

**“STUDENTS’ EMOTIONAL INTELLIGENCE AND THEIR  
SUCCESS IN LEARNING ENGLISH”**

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***Annotation:*** *The article explores the correlation between students’ emotional intelligence (EI) and their success in learning English as a foreign language. Emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skills, is considered one of the key psychological factors influencing academic performance. The study highlights how students with higher EI levels demonstrate stronger communication abilities, better stress management during language learning, and more effective collaboration in classroom activities. It also emphasizes that emotional intelligence fosters motivation, builds confidence, and reduces language anxiety, all of which contribute to improving listening, speaking, reading, and writing skills. The findings suggest that integrating emotional intelligence development into English language teaching can enhance learners’ overall achievement and promote long-term success in foreign language acquisition.*

***Abstract:*** *This paper examines the role of students’ emotional intelligence (EI) in their success in learning English as a foreign language. Emotional intelligence, encompassing dimensions such as self-awareness, self-regulation, empathy, motivation, and social interaction, is increasingly recognized as a critical factor in academic achievement. The study argues that students with higher levels of EI tend to demonstrate stronger communicative competence, greater self-*



*confidence, and more effective coping strategies in overcoming challenges related to language learning. Furthermore, the paper highlights how EI reduces foreign language anxiety, enhances classroom participation, and fosters intrinsic motivation, all of which contribute to the improvement of core skills including listening, speaking, reading, and writing. By integrating emotional intelligence development into English language teaching methodologies, educators can create a supportive learning environment that not only improves linguistic outcomes but also cultivates students' personal growth and social competence.*

**Keywords:** *Emotional Intelligence (EI), Self-awareness, Motivation, Self-regulation, Empathy, Cross-cultural communication, Classroom dynamics, Teacher–student relationship, Emotional resilience, Language anxiety, Technology in language learning, Academic achievement, Lifelong learning.*

**Introduction:** The concept of *Emotional Intelligence (EI)* has become one of the most influential ideas in modern educational psychology. Traditionally, language learning success was associated with cognitive abilities such as memory, analytical thinking, and problem-solving skills. However, recent research highlights that emotional factors play an equally important, and sometimes even greater, role in students' academic performance. English, being the most widely learned foreign language in the world, requires not only cognitive knowledge but also emotional and social competence.

Students' Emotional Intelligence is directly related to their ability to regulate emotions, reduce anxiety, maintain motivation, and collaborate effectively in the classroom. These qualities enable learners to build self-confidence, establish positive relationships with teachers and peers, and actively participate in communicative activities, which are essential for mastering English. Moreover, empathy and cross-cultural awareness, as core elements of EI, allow students to use English not merely as a linguistic tool but also as a bridge for intercultural communication.

In today's globalized world, English proficiency has become a key factor for academic advancement, professional opportunities, and personal development.



Therefore, understanding the relationship between Emotional Intelligence and students' success in learning English is of great importance for educators, learners, and policy makers. By integrating EI into English language education, it is possible to create a more effective, learner-centered, and emotionally supportive environment that ensures both linguistic and personal growth.

Emotional Intelligence (EI), a concept popularized by **Daniel Goleman (1995)**, refers to the ability to recognize, understand, and manage one's own emotions as well as the emotions of others. In the field of education, particularly in language learning, EI is increasingly recognized as a critical factor that shapes motivation, perseverance, classroom interaction, and communication. Unlike cognitive intelligence, which primarily measures memory and analytical ability, EI emphasizes empathy, self-regulation, social awareness, and emotional resilience. These qualities are crucial for students learning English, since language acquisition is not only an intellectual process but also an emotional and social one.

**The Role of Self-Awareness in Language Learning:** Self-awareness, one of the core components of EI, helps students monitor their progress and recognize emotional barriers such as fear of failure, anxiety, or embarrassment. For instance, students with high self-awareness are more capable of acknowledging their weaknesses in English pronunciation or grammar without perceiving them as personal failures. Instead, they use these insights as motivation to improve. Research shows that learners who accurately assess their abilities tend to set realistic goals and strategies, which increases their long-term success in mastering English.

