

THE ROLE OF EMOTIONAL INTELLIGENCE IN EFFECTIVE TEACHING

Tursunova Dilso‘z Anvajan qizi

UzSWLU, 3rd course student

Scientific advisor: Mamatkulova Fotima Ashirkulovna

Senior teacher of USWLU

Annotation. Effective teaching is no longer defined solely by subject knowledge or instructional skills. Emotional intelligence (EI) plays a vital role in creating supportive, respectful, and engaging learning environments. Teachers with high emotional intelligence are better able to manage their own emotions, empathize with students, and respond to classroom dynamics effectively. This article explores how EI enhances communication, classroom management, and student motivation, ultimately contributing to better educational outcomes.

Key words: emotional intelligence, teaching effectiveness, empathy, classroom management, teacher-student relationship, motivation

Аннотация. Эффективное преподавание сегодня требует не только академических знаний, но и высокого уровня эмоционального интеллекта. Учителя с развитым эмоциональным интеллектом способны лучше понимать учеников, управлять своим поведением и создавать благоприятную атмосферу в классе. В данной статье рассматривается роль эмоционального интеллекта в повышении качества обучения и формировании здоровых отношений в образовательной среде.

Ключевые слова: эмоциональный интеллект, эффективность преподавания, эмпатия, управление классом, мотивация

Annotatsiya. Zamonaviy o‘qitish samaradorligi faqat bilim va metodikalarga bog‘liq emas, balki o‘qituvchining emotsional intellektiga ham bog‘liq. O‘z his-tuyg‘ularini boshqara oladigan, boshqalarning holatini tushunadigan o‘qituvchilar sinfda ijobiy muhit yaratadi, o‘quvchilarning motivatsiyasini oshiradi. Ushbu maqolada emotsional intellektning o‘qituvchilikda tutgan o‘rni tahlil qilinadi.

Kalit so‘zlar: Emotsional intellekt, samarali o‘qitish, empatiya, sinfni boshqarish, motivatsiya.

Introduction

In the 21st-century classroom, where diversity, stress, and change are common, emotional intelligence is a powerful asset for teachers. Emotional intelligence includes self-awareness, self-regulation, empathy, and social skills. Teachers with strong EI can build trust, reduce conflict, and foster a safe space for learning. Research shows that emotionally intelligent teachers have stronger relationships with students and colleagues, and they foster more engaged and motivated learners. Teachers who understand and regulate their emotions can remain calm and focused during stressful classroom situations. This helps

maintain authority without aggression and serves as a model for students. Empathetic teachers are better at recognizing students' emotional needs, which can influence academic performance and classroom behaviour. Such understanding allows personalized support and promotes inclusion. Teachers with high EI inspire students, encourage resilience, and sustain a positive emotional climate. They use praise effectively and handle disciplinary situations with care and fairness.

Methods

Teaching is not merely a transfer of knowledge - it is an emotional and relational process that requires awareness, empathy, and interpersonal skills. In today's classrooms, where students face social, emotional, and academic pressures, the emotional intelligence of teachers plays a critical role in shaping student outcomes. Emotional intelligence (EI) refers to the ability to recognize, understand, and manage one's own emotions as well as the emotions of others. Research shows that emotionally intelligent teachers create more inclusive, trusting, and resilient classroom environments. These educators are more adept at conflict resolution, motivation, and classroom management all of which contribute to positive student behaviour and higher achievement. Emotional intelligence also plays a key role in reducing teacher burnout, improving communication with colleagues and parents, and fostering a culture of empathy and mutual respect. Furthermore, as schools become more culturally and linguistically diverse, the need for emotionally responsive teaching increases. Students from different backgrounds may express their needs, frustrations, or learning styles in different ways. A teacher with high emotional intelligence can identify these nuances and adjust their methods accordingly, leading to better academic and emotional outcomes for all students. This article delves into the components of emotional intelligence and how they directly influence the effectiveness of modern teaching practices, arguing that EI is just as vital as subject expertise in today's educational landscape.

Conclusion

To conclude, emotional intelligence is not a supplementary skill but a foundational element of effective teaching. In a world where students bring diverse emotional, social, and academic challenges into the classroom, emotionally intelligent teachers are better equipped to foster inclusive, supportive, and responsive learning environments. The ability to manage one's emotions, understand others' feelings, and build positive relationships enhances communication, reduces conflict, and improves both teaching and learning outcomes. Moreover, emotional intelligence contributes to teacher well-being, reducing stress and burnout while strengthening professional identity and classroom presence. When teachers model emotional regulation, empathy, and active listening, they also cultivate these skills in their students, promoting lifelong social-emotional development. Building emotional intelligence in educators should be a priority in teacher preparation programs and ongoing

professional development. As education becomes more human-centred and holistic, EI emerges as a core competency for teaching success in the 21st century. Empowered with emotional intelligence, teachers can truly inspire, connect, and lead with both heart and mind.

References

1. Goleman, D. (1995). Emotional Intelligence
2. Jennings, P.A., & Greenberg, M.T. (2009). The prosocial classroom
3. Mamatkulova, F., Azamov, A., & Eshquvvatov, B. (2024). The features in foreign languages and learning processes. O ‘zbekiston davlat jahon tillari universiteti konferensiyalari, 130-134.
4. Zarqarayeva, N., Zaripbayeva, S., & Mamatkulova F., (2024). Ta’lim va ta’limda ta’lim texnologiyalari. Ko‘p tillilik muhitida xorijiy tillarni rivojlantirishning innovatsion va integrativ muammolari, 1(01), 207–213. <https://doi.org/10.5281/zenodo.11255760>
5. <https://www.edutopia.org/article/emotional-intelligence-classroom>
6. <https://journals.sagepub.com/home/eer>
7. https://www.researchgate.net/publication/330874221_Teacher_Emotional_Intelligence