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EMOTIONAL INTELLIGENCE AS A SIGNIFICANT FACTOR IN THE DEVELOPMENT OF PROFESSIONAL SELF-AWARENESS

Annotation

This article provides theoretical and empirical foundations for the role of emotional and social intelligence in the process of professional self-awareness. Within the framework of G.Gardner’s theory of multiple intelligences and modern approaches to intelligence, emotional intelligence is analyzed as a crucial psychological factor in making career decisions, assessing one's capabilities, and determining one's professional orientation.

Key words: Emotional intelligence, social intelligence, multiple intelligences, professional self-awareness, academic intelligence, interpersonal relationships, cognitive processes.

ЭМОЦИОНАЛЬНЫЙ ИНТЕЛЛЕКТ КАК ЗНАЧИМЫЙ ФАКТОР РАЗВИТИЯ ПРОФЕССИОНАЛЬНОГО САМОСОЗНАНИЯ

Аннотация

В данной статье теоретически и эмпирически обоснована роль эмоционального и социального интеллекта в процессе профессионального самосознания. В рамках теории множественного интеллекта Г. Гарднера и современных подходов к интеллекту эмоциональный интеллект анализируется как важный психологический фактор в принятии профессиональных решений, оценке собственных возможностей и определении профессиональной направленности личности.

Ключевые слова: Эмоциональный интеллект, социальный интеллект, множественный интеллект, профессиональное самосознание, академический интеллект, межличностные отношения, когнитивные процессы.

EMOTSIONAL INTELLEKT KASBIY O‘ZINI-O‘ZI ANGLASHNING MUHIM OMILI SIFATIDA

Annotatsiya

Mazkur maqolada emotsional va ijtimoiy intellektning kasbiy o‘z-o‘zini anglash jarayonidagi o‘rni nazariy va empirik jihatdan asoslangan. G.Gardnerning ko‘p qirrali intellekt nazariyasi hamda intellektga oid zamonaviy yondashuvlar doirasida emotsional intellekt shaxsning kasbiy qarorlar qabul qilishi, o‘z imkoniyatlarini baholashi va kasbiy yo‘nalishini aniqlashidagi muhim psixologik omil sifatida tahlil qilingan.

Kalit so‘zlar: Emotsional intellekt, ijtimoiy intellekt, ko‘p qirrali intellekt, kasbiy o‘zini anglash, akademik intellekt, shaxslararo munosabatlar, kognitiv jarayonlar.

Introduction. Throughout the history of psychology, the interrelation between affective and cognitive domains has remained a pressing issue. A person’s reactions to various life situations and their self-perception are reflected in their emotions, while understanding these reactions and drawing abstract conclusions from them is associated with intelligence. Therefore, the object of intellectual processes is human emotions, which, in turn, express an individual’s relationship with the surrounding environment.

Literature review. One of the first scholars to emphasize that intelligence should not be understood as a single, uniform construct was the American psychologist Howard Gardner [1]. Gardner questioned the possibility of assessing human abilities through a single general intelligence measure. For example, he argued that it is impossible to evaluate with one number a skilled sailor who can navigate by stars, a religious leader who knows sacred texts perfectly, or a computer prodigy who hacks complex encrypted websites and composes music on a synthesizer.

Instead of a single general intelligence (g factor), Gardner proposed a model consisting of multiple types of intelligence based on different domains. According to him, the human brain is divided into specialized areas for various functions: “The nervous system consists of functional units that control specific abilities and are located in the frontal and sensory regions of the human brain… This supports the biological basis of different types of intelligence” [1]. Thus, Gardner traces the foundation of multiple intelligences to the anatomical and physiological structure of the human brain.

According to Gardner, intelligence is “the ability to solve problems or create new products in ways that are valued within a particular cultural or social context” [1]. A subsequent important step in studying intelligence involves analyzing academic intelligence, as scientific research until the 1990s often focused on this aspect. Various scholars have used different terms for this type of intelligence: D. Goleman referred to it as rational intelligence [6], D.V. Ushakov and A.E. Ivanovskaya used the term theoretical intelligence [6], while A.I. Savenkov called it academic intelligence [7].

