

## DEVELOPMENT OF EMOTIONAL INTELLECT IN ADOLESCENCE AND ITS ROLE IN CAREER CHOICE

*Sipatdinov Arman Sharafatdinovich*

*Student of the "Applied Psychology" program at Berdakh Karakalpak State University*

**Abstract:** This article highlights the processes of developing emotional intelligence in adolescence and its role in career choices. According to the results of a study conducted among 9th and 11th-grade students, a comparative analysis of the indicators of emotional intelligence and professional orientations characteristic of age groups was conducted.

**Keywords:** emotional intelligence, career choice, adolescence, N. Hall methodology, J. Holland test, professional orientations.

Adolescence is one of the most important stages in the emotional, social, and cognitive development of a person. During this period, the individual begins the process of determining their future professional path. In modern psychological research, emotional intelligence is considered not only as a means of interpersonal communication and stress management, but also as one of the inevitable factors of professional success. Research by domestic and foreign scientists shows that young people with a high level of emotional intelligence can more accurately assess their capabilities and interests when choosing a profession.

According to UNESCO reports for 2021, 68 percent of adolescents highly value the importance of the ability to manage their emotional state in the process of choosing a profession. Similar studies were conducted in other countries, and the results showed that this skill helps to make the right decisions in stressful situations. Emotional stability is especially important in professions that require direct communication with people and prompt decision-making. Therefore, the development of emotional intelligence serves as an important factor in the conscious and accurate formation of professional orientations of young people.

The concept of emotional intelligence was first introduced into scientific circulation by P. Salovey and J. Mayer, and later expanded by D. Goulman. He divides emotional intelligence into four main components: understanding one's own emotions, managing them, understanding the emotions of others (empathy), and managing social relationships. In career choice theories, J. Holland's RIASEC model is widely used. He divides a person's professional interests into six types: Realistic, Investigative, Artistic, Social, Enterprising, Conventional.

M. Yakubova, N. Khudoyberdiyeva, and other domestic researchers noted that if adolescents have a high level of emotional intelligence, then their professional decisions will be more conscious and positive. Also, foreign scientists such as Mayer, Salovey, Holland have proven the existence of a direct connection between emotional intelligence and professional adaptability.

In order to determine the relationship between the level of emotional intelligence in adolescence and priority areas in choosing a profession, a total of 220 schoolchildren (110 in 9th grade, 110 in 11th grade) aged 15-17 years, studying in 9th and 11th grades, were subjected to psychological diagnostics in equal numbers of girls and boys in both groups. In the research process, the methodology «Determination of the Emotional Intelligence Coefficient» by N. Hall and the RIASEC professional orientation test by J. Holland were used. The N. Hall methodology measures five components of emotional intelligence: awareness of emotions,

management, motivation, empathy, social skills. The Holland test helps to determine the type of professional interests.

**Analysis of the results obtained using the N. Hall test «Determination of the Emotional Intelligence Coefficient» (n=220)**

Component	Grade 9 (M)	Grade 11 (M)	t	p
Emotional awareness	7.8	8.9	-2.1	<0,05
Self-control	6.5	8.2	-2.9	<0,05
Motivation	7.1	8.7	-2.6	<0,05
Empathy	7.4	8.1	-1.9	>0,05
Social skills	7.0	8.4	-2.7	<0,05

