

## EMOTIONAL INTELLIGENCE (EI) - THE BASIC INDICATOR FOR A SUCCESSFUL HEAD

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### ABSTRACT

In this article it has been described the notion of emotional intellect (EI) – the main index for successful leader.

**Keywords:** Level, intellect, emotion, motive, motivation, activity, process, emotional intellect.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The 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 the high level of official-logical intelligence. There is no direct connection between the performance of the leader and the EI indicator. The research results showed that only 15-20% of the leader's achievements are determined by the level of EI. Then what determines the remaining 80%?

In the 90s of the XX century, a new concept called “emotional intelligence” appeared. It was introduced into everyday life by American psychologists Peter Salovey and John Mayer. They published a book in 1993: (J. Meyer S. Salovey P. The intelligence of emotional intelligence). This scientific work gives the basics and essence of emotional intelligence. In their opinion, emotional intelligence makes it possible to select a similar kind of societal intelligence, the ability to monitor one’s own emotions, as well as the emotions of others, to apply this information in the process of thinking and controlling actions. According to the scientific research of P. Mayer and J. Salovei, 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 mainly consists in contrasting emotions and intellect, in reality, their reciprocity and continuous connection can be observed.

The research work of J. Mayer and P. Salovei is a completed work that was intended for a narrow circle of specialists. However, the main successor and propagandist of this idea was 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, which immediately became a "bestseller," was published. The idea of the decisive role of EI in human achievement has reached the public.

The basic 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 sectors of life. According to the scientist, emotional intelligence shows our attitude towards ourselves and our relationship with others.

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

Self-observation (self-management) is the result of self-knowledge. People with this property can learn not only to know themselves, but also to control themselves and their emotions. It is known that our emotions are triggered by biological impulses, and we can control them. Being an important component of emotional intelligence, self-control and self-government gives people the opportunity to disobey their emotions. Such people can not only subordinate their own emotions to their own will, but also direct them in a useful direction.

Empathy (empathy) - the ability to put yourself 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. This is the ability to guide people in a mutually beneficial direction.

Motivation - in D. Goleman's book "Leadership, Understanding the Power to Guide People", it is about the decisive role of EI in leadership. All managers with effective activities have motivation. Managers are always attracted by the mania of success, for them the determining word is "achievement". In the depths of the soul of an effective leader is desire - this is an achievement for the common good, and not for an indicative effect.

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

The problem of measuring emotional intelligence is still open and debatable. D. Goulman is also skeptical of tests for measuring emotional intelligence. All previously known tests are subjective in nature and aimed at self-esteem, but they were the first step in an objective direction. The above scientists P. Salovei, D. Caruso and their associate J. Mayer developed MSCEIT (Mayer, Salovey, Caruzo, Emotional intelligent TEST). They believe that 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 the totality of factors included in the originality of the human individual. It is impossible not to believe that ability is primarily determined taking into account human identity. In science, technology and art, gifted people do not repeat each other. Each of them is characterized by creative features. Therefore, it is not enough to measure the coefficient of intellectual giftedness by determining the degree of giftedness. In addition, if the 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 the leader always encounter an objective increase in social requirements and the complexity of decisions, increase responsibility.

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

In particular, Kettel's tests were used, designed to study the intellectual and psychological characteristics of a person.

The main objectives of the research work carried out among managers on the basis of Kettel's test tasks include the following:

- compilation of a general psychological portrait of the manager and a partial study of his emotional intelligence;
- disclosure of personal, professional activities and individual characteristics;
- determining motivational trends and the significance of the direction of the studied audience;
- determining the most important problems that managers face daily, determining the measures necessary to improve it.

Testees will be offered identification of emotions expressed in questions. Recommendations and ways of widespread use of methods to restore the proposed emotions, identify the causes of various emotions and use in the process of thinking and mutual communication with other people will be given. Of course this is the first test, let's hope for the development of other test cases.

