

## COMPONENTS OF EMOTIONAL INTELLIGENCE OF NURSES

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**Abstract.** *This article describes the emotional theory of nurses, that is, emotional intelligence and its components. The influence of the components of emotional intelligence on nursing competence and their socio-psychological characteristics were discussed.*

**Keywords:** *emotional theory, emotional index, empathy, feelings, impulse, reaction, mind, perception, intelligence, intellect.*

**Introduction.** Globally, the higher a person's emotional intelligence is, the more likely they are to lead a happy life. We know that the word "intellect" comes from the Latin word "intellectus" meaning intelligence, perception, mind. It is based on the full knowledge of the essence of the person's events and indicates the level of intelligence, understanding, intelligence and spiritual maturity of people.

It is known that emotional intelligence, which is called "Emotional theory" in many cases, stands out as the main socio-psychological characteristic that has a significant impact on the professional competence of a nurse. Essentially, emotional theory in nursing involves the ability to recognize, understand, manage, and use emotions effectively.

**The main part.** Most psychologists emphasize that emotional life of a person is one of the most important factors that ensure the success of behavior, behavior and activity in the science of world psychology. There can be no objections to the veracity of this interpretation. Because this factor has been embedded in the essence of the research subject as an attribute that does not require proof and evidence, since the emergence of experimental psychology as an independent field. It should be emphasized that a person's behavior, behavior, and successful completion of their activities depend to a large extent on emotional states of a person, emotional tone, mood, stress, affect, and emotional experiences that are difficult to interpret, as well as high feelings. Currently, the issue of studying the professional development of a person, professional abilities and the level of competence presents a unique set of tasks for medical psychology.

Social-emotional competence of nurses and its development in medical psychology is a unique complex process on a global scale. A similar concept is expressed in all scientific literature, but without denying this concept, it can be said that a single scientific methodological development of a perfect level has not yet been adopted to analyze the effectiveness of professional activity as a criterion of socio-emotional efficiency in nurses as a means of competence.

Great thinkers of the East have been interested in the development of professional competence of medical personnel for centuries. Abu Rayhan Beruni, Abu Ali Ibn Sina, Abu Nasr Farabi, Alisher Navai described their experiences such as understanding people, communication, and the behavior of their interlocutor in their works. Sh.R.Baratov, M.G.Davletshin, A.M.Jabborov, V.M.Karimova, D.G.Mukhamedova, Z.T.Nishonova, Sh.J. Usmanova. Studied by B.R.Kadirov, E.G'oziev, G'.B.Shoumarov.

Russian scientist G.M. Andreeva, Russian scientist V.M. Bekhterev conducted the first social psychological researches in Russia in laboratory conditions. Later, new aspects of socio-psychological views were developed by B.P.Ananov, E.S.Kuzmin, V.S.Merlin, V.N.Myasishchev,

L.I.Umansky and began to be widely used in social psychology. For the first time abroad, social psychological phenomena were reported by Allport, V. Mede, Mayer, K. A study by Levin et al. The homeostat method discovered by the English scientist R.Ashby, later improved by F.D.Gorbov, integrators for the group created by L.I.Umansky appeared.

Medical psychology is a field of psychology that studies aspects of patient treatment, hygiene, prevention, and diagnosis. In medical psychology, the system of research studies the origin of diseases, the course of the disease, the laws of their influence on the psychology of the individual, the influence of a small social group on the recovery of a person from an illness. It is known that medical psychology includes departments such as clinical psychology, pathopsychology, neuropsychology, somatopsychology and psychotherapy.

Psychological factors affecting diseases in modern medical psychology, issues of influence of personal qualities of medical personnel on the effectiveness of professional activity Z.R.Ibodullaev, D.I.Ilkhomova, M.Kh.Karamyan, Z.Abidova, G.Q.Tulaganova,

It was studied in the researches of Yu.K.Narmetova. Medical sciences doctor, professor Z.R. Ibodullaev, the pace of modern civilization rapid development, increasing the role of the human personality in society activity in the health care system while progress is being monitored

The issue of training medical workers for today emphasizes that it is an extremely urgent issue.

In the world, the need to train highly qualified, competitive, independent thinking specialists is increasing day by day. At the moment, development and improvement of psychological mechanisms of formation of professional competence of medical workers remains one of the urgent problems of today. of the President of the Republic of Uzbekistan on January 28, 2022 No. PF-60 "New Uzbekistan for 2022-2026 on development strategy", No. PF-5938 of February 18, 2020 "Healing of the social and spiritual environment in society, neighborhood to further support the institution and the family and women measures to bring the system of work to a new levelon", No. PF-5590 of December 7, 2018 "Uzbekistan Fundamental improvement of the healthcare system of the Republic" "On comprehensive measures" in the Decrees, 2019 PQ-4190 dated February 13, "Uzbekistan in 2019-2025 Protection of the mental health of the population of the Republic on approving the concept of service development" in the decision and other regulatory legal documents related to the activity implementation of large-scale strategic measures increase is planned. This dissertation research is in the implementation of the measures specified in such regulatory and legal documents serves at a certain level. In the Tallinn Charter "Health systems for health and well-being" and other important international documents, special emphasis is placed on the need for the population to use the achievements of medical and psychological sciences, as well as on the issue of professional competence of medical personnel. In this regard, in the process of reforms carried out in a unique way throughout the world, the requirements for the work of medical workers and nurses, their professional, personal and emotional intelligence, and the psychological improvement of the high emotional theory in their context remain one of the urgent problems.

