



# Cooperative Methods In Forming Emotional Intelligence In Students

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**Abstract:** This article discusses the types, forms, principles and principles, positive and negative aspects of cooperative methods of forming emotional intelligence in education.

**Keywords:** Cooperative, method, emotion, intelligence, empathy, skills, conflict.

**Introduction:** In today's era of globalization, not only intellectual potential, but also the socio-emotional competencies of a person are gaining great importance. Emotional intelligence (EQ) is a person's ability to understand and manage their own emotions, to empathize with the feelings of others, and to be successful in social communication. Developing these skills during student life is an important factor in effective professional activity in the future.

From this point of view, the methodological improvement of the process of developing emotional intelligence in students through the use of cooperative learning technologies in social pedagogy is one of the urgent tasks of today's education.

In the 21st century, in the process of educating a person and preparing him for professional activity, not only intellectual knowledge, but also emotional intelligence is becoming one of the main indicators. Emotional intelligence refers to a person's ability to understand and manage his own emotions, to empathize with the feelings of other people, and to succeed in social relationships.

The use of cooperative learning technologies in the educational process of social pedagogy serves to effectively develop not only students' knowledge, but also their emotional intelligence[5].

The concept of emotional intelligence was initially developed by P. Salovey and D. Mayer, and was widely used in practice by D. Goleman. Its main

components[1]:

- understanding and managing one's own emotions;
- motivation;
- empathy (compassion);
- social skills.

The formation of these qualities in students:

- increases the culture of communication;
- facilitates the resolution of conflict situations;
- develops teamwork and leadership skills.

The term "cooperative" means cooperation, working together. Cooperative teaching methods are pedagogical technologies that encourage students to work together in small groups, share knowledge, and achieve a common goal.

The most effective and popular forms of cooperative methods today are listed below.

"Jigsaw" – the topic is divided into parts, each group studies one part and summarizes at the end.

"Think–Pair–Share" – the student first thinks independently, then exchanges ideas with a partner, and then discusses in the group.

"Round Table" – group members take turns expressing their opinions.

"Role Play" – students act out various social situations.

The above methods provide social interaction between students, improve communication, remove barriers to the exchange of ideas, and encourage free thinking and the open expression of their opinions. They support students' emotionality during cooperation.

At the same time, through cooperative methods, students develop the following

#### **Emotional and intellectual skills:**

1. Self-awareness - the student expresses his feelings in group discussions.
2. Empathy - listening to other students, striving to understand their point of view.
3. Stress management - self-control in debates.
4. Teamwork - a responsible approach to group results.
5. Leadership and initiative - helping and guiding others within the group[2].

Only when the positive and negative aspects of each method are known to the students, requirements and suggestions for study and improvement are developed. Below are the negative and positive aspects of cooperative methods;

#### **Positive aspects of emotional intelligence**

1. Self-awareness - a person correctly understands and

manages his emotions. This reduces stress, increases calmness.

2. Self-control - teaches to make decisions appropriate to the situation, without giving in to emotions. For example, not to panic during an exam.

3. Motivation - increases internal motivation, a person strives for the goal despite difficulties.

4. Empathy - allows you to feel the emotions of others, sympathize with them and provide social support.

5. Social skills - develops the ability to work in a team, leadership, communication, and reach an agreement.

6. Conflict resolution - resolves disputes non-violently, through communication.

7. Psychological well-being - increases resistance to depression, anxiety, and stress.

#### **Negative aspects of emotional intelligence**

1. Risk of manipulation - people with high EI are more likely to sense the emotions of others and manipulate them (manage them for their own benefit).

For example, in business or politics, "taking advantage" of people's emotions.

2. Excessive emphasis on emotions - in many cases, emotions prevail over logic, which can lead to making the wrong decisions.

3. Lack of moderate assertiveness - excessive adaptation to the emotions of others can lead to losing one's mind.

4. Overeating - people with high EI sometimes do not openly express their feelings, which can lead to internal tension or "burnout syndrome".

5. Loss of boundaries - excessive empathy leads to taking on the problems of others. This leads to mental exhaustion.

6. Excessive self-control - in many cases, "suppressing" emotions can distance a person from sincerity and cause internal conflicts[3].

#### **CONCLUSION**

In conclusion, cooperative methods develop not only the level of knowledge of students, but also their emotional intelligence. Through such methods, students understand themselves, understand others, cooperate, and resolve conflicts peacefully. Thus, cooperative educational technologies are an effective tool for the formation of students' social and pedagogical competencies, personal qualities, and emotional intelligence.

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