

SOCIAL PSYCHOLOGICAL CHARACTERISTICS OF EMOTIONAL INTELLIGENCE IN STUDENTS' LEADERSHIP ACTIVITIES

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<https://doi.org/10.5281/zenodo.8364182>

***Abstract.** This article emphasizes the significance of Emotional Intelligence (EI) for student leaders in enhancing their leadership abilities. It highlights the role of EI in improving communication, motivation, conflict resolution, and overall leadership effectiveness. The article identifies specific social psychological characteristics of EI, such as self-awareness, empathy, social skills, assertiveness, conflict resolution skills, and teamwork skills, as essential for student leaders. It also discusses challenges related to these characteristics and provides strategies to address them, including training, practice opportunities, modeling, feedback, and access to resources.*

***Keywords:** emotional intelligence (EI), understanding emotions, managing emotions, student leaders, social and emotional skills, effective communication, motivation, conflict resolution.*

Emotional intelligence (EI) is the ability to understand and manage one's own emotions as well as the emotions of others. It is a critical skill for leaders of all ages, but it is especially important for student leaders, who are still developing their social and emotional skills.

Emotional intelligence plays a significant role in students' leadership activities in a number of ways. First, it helps them be more effective communicators. Emotionally intelligent leaders are able to communicate clearly and concisely, even in stressful or challenging situations. They are also able to listen attentively to the perspectives of others and build trust and rapport.

Second, Emotional intelligence helps student leaders motivate and inspire others. Emotionally intelligent leaders are able to create a positive and supportive work environment where team members feel valued and respected. They are also able to set clear goals and provide feedback in a constructive and motivating way.

Third, Emotional intelligence helps student leaders resolve conflict and manage difficult situations. Emotionally intelligent leaders are able to remain calm and collected under pressure. They are also able to identify and understand the underlying causes of conflict and develop mutually agreeable solutions.

In modern educational system, to improve emotional intelligence in students' leadership activities to be a leader in educational organization, they have to have their social psychological characteristics of EI. They are following:

Self-awareness: Student leaders need to be aware of their own emotions and how they affect their behavior and relationships with others. This includes being able to identify and manage their own stress, anger, and other emotions. (Salovey, P., & Mayer, J. D. 1990).

Empathy: Student leaders need to be able to understand and share the feelings of others. This is essential for building relationships, motivating others, and resolving conflict. (Hoffman, M. L. (2000)

Social skills: Student leaders need to be able to communicate effectively, build relationships, and resolve conflict. This includes being able to communicate their ideas clearly, listen to others attentively, and negotiate effectively. (Goleman, D. (2006)

Assertiveness: Student leaders need to be able to assert themselves and their ideas in a clear and respectful manner. This is essential for being an effective leader and for advocating for the needs of their team members. (Alberti, R. E., & Emmons, M. L. (1987)).

Conflict resolution skills: Student leaders need to be able to resolve conflict effectively and fairly. This is essential for maintaining a positive and productive team environment. (Fisher, R., & Ury, W. (1981).

Teamwork skills: Student leaders need to be able to work effectively with others to achieve common goals. This includes being able to delegate tasks, provide feedback, and build consensus. (Katzenbach, J. R., & Smith, D. K. (2015).

Here are some specific challenges of the social psychological characteristics of Emotional intelligence in students' leadership activities:

Self-awareness namely Lack of awareness:

Students may not be aware of how their emotions affect their behavior. Student leaders may not be aware of their own emotions and how they affect their behavior. This can lead to impulsive decisions, conflict with others, and difficulty managing stress For example, a student leader who is feeling stressed may make impulsive decisions or lash out at others. (Brackett, M. A., Rivers, S. E., Shiffman, S., Lerner, M. J., & Salovey, P. (2006).

Students may not be aware of their strengths and weaknesses. This can make it difficult for them to set realistic goals and delegate tasks effectively. (Riggio, R. E., & Taylor, S. N. (2007).

Empathy or Lack of empathy:

Students may have difficulty understanding the perspectives of others, especially those who are different from them. Student leaders may have difficulty understanding and sharing the feelings of others. This can make it difficult to build relationships, motivate others, and resolve conflict. (Batson, C. D., & Shaw, L. L. (1991)).This can make it difficult to build relationships and resolve conflict. (Batson, C. D., & Shaw, L. L. (1991)).

Students may be more focused on their own needs than on the needs of others. This can lead to a lack of consideration for others and difficulty building consensus. (Mayer, J. D., Salovey, P., & Caruso, D. R. (2008).)

Social skills or Lack of social skills:

Students may not have developed the skills necessary to communicate effectively, build relationships, and resolve conflict. Student leaders may not have developed the skills necessary to communicate effectively, build relationships, and resolve conflict. This can lead to frustration and low morale among team members. (Johnson, D. W., & Johnson, F. P. (2009).

Lack of experience:

Students may be afraid of conflict and avoid it at all costs. Student leaders may be inexperienced and may not have had the opportunity to develop their EI skills through trial and error. This can lead to mistakes and setbacks. This can lead to unresolved problems and resentment. (Fisher, R., & Ury, W. (1981).

Social pressures:

Student leaders may face social pressures that make it difficult to use EI effectively. For example, they may feel pressure to conform to certain norms or avoid conflict. (Baumeister, R. F., & Leary, M. R. (1995)).

These challenges can have a significant impact on student leadership effectiveness. Students who are not able to use emotional intelligence effectively may be less successful in motivating and inspiring others, resolving conflict, and creating a positive and supportive work environment. Solving these challenges is crucial for students. In order to deal with these issues, there are a number of things that can be done to address the challenges associated with EI in students' leadership activities:

Provide training and support to student leaders: Schools and organizations can provide training to student leaders on the importance of EI and how to develop their EI skills. This training can be delivered in a variety of formats, such as workshops, seminars, and online courses.

Create opportunities for student leaders to practice their EI skills: Schools and organizations can create opportunities for student leaders to practice their EI skills in real-world settings. This could involve giving them leadership roles in extracurricular activities or student government.

Model EI behavior for student leaders: School administrators and other adults can model EI behavior for student leaders. This means being aware of one's own emotions, being empathetic towards others, and using social skills effectively.

Encourage student leaders to seek feedback: Student leaders should be encouraged to seek feedback from their peers, mentors, and supervisors on their EI skills. This feedback can help them identify areas where they need to improve.

Provide access to resources: Schools and organizations can provide student leaders with access to resources that can help them develop their EI skills. This could include books, articles, and online courses.

In addition to these general suggestions, there are some specific things that can be done to address the challenges of the social psychological characteristics of EI in students' leadership:

Help student leaders develop their self-awareness. This can be done through reflection exercises, journaling, and feedback from others.

Provide student leaders with opportunities to learn about different cultures and perspectives. This can help them develop empathy and understanding for others.

Teach student leaders conflict resolution skills. This can help them manage conflict effectively and build positive relationships with their team members.

Create a supportive and inclusive environment for student leaders. This will help them feel comfortable taking risks and learning from their mistakes.

Conclusion

EI is a critical skill for student leaders. Emotionally intelligent student leaders are more effective communicators, motivators, and conflict resolvers. They are also able to create a more positive and supportive work environment for their team members. These social and psychological characteristics are essential for student leaders to be successful in their roles. By developing these characteristics, student leaders can build strong relationships with their team members, motivate them to achieve their goals, and create a positive and productive work environment.

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