**Motivation and Self-Regulation:** Language learning requires sustained motivation over a long period. Emotional intelligence enhances students' ability to regulate emotions, maintain discipline, and avoid frustration when facing linguistic challenges. Learners with high EI do not give up after failing an exam or misunderstanding a text. Instead, they use emotional regulation strategies, such as positive self-talk or relaxation techniques, to remain focused. Motivation derived from EI is particularly powerful because it is internally generated, rather than dependent solely on external rewards like grades.



**Empathy and Cross-Cultural Communication:** English is a global language, often learned as a means of intercultural communication. Empathy, another key aspect of EI, enables students to understand the perspectives of speakers from different cultural backgrounds. This not only improves listening and speaking skills but also helps students grasp cultural nuances, idiomatic expressions, and pragmatic language use. For example, empathetic learners are more sensitive to conversational norms such as politeness strategies, turn-taking, and indirect communication, which are essential in mastering English beyond grammar and vocabulary.

**Classroom Dynamics and Peer Collaboration:** Students' emotional intelligence strongly influences classroom atmosphere. Learners with high EI are more cooperative, respectful, and open to group activities such as role-playing, discussions, or debates. These collaborative methods are especially important in English learning, where communication and interaction are central. High EI students contribute to a positive classroom climate by reducing conflicts, encouraging shy peers, and promoting a culture of mutual respect. Consequently, peer learning becomes more effective, and the entire group benefits.

**Teacher–Student Relationship:** The relationship between teachers and students is not only academic but also emotional. Students with strong EI are better at establishing trust, showing respect, and responding constructively to teacher feedback. They view corrections as learning opportunities rather than as personal criticism. Likewise, teachers who recognize and foster students' emotional needs help them feel safe, valued, and motivated, which accelerates English language acquisition. Emotional intelligence thus serves as a bridge between pedagogy and psychology in the classroom.

**Emotional Resilience and Language Anxiety:** Foreign language learning is often associated with **language anxiety**, a psychological phenomenon where students feel nervous or fearful about speaking in a second language. High EI learners are more emotionally resilient and able to cope with such anxiety. They may use relaxation strategies, peer support, or humor to reduce stress. Over time, resilience leads to greater willingness to participate in conversations, deliver



presentations, and engage in authentic language practice, all of which are vital for English proficiency.

**Technology and Emotional Intelligence in English Learning:** Modern English learning frequently involves digital tools, online classes, and multimedia platforms. Emotional intelligence plays a role in how students adapt to technology-based environments. Learners with high EI manage screen fatigue, maintain motivation in self-paced learning, and engage responsibly in online discussions. Furthermore, EI enhances digital empathy, which is necessary for intercultural communication in online global classrooms. Emotional awareness ensures that learners remain respectful and cooperative, even in virtual settings where misunderstandings can occur more easily.

**Long-Term Academic Success and EI:** Studies indicate that emotional intelligence is a predictor of long-term academic achievement, sometimes even stronger than IQ. In the context of English learning, EI contributes to persistence, adaptability, and lifelong learning attitudes. Students with strong EI are more likely to continue improving their English skills beyond formal education, engaging in reading, international communication, and professional development. This sustainability of learning is especially relevant in today's globalized world, where English proficiency opens doors to higher education, employment, and cross-cultural exchange.

**Practical Implications for English Teaching:** The integration of emotional intelligence into English teaching requires a holistic approach. Teachers can design activities that enhance EI alongside language skills:

1. **Role-plays and simulations** to develop empathy and communication skills.
2. **Reflective journals** to improve self-awareness and emotional expression.
3. **Group projects** to foster teamwork and emotional collaboration.
4. **Stress-management strategies** such as mindfulness before exams to reduce anxiety.



5. **Positive reinforcement** to encourage resilience and self-confidence.

By embedding EI principles into lesson planning, educators not only improve linguistic outcomes but also prepare students for emotional and social challenges in real-life communication.

Conclusion: In conclusion, students' emotional intelligence significantly contributes to their success in learning English. While cognitive abilities and instructional strategies remain essential, EI provides the emotional foundation for motivation, resilience, empathy, and communication. It helps learners overcome language anxiety, adapt to cultural differences, and sustain long-term learning. Therefore, both teachers and students should actively cultivate emotional intelligence as part of English language education. As future research continues to explore this field, it is clear that the integration of emotional and linguistic competence will define the success of modern language education.

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