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THE RELATIONSHIP BETWEEN LEADERSHIP STATUS AND EMOTIONAL INTELLIGENCE IN A STUDENT GROUP

Murotmusaev Komiljon, *associate professor of Oriental University*

Abstract. The article examines the relationship between leadership status and emotional intelligence within a student group from a scientific and analytical perspective. The role of emotional intelligence in acquiring social status, performing leadership roles, and organizing effective group interactions is analyzed. Based on the works of foreign scholars, researchers from CIS countries, and local authors, the significance of emotional intelligence in the formation of students' leadership status is revealed. It is substantiated that a high level of emotional intelligence increases the likelihood of attaining a leading position in a student group.

Key words: *emotional intelligence, leadership status, student group, social status, group psychology.*

TALABALAR GURUHIDA LIDERLIK MAQOMI VA EMOTSIONAL INTELLEKT O'RTASIDAGI BOG'LIQLIK

Murotmusayev Komiljon, *Oriental Universiteti dotsenti*

Annotatsiya. Mazkur maqolada talabalar guruhida liderlik maqomi va emotsional intellekt o'rtasidagi o'zaro bog'liqlik ilmiy-tahliliy jihatdan yoritilgan. Emotsional intellektning talabalar guruhida ijtimoiy maqomni egallash, liderlik rollarini bajarish va guruhiy munosabatlarni samarali tashkil etishdagi ahamiyati tahlil qilingan. Xorijiy, MDH va mahalliy olimlarning ilmiy qarashlari asosida liderlik maqomi shakllanishida emotsional intellektning roli ochib berilgan. Maqolada emotsional intellekt yuqori bo'lgan talabalar guruhda yetakchi maqomga ega bo'lishi ehtimoli yuqori ekanligi ilmiy manbalar asosida asoslab berilgan.

Tayanch so'zlar: *emotsional intellekt, liderlik maqomi, talabalar guruhi, ijtimoiy maqom, guruh psixologiyasi.*

ВЗАИМОСВЯЗЬ ЛИДЕРСКОГО СТАТУСА И ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА В СТУДЕНЧЕСКОЙ ГРУППЕ

Муротмусаев Комилжон, *доцент Университета Ориентал*

Аннотация. В статье рассмотрена взаимосвязь между лидерским статусом и эмоциональным интеллектом в студенческой группе с научно-аналитических позиций. Проанализирована роль эмоционального интеллекта в формировании социального статуса, выполнении лидерских ролей и организации эффективных групповых отношений. На основе работ зарубежных ученых и учёных стран СНГ и национальных исследователей раскрыто значение эмоционального интеллекта в становлении лидерского статуса студентов. Обосновано, что высокий уровень эмоционального интеллекта способствует занятию ведущих позиций в студенческой группе.

Ключевые слова: *эмоциональный интеллект, лидерский статус, студенческая группа, социальный статус, психология группы.*

Introduction. In the modern system of higher education, the socio-psychological development of students' personalities is considered one of the key priority tasks. In particular, leadership relations within student groups, the distribution of social statuses, and processes of interpersonal interaction play a decisive role in personal development.

In these processes, emotional intelligence emerges as a fundamental psychological resource that determines an individual‘s social effectiveness (Goleman, 1995; Mayer & Salovey, 1997). In scientific research, leadership status is often explained through intellectual abilities, personal traits, and social activity. However, in contemporary psychology, growing attention is being paid to the emotional and social foundations of leadership. The works of foreign scholars and researchers from CIS countries emphasize that emotional intelligence is a significant factor in achieving a positive status within a group and effectively performing leadership roles (Lyusin, 2004; Andreeva, 2012; Bar-On, 2006). The student age represents an important developmental stage during which social positions are formed and leadership abilities are manifested. Therefore, studying the relationship between leadership status and emotional intelligence in student groups constitutes one of the most relevant issues in higher education psychology.