The concept of emotional intelligence was developed by psychologists Peter Salovey and John Mayer as a result of their scientific research. At the core of this term are skills such as being able to empathize with others, and using emotions to set and achieve goals. In the context of nursing, high emotional theory equips nurses with the ability to navigate the complex web of

emotions inherent in patient care. Nurses with a high level of emotional theory are now more aware of their own emotions, which allows them to remain calm in difficult situations.

In addition, they not only understand the emotional state of their patients, but also show great, sincere empathy, connecting with them on a deep level. High emotional theory has been associated with improved quality of patient care, increased patient satisfaction, and more constructive conflict resolution among health care teams. (Salovey et al., 2002). In short, emotional intelligence is the key to fostering compassionate nursing care.

Emotional intelligence, often called "emotional index", is an important socio-psychological characteristic that forms the basis of nursing competence. It goes beyond traditional cognitive intelligence and includes a wide range of emotional and social skills necessary for nurses in their interactions with patients, families, and colleagues. Emotional intelligence in nurses is not just an innate trait, it is a super-skill that can be cultivated, honed, and integrated into nursing practice, which profoundly affects the quality of care and the overall health care experience.

Therefore, we will consider the components of emotional intelligence in nurses. Emotional intelligence consists of several interrelated components, each of which significantly contributes to nursing competence:

At the core of emotional intelligence is self-awareness, which involves recognizing and understanding nurses' own emotions, strengths, weaknesses, values, and triggers. For nurses, self-awareness is the first step toward effectively managing their own emotions and developing empathy for others (Goleman, 1995).

Self-regulation in nurses refers to the ability to manage and control one's emotions, impulses, and reactions. In a fast-paced and often emotionally charged healthcare environment, nurses with strong self-discipline can remain calm, make informed decisions, and provide consistent, high-quality care. Empathy is the ability to understand and share the feelings and perspectives of others. In other words, empathy is a method of learning the ability.

In nursing, empathy acts as a bridge that connects caregivers with patients on a deep emotional level. David Hume and his student Adam Smith are among the Scottish Enlightenment. They paid more attention to the role of empathy in the formation of morality. They say that Empathy is the ability to read or directly feel the mind and emotions of others. Empathetic nurses can validate patients' experiences, ease their distress, and build trust, which leads to improved patient outcomes. (Riess, Kraft-Todd, 2014).

Social skills in nursing include effective communication, active listening, conflict resolution, and collaboration. Nurses with strong social skills can communicate clearly with patients, their families, and interdisciplinary teams. They are able to manage complex interpersonal dynamics, while fostering teamwork and harmonious relationships (Matthews et al., 2019).

So let's take a look at why emotional intelligence is so important in nursing. The importance of emotional intelligence in nursing cannot be overstated

There are some compelling reasons why emotional intelligence is a key component of nursing competency. They are:

1. Patient-centered care: Nurses with high emotional intelligence can better understand and address the emotional and psychological needs of their patients. They go beyond the clinical aspects of care to provide holistic, patient-centered care. (Freshwater, Stickley, 2004).

2. Improving interprofessional collaboration in nursing: Effective teamwork in nursing is the foundation of health care delivery.

Nurses with emotional intelligence are able to manage interprofessional relationships through empathy and clear communication and make a positive contribution to collaborative patient care.

3. Expanded self-care intellect in the nurse; the demands of nursing are emotionally demanding and can often lead to burnout. Emotional intelligence equips nurses with emotional resilience to cope with stress, increase their well-being and prevent burnout. (Codier et al., 2017).

Job satisfaction in nurses: Nurses who are able to connect with their patients and colleagues on an emotional level often report greater job satisfaction and a deeper sense of fulfillment in their roles.

Development of emotional theory in nursing practice:

Developing emotional intelligence in nursing practice involves education, self-awareness, and continuous self-improvement. Educational programs can include training in emotional theory, which encourages nurses to reflect on their own emotions, listen empathetically, and develop self-management strategies.

In addition, fostering a culture of emotional support in health care settings can provide a conducive environment for the development of emotional intelligence (Por et al., 2011). In conclusion, emotional intelligence is not only a "soft skill" but an integral attribute of nursing competence. It empowers nurses to provide compassionate, patient-centered care, navigate the complexities of health care, and protect their own emotional well-being. As we delve deeper into this dissertation, we will explore practical strategies for fostering emotional intelligence among nurses, share real-life examples of its profound impact on patient care, and discuss the implications of emotional intelligence for nursing education and practice.

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