

PSYCHOLOGICAL FEATURES OF EMOTIONAL INTELLIGENCE DEVELOPMENT IN FUTURE TEACHERS

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Annotation: This article explores the psychological features of emotional intelligence development in future teachers. Emotional intelligence (EI) is a vital factor in the professional formation of teachers, influencing their communication, empathy, self-regulation, and decision-making skills. The paper analyzes the psychological mechanisms that contribute to the development of emotional intelligence among pedagogical students and emphasizes its importance in effective teaching and classroom management.

Keywords: emotional intelligence, psychology, teacher education, empathy, self-awareness, communication skills, professional development.

In the modern educational system, the role of emotional intelligence (EI) has become increasingly significant. Future teachers must not only possess professional knowledge but also be emotionally competent individuals capable of understanding, managing, and expressing emotions effectively. Emotional intelligence helps teachers build positive relationships with students, colleagues, and parents, ensuring a healthy emotional environment in the learning process. The psychological development of emotional intelligence during teacher training is, therefore, an essential component of professional formation. In the 21st century, education is undergoing rapid transformations that require teachers not only to be subject experts but also emotionally intelligent professionals. The growing complexity of interpersonal relationships in schools, increased diversity in classrooms, and the emotional demands of the teaching profession highlight the need for teachers to possess well-developed emotional intelligence (EI). Emotional intelligence enables educators to understand their own emotions, recognize the emotions of others, and manage emotional interactions in ways that promote positive learning environments.

The development of emotional intelligence among future teachers is particularly significant during their academic preparation. University education should not only provide theoretical and pedagogical knowledge but also support the emotional and psychological growth of teacher candidates. Research in educational psychology shows that teachers with higher levels of emotional intelligence demonstrate better classroom management, improved communication with students, and higher levels of job satisfaction. They are also more resilient to stress and more capable of maintaining motivation in challenging teaching contexts. Furthermore, emotional intelligence contributes to the formation of teachers' professional identity. It strengthens their ability to empathize with students, build trustful relationships, and foster inclusive classroom climates. In addition, emotionally intelligent teachers are more effective in addressing behavioral issues, motivating learners, and preventing conflicts. Therefore, the study of psychological features related to the development of emotional intelligence in future teachers is not only relevant but also essential for the preparation of competent educators in the modern world. In this context, understanding the psychological mechanisms that underlie emotional intelligence development can help educational institutions design more effective training programs. Activities such as reflective practice, emotional awareness exercises, group discussions, and simulated classroom experiences play a crucial role in shaping emotional

competence. The integration of these elements into teacher education can significantly enhance the emotional readiness of future teachers, preparing them for both the academic and emotional challenges of their profession.

Emotional intelligence (EI) is a complex psychological construct that integrates cognitive, affective, and social components. It reflects a person's ability to perceive, understand, and regulate emotions — both their own and those of others. For future teachers, emotional intelligence serves as a foundation for emotional stability, pedagogical tact, and effective communication in the learning process.

1. Theoretical Foundations of Emotional Intelligence

According to Salovey and Mayer (1990), emotional intelligence includes four primary abilities: perceiving emotions, using emotions to facilitate thinking, understanding emotions, and managing emotions. Goleman (1995) later expanded this concept to include self-awareness, self-regulation, motivation, empathy, and social skills.

For teachers, these dimensions are directly related to professional activities such as classroom management, decision-making, and interpersonal interaction. Emotional intelligence allows teachers to respond appropriately to students' emotional needs, which is a key component of effective pedagogy.

2. Psychological Mechanisms of EI Development in Future Teachers

The formation of emotional intelligence in teacher candidates is a psychological process that develops through education, experience, and self-reflection. The main psychological mechanisms involved include:

Emotional perception and awareness: recognizing one's emotional states is the first step in developing self-regulation. During pedagogical training, students learn to observe how emotions influence their behavior and teaching style.

Self-reflection and self-regulation: emotional intelligence grows when future teachers reflect on their reactions to classroom situations, criticism, or stress. Reflection promotes emotional balance and helps control impulsive behavior.

Empathy development: through interaction with peers, children during practice, and teachers, students learn to understand different emotional perspectives. Empathy enables teachers to build supportive relationships and address students' needs effectively. **Social learning and communication:** cooperative learning, teamwork, and group projects provide social contexts for developing communication and emotional expression skills.

3. Pedagogical and Psychological Conditions for EI Development

psychological development of emotional intelligence among future teachers requires specific pedagogical conditions within teacher training programs. These include:

Incorporating emotional learning into curricula – integrating subjects or modules focused on emotional awareness, psychological communication, and stress management. Practical training

and role-play activities – allowing students to experience real classroom situations and reflect on emotional responses.

Mentorship and supervision – guidance from experienced educators helps students interpret emotional experiences constructively. Creating a supportive emotional environment – universities should foster open communication, empathy, and cooperation among students and teachers.

These practices encourage emotional self-efficacy, which contributes to professional growth and psychological readiness for the teaching profession.

4. Importance of EI in Professional Teacher Competence

Emotional intelligence significantly affects teachers' professional competence. Educators with high EI demonstrate better adaptability, leadership qualities, and creativity in their work. They are capable of resolving conflicts peacefully, motivating students, and maintaining a positive classroom climate.

In conclusion, the development of emotional intelligence in future teachers is one of the key psychological aspects of their professional and personal formation. Emotional intelligence equips teachers with essential skills such as self-awareness, empathy, self-regulation, and effective communication, which are indispensable for successful interaction in the educational environment. The ability to understand and manage emotions not only enhances teaching effectiveness but also promotes the creation of a psychologically healthy classroom atmosphere. The process of emotional intelligence development requires intentional pedagogical and psychological support during teacher education. Integrating emotional learning, reflective practices, and social-emotional training into university programs can significantly strengthen the emotional competence of teacher candidates. Furthermore, collaboration with mentors, peer feedback, and emotional experience analysis contribute to deeper self-understanding and professional maturity. Thus, emotional intelligence should be recognized as a fundamental component of teacher education. Its psychological development ensures that future educators become emotionally stable, empathetic, and resilient professionals capable of meeting the emotional and academic needs of their students. By fostering emotional intelligence, teacher training institutions contribute not only to the personal growth of future teachers but also to the overall improvement of the quality of education.

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