O‘SMIRLAR IJTIMOIY-PSIXOLOGIK MOSLASHUVINING RIVOJLANISHIDA EMOTSIONAL INTELLEKTNING AHAMIYATI

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Annotatsiya: Maqolada o‘smirlarning ijtimoiy-psixologik moslashuvini rivojlantirishda emotsional intellektning o‘rni nazariy jihatdan tahlil qilinadi. Emotsiyalarni anglash va boshqarish ko‘nikmalarining xavotir, tengdoshlar bilan munosabat hamda o‘quv faolligi bilan bog‘liqligi yoritiladi. Emotsional intellekt moslashuvning yagona sababi emas, balki oila, maktab muhiti va shaxsiy xususiyatlar bilan o‘zaro ta’sirlashuvchi himoya resursi sifatida ko‘rib chiqiladi.

Kalit so‘zlar: emotsional intellekt, o‘smirlar, ijtimoiy-psixologik moslashuv, emotsiyalarni boshqarish, tengdoshlar bilan munosabat, ijtimoiy-emotsional o‘qitish, maktab muhiti.

Abstract: This article theoretically examines the role of emotional intelligence in the development of adolescents’ socio-psychological adaptation. The links between the ability to perceive and regulate emotions and anxiety, peer relationships and academic engagement are analysed. Emotional intelligence is treated not as the sole cause of adaptation but as a protective resource interacting with family, school climate and personal characteristics.

Keywords: emotional intelligence, adolescents, socio-psychological adaptation, emotion regulation, peer relationships, social-emotional learning, school climate.

O‘smirlik davri jismoniy, kognitiv va ijtimoiy o‘zgarishlar jadal kechadigan bosqich bo‘lib, shaxs oldiga yangi talablarni qo‘yadi. E. Erikson fikricha, bu yoshda markaziy vazifa o‘zlikni anglash bo‘lib, uning hal etilmasligi rollar chalkashligiga olib kelishi mumkin[1]. L.S. Vigotskiy o‘smirlik davri rivojlanishini bolaning ijtimoiy rivojlanish vaziyati o‘zgarishi bilan bog‘lab tushuntirgan[2]. Amalda bu o‘smirning tengdoshlar fikriga sezgirligi ortishi, maktabdagi o‘quv yuklamasining murakkablashishi va oila bilan munosabatlarda mustaqillikka intilishida namoyon bo‘ladi. Mazkur talablarga moslasha olmaslik xavotir, tushkunlik, nizolar va o‘quv motivatsiyasining pasayishiga sabab bo‘lishi mumkin.

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[2]Выготский Л. С. (1984). Собрание сочинений: в 6 т. Т. 4. Детская психология. Москва: Педагогика.

Moslashuv uzoq vaqt asosan shaxsning tashqi muhit talablariga ko‘nikishi sifatida talqin qilingan. Zamonaviy yondashuvlarda esa e’tibor shaxsning faol ichki resurslariga qaratilmoqda. Shunday resurslardan biri emotsional intellekt bo‘lib, uni P. Seloui va J. Meyer o‘z va o‘zgalar hissiyotlarini kuzatish, ularni farqlash hamda bu axborotdan fikrlash va xulq-atvorni yo‘naltirishda foydalanish qobiliyati sifatida ta’riflagan[3]. Keyinchalik ular modelni to‘rt bosqichli tuzilma sifatida talqin qildi: emotsiyalarni idrok etish va ifodalash, emotsiyalardan fikrlashda foydalanish, emotsiyalarni tushunish hamda ularni boshqarish[45]. D. Goleman talqini keng ommalashgan bo‘lsa-da, u qobiliyatlar bilan birga shaxsiy xususiyatlarni ham qamrab oluvchi aralash model hisoblanadi[6]; R. Bar-On esa emotsional-ijtimoiy kompetensiyalar majmuasi haqida so‘z yuritadi[7]. K. Petrides va A. Furnham qobiliyat sifatidagi va xislat sifatidagi emotsional intellektni farqlashni taklif qilgan: birinchisi bajarish testlari, ikkinchisi o‘z-o‘zini baholash so‘rovnomalari orqali o‘lchanadi[8]. Rus tilidagi adabiyotda D.V. Lyusin emotsional intellektni emotsiyalarni tushunish va boshqarish qobiliyati sifatida ko‘rib, uni shaxsiy va shaxslararo yo‘nalish o‘lchamlari bo‘yicha tavsiflaydi[9].

Ijtimoiy-psixologik moslashuv deganda o‘smirning ijtimoiy muhit (oila, sinf, tengdoshlar guruhi) talablari va o‘z ehtiyojlari o‘rtasida nisbatan barqaror muvozanatga erishishi tushuniladi. Uni uch o‘zaro bog‘liq jabhaga ajratish mumkin: emotsional moslashuv (xavotir va kayfiyat barqarorligi), ijtimoiy moslashuv (tengdoshlar bilan munosabat va guruhga qabul qilinish) hamda o‘quv moslashuvi. Emotsiyalar shaxsning voqelikka munosabatini aks ettiruvchi psixik jarayonlar ekanini hisobga olsak[10], ularni anglash va boshqarish qobiliyati bu jabhalarning barchasiga ta’sir qilishi tabiiy. Maqolaning maqsadi – o‘smirlar ijtimoiy-psixologik moslashuvining rivojlanishida emotsional intellektning ahamiyatini nazariy jihatdan tahlil qilishdir.

