

Features of the emotional intelligence of athletes in individual and team sports

Eshov Erkin Sattorovich

Lecturer of the Department of Psychology of the
Pedagogical Faculty of Bukhara State University; The Republic of Uzbekistan

Sattorov Mirshod Erkinovich

4th year student of Bukhara State University,
Faculty of Physical Education; The Republic of Uzbekistan

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.

Keywords: emotional intelligence, emotional intelligence of athletes, features of emotional intelligence, the study of emotional intelligence (EQ), emotional-volitional regulation.

Keywords: emotional intelligence, emotional intelligence athletes, especially emotional intelligence, the study of emotional intelligence (EQ), the emotional-volitional regulation.

Modern sports psychology poses a number of urgent applied problems, one of which is to increase the emotional stability of athletes during the competitive period. In many ways, the development of the emotional intelligence of athletes can contribute to solving this problem.

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

<i>Indicators emotional intelligence</i>	<i>Control group (boys not involved in sports - 50 people) in %</i>			<i>Experimental group (athletes of individual and team sports - 50 people) in %</i>		
	<i>Tall</i>	<i>Middle</i>	<i>Low</i>	<i>Tall</i>	<i>Middle</i>	<i>Low</i>
1. "Emotional	12	68	20	eight	60	32
2. "Managing your	4	32	64	-	-	100
3. "Self-motivation"	-	20	80	-	28	72
4. "Empathy"	22	54	24	2	66	32
5. "Recognizing other people's emotions"	sixteen	48	36	4	78	18
6. An integrative indicator of the level of emotional intelligence	4	40	56		thirty	70

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.

<i>Indicators emotional intelligence</i>	<i>Individual sports (judokas - 25 people) in%</i>			<i>Team sports (basketball players - 25 people) in%</i>		
	<i>Tall level</i>	<i>Middle level</i>	<i>Low level</i>	<i>Tall level</i>	<i>Middle level</i>	<i>Low level</i>
1. "Emotional awareness"	eight	64	28	eight	56	36
2. "Managing your emotions"	-	-	100	-	-	100
3. "Self-motivation"	-	36	64	-	20	80
4. "Empathy"	4	76	20	-	56	44
5. "Recognizing other people's emotions"	4	68	28	4	88	eight
6. An integrative indicator of the level of emotional intelligence		40	60		20	80

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.
2. 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.

Literature

1. *Andreeva I.N.* Emotional intelligence as a phenomenon of modern psychology, Novopolotsk, PSU, 2011
2. *Lyusin D.V.* A new technique for measuring emotional intelligence: the Emin questionnaire // Psychological diagnostics, 2006, No. 4, pp. 3-22.
3. Social and emotional intelligence. From processes to measurements. Ed. D. V. Lyusina, D. V. Ushakova. M., Institute of Psychology RAS, 2009
4. *Yurkevich V.S.* The problem of emotional intelligence // Bulletin of practical psychology, No. 3 (4), July-September 2005.
5. *Yakushina M.S.* Formation of emotional intelligence among senior pupils involved in team sports // Psychology in Russia and abroad: materials of the 2nd International Scientific Conference. SPb., Renome, 2013, pp. 109-115.