social worker, public relations specialists, etc. [3,132]. A number of professionally important qualities for these types of professional activity can be distinguished: high verbal intelligence, erudition; responsibility, self-control, self-esteem; initiative; purposefulness, perseverance; originality, resourcefulness, versatility; curiosity and learning; tact, good breeding; intuition, ability to predict events; creativity; non-judgmental attitude towards people; interest and respect for another person; striving for self-knowledge, self-development; emotional stability, anxiety and attitude to risk; intuition, empathy, developed communication skills [4]. It is necessary, in our opinion, to state an undeniable connection between the listed professionally important qualities of specialists in the social sphere and the emotional intelligence theoretically investigated by us in the first paragraph. It should be noted that the mastering of a profession by a person is inevitably accompanied by a change in its structure, when there is an increase and intensive development of qualities that contribute to success in activities, as well as a change and development of the structures that balance these qualities, participating in the process of professional development.

The problem of professional development became relevant at the beginning of the XX century. Until that time, there was no free choice of profession, in this regard, the issue of choosing a profession became important.

In the psychological literature, F. Parsons (1908) is considered the founder of the scientific and psychological approach to the problem of professional development. According to his teachings, each profession corresponds to a certain set of psychological and physical qualities, and the success of professional activity and satisfaction with the profession depend on the degree of correspondence of individual qualities and requirements of the profession [5,8]. But, before considering the process of professional development of students, I would like to dwell on the concept of formation.

In the system of philosophical and worldview concepts, "becoming" as a category reflects the initial stage through which objects, phenomena of the surrounding reality pass in their development, that is, in this case, becoming is understood not as a synonym for development, but is one of the periods, stages, stages development [6]. The concept of becoming covers a special, incomplete form of existence of objects, phenomena of the surrounding reality, that initial stage of development of any new, when it has already appeared, but has not yet fully formed. The specificity of this concept lies in the fact that it reflects something that does not yet exist as a fully formed phenomenon, but begins to already exist [7].

So, consideration of the conditions for the professional development of specialists involves the allocation of certain circumstances, on which the effectiveness of this process depends. A.A. Bodalev, A.A. Derkach, E.A. Klimov, N.V. Kuzmina, V.D. Shadrikov and others distinguish heredity, inclinations, general and special (professional) abilities, conditions of upbringing, the quality of education in professional educational institutions as significant ones. A.R. Fonarev assigns a large role to the meaning of life and the acme of a professional [7]. T.M. Buyakas considers it important to form a semantic space in future specialists through familiarizing with culture - general human experience [8,69-70]. In the framework of experimental and applied research, V.A. Bodrov, L.A. Head; A.A. Derkach; A. N. Kapustin; V.A. Korzunin; B.V. Kulagin; V.L. Marischuk; O. A. Nemtsova; L.N. Shestakovich; A.N.Shishov; E.V. Yudina; V.D. Shadrikov and other researchers note that the potential development of a personality depends on various conditions of professional development and they attach particular importance to the study of the formation of a professional orientation, the development of professionally important qualities in the course of mastering professional activities. foreign researchers (K.A. Abulkhanova-Slavskaya, V.A. Bodrova, E.A. Klimov, T.V. Kudryavtsev, A.K. Markova, L.M. Mitina, Yu.P. Povarenkov, R.A. Ponomareva, D. Super, E. Erickson and others) distinguish the following criteria for professional development: professional awareness (knowledge of the profession, its relevance and requirements that it makes); professional maturity (the ability to correlate one's capabilities and needs with the requirements of the profession); professional identity (the significance of the profession itself for the individual, the ability to realize abilities and needs in the profession); personality modeling of the activity space; professional productivity (the effectiveness of the professional development of the individual, the degree of its compliance with the requirements of the profession, the quality and reliability of the

results); professional development (transformation by a professional of his inner world, leading to a fundamentally new system and way of life); professionalism, professional competence.

E.S. Romanova supplemented these criteria with the following significant components: level and potential development of professional skills; the general range of personal value orientations; motives and values of work; functional and psychological states of a person, which determine his readiness to perform various types of educational and work activities; ways to protect the personality from failures and mistakes in the professional and social spheres [10].

The analysis of the presented positions allows us to consider professional development both according to the process scheme (time sequence of steps, periods, stages, accompanied by the resolution of contradictions), according to the structure of activity (the totality of its actions, methods, means), and according to the scheme of personality changes under the influence of social and professional influences, professional activities and their own activity aimed at self-improvement and self-realization. Let us dwell on the factors influencing the professional development of students. They can be conditionally divided into two types: an individual complex of personal and motivational characteristics that ensure the intellectual and psychological formation of a specialist and the organization of educational and professional activities, which is the most important condition for stimulating and managing the internal process of professional development of students. Thus, in order to build the educational process, it is necessary to know and take into account the factors influencing the choice of a profession in general and professional development in particular. Students who have successfully survived the crises of vocational training become excellent specialists, and this is obvious, since in the conflict of motives that took place, the motive of professionalization won out, with all the ensuing consequences associated with the specifics of the volitional act. However, in percentage terms, such students are extremely small.