Emotsional jabhada eng barqaror topilma emotsional intellekt va ruhiy noqulaylik belgilari o‘rtasidagi teskari bog‘liqlikdir. Ispan o‘smirlari tanlamasida emotsiyalarini aniq farqlay olmaydigan hamda ularni tiklash va boshqarishga ishonchi past o‘smirlarda xavotir va depressiv belgilar yuqoriroq bo‘lishi aniqlangan[11]. Meta-tahlillarda emotsional intellekt ruhiy va jismoniy salomatlik ko‘rsatkichlari bilan[12], shuningdek sub’ektiv farovonlik bilan ijobiy bog‘lanishi

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qayd etilgan[13], biroq bu natijalar yosh bo‘yicha aralash tanlamalarga tayanadi va o‘smirlarga ehtiyotkorlik bilan umumlashtirilishi kerak. Mumkin bo‘lgan mexanizm stress va koping nazariyasida ochib berilgan: shaxsning vaziyatni qanday baholashi stress darajasi va tanlanadigan kurash usullarini belgilaydi[14]. Emotsiyalarni tartibga solish tadqiqotlarida esa vaziyatni qayta baholash va emotsional ifodani bostirish kabi strategiyalar turlicha oqibatlarga olib kelishi ko‘rsatilgan[15]. Emotsiyalarini aniq anglagan o‘smir ularni boshqarish uchun mosroq strategiyani tanlay olishi mumkin.

Ijtimoiy jabhada emotsional intellekt, birinchi navbatda, boshqalar hissiyotini idrok etish va tushunish orqali ahamiyat kasb etadi. Xislat emotsional intellekti yuqori o‘smirlarda psixologik farovonlik va tengdoshlar tomonidan baholangan ijtimoiy kompetentlik yuqoriroq ekani aniqlangan[16]. Suhbatdoshning holatini to‘g‘ri baholay oladigan va o‘z emotsiyalarini boshqara oladigan o‘smir nizoli vaziyatlarda keskin reaksiyadan o‘zini tiya oladi, tengdoshlar guruhida qabul qilinish ehtimoli ortadi. Tengdoshlar bilan qulay munosabat esa o‘z navbatida identiklikni shakllantirish uchun ijtimoiy tayanch yaratadi[17].

O‘quv faoliyatida emotsional intellekt akademik natijalar bilan ijobiy, ammo o‘rtacha kuchdagi bog‘liqlikka ega; ayrim tahlillarga ko‘ra bu bog‘liqlik umumiy intellekt va shaxs xususiyatlari hisobga olingandan keyin ham saqlanib qoladi[18]. Bu, ehtimol, emotsiyalarni boshqarish o‘quv vazifasi paytida diqqatni saqlash va qiyinchilikka bardosh berishga yordam berishi bilan izohlanadi. A. Bandura ta’kidlaganidek, muayyan vazifani uddalashga bo‘lgan ishonch harakatni davom ettirishga ta’sir qiladi[19]; shu bois o‘z emotsional holatini boshqara olishga ishonch o‘quv faolligini qo‘llab-quvvatlovchi omil bo‘lishi mumkin.

Muhimi shundaki, emotsional intellekt o‘zgarmas xususiyat emas, balki maxsus o‘qitish orqali shakllantirilishi mumkin. Maktab asosidagi ijtimoiy-emotsional o‘qitish dasturlarining 213 ta tadqiqotini qamragan meta-tahlilda bunday dasturlar o‘quvchilarning ijtimoiy-emotsional ko‘nikmalari, xulqi va o‘zlashtirishini yaxshilagani, emotsional noqulaylik va xulq muammolarini kamaytirgani ko‘rsatilgan[20]. Samarali dasturlar ketma-ket, faol shakllarga tayangan va aniq maqsadga yo‘naltirilgan. RULER dasturi doirasida 5–6-sinf o‘quvchilari bilan

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o‘tkazilgan tajribada ham ijtimoiy-emotsional kompetensiya va o‘zlashtirish ko‘rsatkichlari yaxshilangani aniqlangan[21].

Shu bilan birga, bu bog‘liqliklarni soddalashtirish ham to‘g‘ri bo‘lmaydi. Aksariyat tadqiqotlar korrelyatsion dizaynga ega, shuning uchun sabab-oqibat yo‘nalishini aniqlab bo‘lmaydi: yaxshi moslashgan o‘smirda emotsional intellekt rivojlanishi uchun qulay sharoit ham bo‘lishi mumkin. Xislat emotsional intellekti o‘z-o‘zini baholash so‘rovnomalari bilan o‘lchanadi[22], bunday o‘lchovlar shaxs xususiyatlari va joriy kayfiyat bilan qisman ustma-ust tushishi mumkin. Ko‘rib chiqilgan tadqiqotlarning katta qismi G‘arb mamlakatlarida olingan, hissiyotlarni ifodalash bilan bog‘liq madaniy me’yorlar esa o‘zbek o‘smirlari uchun boshqacha bo‘lishi mumkin.

Xulosa qilib aytadigan bo‘lsak, emotsional intellekt, ayniqsa emotsiyalarni aniq anglash va boshqarish ko‘nikmalari, o‘smirlarning emotsional, ijtimoiy va o‘quv moslashuvi bilan ijobiy bog‘liq. Biroq u moslashuvning yagona sababchisi emas, balki oila, maktab muhiti va shaxsiy xususiyatlar bilan o‘zaro ta’sirlashuvchi himoya resursi sifatida qaralishi lozim. Maktab psixologik xizmati uchun emotsiyalarni nomlash, stressda o‘zini boshqarish, empatiya va nizolarni konstruktiv hal etish ko‘nikmalarini shakllantiruvchi dasturlar mantiqan asoslanadi. Kelgusi tadqiqotlarda ushbu bog‘liqliklarni so‘rovnomalar va matematik-statistik tahlil yordamida o‘zbek o‘smirlari tanlamasida tekshirish maqsadga muvofiqdir.

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