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MUNDARIJA

PEDAGOGIKA VA PSIXOLOGIYA	7
G'olibjon OTAMURODOV, Elyor ALKAROV, Bahodir XURRAMOV. Malaka oshirish jarayonlari tahlili va uzluksiz kasbiy rivojlantirish tizimi imkoniyatlari	7
Riskeldi TURGUNBAYEV. O'quv tezaurusi va talaba leksikoni orasidagi munosabat haqida	13
Ixtiyor XOLIQOV. Oliy ta'lim muassasalari talabalari o'rtasida pedagogik kompetensiyani shakllantirish	17
Венера КАРИМОВА. Анализ международного опыта повышения квалификации педагогических и руководящих кадров высших образовательных учреждений	19
Zuvur TOIROV. Ta'lim tizimida qayta tiklanuvchi energiya manbalaridan foydalanishni o'rganish masalalari, yechimlari va istiqbollari	24
Shoira USMANOVA. Kasbiy shakllanishda ijtimoiy faollik va intellekt dinamikasi	28
Diyora AVEZMURATOVA. Talabalarning o'quv - biluv faoliyatini rivojlantirishda muammoli ta'limning pedagogik-psixologik o'ziga xosliklari	31
Dilnoza AXMEDOVA. Kredit-modul tizimida talabalar mustaqil ishlarini tashkil etishning asosiy shakllari	34
Farrux RAXIMOV. Chaqiriqqacha harbiy ta'lim yo'nalishlarida virtual ta'lim texnologiyalari yordamida chaqiruvga qadar boshlang'ich tayyorgarlik fanini o'qitish samaradorligini oshirish	37
Matluba ZARIPOVA. Bo'lajak o'qituvchilarni modulli o'qitishga tayyorlash texnologiyasining nazariy asoslari	40
A'lamjon IBRAGIMOV. O'qituvchining kognitiv kompetentligi tushunchasi: konseptual yondashuv	44
Sohibjamol JO'RAYEVA. Pedagog imijini tavsiflovchi shaxslilik xususiyatlari	50
Shamsiya ALIMOVA. O'quvchilarda o'z faoliyatlarini baholash va tashxislash ko'nikmalarini shakllantirish	57
Xasan BAXROMOV. Tibbiy oliy ta'limda o'qituvchi - vrach - klinist munosabatlari (xorijiy tajriba misolida)	62
Shoira DUSMUXAMEDOVA. Kattalar ta'limi samaradorligida psixologik va androgogik bilimlarning ahamiyati	66
Firuz KADIROVA. Research methods of "teaching reading skills to the students of higher education"	70
Zilola RASULOVA. Bo'lajak texnologiya fani o'qituvchilarining ijodkorligini rivojlantirishda interfaol metodlardan foydalanish	75
Chori XAYRULLAYEV. Yangi O'zbekiston sharoitida yoshlar ma'naviyatini yuksaltirishning asosiy omillari	79
Xurshida YULBARSOVA. Zamonaviy ta'lim tizimida kommunikativ kompetentlikni shakllantirishning integratsion shart-sharoitlari	83
Ихтиёр КУРБАНОВ. Проблемы столкновения идей сформированно инновационной личности современного государства	86
Abdimumin RASULOV, Muhammadrasul IBRAGIMOV. Pedagogik qobiliyatni baholash usuli	90
Marhabo ASHUROVA. Husayn Voiz Koshifiyning "Futuvvatnomai Sultoniy" asarida ustoz-shogird munosabatlarining yoritilishi	96
Farida OCHILOVA, Durdona DAVLATOVA. Bolalar nevrozini bartaraf etishda art-terapiya usullaridan foydalanish	100
Ziyodullo ELOV. Nutqda uchraydigan buzilishlar va ularni yuzaga keltiruvchi sabablarning bola ruhiyatiga psixologik ta'siri	103
Erkin ESHOV. Economic culture in preschool education	106
Firuz SIROJIDDINOVA. Mehnat faoliyatining psixologik tarkibi xususida mulohaza	109
Shavkat G'AFOROV. Ijtimoiy madaniy muhit va shaxsning psixologik salomatligi	111
Go'zal YUNUSOVA. O'smirlarda deviant xulqni shakllantiruvchi ijtimoiy-psixologik omillar va uning profilaktikasi	115
MAKTABGACHA VA BOSHLANG'ICH TA'LIM	119
Nigora MUXITDINOVA. "Ilk qadam" o'quv dasturida jismoniy tarbiya masalalarining yoritilishi	119
Go'zal QURBONOVA. Maktabgacha ta'lim tashkilotlari katta guruh bolalarida gender tolerantlikni shakllantirishda o'yin texnologiyalari	124
Shabnam YUSUFZODA. Boshlang'ich sinf husnixat darslarini innovatsion texnologiyalar asosida tashkil etish	127
O'g'iljon OLLOQOVA. Intensiv ta'lim asosida boshlang'ich sinf ona tili darslarini tashkil etish	131
FILOLOGIYA VA TILLARNI O'QITISH	135
Muqaddas TO'RABOYEVA. 8-sinf ona tili darslarida topshiriqlar asosida o'quvchilarning lingvistik kompetensiyasini rivojlantirish metodikasi	135
Дилором ШОДИЕВА. Проектная работа по приобретению общих и профессионально-языковых компетенций студентами вузов на примере организации полилога-дискуссии	139
Akram QILICHEV. RUs xalq maqollarida "ayol" konseptining salbiy xususiyatlari	145

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Economic culture in preschool education

Annotation: *The article examines the relevance of the development of emotional intelligence in the field of applied sports psychology, provides a comparative analysis of the features of the emotional intelligence of athletes in team and individual sports.*

Abstract: *в статье рассматривается актуальность развития эмоционального интеллекта в сфере прикладной спортивной психологии, проводится сравнительный анализ особенностей эмоционального интеллекта спортсменов командных и индивидуальных видов спорта.*

Emotional intelligence is a fairly new concept that entered science in the 90s of the 20th century thanks to the theoretical and research works of Peter Salovey and John Mayer. They were the first to introduce the term "emotional intelligence" into psychology, developed a conceptual model of emotional intelligence, and proposed a method for measuring it.

