

# Incentives for Mental Development in the Ecopsychological Characteristics of Future Primary School Teachers

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## ABSTRACT

The mental scale corresponding to the requirements of the period of future readers indicates that in the course of understanding the emotional experiences of managers, specific scientific concepts on this issue were developed, mainly in world practice, which were deeply studied by the world's leading psychologists, scientists working in this field, and researchers engaged in uncovering the mysterious and the comprehensive aspects of emotional intelligence. The study of this issue by scientists and psychologists, the coefficient of mental development of young people, reflected in the results of the study, and the characteristics related to intelligence corresponding to affective emotion, factors of professional maturity and intellectual development, tests of professional choice and intelligence, the study of the dynamics of intelligence in the professional formation of a student. Considering the history and foundations of the creation of the concept of emotional intelligence, it is noted as a basis that Uzbek scientists conducted a number of scientific studies in their work on the organization of individual educational autonomy, such as general intellectual abilities, diagnostics of educational intelligence, social cohesion, technical abilities of students and diagnostics of emotional intelligence. This space shows the positivity of such factors as the study of emotional intelligence on the example of inflatable informants, the development of emotional intelligence in their educational activities, and the formation of individually typical characteristics of common intellectual qualities in children in constructive proportions, understanding of general and social intelligence, verbal and non-verbal behavior in them emotional intelligence serves to form emotional intelligence

**Keywords:** emotions, personality, emotional intelligence, general intelligence, self-esteem, emotion control, emotions of others, emotional competence, empathy, frustration, personal skills, social skills, interpersonal relationships.

## INTRODUCTION

Based on modern knowledge, advanced foreign experiments, and the widespread introduction of innovative pedagogical technologies, special attention is paid to such issues as human intelligence and its relationship with the social environment, types of intelligence and its capabilities in human activities, ecopsychological competencies, and psychological elements that ensure the level of types of intelligence. In particular, the fact that research has been conducted on the problem of emotional intelligence (EQ) in 22 ethnic areas is being studied by world experts as an urgent problem, such as intelligence, IQ perception coefficient (intelligence quotient), and EQ emotion coefficient (Emotional Quotient) in more than 15 countries, as well as in other countries of the world. availability of regulatory documents, other types

Scientific research is carried out in the world in the fields of prevention of affective disorders by forming emotional perception, understanding the characteristics of others, developing emotional intelligence by

analyzing the content of social situations, improving the psychological culture of a person based on the formation of emotional intelligence, emotional intelligence in the directions of the leading factor in personal decision-making. Also, through the individually typical characteristics of future teachers in the educational environment, their readiness for professional activity, the identification of features of emotional intelligence in accordance with the direction of training injectors to be eroded on the basis of individually typical characteristics, and the study of the psychological properties of their personality application in professional training by the characteristics.

In recent years, a regulatory framework has been created in our republic to ensure the personal and professional maturation of a teacher in the modern education system. In this regard, the tasks were set to "bring the level of higher education coverage to 50 percent and improve the quality of education", "implement admission parameters based on proposals from personnel customers", and "develop a target program for entering international rankings of higher education institutions". The questions and answers to them " were set out. In connection with the reforms on youth education, in ensuring the implementation of these tasks, special attention is paid to the education of highly qualified specialists for the future of our country, young people with high intellectual, spiritual, and moral potential.

Since the problem of emotional intelligence has acquired the status of a new problem, by now specific scientific concepts in the fields of world psychology have been developed within the framework of this problem. Early references to the recognition of emotional intelligence have been reflected in studies of foreign psychology. In research from the field of psychological science in our country, such problems as age-related features of intelligence, psychological aspects of professional maturity and intellectual development, tests of professional choice, and intelligence, practical issues of studying intelligence, the dynamics of intelligence in the professional development of a student have been studied by psychological scientists. We see that in the research work of D.G.Mukhamedova, E.G.Goziev, M.G.Davletshin, B.R.Kadyrov, A.I.Rasulov, S.J.Usmanova, and H.G.Sharofutdinova conducted a number of scientific studies, such as general intellectual abilities, diagnostics of student intelligence, social intelligence, intellectual qualities of gifted children, technical abilities of students and diagnostics of emotional intelligence. Unlike the studies presented above, our research work differs in that individually typical characteristics of emotional intelligence are studied using the example of professional teachers.