In Uzbekistan, research papers on the issues of emotional intelligence have not yet been published. In this direction, the specialists of the Center "Intellectual Potential" of the Istedod Foundation under the Republic of Uzbekistan began their activities. When analyzing Kettel's tests, it was found that most of the questions in them are aimed at identifying emotional intelligence. In particular, "C" stands for emotional stability and emotional instability; "G" - attachment to feelings, high normativeness of morality; "G" - principle, sensitivity; "O" - self-confidence, experience; Q3-self-control at a high level and self-control at a low level, Q4-relaxation, agitation.

In the analysis of the answers received by the heads of regional music schools and art schools of our Republic to the questions of Kettel's tests, it became clear that, indeed, this test takes into account emotional intelligence.

"C" - all the leaders of music schools showed high results on test questions related to emotional stability and instability, which testifies to the endurance, performance of leaders, as well as their realistic mood, the stability of their interests, and their lack of mental fatigue.

"G" - adherence to feelings, according to the high normativeness of morality, all regional music schools scored good points. This indicates that they consciously comply with the norms and rules of morality, strive to achieve goals, observe accuracy, have a sense of responsibility and confidence in relation to their work.

"G" - according to the principle of principle and sensitivity, the leaders of music schools in the Khorezm region showed a high result. So, they are characterized by softness, stability, a tendency to romance, a developed understanding of others, sympathy for them.

The low scores scored by the heads of music schools in other areas speak of their courage, self-confidence, the reality of their thinking, their integrity and rigor in relation to others.

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

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

Q4- According to the factor of relaxation, excitement, the heads of music schools in the Ferghana region scored high points, which gives reason to conclude that they succumb to frustration, are very encouraging. In relation to the leaders of music schools in other areas, which showed a low rating, one can judge their relaxedness, lethargy, laziness, as well as neglect.

During the study, the following individual characteristics of the leaders of music schools in our country were identified: having the maximum wit while observing social norms, a tendency to take risks, quickly express their attitude to a changing environment, following the rules, motivation to achieve success, diligence, a sense of duty and responsibility for one's own work objectivity, practicality, etc.

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

- to get rid of the inertia of professional management indicators;
- to take the initiative of their own ideas, to activate the ability of actions to reform their consciousness to predict the future better than others;
- the need to move from the position of habitual professional stability to a new stable changing socio-economic state;
- in the criterion under consideration, the following characteristics were identified that are related to the emotional potential inherent to the manager and the following characteristics of the leaders are determined:
  - features of practicality to ensure the achievement of effectiveness in the work of subordinates;
  - the ability to accept new conditions and opportunities;
  - the ability to effectively use their knowledge, skills;
  - The correct understanding of their own and state goals;
  - the desire to help others;
  - fluidity and vital stability;
  - overcoming difficulties.

Most managers are characterized by: planning the work of subordinates, assigning responsibilities and identifying ways to accomplish them, explaining functional responsibilities, a reasonable and prudent requirement to meet the standards of a specific activity. If all leaders are seriously focused on fulfilling the state tasks assigned to them, then this, in turn, indicates the development of their emotional intelligence.

Most of the criteria examined differ from other criteria studied by the tendency to realize their professional capabilities.

Their main advantages are as follows:

- maximum confidence in their thoughts and abilities, devotion 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 stocks.

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

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

Kettel factor name	Andijan, Ferghana, Namangangansky regions,%	Jizzakh, Sirdarya, Tashkent regions in%	Samarkand, Bukhara, Navoi regions in%	Kashkadarya and Surkhandarya regions in%	Republic of Karakalpakstan and Khorezm region in%
G	84,8	95	96	98	84
H	73,6	89	84	67,5	80
M	17	26	42	27	28,2

Application:

G - the pursuit of goals, accuracy, responsibility, moral purity, the conscious implementation of normative and moral rules of etiquette;

N - willingness to work in unfamiliar conditions, a tendency to risk, a high level of activity in social networks;

M - developed thought, high creativity.

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