



**CULTIVATING EMOTIONAL INTELLIGENCE IN
TEACHER EDUCATION:
PREPARING RESILIENT EDUCATORS IN DIVERSE
CLASSROOMS**

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Abstract: *In education field emotional intelligence(EI) plays pivotal role while academic skills are crucial in the classroom in today's rapidly changing world. The main purpose of researching emotional intelligence is creating balanced development environment where students manage their academic and emotional situations due to influence of learner's stressful atmosphere or divergent family issues in their academic life. Learning and analysing emotional intelligence assist both students and educators in shaping productive and positive learning experience. This article explores cultivating emotional intelligence in schools and developing irrepresible teachers enhance students productivity and navigate their challenges in academic achievement.*

Key words: *emotional intelligence, resilience teachers, self-awareness, self-regulation, social skills, social-regulation, academic skills, stressful situation, group work, methods, approaches, techniques.*

Emotional intelligence can be main part of academic success in classroom. In this era, fast-developing world expect to have EI and resilience in educators due to there is a growing need among students in schools. Enhancing EI and flexibility in educating students develop their academic success and personal growth as well overall well-being to manage setbacks, frustration and stress ,furthermore, students improve their self-awareness, problem-solving skills, boost resilience to different environment and make better decision. In teacher education, EI serves as a



foundation for developing both pedagogical effectiveness and professional resilience. Teachers who improve their emotional and psychological awareness have better ability to navigate classroom stress and inclusive learning environments. Moreover emotional intelligent teachers demonstrate higher level of adaptability to work with dissimilar culture and language students. The connection between EI and teacher education lies in the recognition that effective teaching is both a cognitive and emotional event. Cultivating emotional intelligence and preparing resilience teachers in education ensure to teach future skilled educators who have not only knowledge about their scientific subject but also have experience in managing emotionally and resilient, empathetic, and capable of sustaining meaningful relationship in diverse classrooms.

The original meaning of EI conceptualized it as set of interrelated abilities (Mayer & Salovey 1997; Salovey & Mayer 1990). Other investigators described EI as an eclectic mix of traits, many dispositional, such as happiness, self-esteem, optimism, self-management, rather than as ability based (Bar-On, 2004; Boyatzis & Sala, 2004; Petrides & Furnham, 2001; Tett, Fox, & Wang, 2005). Moreover, there are some external factors in EI: a journalistic rendering of EI created and also complicated the popular understanding of it. Goleman's (1995) best-selling book Emotional intelligence began with the early version of our EI model but mixed in many other personality traits including persistence, zeal, self-control, character as a whole, and other positive attributes.

In recent years the role of educators becomes more important in emotional intelligence to teach all students in same way. Because, there are varying level students in a classroom and teacher should be responsible and focus on all learners during the lesson. Hence, educators use different methods, strategies and techniques, for example, group work or making projects in scientific topic with team who are divided mixed level learners. As consequence of these methods not only lower level of students improve knowledge but also they learn how to work with group. In order to achieve EI in teacher education some approaches are applied such as enhance self-awareness; self-awareness is the ability to identify and understand your own



emotions and the impact we have on others. It is the cornerstone of emotional intelligence and the other components of EI depend on this self-awareness, self-regulation; self-awareness opens the door to self-regulation, which is the ability to manage these emotions, we can begin to manage them and keep the disruptive emotions and impulses under control. People with strong self-regulation can pause and take a deep breath in tense and stressful situations, Andrews, ,, which helps them remain calm and think before they speak or act. Social awareness is our ability to understand the emotions of others and a key component of this empathy. People with strong social awareness tend toward kindness. However, this does not mean they can not give others difficult feedback -in fact, they may be better at delivering this „tough love” because they understand the other person and want to help them improve. ,, Social skills are what separate a great manager from a good one” says Andrews. These skills, which include influence conflict management, teamwork, and the ability to build and maintain healthy relationships in all parts of your life. People with strong social skills can make an enormous difference on a team and in organizations because they understand others and act on this knowledge to move people toward a common goal. To improve your emotional intelligence, you need to start at the beginning, with self-awareness. However, gauging your self-awareness is innately difficult because as Andrews puts „you do not know what you do not know.” (<https://professional.dce.harvard.edu/blog/how-to-improve-your-emotional-intelligence/#What-Are-the-Components-of-Emotional-Intelligence>)

As suggested above developing emotional intelligence in teacher education and prepare resilience educators open more opportunities to improve behavior and academic skills of students at schools. Moreover, in order to teach emotional literacy at schools seen as prevention in the Daniel Goleman’s book called „Emotional Intelligence.” In the book „In one structured exercise, students are asked a single, realistic step, however, small that might have contributed to resolving a conflict they have previously encountered. In another scenario, they engage in a role-play in which an older sister, absorbed in her homework, becomes increasingly frustrated by her younger sister’s loud rap music. In exasperation, elder sibling switches off the tape



despite strong objections from the younger one. Subsequently, the class engages in a collaborative brainstorming session to generate potential solutions that could accommodate the needs of both sisters.” he said.

To sum up, cultivating emotional intelligence in teacher education and preparing adaptive teachers to educate students ensure numerous advantages in learner’s academic and even personal life. If educators develop their own emotional intelligence and encourage it among students they foster a supportive and empathetic learning atmosphere that enhances outcomes for all participants. Such a learner-centred approach equips students with essential emotional competencies that enable them to succeed both academically and personally.

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