P. Salovey and J. Mayer define emotional intelligence as "the ability to track one's own and others' emotions and feelings, to distinguish them and use this information to guide thinking and actions."

At the moment, in the theoretical literature there are different approaches to the definition of the concept of emotional intelligence, various models and concepts of emotional intelligence have been developed, new methods of measuring it are being created.

With regard to the psychology of sports, the development of emotional intelligence can contribute to an increase in the level of emotional stability and emotional-volitional regulation of athletes, and the prevention of emotional burnout.

The relevance of our work lies in the fact that today emotional intelligence is recognized as a popular psychological concept that deserves special attention. The development of emotional intelligence favorably affects the increase in the level of psychological readiness of athletes, their successful adaptation to competitive conditions. It is important to take into account the level of development of emotional intelligence, its features in athletes of various sports. In addition, the insufficient theoretical elaboration of this issue in domestic science, a small number of empirical studies, the absence of practical and methodological recommendations make the problem of studying the emotional intelligence of athletes especially relevant and timely. The aim of the study is to reveal the peculiarities of the emotional intelligence of individual and team sportsmen.

The research hypothesis is based on the assumption that there are general and specific features of the emotional intelligence of individual and team sportsmen.

The table shows that young men who do not go in for sports are characterized by higher indicators on the scales "emotional awareness", "control of their emotions", "empathy", "recognition of the emotions of other people." The indicators on the "Self-motivation" scale are slightly lower.

Athletes are characterized by low indicators on the scales "control of their emotions", "self-motivation". Indicators of the average level of development are noted in 60% of athletes on the "emotional awareness" scale, in 66% of athletes on the "empathy" scale, in 78% - on the "recognition of other people's emotions" scale. The sample of athletes also revealed the absence of persons with a high level of emotional intelligence (in the control group, this indicator was 4%) and a greater number of people with a low level of emotional intelligence compared to the control group. At the second stage of the study, the analysis of the features of the emotional intelligence of individual and team sportsmen was carried out (using the example of judo and basketball players). The results are shown in Table 2.

The table shows that athletes in individual sports are characterized by higher indices on the scales of "emotional awareness" and "empathy". In team sports athletes, higher indices are observed on the "recognition of other people's emotions" scale and lower indices on the "self-motivation" scale.

Thus, the following general characteristics of emotional intelligence are characteristic of athletes:

1. Low level of development of emotional intelligence (70%)
2. Average development of emotional awareness (60%)
3. Low level of control over your emotions (100%)
4. Average recognition of other people's emotions (78%)

According to the results of the study, the following specific features of emotional intelligence were revealed:

1. Individual sports athletes have higher scores of emotional awareness and empathy.

Athletes in team sports have higher rates of recognizing other people's emotions, but lower rates of self-motivation.

It is worth noting that emotional intelligence and its components in most athletes, both individual and team sports, are at a low and medium level. This indicates an insufficient development of the ability to recognize one's own emotions and the emotions of other people, to control them. In turn, this can affect the emotional stability of athletes at the time of the competition and the effectiveness of sports activities in general. Therefore, it is advisable to carry out activities to develop the emotional intelligence of athletes.

Emotional intelligence is viewed from different angles. The first EI model includes only cognitive abilities associated with the processing of emotional information. Then, in addition to cognitive abilities, the role of personality data increased. Having considered some features of the development of emotional intelligence, we came to the conclusion that a person can improve his knowledge and skills regarding emotional intelligence throughout his life. The peculiarity of the adolescent stage is the developed emotional intelligence lies in the fact that during this period there is an autonomous formation of each of the components of emotional maturity, which defines this stage as autonomous, balanced and relatively stable in its manifestation. Investigating gender specificity, we found that women understand emotions better than men. Women and men equally experience certain events, this is confirmed by physiological reactions. However, according to their gender role, they explain the causes of emotions in different ways. Men explain their feelings more often by external reasons, and women to a greater extent by internal ones. The expression of emotions in males and females is also conditioned by upbringing. Note that emotional intelligence includes components that allow you to look at others from a different angle. Humor is closely related to emotional intelligence. For a person with a developed feeling humor is characterized by finding imperfection between expected and perfect human actions, and showing creativity. As a result of a theoretical analysis of the philosophical prerequisites for understanding the sense of humor, we can conclude that there are various points of view on the problem of humor: T. Hobbes and R. Descartes consider laughter in the context of human passions, following the ancient tradition; F. Schelling characterizes the essence of the comic, relying on existential and personal characteristics; Kierkegaard, like Jean - Paul associates humor with the highest stages of personality development, personal maturity and individuality. Based on the results of theoretical research, one can single out a number of approaches to the classification of humor: E.I. Ulyanova offers her own version of the classification of humor, highlighting such aspects as: cognitive, economical, interpersonal and phenomenological; S.N. Enikolopov and E.M. Ivanova classify approaches to the study of humor according to which aspect of the subject is included in the chapter: mental function, psychological protection (coping or defense mechanism), personality trait, psychophysiological function. After the conducted theoretical analysis, we can conclude that young men and women use humor in their lives with the same frequency and enjoy it, but they have different goals. The purpose of humor for girls is to maintain a friendly atmosphere, and for young men it is creating a positive self-image.

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