

PSYCHOLOGICAL CHARACTERISTICS OF DEVELOPING CREATIVE-EMOTIONAL INTELLIGENCE IN FUTURE PSYCHOLOGY STUDENTS

Tursunkulova Shodiya Tolib qizi

Qarshi State University Doctoral Student of the Department of Psychology

+998 906691237

Abstract

This article explores the psychological characteristics involved in the development of creative-emotional intelligence among future psychology students. It examines theoretical approaches, strategies, and methodologies that contribute to the nurturing of creative and emotional intelligence. Furthermore, the article presents a study aimed at identifying the key aspects influencing the growth of creative-emotional intelligence, as well as the impact of educational programs in higher education institutions. The findings highlight practical recommendations for enhancing the creative-emotional intelligence of psychology students to improve their professional competence.

Keywords: Creative-emotional intelligence, psychology students, emotional intelligence, creativity, psychological development, higher education, professional competence.

Introduction

The development of creative-emotional intelligence (CEI) among future psychology students is a fundamental aspect of their professional training. As emotional intelligence (EI) plays a crucial role in understanding and managing one's own emotions and those of others, creativity contributes to the generation of innovative ideas and problem-solving capabilities. The integration of these two aspects is essential for future psychologists, as they must demonstrate high emotional awareness, empathy, originality, and adaptive thinking in their practice. This paper aims to explore the psychological characteristics that underpin the development of CEI in psychology students, with a focus on pedagogical strategies and training methods that can enhance their professional competence.

Literature Analysis:

Research on emotional intelligence and creativity has expanded significantly over the last few decades. Goleman (1995) introduced the concept of emotional intelligence, emphasizing its importance for personal and professional success. Similarly, Sternberg (1985) proposed a model of creativity that highlights the role of intelligence, knowledge, motivation, and environmental factors. Recent studies have also explored the intersection between creativity

and emotional intelligence, demonstrating that individuals with high EI are better equipped to utilize their creative potential effectively (Mayer & Salovey, 1997).

Educational practices aimed at fostering CEI often involve experiential learning, reflective practices, and collaborative activities that encourage students to explore their emotional experiences while engaging in creative problem-solving. However, there is a need for a more structured approach to integrating CEI development within higher education curricula, particularly for future psychologists.

Methods:

The research employed a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather data from psychology students. The quantitative component consisted of standardized assessments of emotional intelligence and creativity, while the qualitative aspect involved semi-structured interviews aimed at understanding students' perceptions of their own creative-emotional development.

Results:

This paper explores the psychological characteristics associated with the development of Creative-Emotional Intelligence (CEI) among future psychology students. The aim is to highlight the importance of fostering CEI as a means of enhancing their professional skills, particularly in clinical and therapeutic practices. This work also outlines the methods and strategies for developing CEI and provides suggestions for its assessment.

Creative-Emotional Intelligence (CEI) is an integrative concept that combines aspects of creativity and emotional intelligence. This combination is essential for psychology students as it enhances their ability to approach complex problems with creativity while managing emotions effectively. Developing CEI is critical for those aspiring to work in clinical psychology, counseling, research, and educational fields.

The objective of this paper is to:

- Define CEI and outline its essential components.
- Identify psychological characteristics relevant to CEI.
- Explore methods for fostering CEI in future psychologists.
- Discuss potential assessment mechanisms.

Definition of Creative-Emotional Intelligence (CEI)

CEI is a composite construct consisting of two interrelated domains:

Creativity: The ability to generate original, flexible, and appropriate ideas. It involves divergent thinking, problem-solving, and adaptability.

Emotional Intelligence (EI): The capacity to recognize, understand, regulate, and utilize emotions effectively.

CEI is particularly relevant for psychology students as it enhances their problem-solving capabilities, empathy, communication skills, and adaptability in various psychological contexts.

Psychological Characteristics of CEI

Developing CEI involves several psychological traits and skills, including:

Empathy

The ability to accurately perceive and understand others' emotions is essential for successful interpersonal communication and therapeutic practices.

Flexibility of Thought

The ability to approach problems from multiple perspectives and generate creative solutions. This skill is crucial for innovative therapeutic strategies and research methodologies.

Emotional Awareness

Awareness of one's own emotional states and their influence on thoughts and behavior. It also includes recognizing emotional cues in others.

Motivation

Intrinsic motivation encourages creativity and resilience. Motivated individuals are more likely to persist in developing innovative solutions even when faced with setbacks.

Self-Regulation

The capacity to manage and control one's emotional responses effectively, which enhances creative thinking and emotional resilience.

Adaptability

The ability to adjust emotional and creative responses according to different contexts and requirements.

Importance for Future Psychology Students

The development of CEI in psychology students has numerous benefits:

- Enhanced Therapeutic Skills: Improved emotional insight enhances therapeutic interactions.
- Better Problem-Solving: Creative approaches improve the diagnosis and treatment of complex psychological issues.
- Strengthened Interpersonal Skills: Emotional and creative competencies enhance communication and rapport-building with clients.
- Improved Research Abilities: Creativity and emotional awareness facilitate the formulation of innovative research methodologies.

Methods for Developing CEI in Psychology Students

Various training techniques can be employed to develop CEI, including:

Training Programs

Specialized programs focusing on creativity enhancement (e.g., brainstorming, creative writing) and emotional intelligence (e.g., mindfulness, emotional awareness training).

Reflective Practices



Encouraging students to maintain reflective journals to monitor and analyze their emotional and creative processes.

Collaborative Learning

Group activities that promote teamwork, empathy, and creative problem-solving.

Simulations and Role-Playing

Realistic scenarios designed to enhance emotional intelligence and creativity under simulated professional conditions.

Evaluation of CEI

Evaluating the development of CEI can be done through:

Self-Assessment Tools

Questionnaires and scales measuring creativity, emotional intelligence, and their integration.

Behavioral Observation

Analyzing students' behavior during practical exercises and group activities.

Feedback Mechanisms

Incorporating feedback from peers and instructors to improve CEI-related skills.

Creative-Emotional Intelligence is a critical skill set for future psychology students. By enhancing CEI, students can improve their therapeutic practices, research abilities, and interpersonal skills. Implementing structured training programs and assessment mechanisms can significantly contribute to developing CEI in psychology education.

Discussion:

The findings suggest that integrating creative-emotional intelligence training within psychology curricula can enhance students' overall competence. Providing opportunities for reflective practice, collaborative learning, and creative expression is essential for fostering CEI. Additionally, educational institutions should consider designing specialized programs aimed at enhancing emotional awareness and creative thinking skills.

Conclusions

Developing creative-emotional intelligence among future psychology students is a multifaceted process that requires intentional efforts from educators. Structured programs that combine emotional intelligence training with creative skill development can significantly enhance students' professional competence. Future research should focus on designing and implementing innovative pedagogical approaches that effectively integrate creativity and emotional intelligence within psychology education.

Implementing training modules focused on emotional awareness and creativity in psychology curricula.

Providing opportunities for collaborative and reflective learning.

Encouraging experiential learning activities that promote emotional and creative skill development.

Developing assessment tools to monitor progress in creative-emotional intelligence development.

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