



DISTINCTIVE FEATURES OF EMOTIONAL INTELLIGENCE IN THE PROFESSIONAL ACTIVITIES OF FUTURE TEACHERS

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Article history:	Abstract:
Received: August 6 th 2023 Accepted: September 6 th 2023 Published: October 8 th 2023	This article cites the specifics of emotional intellect development during the professional activities of future teachers and their successful activity in interpersonal relationships, and the views of some researchers in this regard.
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It is natural that the content of the fundamental reforms carried out in the defense system in our country today makes new demands on the work of preparing future teachers for professional activities and the quality of their professional education. The reason is that for the modern army, professionals with many professional qualities, professional knowledge and skills, physically and mentally mature are needed. This aspect increases the need for the psychological training of future teachers, as well as the study of the emotional sphere developing in them and its psychological peculiarities. Since educational activity is an area in which the subject-subject relationship is reflected, then the system of interpersonal relations requires specific knowledge and experience. Researcher E.F. Zeer believes that successful activities in unforeseen extreme situations are more likely to correlate with the characteristics of a quick perception of one's own emotions and those of others. Such abilities and skills are explained by the phenomena of emotional competence or emotional awareness, formed in the person of future teachers. S.V. Larionov argues that the state of emotional intelligence development in prospective teachers is more likely to be explained by behavioral qualities such as the emotional level being formed, emotional orientation, emotional perception, empathic abilities. Indeed, emotional competence is a unique experience through which it further gains reflexive ability in prospective teachers, making it widely possible to control one's own behavior in uncertain circumstances and conflict situations. Emotional cognition precedes mental characteristics in stressful situations, and this state helps to obtain accurate and quick information about the actions of the object and other people. And this is considered one of the psychological factors in achieving success in complex shorthands.

N.V. Pavlyuchenkova writes that the level of development of emotional intelligence in future teachers is characterized by the skills of controlling their own emotions and regulating them, without which students will not succeed in the professional and personal sphere, since this feature is a process associated with the effective solution of problems. In order to achieve high results in constant working conditions, such qualities as understanding the essence of one's own feelings, being able to objectively assess the feelings of others are considered important. When emotional intelligence is well formed in the employee, it makes it possible to perceive other people more roundly and objectively, to form their full description. Researcher T.A. According to Pankova, the role of emotional intelligence in the activities of future teachers is evident in the following aspects:

- ability to self-determination and self-control;
- ability to control their relationship with others;
- the ability to associate one's own interests with those of others;
- the ability to always act on the basis of leadership in a group;

With the help of the mentioned compositions, successful professional activities of future teachers are formed. In accordance with the rule, emotional intelligence is the ability to understand the human relationship reflected in emotions, analyze it immediately and make an objective assessment of the circumstances of others. V.A. In his research, bordovsky distinguishes the following three aspects of the evaluation of human emotional intelligence in extreme situations:

- emotional-volitional aspect;
- conitive aspect;
- behavioral aspect.

The above aspects are relevant for skills such as predicting situations in complex conditions, choosing its paths, making new strategies and decisions. T.O. Chernoskutova writes that the cognitive significance of the emotional intelligence of future teachers is that through it, future teachers acquire many positive characteristics, such as being able to self-analyze, work independently, find professional prosperity, correctly assess their Real actions. Hence, the

skills and competencies developed in future teachers in their content, to what extent they are aware of the secrets of the field, even more than their tactical and physical readiness. I.V. Pluzhnikov touches on the behavioral aspect of emotional intelligence in educational activities, stating that the ability of students to communicate with others, the criterion of behavior includes specific behavioral responses. It is characterized by the ability to adapt to interpersonal relationships, the qualities of awareness from communication styles. In addition, the emotional – volitional aspect of the development of emotional intelligence in students is also distinguished, which is characterized by such psychological characteristics as impatience, endurance, stability, responsiveness, diligence in the performance of professionally important tasks. S.V. Tsherbakov points out that the manifestation of emotional intelligence in educational activities is primarily evident in such types of abilities as being able to quickly understand various complex situations, be able to catch the attention of others, make rational decisions in the short term, not be indifferent to the fate of oneself and others, and be able to quickly understand the sequence of vocations. E., which is considered one of the leading researchers in the study of the problem of intelligence. E. According to barava, emotional intelligence is a phenomenon formed in an individual from such dominant qualities as the ability to perceive, the ability to regulate one's own actions, the strength of empathic ability, the ability to distinguish between negative and positive situations. The question of the development of emotional intelligence in the work of training future teachers is literally one of the conditions for successful work in professional activities in the future. This success is inextricably linked with the professionalism of the future officer, knowledge and skills related to the field of training, the degree of development of his special abilities in mastering the educational process. In particular, this situation is considered important for the activities of borderline permanent employees, in which specific emotional and intellectual qualities will be necessary.

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