According to a widely accepted definition, intelligence encompasses two main meanings: the general capacity for knowledge and problem-solving, which ensures successful performance in any activity and forms the basis of other abilities; and the system of all cognitive abilities of an individual, including perception, comprehension, memory, imagination, reasoning, and thought [2].

Research Methodology. As a result, all these factors demonstrate a positive interrelation, confirming the existence of the G-factor. Based on intelligence theories, various diagnostic tests have been developed, including the “General Ability Test Battery,” R. Amtkauer’s “Structure of Intellect Test,” H. J. Eysenck’s test, J. Raven’s “Progressive Matrices,” R. Cattell’s intelligence tests, and others. A high IQ is associated with academic success; individuals with higher IQs tend to achieve better grades in school, college, and university. However, IQ does not predetermine social success. A high IQ does not guarantee high income or a happy personal life. Researchers emphasize that other types of intelligence play a crucial role in achieving success in social life: practical intelligence (D.V. Ushakov, A.E. Ivanovskaya, etc.), social intelligence (D.V. Ushakov, S.S. Belova, etc.), and emotional intelligence (D. Lyusin, D. Goleman, etc.).

In the works of foreign authors, several approaches to understanding the process of professional self-awareness can be distinguished. From a humanistic perspective, the study of professional self-awareness primarily focuses on the individual’s self-expression. In this approach, the person’s striving to express themselves through work is taken as a foundation.

The complexity of defining “self-awareness” lies in the existence of related concepts, such as self-expression, self-realization, and self-actualization, which many authors often interpret in relation to a person’s work activity. For example, A. Maslow explains these through “engagement in meaningful work” [9]; K. Jaspers considers them through the “task” performed by the individual; V. Frankl emphasizes a person’s ability to transcend personal limits and find new meaning both in specific work and in life as a whole [8]. Sh. Buhler regards the driving force of human development as the innate desire for self-realization [10].

S.A. Ivanushkina, analyzing Buhler’s work, notes that an individual’s self-expression is defined by their life goals and varies in meaning at different stages of life. The ability to set goals that align most closely with one’s inner essence determines the completeness of an individual’s development and the level of self-realization. Buhler refers to this ability to set personally congruent goals as self-awareness. R. Heyvighurst examines professional self-awareness from the perspective of career development, analyzing it through the acquisition of work-related skills and attitudes that enable a person to become a fully competent employee. In childhood, the foundation of work motivation is laid through imitation of parents; during school years, the habit of working is formed, and in adolescence, individuals make their career choices.

Currently, the most developed area in studying professional self-awareness is vocational guidance. This approach primarily targets general education school students and is reflected in the works of Ye.A. Klimov, S.N. Chistyakova, T.I. Yekimova, N.S. Pryazhnikov, L.M. Mitina, and others. At present, increasing attention is being given to studying professional self-awareness in adults who are changing their career paths. In adulthood, professional self-awareness is associated with personal development within a chosen profession and career advancement.

Analysis and Results. A study was conducted among students of the National University of Uzbekistan to examine the impact of emotional intelligence on academic performance. A total of 150 students participated in the study, of whom 91 were female and 60 were male. The percentage distribution of participants is presented in the following table. The primary methodology of this study was Guilford’s “Social Intelligence” test. This test assesses an individual’s ability to understand social situations, communicate effectively with others, and accurately interpret the emotions and behaviors of people. The test was developed by J. Guilford and is based on his Structure of Intellect Theory.

The test consists of four subtests:

Completed Story Subtest

Expression Groups Subtest

Verbal Expression Subtest

Filled-in Story Subtest

Guilford’s “Social Intelligence” test evaluates a person’s ability to behave appropriately in social environments, communicate effectively with others, understand and anticipate their emotions, and predict their responses.

Testing the Normality of Guilford’s “Social Intelligence” Test Results Using the Kolmogorov–Smirnov Criterion

Table 1.

