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Research Article

# **EMOTIONAL INTELLIGENCE (EI) – THE MAIN INDICATOR FOR A SUCCESSFUL MANAGER**

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#### **ABSTRACT**

The article reveals the essence of emotional intelligence (EI) - the main indicator for a successful leader.

#### **KEYWORDS**

level, intelligence, emotion, motive, motivation, activity, process, emotional intelligence, self-knowledge, impulse.

#### INTRODUCTION

A high level of intelligence, revealed by the EI indicator, cannot guarantee success in business and career. According to experts, the achievements of science cannot be explained only by a high level of official logical intelligence. There is no direct connection between the effectiveness of a manager and the EI indicator. Research results have shown that only 15-20% of a leader's achievements are determined by the level of EI. Then what determines the remaining 80%?

In the 90s of the 20th century, a new concept called "emotional intelligence" appeared. It was introduced into use by American psychologists Peter Salovey and John Mayer. They published a book in 1993: (J. Mayer S. Salovey P. The intelligence of emotional intelligence). This scientific work provides the basics and essence of emotional intelligence. In their opinion, emotional intelligence makes it possible to select a similar type of social intelligence, the ability to monitor

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one's own emotions, as well as the emotions of others, and apply this information in the process of thinking and managing actions. According to scientific research by P. Mayer and J. Salovey, people who have a high level of emotional intelligence are able to quickly achieve success in some areas of activity. Despite the fact that the main idea of scientific work is mainly the opposition of emotions and intellect, in reality, one can observe their reciprocity and continuous connection.

The research work of J. Mayer and P. Salovey is a completed work that was intended for a narrow circle of specialists. However, the main successor and promoter of this idea was the psychologist Daniel Goleman, who developed the ideas of two scientists and re-wrote it in a language accessible to the general reader.

Then in 1995, D. Goleman's book "Emotional intelligence" was published on emotional intelligence, which immediately became a "bestseller". The idea of the decisive role of EI in human achievement has reached the public.

The main idea of D. Goleman's scientific research is very simple: there are many types of intelligence, in particular, emotional intelligence can help a person in various areas of life. According to the scientist, emotional intelligence shows our attitude towards ourselves and relationships with others.

D. Goleman identified five main components of emotional intelligence, these are: self-awareness is the main component of emotional intelligence, in which a person with a highly developed intellectual level knows his strengths and weaknesses, is deeply aware of his emotions, his purpose, his needs and desires.

Self-observation is the result of self-knowledge. People who have this property will be able to learn not only to know themselves, but also to control themselves and their emotions. It is known that our emotions are driven by biological impulses, and we can control them. As an important component of emotional intelligence, self-control and self-management gives people the ability to disobey their emotions. Such people can not only subjugate their own emotions to their will, but also direct them in a useful direction.

Empathy is the ability to put oneself in place of others and take into account the feelings and emotions of other people in the decision-making process.

Understanding relationships (relationship skills) is targeted cooperation, that is, being able to guide people in the direction they need. It is the ability to guide people in a mutually beneficial direction.

Motivation - in D. Goleman's book "Leadership, Understanding the Power to Direct People" we talk about the decisive role of EI in leadership. All effective managers are motivated. Managers are always attracted by the mania of achieving success, for them the defining word is "achievement". At the core of an effective leader is a desire to achieve for the common good, not for show.

In general, strong emotional intelligence is the most important characteristic of a good leader. If a person has level 1 intelligence and low EI, then his probability of being an effective leader is very small. It is known that 90 percent of a leader's activity consists of mutual communication, the success of which directly depends on the emotional intelligence quotient.

The problem of measuring emotional intelligence still remains open and controversial. D. Goleman is also skeptical about tests measuring emotional intelligence. All previously known tests are subjective in nature and aimed at self-assessment, but they were the first step in an objective direction. The abovementioned scientists P. Salovey, D. Caruzo and their associate J. Mayer developed MSCEIT (Mayer, Salovey, Caruzo, Emotional intelligent TEST). They believe that

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emotional intelligence can and should be measured, but only based on scientific methods. The developed test measures emotional intelligence. The ability to compare EI with the results of test tasks ensures its objectivity.

According to N. S. Leites and B. M. Teplov, ability is determined not only by the development of the human mind, but also by a set of factors that make up the uniqueness of the human individual. It is impossible not to believe that ability is primarily determined by taking into account human uniqueness. In science, technology and art, gifted people do not repeat each other. Each of them has creative characteristics. Therefore, it is not enough to measure the coefficient of intellectual giftedness by determining the degree of giftedness. In addition, if a student has a high level of intellectual giftedness (170 and above), this will help him in the formation of a creative personality.

Ensuring the rapid development of society in most cases depends on various types of public service. The activities of a manager are always faced with an objective increase in social requirements and the complexity of decisions made, and an increase in responsibility.

In this regard, in order to study the intelligence of personnel, in January and February 2014, research work was carried out among deputy heads of music schools and art schools of the regions and the Republic of Karakalpakstan. During this research, internationally recognized and proven methods and techniques were widely used.

In particular, Quettel tests were used to study the intellectual and psychological characteristics of the individual.

The main objectives of the research work conducted among managers based on the Quettel test tasks include the following:

drawing up a general psychological portrait of the manager and partially studying his emotional intelligence; disclosure of personal, professional activities and individual characteristics; determination of motivational trends and significance of the direction of the studied audience; identifying the most important problems that managers face on a daily basis and identifying the measures needed to improve it.

