

## THE ROLE OF EMOTIONAL-INTELLECTUAL FACTORS IN THE EDUCATION OF THE YOUNG GENERATION

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**Abstract:** *This scientific article comprehensively analyzes the role of emotional-intellectual factors in the upbringing of the younger generation based on modern psychology, pedagogy, sociology and educational theories. The importance of emotional stability, empathy, self-control, motivation, reflection and communicative competencies in the process of human capital formation, social adaptation, spiritual well-being and development of civic responsibility is scientifically substantiated. The study summarizes the views of foreign scientists - Daniel Goleman, Howard Gardner, Lev Vygotsky, Jean Piaget, John Dewey, Albert Bandura, Erik Erikson and Uzbek scientists on personal development, spiritual upbringing and pedagogical psychology. The article logically covers the theoretical essence of emotional intelligence, its functional significance in the upbringing of young people, the role of the family and educational institution, current aspects in the conditions of Uzbekistan and practical proposals.*

**Keywords:** *emotional intelligence, young generation, upbringing, personal development, empathy, motivation, self-management, psychological education, spiritual maturity*

**INTRODUCTION.** The development of society in the 21st century is characterized by technological modernization, digital communications, global competition and the complexity of social relations. In such conditions, the issue of educating the younger generation is not limited to providing knowledge or forming professional skills. The modern social environment requires from a person, along with intellectual potential, such qualities as emotional flexibility, stress resistance, social cooperation, tolerance, initiative, leadership and spiritual responsibility. Therefore, in today's pedagogical paradigms, the process of education requires considering the cognitive, emotional, moral and social development of the individual as a single system.

In the traditional education model, academic performance, intelligence quotient (IQ), theoretical knowledge and memory capacity have long been considered the main criteria. However, modern scientific research shows that a person's life success, professional efficiency, family stability and civic engagement are closely related not only to IQ, but also to emotional-intellectual competencies. Emotional experience, self-awareness, communication culture and motivational orientation, especially formed during childhood and adolescence, create the foundation for personal development. Therefore, interpreting the upbringing of the younger generation only in the framework of mental development is a one-sided approach.

In psychology, emotional development is defined as a person's ability to recognize, understand, manage, and constructively direct emotions. Emotions are an important psychological mechanism that governs a person's inner world, social relationships, and decision-making processes. The inability to control negative emotions can lead to aggression, anxiety, depressive mood, or difficulties with social adaptation. On the

contrary, emotional stability and emotional self-control ensure a person’s positive functioning, stress resistance, and social success. Therefore, the development of emotional literacy in the educational process is of strategic importance.

The concept of emotional intelligence was introduced into scientific circulation by Peter Salovey and John D. Mayer, and is interpreted as a person’s ability to understand and manage their own emotions, understand the emotional state of others, and use this information effectively. Later, Daniel Goleman widely popularized this theory, substantiating emotional intelligence as an important factor in life success. According to his approach, self-awareness, self-control, intrinsic motivation, empathy, and social skills are the main components of individual success.

The issue of intellectual development is also one of the central directions of educational theory. Jean Piaget, showing the gradual development of children’s thinking, developed methods of upbringing and education appropriate to age characteristics. Lev Vygotsky, on the other hand, founded the decisive role of the social environment, communication and cooperation in the development of the individual, and created the theory of the “zone of proximal development”. These views show that intellectual growth in the upbringing of the younger generation is not an individual biological process, but is closely related to the socio-emotional environment.

The socio-psychological aspects of personality development are also widely covered in Erik Erikson’s theory of psychosocial development. According to him, at each stage of human life, certain psychological crises and identification processes occur. During adolescence, finding an answer to the question “who am I?”, understanding social roles, and forming a system of values are of particular importance. The role of emotional support and a positive upbringing environment in this process is invaluable.

Albert Bandura’s social learning theory is also an important methodological basis for understanding the process of upbringing. According to him, children and adolescents learn behavior more through observation, imitation, and social modeling. Therefore, the personal example of parents, educators, and community leaders becomes a practical tool for emotional-intellectual upbringing.

In pedagogy, the process of education is interpreted as a continuous social process aimed at the formation of the spiritual, moral, aesthetic, labor, legal and civic qualities of a person. However, in order for all these areas to give effective results, a person must have self-control, motivation, a culture of communication and a positive emotional background. Thus, emotional-intellectual factors are not a separate part of education, but a psychological basis that unites all its areas.

In the conditions of Uzbekistan, this topic is even more relevant. Because improving youth policy in the country, improving the quality of education, developing human capital, strengthening spiritual and educational work, and raising a harmonious generation are among the priority areas of state policy. Our national values, such as kindness, respect for elders, respect for younger ones, tolerance, teamwork, patriotism, and responsibility, serve as natural sources of emotional education. At the same time, as the impact of globalization and digital culture brings new challenges to the minds of young people, the need to strengthen psychological stability is increasing.