Main part. 1. The socio-psychological essence of leadership status. In social psychology, leadership status is defined by an individual‘s level of authority, degree of influence, and ability to guide group activities. Leadership status is closely linked to recognition by group members, trust, and the leader‘s capacity to respond to the needs of the group (Kunitsyna, 2001). In student groups, leadership status is most often informal in nature. In this case, leadership is determined not by formal positions or official roles, but by communicative activity, social sensitivity, and the ability to accurately perceive the psychological climate of the group. According to Savenkov (2010), leadership status in student communities is largely formed on the basis of emotional and social resources. From this perspective, leadership status is directly related not only to intellectual or organizational abilities, but also to the level of emotional intelligence.

2. The role of emotional intelligence in group psychology. Emotional intelligence is understood as an individual‘s ability to recognize emotions, regulate them, and effectively apply them in social interactions (Mayer & Salovey, 1997). Goleman (1995) considers emotional intelligence to be a key factor in social success and leadership activity. In the studies of CIS scholars, emotional intelligence is interpreted as an important resource that regulates socio-psychological competence, communication culture, and interpersonal relations within a group (Lyusin, 2004; Andreeva, 2012). Zimnyaya (2006) views emotional intelligence as a psychological mechanism that ensures effective functioning of an individual in the social environment. Within student groups, emotional intelligence performs the following functions: accurate understanding of the emotional states of group members; mitigation of conflict situations; maintenance of a positive psychological climate; strengthening of mutual trust and cooperation. These functions constitute the essential psychological foundation for acquiring leadership status.

3. Emotional intelligence and the formation of social status. Social status reflects a system of relationships formed by group members toward an individual. Students with a high level of emotional intelligence are usually perceived as empathetic, open to communication, and attentive to the needs of others (Lyusin, 2004). According to scientific sources, such individuals: gain trust more quickly within the group; are recognized as informal leaders; are able to influence group decisions. As noted by Karpov (2004), individuals with well-developed emotional-regulatory abilities are capable of maintaining their position and strengthening their influence in complex social situations. Thus, emotional intelligence functions as the psychological foundation of social status.

4. The relationship between leadership status and emotional intelligence. Foreign and CIS research repeatedly confirms the existence of a positive correlation between emotional intelligence and leadership status (Goleman, 1995; Cherniss, 2010; Savenkov, 2010). Students with a high level of emotional intelligence tend to: communicate persuasively; inspire others; increase social activity; prioritize group interests over personal

interests. These characteristics reinforce their leadership status. The studies conducted by Turganbayeva (2016) demonstrate that high indicators of emotional intelligence among students are associated with leadership readiness and social responsibility. At the same time, it is emphasized that individuals with low emotional intelligence are more likely to experience communicative difficulties and encounter challenges in maintaining their social status within the group.

5. The importance of emotional intelligence in developing leadership in student groups. In the context of modern higher education, the development of students' leadership potential is closely linked to the purposeful formation of emotional intelligence. Pedagogical practice shows that training programs focused on emotional intelligence, group activities, and interactive teaching methods significantly enhance students' leadership activity (Boyatzis, 2018). Through the development of emotional intelligence: the number of positive leaders within groups increases; the psychological climate improves; mutual respect and cooperation among students are strengthened. This contributes to the formation of stable social relationships within student groups.

Conclusion. The conducted scientific and theoretical analysis demonstrates that there is a close relationship between leadership status and emotional intelligence in student groups. Emotional intelligence serves as an essential psychological factor in achieving a positive social status, effectively performing leadership roles, and stabilizing group relations (Goleman, 1995; Lyusin, 2004). According to research findings, such components of emotional intelligence as empathy, emotional self-regulation, and social sensitivity play a decisive role in the formation of leadership status. Therefore, the implementation of psychological and pedagogical programs aimed at developing students' emotional intelligence in higher education institutions is highly recommended. Future research should focus on empirical investigations of the relationship between leadership status and emotional intelligence, as well as on analyzing the influence of national and cultural factors. Such studies will significantly contribute to the advancement of higher education psychology and leadership psychology.

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