Students are a separate age category. Student age is a special period in a person's life. The merit of the very formulation of the problem of students as a special socio-psychological and age category belongs to the psychological school of B.G. Ananyev [11]. Student age, according to B.G. Ananyev, is a sensitive period for the development of the basic sociogenic potential of a person. Higher education has a tremendous impact on the human psyche, the development of his personality. During their studies at the university, in the presence of favorable conditions, students develop all levels of the psyche. They determine the direction of the human mind, i.e. form a mindset, which characterizes the professional orientation of the individual. Successful education at a university requires a fairly high level of general intellectual development, in particular perception, memory, thinking, attention, and the level of proficiency in a certain range of logical operations. In the studies of L.A. Baranova, M.D. Noblewoman; E.I. Stepanova; L.N. Fomenko; as well as in the works of Yu.N. Kuljutkina, V.A. Yakunin et al. Accumulated a large empirical material of

observations, the results of experiments and theoretical generalizations on this problem are presented .

## **METHODS**

The problem of diagnosing intelligence is one of the oldest and most widely discussed problems in the field of psychodiagnostics in the field of psychology. What exactly do psychodiagnostic tests measure? How to increase the predictability of intelligence tests? Which layer of Intelligence is measured using modern tests, and which one is beyond their scope? It is precisely how the answers to these questions have emerged and, with rapid development in recent years, that ‘emotional intelligence’ is being explored as the intellect that ensures an individual’s social success in society. There is an opinion that the level of emotional intelligence allows a better prediction of academic and social success than the level of academic intelligence and individual characteristics. However, according to Anna Anastazi, a number of studies show that if we combine their results with the results of testing motivation and personality traits, the predictability of intelligence tests increases significantly.

Questionnaires are convenient to use in measuring emotional intelligence because they interpret Emotional Intelligence in terms of cognitive ability without excluding the personal nature of the event. Surveys show that a subject can objectively assess the behaviors that are part of Emotional Intelligence, his or her abilities and skills. This assumption is questionable because the results of objective tests for intelligence are only related to the self-assessment of cognitive abilities. Self-report-based questionnaires convey through the prism of the subject’s self-assessment.

There is a positive side to the multiplicity of definitions and dimensions of emotional intelligence. The existence of alternative theories within a paradigm allows researchers to look at all aspects of this psychological construction from different perspectives. In this context, when confronted with different methods of measuring emotional intelligence, it is necessary to focus on new ideas that further develop theoretical and practical emotional intelligence.

The main methods of measuring emotional intelligence are as follows.

Methods of self-management and reporting:

1) ECI (Emotional Competence Inventory - 360) Emotional Competence Inventory is a 19-factor survey aimed at identifying self-awareness, emotional management, awareness of interactions in society, and social skills.

2) EQ-I (Bar-On Emotional Quotient Inventory) is a 15-factor survey that identifies interpersonal and interpersonal emotional intelligence, resilience, stress management skills, and overall well-being.

3) SSRI (Schutte Self-Report Index) is a 4 factor model of emotional intelligence.

4) MSCEIT (Mayer Salovey - Caruso Emotional Intelligence Test) - 4 areas: identification of emotions, increases the efficiency of thinking, multi-responsible tasks, scoring based on expert opinion or consensus.

Objective methods based on the performance of work or assignments.

5) MEIS (Multi-factor Emotional Intelligence Test) - consists of four areas, as in the previous method. It is calculated and done in the same way.

6) LEAS (Emotional Awareness Levelsof) - focuses on understanding basic and complex emotions. 20 scenario tasks, open-ended questions, 5 levels of quality assessment.

7) Emotional Intelligence - a 6-factor survey for measurement: interpersonal and intrapersonal Emotional Intelligence.

