

SOCIO-PSYCHOLOGICAL FEATURES OF IMPROVING THE EMOTIONAL INTELLIGENCE OF ADOLESCENTS WITH DEVIANT BEHAVIOR

Narziyeva Shakhnoza Rustamjon kizi
Asia International University

ANNOTATION

This article discusses emotional intelligence, the history of the first use of the term in science, foreign scholars who have expressed their views on emotional intelligence, and the socio-psychological features of the formation and improvement of emotional intelligence in adolescents with deviant behavior.

Keywords: Behavior, intelligence, EI, HI, IQ, globalization, adolescence, reaction, socio-psychological, prevention, psychocorrection.

Currently, the development of deviant behavior among adolescents is accompanied by an increasing tendency toward unlawful actions. In such conditions, organizing preventive work in all educational institutions could serve as an effective solution to prevent these negative situations. The problem of deviant behavior is especially actual in the modern world. Economic inequality, rapid globalization, free access to information, and its accelerated development often lead to negative reactions or imitation behaviors in the adolescent environment.

First of all, it should be noted that modern adolescents spend their time not only in families, neighborhoods, schools, and various educational institutions or sports clubs, but increasingly on social networks and in entertainment communities. If one of the links in this chain of responsibility is weak—if adolescents do not receive sufficient attention, respect, care, and affection—they begin to seek these from the outside environment. Moreover, if they do not feel control, they begin to think differently, striving to imitate adults in worldview, aspirations, and self-perception—engaging in behaviors such as drinking, smoking, or trying to appear stronger than others.

Preventing behavioral deviations and educational disruptions among youth requires not only attention to the family upbringing environment but also the development of ideological immunity and, according to psychological perspectives, the enhancement of emotional intelligence.

To better understand the topic, let us define emotional intelligence. The concept of emotional intelligence was first introduced into science in 1990 by researchers J. Mayer and P. Salovey. One of their followers is D. Goleman, who popularized the concept through numerous publications and presentations.

P. Salovey, in his research, emphasized that intelligence does not merely perceive abstract phenomena; rather, emotions perform this function. Thus, emotional intelligence is defined as the ability to perceive and understand emotions, as well as to manage feelings based on cognitive processes.

According to Salovey, emotional intelligence consists of four components:

1. The ability to perceive one's own and others' emotions;
2. The ability to use emotions to facilitate thinking;
3. The ability to understand emotional expressions;
4. The ability to manage and regulate emotions.



Researcher I. N. Andreeva defines emotional intelligence as the intersection of emotion and intellect in the process of understanding one's own and others' feelings.

Emotional intelligence (EI) is the rational use and management of emotions. It is important to distinguish EI from emotional intensity. A highly emotional person (with high emotionality) is not necessarily someone with high emotional intelligence. A person with high EI is capable of identifying emotions and using them effectively.

Individuals with high emotional intelligence use their emotions rationally, while those with low EI may ignore them, misinterpret them, or become completely controlled by them. Emotional intelligence does not oppose reason and emotion but rather integrates them as a unified system influencing human behavior.

Today, emotional intelligence has become a globally significant topic, extending from scientific laboratories to the business community. Simplified and commercialized interpretations of EI are increasingly widespread. Many parents attempt to develop their children's emotional intelligence independently through literature.

It is well known that IQ (intelligence quotient) determines analytical and cognitive abilities, whereas EQ (emotional intelligence quotient) represents a set of personal and social skills.

These skills include:

- **Self-awareness** — the ability to recognize and analyze one's own emotions and understand strengths and weaknesses;
- **Self-regulation** — the ability to control emotions and maintain emotional balance even in stressful situations;
- **Empathy** — the ability to understand others' emotions and interact considering their internal states;
- **Relationship skills** — the ability to build relationships, manage others' emotions, and resolve conflicts.

Emotional intelligence can be developed through three main steps:

1. Regularly record your emotions;
2. Analyze and understand the causes of your feelings;
3. Apply calming (breathing, meditation, walking) or energizing (sports, dance, music) techniques.

Individuals with high EQ are typically calm, friendly, and socially balanced. Emotionally stable people understand feelings better because their attention is focused not only on themselves but also on others.

During adolescence (around ages 13–14), significant emotional changes occur. Under the influence of education, abstract-logical and critical thinking develops rapidly. Adolescents begin to show interest in worldview-related issues. However, in modern society, protecting adolescents from information overload has become increasingly difficult, especially due to growing gadget dependency.

At this age, imagination develops strongly. Emotions contribute to imagination, and imagination becomes a source of deep emotional experiences such as dreams about the future, heroism, and romantic ideals.

Self-evaluation also intensifies during adolescence. Emotional intelligence involves complex mechanisms related to motivation and behavior. Considering the characteristics of adolescents' emotional intelligence in educational and upbringing processes helps prevent misunderstandings and creates a positive psychological climate in groups.

Increasing adolescents' intellectual activity involves encouraging their curiosity and desire to understand the essence of things. New motivations for intellectual activity emerge.



As teachers and parents adopt new communication styles, adolescents increasingly rely on logic rather than emotions. Logical memory develops rapidly and becomes dominant, while mechanical memory may develop more slowly.

As adolescents grow, their ability to understand emotions increases. Adolescence can be considered the period of “emotional concepts.” Vocabulary expansion leads to richer emotional experiences, both positive and negative.

Emotions serve as psychological energy, and emotional intelligence helps regulate and direct this energy. Daniel Goleman, in his book *Emotional Intelligence*, distinguishes between personal and social competencies.

From the above, it can be concluded that developing emotional intelligence in adolescents contributes to the formation of strong ideological immunity.

Parents are encouraged to communicate more with their children, considering their developmental stage, and discuss topics of interest to them. In family upbringing, it is important to foster stable interests early, develop the ability to love and be loved, and cultivate habits of productive engagement and work.

Parents should involve children in various activities such as sports, arts, and learning to shape their needs positively. For adolescents with deviant behavior, conducting socio-psychological trainings and developing teamwork skills and character traits can effectively prevent behavioral deviations.

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