The research results showed that some components of emotional intelligence in 11th grade students are significantly higher than in 9th grade. In particular, in the «self-control» component, 11th grades scored 8.2 points, and 9th grades 6.5 points ( $t=-2.9$ ;  $p<0.05$ ). This indicates the development of the ability of high school students to control their emotional state in stressful or complex situations, reduce negative emotions, and maintain a positive psychological balance. Also, in terms of the «motivation» component, 11th grades prevailed (7.1 points versus 8.7 points;  $t=-2.6$ ;  $p<0.05$ ). This difference shows that older students have stronger sources of internal motivation, such as setting goals, striving for them, and overcoming obstacles. In «Social Skills» 11th-grade students also showed a high result (8.4 points) ( $t=-2.7$ ;  $p<0.05$ ), which indicates their high ability to communicate, work in a team, and successfully perform social tasks. However, the difference in the «empathy» indicator was not statistically significant ( $p>0.05$ ), which means that sensitivity to the emotions of others was sufficiently developed in both groups. In general, the high level of emotional intelligence of 11th grade students gives them an important advantage in assessing their real capabilities in the process of choosing a profession, making targeted decisions, and forming a plan for the future.

**Analysis of the results obtained using the RIASEC professional orientation test by J. Holland (n=220)**

Type of professional orientation	Grade 9 (M)	Grade 11 (M)	t	p
Realistic	6.4	7.2	-1.8	>0,05
Investigative	5.9	7.5	-2.7	<0,05
Artistic	8.1	7.4	1.9	>0,05
Social	8.3	7.6	2.1	<0,05
Enterprising	6.0	7.9	-3.0	<0,05
Conventional	5.8	6.9	-2.2	<0,05

Analysis of professional orientations showed a significant change in the structure of interests with age. 11th grade students scored 7.5 points in the «investigative» type, and 9th grade

students 5.9 points ( $t=-2.7$ ;  $p<0.05$ ). This indicates that representatives of the older class have a stronger need for scientific research, logical analysis, and analytical activity. In the «Enterprising» type, 11th grades also have a significant advantage (6.0 points versus 7.9 points;  $t=-3.0$ ;  $p<0.05$ ), which indicates the development of initiative, leadership, and organizational skills. In addition, 11th grades also showed a high result in the «Conventional» type (5.8 points versus 6.9 points;  $t=-2.2$ ;  $p<0.05$ ), which means an increased tendency to perform systematic and orderly work. On the contrary, 9th grade students have slightly higher indicators in the areas of «Artistic» (8.1 points) and «Social» (8.3 points), which means that younger students are more interested in creative expression and direct work with people, but these differences are not statistically significant ( $p>0.05$ ). In general, the results of the Holland test show that in high school students, professional orientations are formed more practically, strategically, and in accordance with market requirements, while in lower grades, broader and more diversified interests are preserved.

In conclusion, it can be noted that 11th-grade students are more mature than 9th-grade students in managing their emotions and striving towards goals. This helps them make more accurate decisions in the process of choosing a profession. A high level of emotional intelligence increases flexibility in choosing a professional direction. The research results confirmed the importance of emotional intelligence in choosing a profession in adolescence. Students with high emotional intelligence consciously choose their future profession by realistically assessing their interests and capabilities. Therefore, psychologists recommend organizing special trainings on the development of emotional intelligence among adolescent students, providing advice on individual career choices based on the J. Holland test, and conducting seminars for parents and teachers on the importance of emotional intelligence in professional development.

#### REFERENCES:

1. Goleman, D. Emotional Intelligence: Why It Can Matter More Than IQ. – New York: Bantam Books, 1995.
2. Holland, J. L. Making Vocational Choices: A Theory of Vocational Personalities and Work Environments. – Odessa, FL: Psychological Assessment Resources, 1997.
3. Холл, Н. Эмоциональный интеллект: диагностика и развитие. - Москва: Психология, 2004.
4. Голдштейн, Д. Психология профессионального самоопределения. – Санкт-Петербург: Питер, 2015.
5. Yo'ldoshev, J. Psixologiya asoslari. – Toshkent: Fan nashriyoti, 2020.
6. Xudoyberdiyeva, N. Kasbiy yo'naltirish psixologiyasi. – Toshkent: O'zbekiston Milliy Universiteti nashriyoti, 2019.
7. G'ulomova, S. O'smirlik davri psixologiyasi. – Samarqand: SamDU nashriyoti, 2021.