

Empirical Investigation of Emotional Intelligence as a Factor in the Efficiency of Communication with Adolescents

Kh. Rukhieva¹, A. Mukhtarov², S. Kulatova³, N. Abdumannotova¹, M. Mukhtarova²

¹National University of Uzbekistan, Tashkent, Uzbekistan

²Tashkent State University of Economics, Tashkent, Uzbekistan

³Karshi State University, Karshi, Uzbekistan

¹Corresponding author: barnoshka4675@gmail.com

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Abstract The significance and importance of studying the younger generation in modern society are undeniable. In our country, great importance is given to fostering physically and psychologically healthy individuals, and various programs are implemented to support the youth at both macro and micro-social levels. A notable initiative is the program "For a Healthy Generation," established by the International Foundation "Healthy Generation." The study of psychological characteristics of adolescence and youth is crucial, considering that the population of Uzbekistan is currently 35 million people, with more than half being children under 18 years old.

1. INTRODUCTION

One of the contemporary researchers of emotional intelligence, I.N. Andreeva, points out in her work that the level of emotional intelligence development in adolescence is linked to individual manifestations of self-actualization. Moreover, a highly developed intrapersonal emotional intelligence contributes to natural emotional expressions and a positive self-attitude, which, in turn, enable the establishment of deep and close relationships with others [Stolyarenko A.M. (2015)]. I.N. Andreeva, A.A. Aleksandrova, and Yu.V. Davydova have found gender differences in the intensity of emotional intelligence components in adolescents. They unanimously agree that girls tend to have a higher level of emotional intelligence compared to boys. These researchers explain that in girls, emotional intelligence is primarily associated with cognitive processes related to understanding and comprehending emotions, whereas in boys, it is more related to the quality of interpersonal relationships. Additionally, girls show a higher prevalence of empathy, recognition of others' emotions, and a

general understanding of emotions. On the other hand, boys demonstrate a higher prevalence of intrapersonal emotional intelligence and its component of "expression control."

L.D. Kamyshnikova explored the structure of emotional intelligence in adolescents concerning social situations and concluded that effective behaviour, which is closely related to communicative competence, serves as a starting point in understanding abilities reflecting emotional intelligence. The author also states that behaviour in social situations influences the formation of the structure of emotional intelligence. Moreover, L.D. Kamyshnikova emphasizes that the display of emotional intelligence in various social situations is linked to their frequency of occurrence, significance, and prototypicality.

In Yu.V. Davydova's study, essential features, structure, and characteristics of emotional intelligence in adolescence were analysed, leading to the conclusion that emotional intelligence in this age group is a stable and heterogeneous category. Its

¹ barnoshka4675@gmail.com

functions are to ensure activity success, optimize and harmonize intrapersonal and interpersonal interactions. The authors note that the development of emotional intelligence and its essential features is quantitative: during late adolescence, more children demonstrate a high ability to recognize the emotions of others and exhibit empathy.

The previously mentioned study by I.N. Andreeva highlights that the development of emotional intelligence in adolescents plays a significant role in their adaptation to the social environment. The author's assumptions are supported by the empirical findings of O.I. Vlasova, which show that "emotionally gifted" adolescents easily establish relationships within a group, often assume leadership roles, adapt well to new conditions, and contribute to improving the socio-psychological climate within the group.

O.V. Grebennikova's study focuses on social competence (a more integrative concept than communicative competence) in relation to social intelligence in adolescents. Social competence is seen as an integrative personal quality that includes knowledge, skills, abilities, and competencies formed during socialization, allowing individuals to adapt and interact effectively in society. The study identifies several behavioural, cognitive, and emotional determinants of social response, which influence not only social competence but also a teenager's social development. These determinants include social knowledge, social perception, accuracy of social information processing, interpersonal problem-solving skills, social responsibility towards others, ability for prosocial behaviour, skills in self-regulation and self-control, implementation of social skills, and emotional regulation, including emotional disorders such as anxiety, aggression, and depression. The study concludes that social competence is interconnected with social intelligence, where social intelligence acts as a means of understanding social reality, while social competence is the outcome of this understanding. Furthermore, social intelligence is considered the psychological foundation of communicative competence, as indicated by Emelyanov Yu.N.