Goleman's ECI technique is challenging in terms of empirically replicating its hypothetical clusters. Satisfactory internal consistency (average Kronbach  $\alpha = 0.75$ ) but low reliability of retesting (average stability coefficient = 0.36) indicates the need to modify and improve some points of this method. D. Goleman's model and R. Cooper's model include a description of personal characteristics that have almost nothing to do with the concept of reason. The EQ-iBaron model provides a very broad interpretation of emotional intelligence, but has no empirical content. As noted in the previous paragraph, the theory is based on the author's personal professional experience and analysis of the literature. Nevertheless, the internal compatibility and re-test reliability indicators of the scales are very satisfactory. The EQ-i survey has a positive correlation with the parameters of subjective well-being, social success, and adaptability to real life. The SSRI questionnaire has high criteria. The first study using SSRIs identified significant correlations with impulse control, optimism, expressiveness, and other adaptive measures at the emotional level. The following studies have generally correlated the level of satisfaction with the relationship, which is related to interpersonal skills and a tendency to collaborate [12]. However, the objectivity of the indicators can be disputed, as they are sometimes obtained using self-reports on small samples in less than thirty subjects. Such mixed models classify the concept of emotional intelligence as popular psychology, which is supposed to help a person develop personal qualities and lead him to success in any activity, which is not true in itself, because such qualities are universal. no package. It is not possible to say exactly how this or that emotion will help a person in a given situation. Anger, which sometimes has a negative emotional charge, can save you from a stressful situation, such as protecting you from danger. Self-reporting techniques usually show a high level of authenticity. About the model D.V. Lucin, in terms of determining the parameters of emotional intelligence, this is very clear. The internal consistency of Emin scales (0.76 on the Kronbach Interpersonal Emotional Intelligence Scale and 0.78 on the Intrapersonal Emotional Intelligence Scale) is satisfactory, but internal consistency is low at some sub-measurements [13].

However, the author does not describe the Emotional intelligence as an intellectual ability, emphasizing that it is not a set of personal characteristics but only cognitive abilities. Well-known figure in the field of psychology and pedagogy G.M. Breslav argues that the most convincing is the model of J. Mayer, P. Salovey, and D.Caruso, because it consists of two basic social features of emotional intelligence - regulatory-empathic and regulatory-expressive, as well as self-regulation. two types - behavioral motivation and level of knowledge [5]. In this technique, emotional

intelligence should be defined as a hierarchically organized set of skills related to the processing of emotional information into four areas:

- 1) Identify and express emotions
- 2) Use information about the emotional state when thinking and acting
- 3) regulation of emotions
- 4) Understanding (understanding) emotions

Factors affect the level of emotional intelligence depending on the level. To identify them, it is necessary to consider an approach that connects individual management of self-management with competence in the emotional realm. Competences are based on the functions responsible for the cognitive, motivational and emotional parts. The Seydner model explains such individual operations that govern self-management in terms of an ontogenetic relationship, which explains how they affect the Emotional intelligence level:

- 1) Temperament therapy (emotional management, management of social behavior)
- 2) Establish cultural rules for how to experience, express, and manage emotions
- 3) Perception as an active social subject in socio-cultural conditions [14].

Self-analysis and self-reporting are the basis for determining the relationship between a subject's temperament and the emotions produced by tests and assignment techniques.

Emotional intelligence is considered to be a factor in the development of the specificity of professional training of future professionals. We hypothesized that the level of manifestation of emotional intelligence varies among students with specific characteristics of education.

The study was conducted in two samples. Thus, there are differences between the manifestation and severity of emotional intelligence in men and women, so we decided to conduct the study only in a female audience. The samples were chosen to be composed of girls because the researchers unanimously accepted the view that all components of emotional intelligence were developed in women. Thus, the first sample was attended by 24 fourth-year girls majoring in "Computer Science and Information Technology". The second sample involves fourth-year girls majoring in pedagogical psychology, numbering 22 people. The first sample included students studying in a specialty that was not identified as a factor in the development of emotional intelligence structures, i.e., whose specialization did not include interpersonal interactions.

The second sample included girls studying in the specialty, but instead included active interpersonal interactions and was identified as a factor in the development of emotional intelligence structures.

According to the most integral definition of the concept of emotional intelligence, the methodology for diagnosing emotional intelligence is MEI M.A. Manoilova. In doing so, the integral indicator, which included four measurement indicators of the method, was taken into account: 1) understanding of their feelings

and emotions; 2) manage your feelings and emotions; 3) understanding the feelings and emotions of other people; 4) Managing other people's feelings and emotions.

Descriptive statistical results show that the minimum and maximum values of emotional intelligence are specific to both samples, but on average, the highest values were obtained in the second sample. Hence, it follows that a high level of expression of emotional intelligence is observed in students, where the specificity of vocational education plays a role in determining the development of emotional intelligence. The comparative analysis showed that (parametric Student t-criteria) there are significant differences in the level of emotional intelligence in girls studying in different directions (t-criterion-2.481). It follows that the results obtained probably depend on the specifics of the professional training; the specialty of "pedagogical psychology" involves the development of communication as a professionally important feature based on emotional intelligence).

The theoretical significance of this research is that an attempt should be made to study the characteristics of vocational education as a decisive factor in the development of emotional intelligence. What is of practical importance is the opportunity to use the results obtained to modernize the vocational education program to develop emotional intelligence during the sessions.