N=151	Min	Max	Mean score	Std. deviation	Z	P
Completed Story	2.00	12.00	8.7881	2.42929	2.340	.000***
Expression Groups	1.00	12.00	7.1722	2.18407	2.832	.000***
Verbal Expression	.00	11.00	7.0331	1.88827	1.469	.027*
Filled-in Story	.00	11.00	5.7748	2.74996	1.241	.092

Note: p<0.05 – 95%; p<0.01 – 99%; p<0.001 – 99.9%

When analyzing the Guilford “Social Intelligence” test indicators using the Kolmogorov–Smirnov criterion, it was found that the Filled-in Story subtest (Z = 1.241, p > 0.05) did not significantly deviate from normality. However, the Completed Story subtest (Z = 2.340, p < 0.001) and the Expression Groups subtest (Z = 2.832, p < 0.001) demonstrated 99.9% confidence, while the Verbal Expression subtest (Z = 1.469, p < 0.05) showed 95% confidence, indicating that these subtests do not follow a normal distribution.

When analyzing gender differences in the effect of emotional intelligence on students’ academic performance using the Mann–Whitney U test, the results indicated the following: for the Verbal Expression subtest (U = 2357.00, p > 0.05), no significant gender differences were observed.

Gender Differences in Guilford’s “Social Intelligence” Test Scores Based on the Mann Whitney U Test

Table 2.

	Mean Score		U	P
	Girls n=92	Boys n=60		
Completed Story	68.58	87.26	2054.500	.009**
Expression Groups	64.78	93.02	1709.000	.000***
Verbal Expression	71.90	82.22	2357.000	.150
Filled-in Story	64.48	93.47	1682.000	.000***

Note: p<0.05 – 95%; p<0.01 – 99%; p<0.001 – 99.9%

In the Completed Story subtest, a significant gender difference was observed at the 99% confidence level (U = 2054.50, p < 0.01). This indicates that male students demonstrated greater proficiency in understanding social situations, logically analyzing sequences of events, and

accurately interpreting interpersonal interactions. Female students, on the other hand, showed slightly lower scores, suggesting that their social perception tends to be more influenced by emotional factors.

In the Expression Groups subtest, a significant gender difference was found at the 99.9% confidence level ($U = 1709.00$, $p < 0.001$). The higher performance of male students reflects their stronger ability to openly express their thoughts and emotions and to freely manifest themselves through actions and words. The relatively lower scores of female students are associated with a greater focus on internal feelings, a tendency to express emotions indirectly, or to regulate them consciously.

In the Filled-in Story subtest, a significant gender difference was observed at the 99.9% confidence level ($U = 1682.00$, $p < 0.001$). This indicates that male students are considerably more active than female students in analyzing social situations, whereas female students rely more on emotional perception and intuitive reasoning during this process.

When analyzing gender differences in the “Emotional Intelligence Assessment” test by N. Hall using the Mann–Whitney U test, no significant differences were found in the following subscales: Emotional Knowledge ($U = 2468.50$, $p > 0.05$), Self-Assertion ($U = 2544.50$, $p > 0.05$), Empathy ($U = 2350.50$, $p > 0.05$), and Recognition of Others’ Emotions ($U = 2539.00$, $p > 0.05$).

Conclusion and Recommendations. The empirical study conducted among students of the National University of Uzbekistan demonstrates that emotional and social intelligence significantly influence students’ interpersonal relationships, academic performance, and social adaptation. According to the results of the Guilford test, male students scored higher in logically analyzing social situations and expressing their thoughts openly, while female students relied more on emotional perception and intuitive reasoning.

Overall, the development of emotional intelligence is a crucial factor for students’ personal growth, professional self-awareness, and social success. It can be concluded that fostering emotional and social intelligence enhances students’ professional self-awareness, ensures successful adaptation in their future careers, and supports informed career choices. Therefore, it is essential to implement psychological programs within higher education that are aimed at developing students’ emotional and social competencies.

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