

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 30.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



Odina Djurabaevna Kodirova

Andizhan State University

Basic doctoral student of the chair of “General Psychology”

Republic of Uzbekistan

THE PSYCHOLOGICAL AND HISTORICAL CONDITIONS OF THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE

Abstract: This article presents the views of foreign scholars on emotional intelligence, the problem of personality and intellectual unity, the models of emotional intelligence, ideas about social intelligence, and theoretically developed concept of emotional intelligence.

Key words: Emotional Intelligence, Capability Models, Mixed Models, Emotional Competence, Individual Measurements, Emotional Creativity, Model of Emotional Resonance.

Language: English

Citation: Kodirova, O. D. (2019). The psychological and historical conditions of the development of emotional intelligence. *ISJ Theoretical & Applied Science*, 11 (79), 512-514.

Soi: <http://s-o-i.org/1.1/TAS-11-79-104> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.104>

Scopus ASCC: 3200.

Introduction

In today's modern psychology, the development of emotional intelligence is one of the most pressing problems. The origin and development of emotional intelligence has been studied by various scholars from different perspectives, theories, models. In Russian psychology, the problem of the interconnection of thoughts and emotions has been explored in various ways, e.g. S. Vygotsky's idea of unity of mind and effect [Vygotsky, 1999], the idea of emotional and intellectual unity by S. L. Rubinstein [Rubinstein, 2000], foresight of this function. Emotions reflected in the works of O. Tikhomirov's school [Tikhomirov, 1984]. Western psychology, which has historically focused more on capabilities, has debated the connection between thinking and emotion through a new construct called Emotional Intelligence.

Research methods.

Emotional intelligence: capability models and mixed models The idea of emotional intelligence naturally comes from E. Thorndayke, the interpersonal and interpersonal relationships. It came from the development of ideas for Gardner's social intelligence. The need to combine both cognitive and personal characteristics of the individual in one conceptual area creates discrepancies in

understanding this construct. In discussing this problem, there are usually models of ability and mixed models. In ability models, Emotional Intelligence is often understood as a set of cognitive abilities, meaning that the term content is set at the intersection of cognitive and emotional areas.

Mixed models add attention to personality traits when discussing the content of emotional intelligence [Meyer, et al., 2000]. Theoretically developed concept of emotional intelligence was presented by Dj. Mayer and P. Salovey can be thought of as the authors' concept, which relates to capability models. Within this approach, emotional intelligence is defined as four key factors:

1. The ability to detect emotions,
2. The ability to use emotion lightly,
3. The ability to understand emotions,
4. The ability to regulate emotions.

These four factors are reflected in the process of interpersonal relationships. Emotional intelligence is like a psychometric mind because it can be measured by tests with the right and wrong answers [J. Meyer, et al., 2001; P. Salovey, 2005]. D. Goulman concept also applies to mixed models, and has played an important role in popularizing the notion of emotional intelligence. According to D. Goulman, Emotional Intelligence (or “emotional competence”) involves

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

personal and social competencies, such as personal self-control, empathy, and more. [D.Goulman, 2008]. Thus, emotional intelligence is a prerequisite for the success of human activity, as well as various human characteristics. The construction of emotional intelligence may be seen as practical from the standpoint, not only because it predicts a person's success, but also because human emotional intelligence is based on the development of knowledge and norms (D.Goulman, 2008). , Emotional Intelligence has been shown to predict success in learning activities [Sanchez-Ruiz, 2013] and at work [Fox, Spector, 2000; Goulman, 2008; Joseph, Newman, 2010; Cherniss, 2000] Psychological structures and conception of emotional intelligence. It show that there are many semantically related concepts that can be explained by individual measures of emotional intelligence or a combination of them, such as emotional ability, emotional maturity, emotional competence, emotional culture, etc. [Andreeva, 2008]. The study of the relationship between traits: determines the level of moral self-awareness of a person, the level of self-esteem, and the degree of psychological rationality [Kornilova and Chief cherished, 2010]. At the same time, we find it very interesting to examine the connection between emotional intelligence and creativity as a capability that is directly related to the process of human thought, since such focus is on the problem of unity of mind and new ways of conceptualization. In psychology, it is confirmed that emotions are linked to creativity in a variety of ways: theoretically based assumptions that emotions may or may interfere with the creative process are its complementary products. [Averill 2005]. The correlation between certain measures of creativity with the level of emotional intelligence is known from research (Sanchez-Ruiz et al., 2011). One of the most widely used concepts that reveal the mechanisms of emotional response to creative abilities is (T.Lubart and I.Gettsa) "Emotional Resonance Model" (ERM) [Lyubart, Mishuru, 2005]. According to this model, emotional aspects of a person's experience contribute to the formation of creative associations through easy access to concepts. The authors include the following components in their models: emotional expressions (or this class includes nonsensical emotions experienced by a person related to the concepts in memory), automatic resonance mechanisms that provide information about someone's emotional state. is activated from endocepts and other endocepts and is the limit that resonates with activated endoepsy and the appropriate concept or expression into working memory. Due to emotional resonance, there is a connection between concepts linked through endocepts which allows for the formation of different associations that manifest themselves in the form of metaphors. A number of studies by the authors show that the breadth of human emotional expression plays

a major role in the productivity of creative activity, and this effect is particularly characteristic of associative thinking. It promotes the integration of conceptual areas of creativity and emotions.