The system of such studies includes the research of advanced foreign scientists such as D.Goleman, G.Orme, D.Meyer, P.Seloway, D.Caruso, R. Bar-On, M. Zeidner, M. Brackett, W.Deluvich, J.V.Kerrochi, J. Averil, as well as scientific research by domestic scientists A.J.Gladky, D.V.Luchin, O.I.Vlasova, S.P.Derevyanko, G.V.Yusupova, A.S.Petrovskaya are recognized by Belarusian scientists P.Berezovsky, E.A.Lobanova, Larisa, who conducted research in the field of the existentialist approach.[14,24,23, 6;4;10] In addition, cultural and historical concepts of intelligence and affective states were developed by researchers L.S.Vygotsky, O.K.Tikhomirov, A.G.Asmolov, V.P.Zinchenko, D.A. Leontiev, who also appeared in the works of the Leontievs.[18,19,26,27]

To fully highlight the ethnopsychological aspects of emotional intelligence in the individually typical features of the emotional intelligence of novice Britons, the "Review of Formal and Dynamic Characteristics of Individuality" by V.M.Rusalov was used. After applying this survey to the objects of research, the emphasis was placed on analyzing their results in such a way that they correlate with the nature of educational areas (defectology, pedagogy and psychology, primary education and sports, and educational work). The results of the study are presented in the following tables. First of all, it is analyzed on the basis of stable Rami-dynamic characteristics (on temperament) of individuality, which are determined by the properties of the nervous system of injectors to be blurred in the directions of Education. Then it was found that the results of the methodology are correlated with the characteristics of the emotional intelligence of the injectors. The results of the study in this direction are presented below.

According to the results of the table Defectology Education direction according to the official-dynamic characteristics of the blurry injectors according to the psychomotor activity index of the blurry injectors general condition phlegmatic (72.62), and according to the intellectual activity index mixed high emotional type (87.03), mixed type with high activity in the communicative activity index (104.60), mixed with high emotionality in the total activity index (263.26). This determines the tendency of the teachers of the educational direction of technology to perform correctional work with children at different levels according to their professional nature in the future, taking into account their emotions, and working with patience and contentment.

According to the official dynamic characteristics of the articulators of primary education and sports education, the following temperamental features were identified: the general condition according to the psychomotor Activity Index is choleric (112,53), and the mixed upper emotional type according to the intellectual activity index (84,18), belonging to the lower emotionality according to the communicative activity index.

**Table 1.** Indicators of the official dynamic characteristics of the individuality of future injectors according to educational directions

Scales	Defectology		BT and STI		Pedagogy and psychology	
	Score	Temperament	Score	Temperament	Score	Temperament
Psychomotor activity index (PAI)	72,62	Phlegmatic	112,53	Choleric	94,53	Uncertain type
Intellectual activity index (IAI)	87,03	Mixed high emotional type	84,18	Mixed high emotional type	101,37	Mixed highly active
Communicative activity index (CAI)	104,60	mixed type with high activity	82,60	mixed belonging to lower emotionality	125,73	highly active mixed-type
Total activity index (TAI)	263,26	mixed with high emotionality	261,75	Mixed high emotional type	261,75	mixed with high emotionality

Mixed type (82.60), and mixed high emotional type affiliation (261.75) by total activity index were observed. This direction of Education assumes that future readers as specialists manage two distinctive features. One aspect assumes the harmony inherent in a specialist who is engaged in sports work, and the other works with children. For this reason, it is possible that the BT and STI direction blurry injectors did not in vain reflect the choleric psychomotor Activity Index, the mixed high emotional type in the intellectual activity index, and the mixed high emotional type in the General Activity Index. However, in them, a mixed type of belonging to lower emotionality was identified by the index of communicative activity. One aspect of this is that those who study in the educational direction may have overemphasized the sports work part in their choice of direction.