Test takers will be asked to identify the emotions expressed in the questions. Recommendations and ways to widely use methods for restoring the proposed emotions, identifying the causes of various emotions and using them in the process of thinking and mutual communication with other people will also be given. Of course, this is the first test, let's hope to develop other versions of test tasks.

Research papers on emotional intelligence have not yet been published in Uzbekistan. Specialists from the Center "Intellectual Potential" of the Iste'dod Foundation under the Republic of Uzbekistan began their activities in this direction. When analyzing Quettel's tests, it was found that most of the guestions in them are aimed at identifying emotional intelligence. In particular, "C" is emotional stability and emotional instability; "G" - commitment to feelings, high standard of morality; "D" - integrity, sensitivity; "O" - selfconfidence, experience; Q3-self-control at a high level and self-control at a low level, Q4-relaxation, excitement.

In the course of analyzing the responses received from the heads of regional music schools and art schools of our Republic to the guestions of the Quettel tests, it became clear that, indeed, this test takes into account emotional intelligence.

"C" - all heads of music schools showed high results on test questions related to emotional stability and

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instability, which indicates the endurance and efficiency of the heads, as well as their realistic mood, the stability of their interests, and their lack of mental fatigue.

"G" - commitment to feelings; all regional music schools scored good in terms of high standard of morality. This indicates that they consciously observe the norms and rules of morality, strive to achieve goals, maintain accuracy, and have a sense of responsibility and confidence in relation to their work.

"D" - in terms of the factor of integrity and sensitivity, the heads of music schools in the Khorezm region showed a high result. This means that they are characterized by gentleness, stability, a penchant for romance, a developed understanding of others, and sympathy for them.

The low scores scored by the heads of music schools in other regions speak of their courage, self-confidence, the reality of their thinking, their integrity and severity towards others.

"O" - in terms of the factor of self-confidence and experience, the leaders of music schools in the Kashkadarya and Surkhandarya regions showed a high result, which indicates the empathy of the leaders and their sensitivity. Heads of music schools in other regions showed poor results.

Q3 - in terms of the factor of self-control at high and low levels, the heads of all music schools in our Republic showed a high rating. This means that they have well-developed criteria for self-control, accuracy in determining social requirements, control of their emotions and students, and completion of any work.

Q4 - on the factor of relaxation and excitement, the heads of music schools in the Fergana region scored high, which gives grounds to conclude that they are susceptible to frustration and are very irritable. In relation to the heads of music schools in other regions, who showed a low rating, one can judge their relaxation, lethargy, laziness, as well as neglect of affairs.

The study revealed the following individual characteristics of the leaders of music schools in our country: having maximum intelligence while observing social norms, a tendency to take risks, quickly expressing one's attitude to a changing situation, adherence to rules, motivation to achieve success, diligence, a sense of duty and responsibility for one's work objectivity, practicality, etc.

According to the initial results of the research work, the main psychological problems of music school leaders according to the criteria under consideration are identifying the most effective knowledge, skills and abilities in professional management, accumulated experience and qualities of leaders, as well as their improvement. They face the following tasks:

get rid of the inertia of professional management indicators; take the initiative of your own ideas, activate the ability to act to reshape your consciousness to predict the future better than others; the need to transition from positions of habitual professional stability to a new stable, changing socioeconomic state.

In the criterion under consideration, the following characteristics are identified that are related to the emotional potential characteristic of a manager and the following characteristics of managers are identified:

features of practicality in ensuring the achievement of effectiveness in the work of subordinates; the ability to accept new conditions and opportunities; the ability to effectively use your knowledge, skills and abilities; correct understanding of one's own and state goals;

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desire to help others; ebullience and vital stability; overcoming difficulties.

Most managers are characterized by: planning the work of subordinates, distributing responsibilities and determining ways to carry them out, explaining functional responsibilities, and reasonable and prudent demands for compliance with the standards of specific activities. If all leaders are seriously focused on fulfilling the government tasks assigned to them, then this in turn indicates the development of their emotional intelligence.

Most of the criteria considered differ from other studied criteria in their tendency to realize their professional capabilities.

Their main advantages are as follows:

maximum confidence in your thoughts and abilities, dedication to the idea; willingness to take risks and the ability to take responsibility; conscious management of employees to achieve goals and successful work, knowledge and understanding of management mechanisms.

Understanding the importance and impossibility of replacing controlled inventories.

One of the distinctive features of the considered category is personal initiative, the ability and desire to successfully complete the tasks set for oneself.

An initial comparative analysis of the study of the personal characteristics of the heads of music schools and art schools in the regions of the Republic of Uzbekistan and the Republic of Karakalpakstan (in accordance with the main and necessary indicators for the head).

Factor name	Andijan,	Jizzakh, Sir <mark>darya,</mark>	Samarkand,	Kashkadarya and	Republic of
according to	Fergana,	Tashkent regions	Bukhara, Navoi	Surkhandarya	Karakalpakstan
Quettel	Naman <mark>gangan</mark>	in %	regions in %	regions in %	and Khorezm
	regions, in%				region in %
G	84,8	95	96	98	84
Н	73,6	89	84	67,5	80
M	17	26	42	27	28,2

#### Attachment:

G - desire to achieve a goal, accuracy, responsibility, moral purity, conscious implementation of normative and moral rules of etiquette;

N – willingness to work in unfamiliar conditions, risktaking, high level of activity on social networks;

M – developed thought, high creative potential.

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