In E.S. Ivanova's study, the correlation between emotional intelligence and communication skills is explored. The author examines this relationship through self-assessment of emotional intelligence levels using questionnaires and compares the data with real communication skills, diagnosed through

communication tasks [22]. The concepts are seen as highly similar, if not synonymous. The study reveals that adolescents who can successfully identify emotions from photographs may find it challenging to verbally describe them, which is also associated with low self-assessment scores of their communication skills.

To summarize the points mentioned above, it can be suggested that the relationship between emotional intelligence and communication skills requires further empirical research.

Conclusions on the Theoretical Review:

1. Interpersonal communication encompasses various aspects such as informational, perceptual, and interactive elements. It involves both verbal and non-verbal information transfer, feedback processes, communicative influence, and the presence of communicative barriers.
2. Communicative competence is an integral characteristic of effective communication. It involves an individual's orientation towards specific communication, deep awareness and experience, and the ability to interact freely with others based on self-understanding and understanding of others within the dynamic development of interpersonal relations and social environments.
3. The emotional aspect plays a significant role in interpersonal interaction, including partners' mental states, their relationships, and the presence of empathy and shared experiences. Empathy, a key component of communication, also relies on the emotional resources of individuals.
4. Communication barriers arise when the communication process is distorted. Psychological barriers serve to protect individuals from the threat of destructive influences. The emergence of socio-psychological barriers can lead to communicative aggressiveness.
5. The communicative component can be measured using parameters such as communicative tolerance (acceptance of others), empathy, goodwill, mental stability in interpersonal relationships, low impulsivity, aggressiveness, conflict, and the presence or absence of communicative barriers.
6. Communication with peers is the leading activity during adolescence, playing a crucial role in psychological development and maturation. Through communication and identification with others, teenagers learn about themselves without losing their own value and significance. In order to belong to a significant group, teenagers may conform conscientiously to the norms and rules of the group,

which may increase conformity to the peer group's values and norms.

7. For a teenager, communication represents a specific type of emotional content that provides a sense of solidarity, emotional well-being, and self-respect.

8. This paper proposes an interpretation of emotional intelligence as the ability to understand and manage one's own and others' emotions. Understanding emotions involves identifying emotions, verbalizing this identification, and establishing causal connections (the factors influencing the emergence of an emotion and its potential effects). Managing emotions entails controlling emotional intensity, non-verbal and verbal expression, and the ability to evoke specific emotions when needed. This encompasses the ability to apply these skills to both one's own and others' emotions (interpersonal and intrapersonal emotional intelligence).

All respondents' answers were converted into points, and scale values were calculated according to the key for each of the methods.

In accordance with the objectives of our work, we need to determine whether there is a statistically significant relationship between emotional intelligence and the characteristics of the SPSS package (version 13).

To begin with, we present the results of descriptive statistics for all scales of the selected methods. Descriptive statistics help quantify the study's results (raw scores) using key statistical indicators.

Next, we will focus on a comparative analysis of boys and girls in terms of emotional intelligence and their communication characteristics with peers.

It is important to consider the outlined trends, for which we will refer to the histogram depicting a comparative analysis of emotional intelligence indicators in boys and girls.

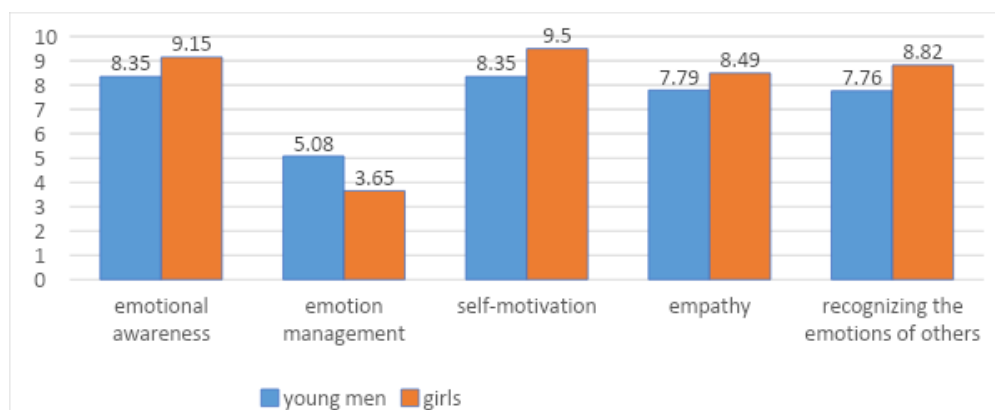


FIGURE 1. Comparative analysis of emotional intelligence indicators in boys and girls (Hall method) in 2021

Describing the histogram, one can observe that, based on the data from N. Hall's methodology, indicators related to empathy, recognition of others' emotions, emotional awareness, and self-motivation appear to be somewhat more prevalent among girls. These data, as per the norms, indicate that the overall sample possesses an average to high level of emotional intelligence. Boys showed a slight advantage over girls only in the scale of managing emotions. However, it is important to reiterate that no statistically significant differences were found on any

scale, thus making it difficult to draw definitive conclusions. As our study utilized two methods to diagnose emotional intelligence, let us now examine D.V. Lyusin's method for a comparative analysis based on gender.