The formal-dynamic characteristics of the individuality of the educators of pedagogy and psychology educational direction can be said to have specificity: an ambiguous type according to the psychomotor activity index (94.53), and a mixed high active type (101.37) according to the intellectual activity index, a mixed type with high activity according to the communicative activity index (125.73), a mixed type with In turn, those who are studying pedagogy and psychology in the direction of Education will also have to mature professional qualities inherent in a specialist in two areas. They are required, in one respect, as educators, to have the necessary characteristics for the educational environment, and in the other the psychologist (the ability to conduct psychological activities with people).

According to the direction of Education, an attempt was made to illuminate the individual-typical features of emotional intelligence of whistleblowers, which will be blurred on the basis of Ramy-dynamic characteristics of individuality. To do this, the correlations between research methodologies (IRDXS and emotional intelligence research metrics) were researched. The results of the study in this direction are presented in the table below.

In the correlation relationship between the formal-dynamic characteristics of the individuality of the articulators of defectology educational direction Bulacan, the characteristics of emotional intelligence, the following cases were observed.

If this connection Defectology education direction takes into account the fact that inflectional speakers perform individual-typical characteristics characteristic of emotional intelligence, it is possible to be benevolent to express the following relationships.

**Table 2.** Defectology educational direction correlation indicators between the formal-dynamic and emotional intelligence characteristics of the individuality of the future actors

Scales	Psychomotor activity	Intellectual activism	Communicative activism	General emotionality	General activism
Emotional erudition	0,228*	-0,043	-0,114	-0,177	-0,116
Managing your own emotions	0,165	-0,023	-0,014	-0,086	-0,041
Self-evidentialist	0,059	0,044	0,100	0,055	-0,042
Empathy	0,173	0,227*	-0,206	-0,114	0,000
Perceiver of other human experiences	0,009	0,373**	0,088	0,173	0,044
Understanding the feelings of others	-0,004	0,106	0,123	0,070	0,095

Managing the emotions of others	-0,020	0,074	0,325**	0,127	0,125
Understanding one's own feelings	-0,009	0,022	-0,050	-0,039	0,086
Control of one's own emotions	0,067	0,155	0,108	0,086	0,041
Expression control	0,021	0,432**	0,103	0,288*	0,069
Interpersonal emotional intelligence	0,148	0,247*	-0,069	-0,186	0,025
Understanding emotions	-0,134	0,074	0,026	0,261*	-0,011
Emotion management	0,074	0,119	-0,071	-0,067	-0,117
Total emotional intelligence	0,056	-0,006	-0,004	0,041	-0,016

Defectology educational direction will have to be able to evaluate them according to the behavior of other people in terms of the formation of professional character in future readers. This was observed in the correlation ( $R=0.228$ ;  $R<0.05$ ) between the emotional erudition of the injectors to be blurred and the characteristics of psychomotor activity. Defectology educational direction it is important that the inoculations assess their nervous system characteristics, feelings, and experiences according to their behavior, as they work with children. A number of significant correlations have also been reflected between the emotional intelligence of defectological educational streamers and the characteristics of intellectual activity: it is important that they are empathetic towards children ( $r=0.227$ ;  $R<0.05$ ), that perceive other people's experiences ( $r=0.373$ ;  $R<0.01$ ), that children's expression can control ( $r=0.247$ ;  $R<0.05$ ). In terms of intellectual activity, inflatable injectors have emotional intelligence harmonies. Defectology educational orientation has also been identified from a positive correlation relationship between the communicative activity of injections and control of other human emotions ( $R=0.325$ ;  $R<0.01$ ). Experts in this direction are able to influence the emotions of the people they work with if they can control them and achieve the consequentiality of the correction. There is no doubt that the effectiveness of the corrective work carried out on the contrary will be slow.