In a study by J.Averill, he interpreted a specific problem of the problem through the concept of "emotional creativity" as the ability to change the meaning of his emotional reactions [Averill, 2000]. Emphasizing several classes of emotional reactions, the author focuses especially on their highest levels, with the development of a new response technique that is so unique that it is not reflected in language, such as experience of love, anger, sadness, etc. depends on According to data obtained using sensory measurement techniques (Inventory of Emotional Creativity, ECI, see [Valueva, 2009]), this correlates with openness to new experiences and the scale of cooperation in the Big Five questionnaire, self-esteem, and self-efficacy. , 2009]. Emotional intelligence and emotional creativity involve the use of emotionally and mentally to ensure a person's success. However, if emotional intelligence requires analytical skills to choose the only correct reaction to an emotional problem, then emotional creativity, by contrast, is focused on avoiding the usual reaction. A comparison of these two constructs with opposite attitudes tendencies in similar situations. Conducted by Ivkevich and his colleagues. According to the results, emotional creativity and emotional intelligence are relatively variable [Ivcevic et al., 2007]. The impact of emotional intelligence and emotional creativity on a person's creative behavior is also controversial. According to various foreign authors, creative thinking can be facilitated by better understanding and expressing emotional perceptions, understanding different effects of emotions on thoughts, and understanding that different emotions can be exacerbated or weakened by different activities (J. Mayer, P.) .Salovey, 1997). Emotional creativity, on the other hand, contributes to the success of creative activities related to expressing different emotions. However, some studies do not find a direct link between emotional intelligence and creativity (Ivcevic et al., 2007).

The theoretical validity of the assumption that emotional intelligence is related to the success of an individual's creative activity leads Western researchers to the idea of mediating human emotional abilities in the creative process. In particular, the lack of communication can be partly explained by the emotional impact of certain types of creativity (creative activity related to managing their emotional state). ng express types) In turn, it can be involved in managing the relationship between emotional intelligence, emotions and creativity. A similar effect was shown in a study by J. Mayera and E. Hanson in the article, "The Effects of Judgment Coordination. when it is pleasant". The idea is presented to the

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

person more attractive and vice versa [Meyera, & Hanson, 1995].

Conclusion.

Similar results have been shown in linking emotional and memory processes [Meyera, et al., 1995]. The relationship between emotional

intelligence and creativity is being actively explored in various aspects. The relevance of emotional intelligence research results with other variables is usually explained by the authors not only from a valid point of view but also from theoretical methodologies for measuring emotional intelligence used in each specific case.

References:

1. Andreeva, I.N. (2008). On the formation of the notion of “emotional intelligence”. *Issues in Psychology*, no. 5, 83–95.
2. Valueva, E.A. (2009). *Diagnosis of emotional creativity: J. Customizing Everill questionnaire*. In the book: D.V. Lucin, D.V. Ushakov (Ed.), *Social and emotional intelligence: From processes to dimensions*. Moscow: RAS Institute of Psychology.
3. Vygotsky, L.S. (1999). *Reflection and speech*. Moscow: Labyrinth.
4. Goulman, D. (2008). *Emotional intelligence*. Moscow: AST.
5. Grugin, V.N. (2008). *Psychology of general ability*. St. Petersburg: Peter.
6. Kornilova, T.V., Smirnov, S.D., Chumakova, M.A., & Kornilov, S.A. (2008). Novototskaya-7. Vlasova EV Defined Theories Modify Kwack's questionnaire (in the context of examining student achievement). *Psychological Journal*, 2008, 29 (3), 106-120.
7. Kornilova, T.V., Chumakova, M.A., Kornilov, S.A., & Novikova, M.A. (2010). *Psychology of uncertainty: the unity of the individual's intellectual and personal potential*. Moscow: Sense.
8. Lubart, T., & Mushiru, K. (2005). The creative process. *Journal of Higher School of Psychology*, 2 (4), 74–80.
9. Lucin, D.V. (2004). *Modern ideas about emotional intelligence*. In the book: D.V. Lucin, D.V. Ushakov (Ed.), *Social intelligence: theory, measurement, research*. (pp.29-35). Moscow: RAS Institute of Psychology.
10. Rubinstein, S.L. (2000). *Basics of general psychology*. St. Petersburg: Peter.
11. Sergienko, E.A., et al. (2010). Adaptation of the test by Caruso in the Russian sample of Emotional Intelligence. *Psychological Journal*, 1, 55–73.
12. Tikhomirov, O.K. (1984). *The psychology of thinking*. Moscow: State University.
13. Austin, E.J. (2010). Measurement of ability emotional intelligence: results for two new tests. *British Journal of Psychology*, 101(3), 563–578.
14. Averill, J.R. (2005). *Emotions as mediators and as products of creative activity*. In: J.Kaufman, J.Baer (Eds.), *Creativity across domains: Faces of the muse*, pp. 225–243.
15. Averill, J.R. (2000). *Intelligence, emotion and creativity: From trichotomy to triunity*. In: R.Bar-On, J.D.A.Parker (Eds.), *Handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and in the workplace*. (pp.363-376). San Francisco, CA: Jossey-Bass.
16. Sanchez-Ruiz, M.-J., Mavroveli, S., & Poullis, J. (2013). Trait emotional intelligence and its links to university performance: An examination. *Personality and Individual Differences*, 2013, 54(5), pp. 658–662.
17. Fox, S., & Spector, P.E. (n.d.). Relations of emotional intelligence, practical intelligence, general intelligence and trait affectivity with interview outcomes.