

Der Einfluss emotionaler Intelligenz auf die psychische Gesundheit Umarov Bakhriddin

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Anmerkung : Psyche, psychische Gesundheit, kann nicht ohne Emotionen studiert werden. Emotion ist daher eines der wichtigsten Phänomene in der Psychologie. In diesem Artikel werden die Essenz von Emotionen und die Bedeutung der emotionalen Intelligenz analysiert.

Ansätze der emotionalen Intelligenz werden beleuchtet. Anzeichen einer hohen oder niedrigen emotionalen Intelligenz sind jedoch begründet. Am Ende des Artikels finden Sie Empfehlungen zur Steigerung der emotionalen Intelligenz.

Schlüsselwörter: Emotion, emotionale Intelligenz, gemischte Emotionen, psychische Gesundheit, emotionale Informationen.

The influence of emotional intelligence on mental health Umarov Bakhriddin

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Abstract: Psyche, mental health, cannot be studied without emotions. Therefore, emotion is one of the important phenomena in psychology. In this article analyzes essence of emotions and importance of emotional intelligence. Approaches of emotional intelligence are highlighted. However, signs of high or low emotional intelligence of human are substantiated. At the end of the article are recommendations for enhancing emotional intelligence.

Keywords: emotion, emotional intelligence, mixed emotions, mental health, emotional information.

Introduction. Emotions are how individuals deal with matters or situations they find personally significant. According to the American Psychological Association (APA), emotion is defined as “a complex reaction pattern, involving experiential, behavioral and physiological elements.”

Emotions are the normally adaptive mental and physiological feeling states that direct our attention and guide our behavior. The most fundamental emotions, known as the basic emotions, are those of anger, disgust, fear, happiness, sadness, and surprise.

Methods. We use the method of generalization and analysis in our scientific research.

Emotions have been researched by a number of philosophers, naturalists and psychologists. Aristotle began to study the effects of negative emotions on individual. He divides emotional reactions into types such as love and hate, hope, despair, slavery, courage, joy and sorrow. René **Descartes** distinguishes 6 important emotions. They are wonder, love, hate, dream, joy and sorrow. The Dutch philosopher Spinoza divides emotional states into two types: passion and emotion.

Discussion. Theories and hypotheses about emotions date back centuries in psychology. Research on emotion was conducted by S. Freud (1894), Clapered (1928), S. Rubinstein (1957), Simonov (1962), Izard (1980), Leontev (1982), Khomskaya (1987) and R. Nemov (1994). In particular, K. Izard emphasizes that emotions also affect the physiological state of the individual. He recognizes emotions as multi-component. Rubinstein argues that emotion reflects the state of the subject and his attitude to the object. Most psychologists, on the other hand, try to explain emotions in terms of experiences. In particular, M. Lebedinsky and V. Myasishev say that emotion is an important mental process associated with personal experiences.

A person always feels this or that emotion throughout his life, which is a natural normal process. Being able to manage different emotions in a way that does not negatively affect one's body or mental state, as well as directing them correctly, requires the formation of an emotional culture. This can be called emotional intelligence in the language of science. The components of emotional intelligence have been interpreted differently by different scholars.

There are several theoretical approaches on emotional intelligence. These approaches try to discover the emotional components and traits of emotionally intelligent people and the mechanisms and processes that set off the use of these abilities in everyday life. Currently, there are three theoretical approaches accepted by the scientific community.

These are: the emotional competencies model focused on the workplace (Goleman, 1998; 2001; see also Boyatzis, 2006), the EI ability model by Mayer and Salovey (1997; Brackett & Salovey, 2006) and Bar-On's Emotional-Social Intelligence (ESI) model (1997; Bar-On, 2006).

Goleman model divides EI competencies into four groups: self-awareness, self-management, social awareness, and relationship management. Similarly, the Bar-On model offers five main components of EI: intrapersonal skills, interpersonal skills, adaptability, stress management, and mood.

Mayer and Salovey considers «Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access or generate feelings when they facilitate thought; the ability to understand emotion and emotional

knowledge; and the ability to regulate emotions to promote emotional and intellectual growth» (Mayer & Salovey, 1997, p. 10).

The model comprises four abilities: perception, assimilation, understanding, and regulation of emotions. Concisely, emotional perception consists on the ability to perceive emotions on the self and on the others

Bar-On's (1997) theoretical approach to EI is wider and more comprehensive than Mayer and Salovey's model (1997). From Bar-On's point of view «...emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands» (Bar-On, 2006).

The five broad composites in Bar-On's model, and their definitions, are as follows:

1. Self-perception is comprised of self-regard (respecting oneself, confidence), self-actualization (pursuit of meaning, self-improvement), and emotional self-awareness (understanding one's own emotions). 2. Self-expression is comprised of emotional expression (constructive expression of emotions), assertiveness (communicating feelings and beliefs, nonoffensive), and independence (self-directed, free from emotional dependency).

3. Interpersonal is comprised of interpersonal relationships (mutually satisfying relationships), empathy (understanding, appreciating how others feel), and social responsibility (social consciousness, helpful).

4. Decision making is comprised of problem solving (find solutions when emotions are involved), reality testing (objective, see things as they really are), and impulse control (resist or delay impulse to act).

5. Stress management is comprised of flexibility (adapting emotions, thoughts, and behaviors), stress tolerance (coping with stressful situations), and optimism (positive attitude and outlook on life).

Results.

We try to explain the signs of high emotional intelligence based on different models of emotional intelligence.

1. Emotional self-control
2. Awareness emotions oneself and others.
3. Adaptability
4. Empathy
5. Conflict management

Conclusion.

These days it's hard not to get overwhelmed once in a while. Between juggling work, family, and other commitments, you can become too stressed out. It is important to have a high emotional intelligence in order to protect oneself from stress and other bad states. Following recommendations helps to develop emotional intelligence.

6. Acknowledging and appreciating emotions.
7. On the positive approach to life

8. Keep a diary
9. Set the aim
10. Being motivated

A person with a high emotional intelligence knows how to cope with stress, can make decisions rightly in difficult situations. At the same time his self-esteem is also adequate. Psychological skills such as emotional literacy, stress resistance and self-esteem help maintain mental health. a person form these skills by increasing his emotional intelligence. It seems that a person can form these skills by increasing his emotional intelligence

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