Local pedagogical and psychological scientists have also been extensively researching the issues of personal development, spiritual upbringing, motivation and psychological environment. Their scientific conclusions indicate that the cooperation of family, school

and neighborhood, the influence of the personal example of the teacher, a healthy psychological environment and an educational model based on national values are important factors. These approaches, in combination with foreign theories, confirm the need for systematic development of emotional-intellectual factors in the upbringing of the younger generation.

Thus, the relevance of this topic is that ignoring emotional-intellectual factors in the upbringing of the younger generation can negatively affect the social adaptation, mental health and civic activity of the future generation. On the contrary, developing these factors on a scientific basis serves to form a harmonious, competitive and spiritually mature personality. Therefore, the main purpose of the article is to reveal the theoretical essence of emotional-intellectual factors in the upbringing of the younger generation, to logically analyze their educational significance based on the research of foreign and Uzbek scientists, and to develop practical recommendations.

Emotional-intellectual factors represent the internal psychological mechanisms of personality development. They directly affect the process of acquiring knowledge, behavior management, and social relationships. The development of these factors in the process of upbringing helps a person grow not only into a successful student, but also into a responsible citizen, a loving child, and an active member of society.

Emotional stability enables young people to withstand the psychological challenges of everyday life. During adolescence, the need for self-expression, peer pressure, fear of failure, family expectations, and uncertainty about the future can be a powerful source of stress. If a young person is able to understand their emotions and has the skills to manage them, they will be able to deal with such situations constructively. Otherwise, aggression, depression, or withdrawal may increase.

Empathy is a socio-moral pillar of the educational process. The ability to understand the feelings of others develops tolerance, compassion, and social cohesion. Young people with high empathy work effectively in a team, resolve conflicts without violence, and have a deeper sense of social responsibility. Therefore, cooperative games, team projects, and communication exercises are used as important tools in modern educational programs.

Motivation is the internal energy of a person's activity. Short-term results can be achieved through external control, but long-term success is impossible without internal motivation. In the process of upbringing, it is necessary not to give a child ready-made orders, but to set goals, to realize his own interests and to create the opportunity to make independent choices. Then he will perceive knowledge not as an obligation, but as a means of personal growth.

Self-control skills are a central element of behavioral culture. Time management, impulse control, patience, discipline, and responsibility have a strong impact on the future professional and family life of young people. Psychological studies have shown that children with high delayed gratification skills achieve higher results in later education and work.

Communicative competencies are also a component of emotional-intellectual factors. The ability to clearly express ideas, listen, debate, reach agreements, and work in a team prepare young people for social life. The modern labor market increasingly demands these “soft skills.”

In the process of upbringing, the family plays a decisive role as a primary institution. The child's first emotional experience is formed in the family. The kindness, fair attitude,

listening culture and psychological support of parents develop a sense of security and self-confidence in the child. A conflictive or cold atmosphere in the family, on the contrary, can be a source of anxiety and internal instability.

Educational institutions continue this process through professional pedagogical mechanisms. The teacher’s emotional culture, methods of motivation, fair assessment and respectful communication with students create a positive psychological environment. Only when a student feels valued as a person, his intellectual activity is fully manifested.

In the conditions of Uzbekistan, it is important to combine national values and modern psychological approaches to develop emotional-intellectual education. The role of the mahalla institute in social education, values such as family, respect for elders, hospitality and solidarity are social capital that enrich the emotional world of young people. At the same time, it is necessary to form media literacy, stress management and psychological protection skills in the conditions of the digital environment, Internet pressure and virtual communications.

Logically, the development of emotional-intellectual factors is not the task of a psychologist alone. This process requires the cooperation of the family, the teacher, the neighborhood, the media, and state policy. If these subjects work in the same direction, the mental health, civic activity, and spiritual well-being of the younger generation will be strengthened.

**Conclusion.** The role of emotional-intellectual factors in the upbringing of the younger generation is incomparable. In modern conditions, a person’s success is determined not only by academic knowledge, but also by self-awareness, emotional management, empathy, motivation, communicative culture, and the ability to adapt to society. Research by foreign and Uzbek scientists shows that these factors are the psychological basis for the formation of a harmonious personality.

Therefore, it is necessary to introduce emotional literacy programs in the education system, increase the psychological competence of teachers, work systematically with parents, create a healthy psychological environment in schools, and strengthen social education mechanisms based on national values. Only in this way can an intellectually capable, mentally stable, spiritually mature, and competitive generation be raised.

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