## **RESULTS**

For quite a long time psychologists were interested in the problem of the child's mental development, and the person became a "victim of childhood." The psychology of mature ages, which includes the student age as a transitional age from adolescence to maturity, has become relatively recently the subject of psychological science. Here adolescence was considered in the context of completion, curtailment of the processes of mental development and was characterized as the most responsible and critical age. As an age category, college students correlate with the stages of development of an adult, representing a "transitional phase from maturation to maturity" and is defined as late adolescence - early adulthood (18-25 years) [15].

A student as a person of a certain age and as a person can be characterized from three sides:

1) from the psychological, which is the unity of psychological processes, states and personality traits. The main thing in the psychological side is mental properties (orientation, temperament, character, abilities), on which the course of mental processes, the emergence of mental states, the manifestation of mental formations depend;

2) social, in which social relations are embodied, qualities generated by the student's belonging to a certain social group, nationality;

3) from biological, which includes the type of higher nervous activity, the structure of the analyzers, unconditioned reflexes, instincts, physical strength, physique, etc. This side is mainly predetermined by heredity and innate inclinations, but within certain limits it changes under the influence living conditions [16].

The study of these sides reveals the qualities and capabilities of the student, his age and personal characteristics. If you approach a student as a person of a certain

age, then he will be characterized by the smallest values of the latent period of reactions to simple, combined and verbal signals, the optimum of the absolute and differential sensitivity of the analyzers, the greatest plasticity in the formation of complex psychomotor and other skills. Compared with other ages in adolescence, the highest speed of operative memory and attention switching, solving verbal problems is noted. Consequently, student age is characterized by the achievement of the highest, "peak" results, based on all the previous processes of biological, psychological, social development. The most important neoplasm of this sensitive period is the development of self-education, that is, self-knowledge, and its essence is an attitude towards oneself. It includes a cognitive element (discovering one's "I"), a conceptual element (an idea of one's individuality, qualities and essence) and an evaluative-volitional element (self-esteem, self-esteem). The development of reflection, that is, self-knowledge in the form of reflections on one's own experiences, sensations and thoughts, determines a critical reassessment of previously established values and the meaning of life - possibly, their change and further development.

### **CONCLUSION**

Summing up the theoretical analysis of the problems considered, we consider it possible to state that emotional intelligence is an indisputably important ability for future specialists in the social sphere, the development of which should be analyzed from the point of view of new formations of the intellectual and emotional spheres that characterize student age. In this case, a number of methodological problems inevitably arise, on the solution of which the nature of the research depends. We assume that, taking into account certain conditions and a special organization of the educational process, we can solve particular problems (development of specific skills and abilities, personal qualities of students) and form attitudes towards managing emotions and developing interpersonal emotional intelligence. For a more accurate assessment of emotional intelligence, it becomes necessary to determine the criteria by which the levels of formation of students' emotional intelligence will be assessed.

Kriterion (gr. Kriterion - a sign for judgment), a sign on the basis of which an assessment, determination or classification of something is made; measure of judgment, assessment. A criterion is an indicator that allows us to assess the degree of development of a future specialist's ability of interest to us and to judge the qualitative and quantitative expression of the components of emotional intelligence. When identifying criteria, it is necessary to take into account the following requirements for their selection and justification: the criteria must reflect the basic laws of personal development; using the criteria, connections should be established between all components of the system under study; qualitative indicators should act in unity with quantitative ones; the criteria should be disclosed through a number of qualitative indicators, by the measure of identifying which one can judge the severity of this criterion; the criteria should reflect the dynamics of the measured quality.

Based on the study of various approaches to the problem of the validity of the criteria and the analysis of the content of the components of emotional intelligence,

we have identified the criteria with which it is possible to objectively analyze the level of formation of emotional intelligence in future specialists in the social sphere:

Cognitive criterion as a body of knowledge about emotional intelligence. As indicators of this criterion, one can consider the development of knowledge about emotional intelligence, the development of the ability to carry out self-analysis and the development of reflection skills.

The emotional criterion is considered as a complex of intrapersonal and interpersonal qualities. The indicators of this criterion are the development of the ability to recognize one's emotions, understand and predict the state of the properties of another person.

A behavioral criterion implies specific behavioral responses. As indicators of this criterion, one can consider the development of the ability to manage their emotions, to be sociable and flexible in interpersonal contacts. On the basis of the selected criteria of emotional intelligence, the most important task is to develop and introduce into the educational process of the university a program of psychological and pedagogical support for the development of emotional intelligence of future specialists in the social sphere. Emotional intelligence developed in the educational process facilitates the initial adaptation to professional activity.

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