In this case, statistically significant differences are evident in the indicators for "understanding one's emotions" and "management of one's emotions". It appears that young men exhibit a larger sample in these areas. For clearer representation, we present the data in a histogram format.

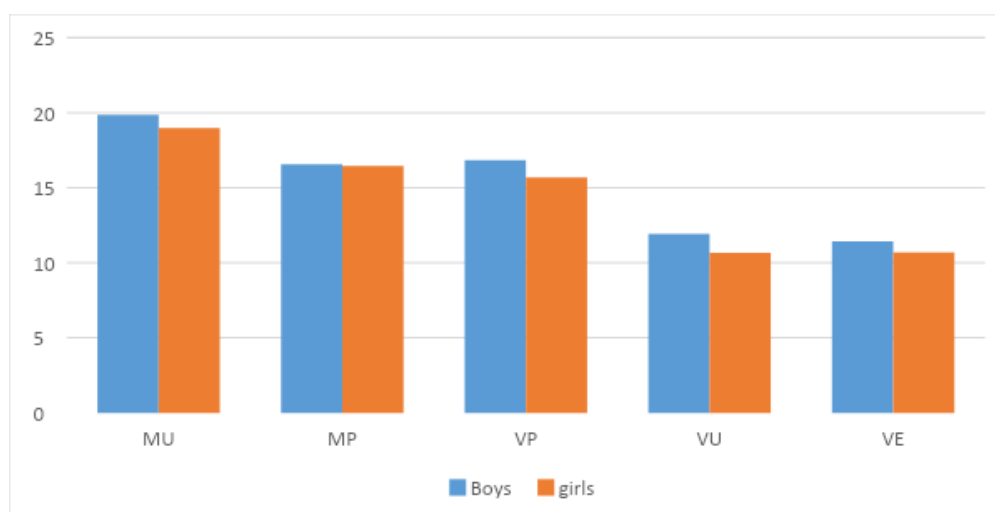


FIGURE 2. Comparative analysis of emotional intelligence indicators in boys and girls (D.V. Lyusin's Method)

Thus, summarising the results obtained by two methods aimed at diagnosing emotional intelligence, it can be observed that certain characteristics of EI, such as managing one's emotions and understanding one's emotions, are more pronounced in boys than in girls. Additionally, the emotion control scale was more pronounced in young men according to both methods, thereby confirming the trend observed. Consequently, intrapersonal emotional spheres in young men appear to exhibit higher development.

Next, we will proceed with a comparative analysis of interpersonal communication indicators, such as emotional barriers and acceptance/non-acceptance of others, based on gender. It is important to note that the results obtained from the method of diagnosing communication barriers indicate either the absence or low severity of emotional barriers among adolescents in general. While a statistically significant difference between girls and boys was found in the greater severity of the emotional barrier "dominance of negative emotions" in girls, the average value of 2.5 suggests a low severity of this barrier. Hence, the dominance of negative emotions is not a constant characteristic in girls' communication, and it does not significantly impact

the sphere of interpersonal relations. This might be attributed to the girls' higher self-criticism reflected in their responses.

Regarding the criterion of acceptance/rejection of others, no statistically significant differences were found. The data obtained for the overall sample indicate a high level of acceptance of others, with slightly higher acceptance among girls compared to boys. Nevertheless, due to the lack of statistical confirmation, the obtained results are described only at the trend level.

According to the standards provided by the authors of the methodology, both boys and girls fall within the range of moderate severity of intransigence. Additionally, girls exhibited more pronounced positive aggression, which implies assertiveness and intransigence. The average conflict indicators in the sample are almost identical for boys and girls, indicating that it is likely a characteristic of this age stage rather than a gender-specific feature.

Finally, the last characteristic of interpersonal communication compared between girls and boys is interpersonal dependence.

