

IDENTIFICATION AND SYSTEMATIZATION OF EMOTIONAL INTELLIGENCE INDICATORS IN PRE-SERVICE PRIMARY SCHOOL TEACHERS

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Annotation

This article examines the problem of identifying and systematizing emotional intelligence indicators of pre-service primary school teachers. The relevance of the study lies in the importance of teachers' emotional intelligence as a key factor influencing the effectiveness of the educational process. The research employed content analysis, comparative analysis, and a systematization approach. Based on the analysis of scientific literature, the main components of emotional intelligence and their indicators in pedagogical practice were identified. As a result, a systematic model of emotional intelligence indicators for pre-service teachers was developed. This model includes intrapersonal and interpersonal skills as well as indicators related to pedagogical activities. The scientific and practical contribution of the author lies in developing a structured framework for assessing and fostering emotional intelligence within teacher education.

Keywords

Emotional intelligence, pre-service primary school teachers, indicators, systematization, pedagogical competence, teaching activity, psycho-pedagogical analysis.

**BO‘LAJAK BOSHLANG‘ICH TA‘LIM O‘QITUVCHILARIDA EMOTSIONAL
INTELLEKT KO‘RSATKICHLARINI ANIQLASH VA TIZIMLASHTIRISH**

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Annotatsiya. *Ushbu maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilarida emotsional intellekt indikatorlarini aniqlash va tizimlashtirish muammosi o‘rganilgan. Tadqiqotning dolzarbligi o‘qituvchilarning emotsional intellekti ta‘lim jarayoni samaradorligini belgilovchi muhim omil ekanligi bilan izohlanadi. Tadqiqotda kontent tahlil, qiyosiy tahlil va tizimlashtirish yondashuvidan foydalanilgan. Ilmiy adabiyotlar tahlili asosida emotsional intellektning asosiy komponentlari hamda ularning pedagogik amaliyotdagi indikatorlari aniqlangan. Natijada bo‘lajak o‘qituvchilar uchun emotsional intellekt indikatorlarining tizimli modeli ishlab chiqilgan. Mazkur model intrapersonal va interpersonal ko‘nikmalar hamda pedagogik faoliyatga oid indikatorlarni o‘z ichiga oladi. Muallifning ilmiy va amaliy hissasi sifatida emotsional intellektni baholash va rivojlantirish uchun mo‘ljallangan tizimli konseptual asos ishlab chiqilgan.*

Kalit so‘zlar: *Emotsional intellekt, bo‘lajak boshlang‘ich sinf o‘qituvchilari, indikatorlar, tizimlashtirish, pedagogik kompetensiya, pedagogik faoliyat, psixologik-pedagogik tahlil.*

ИДЕНТИФИКАЦИЯ И СИСТЕМАТИЗАЦИЯ ПОКАЗАТЕЛЕЙ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА У БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ

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Аннотация. *В данной статье рассматривается проблема выявления и систематизации индикаторов эмоционального интеллекта будущих учителей начальных классов. Актуальность исследования обусловлена тем, что эмоциональный интеллект педагога является важным фактором, влияющим на эффективность образовательного процесса. В исследовании использованы*

методы контент-анализа, сравнительного анализа и метод систематизации. На основе анализа научной литературы определены основные компоненты эмоционального интеллекта и их индикаторы в педагогической практике. В результате была разработана систематизированная модель индикаторов эмоционального интеллекта будущих учителей. Данная модель включает интраперсональные и интерперсональные навыки, а также индикаторы, связанные с педагогической деятельностью. Научный и практический вклад автора заключается в разработке структурированного концептуально-методологического основания для оценки и развития эмоционального интеллекта в системе педагогического образования.

Ключевые слова: *Эмоциональный интеллект, будущие учителя начальных классов, индикаторы, систематизация, педагогическая компетентность, педагогическая деятельность, психолого-педагогический анализ.*

Introduction. The present study focuses on the identification and systematization of emotional intelligence indicators among pre-service primary school teachers. Emotional intelligence has increasingly been recognized in contemporary educational research as a critical construct influencing teaching effectiveness, classroom management, and the quality of teacher–student interaction. It contributes to emotional regulation, empathy development, and adaptive professional behavior in complex educational environments. Despite the growing body of literature on emotional intelligence, most existing studies emphasize general psychological models and theoretical constructs, while insufficient attention is given to context-specific operational indicators required for empirical assessment in teacher education. In particular, there is a lack of a systematically structured framework that defines and organizes emotional intelligence indicators specifically for pre-service primary school teachers.