The expression control ( $r=0.288$ ;  $R<0.05$ ) and emotion comprehension characteristics of defectology training route have also produced a positive association with the general emotionality characteristic. The results of Defectology educational direction will be evaluated and guided by the expression of feelings, and experiences of children from the point of view of the functioning of teachers in the "human-human" relationship system. In this respect, the emotional telling of the educational direction of defectology is in some way being formed. However, no association was observed between the rest of the components of emotional intelligence and their formal dynamic characteristics.

In the case of primary education and sports education, further specificity was found in the correlations between the formal-dynamic and emotional intelligence characteristics of the individuality of the student in the sphere. This is explained in the following direction. Because this direction will be sports in the official-dynamic features of the individuality of the injectors

**Table 3.** Primary education and sports education work educational direction correlation indicators between the formal-dynamic and emotional intelligence characteristics of the individuality of the future actors

Scales	Psychomotor activity	Intellectual activism	Communicative activism	General emotionality	General activism
Emotional erudition	0,049	0,086	0,086	-0,160	-0,156
Managing your own emotions	0,187	-0,099	0,251	0,062	0,021
Self-evidentialist	0,121	0,057	-0,020	-0,009	0,011
Empathy	0,054	-0,055	0,077	0,121	0,085
Perceiver of other human experiences	0,110	0,106	0,010	0,039	-0,037
Understanding the feelings of others	-0,068	-0,107	0,137	0,133	0,147
Managing the emotions of others	0,011	-0,041	0,334**	-0,181	-0,144
Understanding one's own feelings	0,115	-0,036	-0,089	-0,058	-0,019
Control of one's own emotions	0,109	0,248**	0,067	0,005	-0,052
Expression control	0,038	0,242**	0,017	-0,053	-0,159

Interpersonal emotionalny intelligence	-0,249*	0,127	0,006	0,027	-0,229*
Understanding emotions	0,068	-0,011	0,256**	-0,019	-0,055
Emotion management	0,120	-0,019	0,278**	0,027	0,027
Total emotional intelligence	0,068	0,033	0,017	-0,067	0,146

limitations in typical features on emotional intelligence were observed in the account that it reflected priority in terms of relevance to its dynamics. In the formal-dynamic characteristics of individuality with the emotional intelligence of these directional Bulacan injections, the following correlation indicators were identified: positive links were observed between the characteristics of communicative activity ( $R=0.344; R<0.01$ ), interpersonal emotional intelligence ( $R=0.256; R<0.01$ ) and emotion management ( $R=0.278; R<0.01$ ). This is due to the fact that the readers of this educational direction will have the initial skills to focus on understanding the emotions of other people during professional training. But they do not form a complete link between interpersonal emotional intelligence with Psychomotor activity ( $r=-0,249; R<0.05$ ) and total activity ( $r=-0,229; R<0.05$ ). This situation makes it necessary to find the necessary qualities for the interpersonal relationship of a primary education specialist with sports educational work in the conditions of this educational direction.

Further specificity was observed in the results determined in this direction, if the correlation indicators between the formal-dynamic and emotional intelligence characteristics of the individuality of the future readers of the educational direction of pedagogy and psychology are analyzed.

**Table 4.** Pedagogy and psychology educational direction correlation indicators between the formal-dynamic and emotional intelligence characteristics of the individuality of future readers

Scales	Psychomotor activity	Intellectual activism	Communicative activism	General emotionality	General activism
Emotional erudition	0,049	0,116	-0,014	0,060	0,080
Managing your own emotions	-0,040	0,029	0,024	-0,084	0,097
Self-evidentialist	-0,086	0,090	0,009	0,083	0,092
Empathy	0,114	-0,130	0,232*	-0,212*	-0,243**
Perceiver of other human experiences	0,533**	0,015	0,106	0,002	0,039
Understanding the feelings of others	0,000	0,871	0,265	0,983	0,681
Managing the emotions of others	112	112	112	112	112
Understanding one's own feelings	0,116	-0,132	-0,030	-0,183	-0,099
Control of one's own emotions	0,451**	-0,062	0,017	0,005	0,006
Expression control	0,125	-0,012	0,431**	-0,050	-0,015
Interpersonal emotionalny intelligence	0,023	0,055	0,393**	0,057	0,048
Understanding emotions	0,009	-0,019	0,391**	-0,117	0,030
Emotion management	0,143	-0,296**	0,078	-0,058	-0,101
Total emotional intelligence	0,145	-0,071	0,101	-0,153	0,033

This direction of Education has acquired different connections in the formal-dynamic characteristics of individuality with the components of the emotional intelligence of the articulators to be blurred.