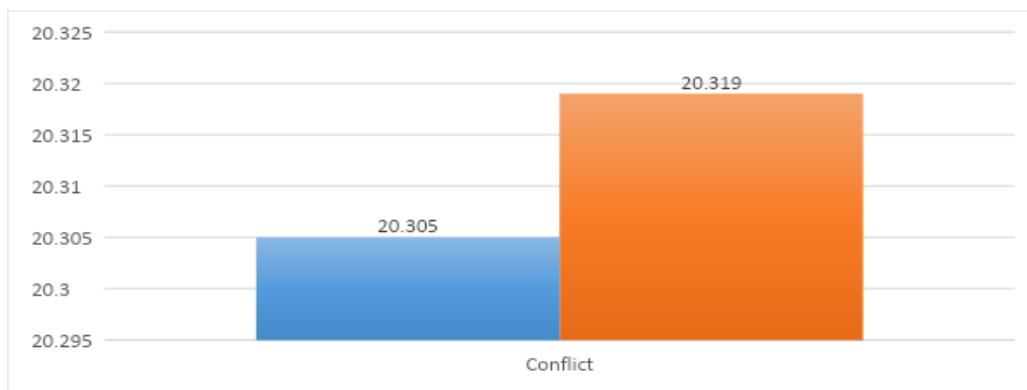


FIGURE 3. Comparative analysis of the conflict indicator in boys and girls

Indicators of interpersonal dependence were almost identical in both boys and girls. Therefore, this parameter of relationships appears to be gender-nonspecific and likely a characteristic of the age period. As per the norms (which differ for boys and girls), the results for boys on the scales "emotional reliance on others," "desire for autonomy," and "dependence" fall within the range of medium severity, while "self-doubt" exhibits high severity in both boys and girls. Interestingly, the girls, according to the norms, displayed a more pronounced desire for autonomy, which could be attributed to cultural factors or a lack of adaptation to our culture's norms. Further research would be needed to unambiguously interpret these results.

However, due to the lack of sufficient significance levels for the overall indicator of interpersonal dependence, we can conclude that there are more similarities than differences between boys and girls in this regard. This can be visualized in the following figure.

In conclusion, the comparative analysis of boys and girls revealed more similarities than differences. The observed distinctions in emotional intelligence indicate that boys are more likely than girls to demonstrate awareness and skills in controlling their own emotions, which can be seen as a developmental area for their emotional sphere. On the other hand, girls tend to focus more on understanding the emotions of others, particularly empathy, albeit at a more tentative level.

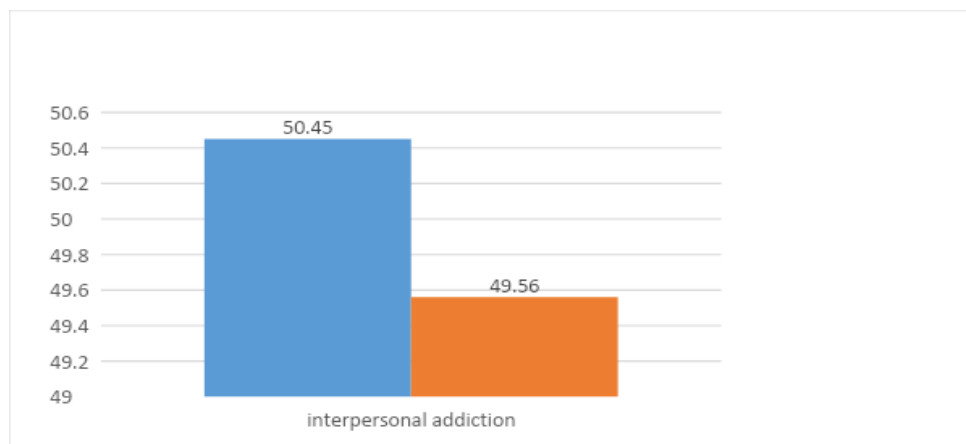


FIGURE 4. Comparative analysis of the integral indicator of interpersonal dependence in boys and girls

Regarding interpersonal communication, it was observed that girls tend to display more positive aggression (assertiveness, intransigence) and a greater severity of the emotional barrier known as the dominance of negative emotions. Additionally, the desire for autonomy appeared to be more pronounced

among girls, based on the interpersonal dependence questionnaire. However, the statistical significance level does not provide definitive conclusions on this result, warranting further research. There were also similarities in terms of interpersonal dependence

(especially on the scale of "self-doubt") and conflict between boys and girls.

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