The relevance of this study stems from the need to bridge the gap between theoretical conceptualizations of emotional intelligence and its practical application in teacher training programs. A clearly defined system of indicators is essential for ensuring valid assessment, monitoring, and development of emotional intelligence competencies in future educators. The aim of this study is to identify, classify, and systematize emotional intelligence indicators relevant to pre-service primary school teachers and to develop a coherent conceptual framework based on these indicators. To achieve this aim, the study pursues the following objectives: (1) analysis of contemporary scientific literature on emotional intelligence; (2) examination of existing theoretical models and methodological approaches; (3) identification of core components and measurable indicators within pedagogical contexts; and (4) systematization of these indicators into an integrated framework suitable for application in teacher education research. The scientific contribution of the study lies in the theoretical clarification and structural organization of emotional intelligence indicators within the context of teacher education. The practical contribution is reflected in the development of a framework that can be applied for assessment, diagnostics, and enhancement of emotional intelligence in pre-service teachers, ultimately improving the quality of teacher preparation and educational outcomes.

Literature review. The literature review represents a foundational part of this study, reflecting the author's engagement with the existing scientific discourse on emotional intelligence in education. Rather than being a simple summary of previous works, it serves as a structured intellectual mapping of the research field, allowing the positioning of the current investigation within established theoretical and empirical traditions. A considerable body of research has been devoted to emotional intelligence over the past decades, particularly within psychological and pedagogical sciences. Classical models proposed by Mayer and Salovey, Goleman, and Bar-On conceptualize

emotional intelligence as a multidimensional construct that includes the ability to perceive, understand, regulate, and utilize emotions effectively. These frameworks have significantly influenced educational research and have been widely applied in studies on teaching effectiveness and professional development. However, a closer examination of the literature reveals that most existing studies remain oriented toward general theoretical descriptions of emotional intelligence, without sufficient attention to its operationalization in specific educational contexts. In particular, the problem of defining clear and measurable indicators for pre-service primary school teachers has not been fully resolved. This limitation reduces the practical applicability of existing models in teacher education programs. At the same time, several studies emphasize the positive role of emotional intelligence in enhancing classroom interaction, pedagogical communication, and stress management among teachers. Despite these contributions, the findings are often fragmented, and there is no universally accepted framework that integrates emotional intelligence indicators into a coherent system suitable for empirical use in teacher training. Therefore, the analysis of the literature indicates a clear conceptual gap between theoretical models of emotional intelligence and their practical implementation in pedagogical settings. Addressing this gap requires a more structured approach that connects psychological constructs with pedagogically relevant indicators.

In summary, existing research provides a solid theoretical foundation for understanding emotional intelligence, yet it lacks a systematic framework tailored to pre-service primary school teachers. This gap justifies the need for the present study, which aims to develop a structured system of emotional intelligence indicators grounded in both theoretical and pedagogical considerations.

Research Methodology. The present study is grounded in a structured conceptual research methodology aimed at identifying and systematizing emotional intelligence indicators in pre-service primary school teachers. The methodological orientation is

predominantly inductive, as it allows movement from specific theoretical insights toward the construction of a generalized conceptual framework. This approach is widely recognized in educational research when the aim is to develop models based on interpretation and synthesis of existing scientific knowledge rather than empirical testing [1,2]. The research design is qualitative and conceptual in nature. It is focused on theoretical exploration, interpretation, and reconstruction of emotional intelligence as a multidimensional construct within the context of teacher education. The study does not involve experimental procedures or direct data collection from participants; instead, it relies on systematic analysis of established theoretical frameworks and scientific literature. Such a design is appropriate for studies aiming to clarify concepts and develop structured indicator systems for further empirical validation [3]. The data sources consist of secondary scientific materials, including peer-reviewed journal articles, academic monographs, and foundational theoretical works. Special attention was given to classical models of emotional intelligence developed by Mayer and Salovey, Goleman, and Bar-On, as these frameworks form the theoretical basis of contemporary emotional intelligence research [1,2,3]. In addition, recent scholarly publications were included to ensure updated conceptual understanding and relevance to modern teacher education contexts. The selection of sources was based on three main criteria: academic reliability, relevance to emotional intelligence theory, and applicability to pedagogical practice. The study applies three main analytical strategies: content analysis, comparative analysis, and systematization. Content analysis was used to extract and interpret key conceptual elements related to emotional intelligence from selected scientific texts [5]. The interpretation of theoretical materials was conducted in a transparent and objective manner, respecting the original contributions of the authors whose works were analyzed. The validity of the study is ensured through theoretical triangulation, which involves the comparison and integration of multiple established emotional intelligence models