Positive correlations were observed between the components of their emotional intelligence that sense other human experiences ( $r=0.533; R<0.01$ ) and self-emotion management ( $r=0.451; R<0.01$ ) with Psychomotor activity intelligence. This is evidenced by the training of psychologist-educators to assess the behavior of other children and other people.

However, there was no positive relationship between the intellectual activity of future teachers of this field and the control of their emotions ( $r=-0.296; R<0.01$ ). This requires attention to the formation of these characteristics in the context of professional training.

A positive correlation was observed between communicative activity of future teachers of the direction of pedagogy and psychological education and a number of components of emotional intelligence: empathy ( $R=0.232; R<0.05$ ), expression management ( $R=0.431; R<0.01$ ), interpersonal emotional intelligence, understanding of emotions ( $R=0.393; R<0.01$ ), emotion management ( $R=0.391; R<0.01$ ). These indicators pedagogy and psychology educational direction will be studied by those who realized that

communication is the most important means of working with people. Therefore, those who paid special attention to this tried their best. As a result, they constantly tried to focus on developing these components of emotional intelligence.

However, an inverse correlation relationship was observed with the empathy component of emotional intelligence between general emotional ( $r=-0,212$ ;  $R<0.05$ ) and general activity ( $r=-0,243$ ;  $R<0.05$ ). This made it possible for us to conclude that the sufficient relationship between emotional intelligence and formal-dynamic characteristics of the whistleblowers is not reflected in their decisions in their professional activities.

In the implementation of strategies to increase the environmental and psychological competence of future primary school teachers, "in order to bring youth to adulthood as people who possess modern knowledge and experiences, good qualities, to radically improve the quality of Education, First of all, it is necessary to adapt educational programs, methodological manuals to Advanced International criteria, to develop children's analytical and creative thinking skills. [3]

In the process of research that needs to be conducted at the present time, various educational directions are aimed at identifying individually typical features using the above-mentioned analytical materials based on the correlation between emotional intelligence and the formal dynamic characteristics of injection users. Analytical materials confirm that emotional intelligence of any educational field has its own individually typical characteristics. These characteristics, in turn, also serve to assess the educational orientation and professional characteristics of future teachers. This includes the fact that the individual characteristics of future teachers allow us to take a broader look at the currently ignored ecopsychological problem, while identifying a number of factors, and the fact that we conduct research throughout the entire period of study is considered a priority.

It is especially desirable that we can report on the results of the research conducted at the institutes, that the result of this research work will be further expanded if we disrupt the balance between the institutes and the institutions themselves. Based on the results of the research work on this topic, the following general conclusions were drawn.

Levels of individual psychological characteristics associated with the development of emotional intelligence in future teachers, qualities that ensure the emotional experiences of others: understanding the thoughts of a participant in communication, understanding non-verbal behavior, social intelligence, emotional erudition, understanding one's own emotions, understanding the emotions of others, as well as the formation of character traits such as emotional intelligence, are key factors.

3. Psychological stability of the level of indicators of emotional intelligence of future university teachers, a high level of general intellectual abilities, the formation of individual psychological characteristics, the growth of emotional and volitional qualities, the formation of factors necessary for educational activities and increasing the possibilities of emotional erudition in the training of future teachers serves as a definite basis.

In this regard, it should be noted that to determine any person, attention can be attributed to his professional maturity, the possibility of success, embodied ideological intellectual health, to his intellectual development in a broad sense, the coefficient of mental development and intelligence-related characteristics corresponding to emotional experiences, factors of professional maturity and intellectual development as the basis.

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