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THE ROLE OF THE TEACHER'S EMOTIONAL INTELLIGENCE IN MODERN ENGLISH LANGUAGE TEACHING

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In today's globalization environment, English has become an important tool for international communication, science, technology, diplomacy and business. Therefore, the content and quality of English teaching in the education system is becoming an increasingly urgent issue. Unlike traditional teaching methods, modern requirements require an English teacher not only to know the grammar and methodology of the language, but also to be able to positively influence the psychological state, personal development and social adaptation of students. An important component of such potential is the teacher's emotional intelligence.

The concept of emotional intelligence (EI) was first widely introduced by the American psychologist D. Gouleman, which expresses a person's ability to manage their emotions, understand others, establish social relationships correctly and make effective decisions even in stressful situations. EI is of great importance not only in personal life, but also in professional activities, especially in the pedagogical process. Because the educational process is not only about imparting knowledge, but also about educating the student's personality, forming his internal motivation and improving the culture of communication. From this point of view, the emotional intelligence of the English teacher plays an important role in creating an effective communicative environment with students. Modern concepts of teaching foreign languages based on the communicative approach show that the most important result in the process of teaching a language is the development of students' communicative competence. In this approach, the psychological state of students, the emotional environment in the classroom and the trusting relationship with the teacher are among the leading factors determining the effectiveness of language learning. Especially at the secondary school and academic lyceum stages, a rapid decrease in student motivation in language acquisition is observed. In this case, the teacher's emotional support, the organization of a positive classroom environment, and an individual approach can restore the student's interest in the language.



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It is not enough for today's English teacher to limit himself to memorizing grammar rules or doing translation exercises. The teacher must also act as an active communicator, motivator, psychologist, facilitator, and communicator during the lesson. For example, the use of interactive methods during the lesson encourages students to be active, but if the teacher cannot properly manage the emotional state of the students, the effectiveness of these methods may be low. Therefore, the role of emotional intelligence in English lessons is highly valued not only from a didactic, but also from an educational and psychopedagogical point of view.[2]

The teacher's emotional intelligence increases the effectiveness of the educational process with a number of its functional properties. These include understanding the student, creating a positive emotional environment, constructively resolving conflicts, showing empathy, increasing motivation, and strengthening communicative ties. Thus, emotional intelligence is one of the main factors in the formation of communicative competence and plays an important role in improving the quality of English language education. Based on the above considerations, it can be noted that the emotional intelligence of an English teacher is an integral part of pedagogical competence, combined with modern educational requirements, which has a positive impact not only on the level of knowledge of students, but also on their personal development, speech culture, and social activity. Therefore, conducting a deep scientific analysis on this topic and developing strategies for increasing teachers' emotional intelligence in educational practice are one of the urgent tasks of today's education system.

In the 21st century, the content of English language teaching has changed radically. If earlier the main focus of the educational process was on imparting grammatical knowledge and increasing vocabulary, today the main goal of language teaching is to form communicative competence in students. Communicative competence is understood as the ability of a person to communicate through language. In the development of such competence, along with the level of knowledge of the teacher, his personal qualities, psychological approach and emotional intelligence also play a great role.



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Emotional intelligence and psychological factors in the educational process

Although the term emotional intelligence (EI) was first introduced into scientific circulation by Peter Salovey and John Mayer in the 1990s, the practical interpretation of this concept was deeply popularized by Daniel Goleman. According to Goleman, emotional intelligence is a person's ability to understand and manage his own emotions, maintain emotional balance and understand the emotions of other people. In pedagogical activity, this quality is important in relations with the student.

The educational process is a psychologically complex system, in which the teacher is not only a provider of knowledge, but also an educator who shapes the student's personality. According to psychologists, 70 percent of a student's success depends on his internal motivation and the psychological environment in the lesson. The role of a teacher with emotional intelligence in the formation of these two factors is invaluable.

For example, we will analyze the activities of two types of teachers: the first teacher tries only to explain the content of the lesson and puts strong pressure on the students' opinions. In such a situation, a stressful environment is formed in the lesson. The second teacher organizes the lesson in a positive mood, pays attention to the emotional state of the students, supports them and involves them in communication. As a result, the effectiveness of learning in the second group is higher. This proves the influence of emotional intelligence on educational results.

English, unlike other subjects, has a communicative orientation. The process of learning this language requires the student to be actively involved in communication. However, not all students feel free in the process of learning a new language. Many students are hesitant to speak English, are afraid of making mistakes, or encounter psychological barriers in expressing their thoughts. In this case, only a teacher who can properly establish the emotional atmosphere in the lesson, support the student, and relieve stress will succeed.

A teacher with high emotional intelligence:

- perceives the emotional state of each student and approaches it accordingly;
- creates a trusting psychological atmosphere in the lesson;
- increases speech activity;



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strengthens cooperation and mutual respect between students;
prevents or constructively resolves conflicts in communication.[3]

Let's take communicative games as an example. Students actively participate in one of the interactive methods, "Role Play", only when they feel free. If the teacher allows negative feedback or ridicule, a strong psychological barrier will appear in the lesson process. However, a teacher with emotional intelligence will make language learning an interesting process by encouraging every effort of the student.

Components of emotional intelligence and its impact on the lesson

A teacher's emotional intelligence consists of several main components:

Self-awareness - the teacher's ability to correctly assess his own emotions.

Self-control - high-quality organization of the lesson even in a state of stress, anger or fatigue.

Motivation - the teacher's dedication to his profession, interest in the lesson process and desire for innovation.

Empathy - understanding and encouraging students' emotions.

Social skills - establishing healthy communicative relations with the class, building cooperation.[3]

Together, these components increase the quality of the teacher's pedagogical activity. A teacher who can be kind and at the same time demanding with students always achieves high results.

Modern English lessons should be organized on the basis of technologies, interactive methods, games and a communicative approach. However, the real effectiveness of these methods depends on the teacher's emotional management skills. The following methods are examples of this:

Emotional intelligence impact

Interactive method

Discussion methods ("Debate")

Emotional support for students to freely express their opinions

"Think-Pair-Share"

Teaching students to social adaptability through pair work

Role playing ("Role Play")

Increase emotional involvement, increase self-confidence



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"Case Study"

Positive thinking when solving a problem

Formation of a relationship

The result of these methods largely depends on the emotional management of the teacher. Only then will the lesson be truly effective and productive.

Qualities of a teacher with high emotional intelligence

The personal qualities of an English teacher directly affect the effectiveness of his lesson. The following qualities are characteristic of teachers with a high level of EI:

Can communicate sincerely with students.

Resolve conflict situations peacefully.

Directs stress positively.

Forms solidarity.

Adheres to a culture of communication.

Inspires motivation in students through encouragement.[5]

In conclusion, Emotional intelligence is a modern is an integral part of pedagogical competence in English language teaching. Through EI, the teacher organizes the classroom environment more interesting, creative and effective. This has a positive effect on students' learning performance, self-confidence and social activity. Therefore, the development of EI skills for English language teachers is one of the priorities of today's educational strategy.

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