[1,2,3]. This approach strengthens the conceptual robustness of the proposed indicator system by ensuring that it is not based on a single theoretical perspective. Reliability is supported by the systematic and replicable nature of the analytical procedures, particularly the consistent application of content analysis and classification criteria. Overall, the methodological framework provides a coherent and scientifically grounded basis for developing a structured system of emotional intelligence indicators for pre-service primary school teachers.

Analysis and results. The analysis of the present study was conducted in accordance with the methodological framework defined earlier, primarily employing content analysis, comparative analysis, and systematization. The purpose of this section is to present the outcomes derived from the application of these analytical procedures without extending into interpretative discussion, which is addressed in the subsequent section of the article. The content analysis of selected theoretical and empirical sources allowed for the extraction of recurring conceptual elements of emotional intelligence. Across the reviewed literature, emotional intelligence consistently appears as a multidimensional construct comprising intrapersonal and interpersonal domains, emotional awareness, regulation, and social adaptation components [1,2,6]. These elements were identified as the core conceptual units forming the basis for further systematization. Comparative analysis of major emotional intelligence models revealed both convergences and divergences in their structural composition. Mayer and Salovey's ability-based model emphasizes emotional perception and regulation as cognitive abilities, whereas Goleman's framework extends the construct to include social competencies and behavioral manifestations. Bar-On's model integrates emotional intelligence with broader personality and adaptive functioning dimensions [1–3]. Contemporary extensions of these models further highlight the role of emotional intelligence in educational effectiveness and teacher professionalism [7,8]. Despite

structural differences, all models converge on the importance of emotional awareness, regulation, empathy, and interpersonal effectiveness as central components. Recent studies also emphasize the growing importance of emotional intelligence in teacher education, particularly in relation to classroom management, stress regulation, and professional identity formation among pre-service teachers [6,9]. These findings reinforce the necessity of developing a clearly structured system of indicators that can be operationalized within pedagogical contexts. Based on the extracted elements, systematization procedures were applied to organize emotional intelligence indicators into a structured framework relevant to pre-service primary school teachers. The resulting classification grouped indicators into three main categories: intrapersonal indicators (self-awareness, emotional regulation, self-motivation), interpersonal indicators (empathy, communication, social interaction), and pedagogical activity-related indicators (classroom interaction management, emotional responsiveness in teaching situations, and adaptive communication with pupils). Recent pedagogical studies support this tripartite structure as a valid approach to operationalizing emotional intelligence in education [8,10]. The synthesized structure demonstrates that emotional intelligence in teacher education cannot be treated as a single unified trait but rather as a system of interrelated competencies manifested across personal, social, and professional domains. The systematized indicators provide a coherent framework for understanding how emotional intelligence is operationalized within pedagogical practice. The final analytical outcome of the study is the development of a structured indicator system of emotional intelligence for pre-service primary school teachers, derived directly from theoretical synthesis and comparative evaluation of existing models [5,10]. This system serves as a conceptual basis for further empirical validation in subsequent research stages.

Conclusion and recommendations. The present study aimed to identify and systematize emotional intelligence indicators in pre-service primary school teachers. The results show that the research objectives were achieved, and the research questions were adequately addressed through theoretical analysis and synthesis of existing literature. The main outcome of the study is a structured system of emotional intelligence indicators, grouped into intrapersonal, interpersonal, and pedagogical activity-related dimensions. This confirms that emotional intelligence is a multidimensional construct that requires a systematic approach for its interpretation and application in teacher education. The study also revealed that existing literature lacks a unified and operational framework of emotional intelligence indicators for pre-service teachers. In this regard, the developed model contributes to filling this gap by providing a clear conceptual structure for further research and practical use. From a practical perspective, the proposed indicator system can support the development of training programs and assessment tools aimed at enhancing emotional intelligence in future teachers. It is recommended that future studies empirically validate the proposed model using quantitative methods and expand the research to different educational contexts. Further research may also explore the relationship between emotional intelligence and other pedagogical competencies.

Overall, the study provides a concise theoretical framework that can serve as a basis for future empirical investigations in teacher education.

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