

THE ROLE OF EMOTIONAL INTELLIGENCE IN TEACHER-STUDENT RELATIONSHIPS AND ITS IMPACT ON LEARNING OUTCOMES

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Abstract

This study explores the complex relationship between emotional intelligence (EI) and how it affects academic performance and teacher-student interactions. In order to promote constructive interactions in the classroom, emotional intelligence—which includes self-awareness, self-regulation, social awareness, and relationship management—is seen to be essential. The study investigates how the emotional intelligence of instructors affects the caliber of their interactions with students and, in turn, how well the kids perform academically. This work aims to further knowledge of the complex relationships among emotional intelligence, interpersonal relationships, and academic performance by an extensive examination of the body of current literature, empirical research, and case studies.

Key words: Student, teacher, emotion, research, studies, intelligence, aims, investigations, instructors, perform.

Introduction

The importance of emotional intelligence (EI) in determining academic success and forming the dynamics of teacher-student relationships has drawn more attention in the current educational environment. Salovey first proposed the idea of emotional intelligence, which popularized. It includes the capacity to identify, comprehend, control, and make good use of one's own emotions as well as those of others. Knowing how emotional intelligence affects the complex interactions between teachers and students becomes crucial as educators work to establish engaging learning environments. Beyond only imparting knowledge, the educational process entails intricate interpersonal relationships that have a big impact on the learning process. Teachers are essential in guiding this process and influencing how kids develop academically. According to an increasing amount of research, teachers' emotional intelligence plays a crucial role in

creating a helpful and productive learning environment by fostering strong teacher-student connections. These connections, which are marked by empathy, trust, and clear communication, are fundamental components that have the potential to significantly affect students' emotional health and academic achievement.[1:67]

Although most people agree that teacher-student interactions are important, little is known about the precise part emotional intelligence plays in forming these partnerships. By examining the complex linkages that exist between instructors' emotional intelligence and the caliber of their relationships with their pupils, this study aims to close this gap. Additionally, the study seeks to identify any connections that could exist between later academic success and the excellent teacher-student interactions that emotional intelligence fosters. For educators, educational policymakers, and teacher preparation programs, comprehending the emotional aspects of teacher-student relationships has practical ramifications in addition to being an intellectual endeavor. Understanding the complex interactions between emotions in the classroom allows stakeholders to create focused plans to improve teachers' emotional intelligence, which will eventually create a constructive and encouraging environment.[2:56]

Relationships between Teachers and Students: Research has repeatedly shown that positive teacher-student relationships are associated with a number of positive outcomes, such as higher levels of academic success, motivation, and student involvement. The quality of these interactions is crucial to the goal of successful education. The development of constructive teacher-student relationships is greatly aided by emotional intelligence. According to Mikolajczak, educators possessing strong emotional intelligence are able to relate to their students, comprehend their viewpoints, and modify their teaching methods to suit each student's requirements. Emotionally intelligent teachers are also adept at handling disagreement, fostering an environment of open communication and trust in the classroom. By being aware of their students' emotional indicators, educators may modify their methods and create a bond with their students that extends beyond the classroom.[3:55]

In order to thoroughly investigate the connection between academic accomplishment, teacher-student interactions, and emotional intelligence, this study uses a mixed-methods research approach. A detailed knowledge of the complex dynamics involved is made possible by the mix of quantitative and qualitative methodologies.



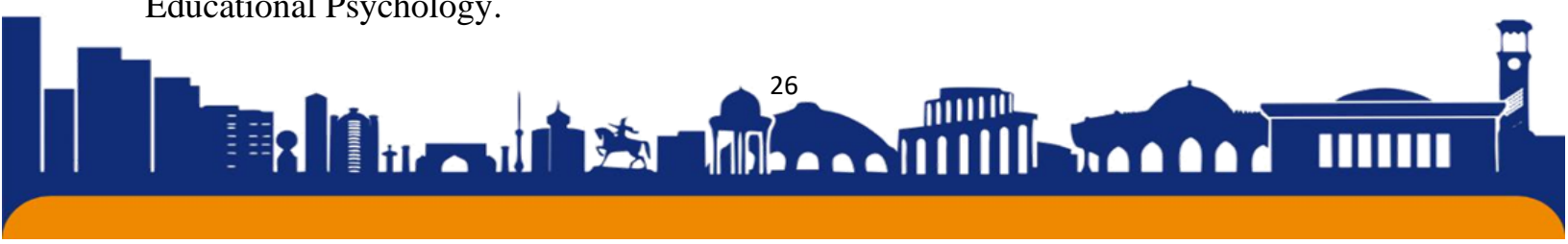
Teachers and students from a range of educational backgrounds make up the study's broad sample of participants. We'll use a purposive sampling strategy to make sure participation from a range of geographic areas, school kinds, and demographic backgrounds. All participants will be asked for their informed permission, and ethical considerations will be closely followed over the course of the investigation. [4:82]

Conclusion

In conclusion, all semantic processes are subject to its linguistic laws, determined by the systematic nature of the lexical level of language. In particular, manifests itself in the relationships between the meanings of terms, which change with the development of terminology. No matter how different the meanings of a particular medical term may be, there is something in common that maintains their unity within the system. It lies in a certain connection of values with each other. When identifying these connections, it is necessary to rely on the underlying meaning, this study offers factual proof of the connections between academic success, teacher-student interactions, and emotional intelligence. The findings highlight the necessity of an all-encompassing approach to education that takes into account the emotional aspects of relationships between teachers and students.

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