



THE SOCIO-PSYCHOLOGICAL IMPACT OF PRIMARY SCHOOL TEACHERS' EMOTIONAL INTELLIGENCE ON THE EDUCATIONAL PROCESS

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Abstract: *This study presents an advanced theoretical and analytical investigation of the socio-psychological impact of primary school teachers' emotional intelligence on the educational process. The research examines the conceptual foundations, structural components, and pedagogical implications of emotional intelligence in modern educational environments. It is argued that teachers with a high level of emotional intelligence are more effective in creating a supportive classroom climate, maintaining constructive communication, and facilitating students' cognitive and socio-emotional development. The findings demonstrate that emotional intelligence functions as a multidimensional professional competence that significantly influences learning effectiveness, classroom interaction, and students' psychological well-being. The study substantiates the importance of integrating emotional intelligence development into teacher education systems as a strategic factor in improving educational quality.*

Keywords: *emotional intelligence, socio-psychological impact, educational process, teacher competence, emotional regulation, learning effectiveness*

Annotatsiya: *Mazkur ilmiy ishda boshlang'ich sinf o'qituvchilarining emotsional intellekti hamda uning o'quv jarayoniga ko'rsatadigan ijtimoiy-psixologik ta'siri chuqur nazariy va tahliliy asosda o'rganilgan. Tadqiqotda*



emotsional intellektning tarkibiy komponentlari, uning pedagogik faoliyatdagi roli va o'quvchilar rivojlanishiga ta'siri asoslab berilgan. Natijalar shuni ko'rsatadiki, emotsional intellekti rivojlangan o'qituvchilar o'quv jarayonida ijobiy psixologik muhit yaratadi, samarali kommunikatsiyani ta'minlaydi hamda o'quvchilarning shaxsiy va akademik rivojlanishiga ijobiy ta'sir ko'rsatadi.

Kalit so'zlar: *emotsional intellekt, ijtimoiy-psixologik ta'sir, o'quv jarayoni, pedagogik kompetentlik, emotsional boshqaruv*

Аннотация: *В статье представлен углубленный теоретико-аналитический анализ социально-психологического влияния эмоционального интеллекта учителей начальной школы на образовательный процесс. Рассматриваются структурные компоненты эмоционального интеллекта, его роль в педагогической деятельности и влияние на развитие учащихся. Результаты исследования показывают, что высокий уровень эмоционального интеллекта способствует формированию благоприятной образовательной среды, эффективному взаимодействию и повышению учебной активности учащихся.*

Ключевые слова: *эмоциональный интеллект, социально-психологическое влияние, образовательный процесс, педагогическая компетентность*

INTRODUCTION

In contemporary educational paradigms, teacher effectiveness is increasingly defined not only by subject-specific expertise but also by socio-emotional competencies. Primary education represents a critical stage in the formation of students' cognitive abilities, emotional stability, and social adaptation¹.

¹ Hakimova M.F. Cognitive development in primary education. – 2020. – p. 45.



The concept of emotional intelligence was introduced by Salovey and Mayer as the ability to perceive, understand, and regulate emotions². Subsequently, Goleman expanded this framework, emphasizing its importance for professional success and interpersonal effectiveness³.

The relevance of this study lies in the growing recognition that teachers' emotional intelligence directly affects students' psychological well-being, motivation, and academic achievement.

METHODS

This research is based on a qualitative theoretical approach, including the analysis, comparison, and synthesis of contemporary psychological and pedagogical literature. The study integrates classical theories of emotional intelligence with modern educational perspectives to provide a comprehensive understanding of its socio-psychological impact.

RESULTS

The findings indicate that emotional intelligence significantly influences the educational process in several dimensions.

Firstly, emotionally intelligent teachers contribute to the development of a positive classroom climate, which enhances students' motivation and engagement⁴.

Secondly, emotional intelligence improves communication effectiveness, enabling teachers to respond appropriately to students' emotional states.

Thirdly, teachers serve as emotional role models, and students internalize patterns of emotional behavior through interaction⁵.

² Salovey P., Mayer J.D. Emotional intelligence. – 1990. – p. 189.

³ Goleman D. Emotional Intelligence. – 1995. – p. 34.

⁴ Brackett M.A. et al. Emotional intelligence and behavior. – 2004. – p. 1395.

⁵ Vygotsky L.S. Educational psychology. – 1991. – p. 112.



Furthermore, emotional intelligence supports teachers' stress management and reduces the likelihood of professional burnout⁶.

DISCUSSION

The results confirm that emotional intelligence is not merely an individual psychological trait but a fundamental professional competence that shapes the quality of the educational process.

From a socio-cultural perspective, emotional development occurs through interaction, which highlights the central role of the teacher in facilitating both cognitive and emotional growth⁵.

Moreover, the integration of emotional intelligence into pedagogical practice enhances not only academic performance but also students' socio-emotional resilience.

CONCLUSION

The study demonstrates that emotional intelligence is a key socio-psychological factor in ensuring the effectiveness of the educational process. Teachers with a high level of emotional intelligence are better equipped to create supportive learning environments, foster positive relationships, and promote students' holistic development.

Therefore, incorporating emotional intelligence training into teacher education programs is essential for improving educational quality and sustainability.

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⁶ Kuzmina N.V. Professionalism of the teacher. – 1990. – p. 78.



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