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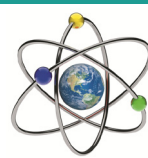


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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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THE PSYCHOLOGICAL IMPORTANCE OF EMOTIONAL INTELLIGENCE AND STRESS RESILIENCE IN INCREASING PROFESSIONAL EFFICIENCY OF PRIMARY SCHOOL PEDAGOGUES

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Abstract: In modern educational environments, primary school teachers face numerous psychological and professional challenges that require high levels of emotional competence and stress management. The purpose of this study is to examine the psychological importance of emotional intelligence and stress resilience in improving the professional efficiency of primary school pedagogues. Emotional intelligence enables teachers to recognize and regulate their own emotions while also understanding the emotional states of students. Stress resilience, in turn, helps educators effectively cope with professional difficulties and maintain psychological stability in demanding teaching conditions. The study proposes a conceptual model in which emotional intelligence acts as an independent variable influencing stress resilience and professional efficiency among primary school teachers. The findings highlight the significant role of emotional and psychological competencies in enhancing teaching effectiveness and creating a supportive learning environment for young learners.

Key words: emotional intelligence, stress resilience, professional efficiency, primary school teachers, pedagogical psychology.

Annotatsiya: Zamonaviy ta'lim muhitida boshlang'ich sinf o'qituvchilari yuqori darajadagi emotsional kompetensiya va stressni boshqarish ko'nikmalarini talab qiladigan ko'plab psixologik hamda kasbiy muammolarga duch keladilar. Ushbu tadqiqotning maqsadi boshlang'ich sinf pedagoglarining kasbiy samaradorligini oshirishda emotsional intellekt va stressga chidamlilikning psixologik ahamiyatini o'rganishdan iborat. Emotsional intellekt o'qituvchilarga o'z his-tuyg'ularini anglash va boshqarish, shuningdek, o'quvchilarning emotsional holatini tushunish imkonini beradi. Stressga chidamlilik esa pedagoglarga kasbiy qiyinchiliklarni samarali yengib o'tish va murakkab pedagogik sharoitlarda psixologik barqarorlikni saqlashga yordam beradi. Tadqiqotda emotsional intellekt boshlang'ich sinf o'qituvchilarida stressga chidamlilik hamda kasbiy samaradorlikka ta'sir etuvchi mustaqil omil sifatida qaraladigan konseptual model taklif etiladi. Tadqiqot natijalari emotsional va psixologik kompetensiyalarning pedagogik faoliyat samaradorligini oshirish hamda kichik yoshdagi o'quvchilar uchun qo'llab-quvvatlovchi ta'lim muhitini yaratishdagi muhim rolini ko'rsatadi.

Kalit so'zlar: emotsional intellekt, stressga chidamlilik, kasbiy samaradorlik, boshlang'ich sinf o'qituvchilari, pedagogik psixologiya.

Аннотация: В современных образовательных условиях учителя начальных классов сталкиваются с многочисленными психологическими и профессиональными трудностями, требующими высокого уровня эмоциональной компетентности и умения управлять стрессом. Цель данного исследования заключается в изучении психологической значимости эмоционального интеллекта и стрессоустойчивости для повышения профессиональной эффективности педагогов начальных классов. Эмоциональный интеллект позволяет учителям осознавать и регулировать собственные эмоции, а также понимать эмоциональное состояние учащихся. Стрессоустойчивость, в свою очередь, помогает педагогам эффективно справляться с профессиональными трудностями и сохранять психологическую стабильность в сложных педагогических условиях. В исследовании предлагается концептуальная модель, в которой эмоциональный интеллект рассматривается как независимый фактор, влияющий на стрессоустойчивость и профессиональную эффективность учителей начальных классов. Результаты исследования подчёркивают значительную роль эмоциональных и психологических компетенций в повышении эффективности педагогической деятельности и создании поддерживающей образовательной среды для младших школьников.

Ключевые слова: эмоциональный интеллект, стрессоустойчивость, профессиональная эффективность, учителя начальных классов, педагогическая психология.



INTRODUCTION

Modern educational systems place significant psychological and professional demands on teachers, particularly those working in primary education. Primary school teachers are responsible not only for the academic development of students but also for their emotional and social growth. Therefore, educators must possess strong psychological competencies that enable them to manage classroom dynamics, respond to students' emotional needs, and maintain effective communication with parents and colleagues. One of the most important psychological factors influencing teachers' professional effectiveness is emotional intelligence. Emotional intelligence refers to the ability to perceive, understand, regulate, and use emotions in both personal and social contexts. Teachers with high emotional intelligence are better able to create a positive classroom environment, manage conflicts, and support students' emotional well-being.

At the same time, teaching is widely recognized as a profession associated with high levels of stress. Heavy workloads, classroom management challenges, administrative responsibilities, and emotional interactions with students may create psychological pressure. In such situations, stress resilience becomes a crucial factor that helps teachers maintain professional performance and psychological stability. In this context, studying the relationship between emotional intelligence, stress resilience, and professional efficiency is particularly important for improving the quality of teaching in primary education.

LITERATURE REVIEW

The concept of emotional intelligence was first introduced by Salovey and Mayer (1990), who defined it as the ability to perceive and regulate emotions in oneself and others. Later, Goleman (1998) expanded the concept by emphasizing its importance in professional success and leadership. In educational psychology, emotional intelligence is considered a key competency for teachers because it influences classroom management, communication with students, and the overall learning environment. Research indicates that teachers with higher emotional intelligence are more capable of handling challenging classroom situations and supporting students' emotional development.

Stress resilience has also received considerable attention in psychological research. According to Connor and Davidson (2003), resilience refers to the ability to adapt to stress and recover from difficulties. In the teaching profession, resilience allows educators to maintain motivation and effectiveness despite professional pressures. Recent studies suggest that emotional intelligence contributes significantly to the development of stress resilience. Individuals who are able to regulate their emotions and interpret stressful situations rationally tend to demonstrate stronger psychological endurance.

Therefore, the interaction between emotional intelligence and stress resilience plays a crucial role in determining the professional efficiency of teachers. Conceptual Model. The conceptual framework of the study proposes that emotional intelligence influences professional efficiency both directly and indirectly through stress resilience.

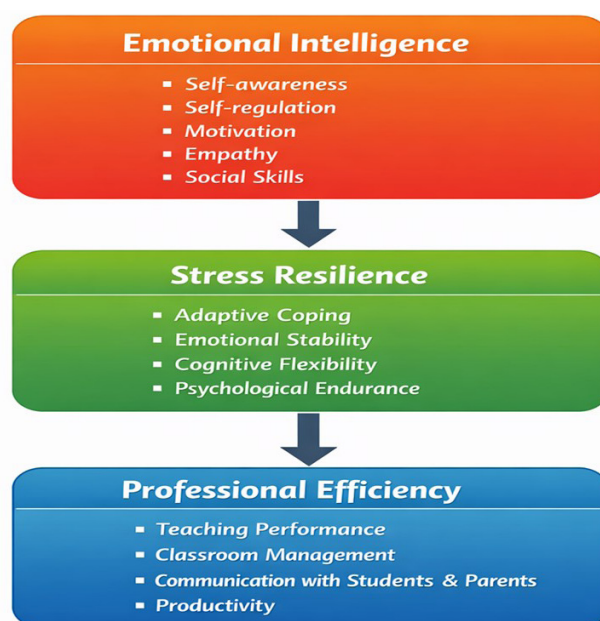


Figure 1: Conceptual model of the relationship between emotional intelligence, stress resilience and professional efficiency of primary school pedagogues

Conceptual Model Explanation. In the proposed model, emotional intelligence is considered the main independent variable influencing the professional activity of primary school teachers. Emotional intelligence enables teachers to understand their own emotional reactions and effectively interpret the emotional states of students. Stress resilience is included as a mediating factor because emotional intelligence helps teachers develop adaptive coping strategies when facing stressful professional situations. Teachers who possess strong emotional competencies are more capable of maintaining psychological balance and responding constructively to classroom challenges. Professional efficiency is presented as the outcome variable of the model. In the context of primary education, professional efficiency includes effective classroom management, productive teaching strategies, positive communication with students and parents, and the ability to create a supportive learning environment. Thus, emotional intelligence contributes to professional efficiency both directly and indirectly through the development of stress resilience.

RESEARCH METHODOLOGY

The study employed a quantitative research approach aimed at examining the relationship between emotional intelligence, stress resilience, and professional efficiency among primary school teachers. The participants consisted of primary school pedagogues working in educational institutions. The sample included approximately 150 teachers with different levels of professional experience.

ANALYSIS AND RESULTS

Several psychological assessment tools were used in the research. Emotional intelligence was measured using a standardized emotional intelligence scale based on the theoretical model of Mayer and Salovey. Stress resilience was evaluated using the Connor-Davidson Resilience Scale (CD-RISC). Professional efficiency was assessed through a questionnaire designed to evaluate teaching performance, classroom management skills, and communication effectiveness. The collected data were analyzed using statistical methods such as descriptive statistics, correlation analysis, and regression analysis in order to identify the relationships between the variables.

The results of the study demonstrate that emotional intelligence plays a significant role in enhancing the professional efficiency of primary school teachers. Teachers with higher levels of emotional intelligence show a greater ability to manage classroom situations, regulate their emotional responses, and establish constructive relationships with students. Furthermore, stress resilience acts as an important psychological mechanism that allows teachers to maintain stability and effectiveness in demanding professional environments. Emotional intelligence contributes to the development of resilience by enabling individuals to interpret stressful events more rationally and apply adaptive coping strategies. These findings highlight the importance of developing emotional intelligence and resilience skills in teacher training programs.

CONCLUSION

The study confirms that emotional intelligence and stress resilience are essential psychological factors influencing the professional efficiency of primary school pedagogues. Emotional intelligence helps teachers regulate emotions, understand students' needs, and maintain effective communication in the classroom. Stress resilience enables teachers to cope with professional challenges and sustain productivity in demanding working conditions.

Together, these competencies contribute to improving the quality of teaching and the effectiveness of educational processes. Therefore, integrating emotional intelligence development and stress management strategies into teacher education and professional development programs is highly recommended.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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