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## **The role of family and culture in the development of emotional intellect**

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**Abstract.** **The aim of the study** is to determine the influence of family and culture on emotional intellect and to study the causes of various psychological factors. **The methodological basis** of the study is the relationship between cognitive and emotional factors in the behavior of individuals, theories and experiments related to emotional intellect. **The scientific novelty** of the research is the study of the influence of family and cultural environment on the development or weakening of emotional intellect. **Output.** Positive emotions that parents send to their children create conditions for the development of their emotional intellect, and negative emotions for lagging behind the level of emotional intellect. This, in turn, gives an impetus to the formation of certain psychological qualities in them. Social norms, gender and culture that play a role in the formation of the family environment are involved in the formation of the emotional intellect of the individual through the family. In a family, the emotional attitude of parents towards children and methods of emotional education influence the formation of the character of their future personality. Considering that people share their emotions mainly with close family members, we can say that the family is the main social mechanism that determines, directs and regulates the emotional state of society. The weakening and deterioration of this mechanism can lead to emotional imbalance in society. This is confirmed by the fact that young people belonging to criminal and deviant groups come mainly from disadvantaged families.

**Keywords.** cognitive, emotional, emotional intellect (EI), individual, family, culture

**Introduction.** Since emotional intellect is associated with both genetic and social factors of development, the structure of the family is the basis for its definition, formation and direction of development. The family is a social institution that ensures the development and socialization of children's emotional intellect and plays the role of a model for them. The family is a social environment that unlocks the potential and emotional abilities of children and gives them new opportunities and skills. The family is a social environment that unlocks the potential and emotional abilities of children and gives them new opportunities and skills. The process of upbringing in a family environment determines the level of an individual's emotional intellect and his psychological qualities. Negative parenting practices appear in overly tolerant, authoritarian, and violent families. These methods of education lead to the destruction of the personality. Children growing up in families based on spoiled upbringing, careless and inconsistent methods of upbringing do not develop the level of emotional intellect, and their personality development is partially degraded. The most optimal method of family education in the development of emotional intellect and personality formation is a democratic family

environment. Because in this environment, which exists within a certain framework (this framework limits the methods of over-parenting and its consequences), free and favorable conditions are created for the development of the potential of emotional intellect. The socio-economic status and social status of the family, the IQ and EQ of parents play an important role in the development of children. However, the main factor in the development of emotional intellect is that parents regularly have positive communication with their children. To ensure the development of emotional intellect in children, it is important for parents to regularly communicate with them, give them tasks related to emotional development (draw the children's attention to images of positive characters in the book and find out their attitude to these characters, test empathy for toys), involve them in collective games. To do this, in order to develop the level of children's emotional intellect, it is advisable to increase the number of playgrounds and enrich textbooks with pictures and texts with a positive emotional meaning. This can help children break free from the virtual addiction that interferes with the development of emotional intellect and engage them in real-life communication that accelerates the development of emotional intellect (*after will be EI – J.T.*).

**The aim of the study is** to determine the influence of family and culture on emotional intellect and to study the causes of various psychological factors. The main purpose of the study is to comparatively investigate the theoretical and conceptual approaches associated with the topic, and to draw scientific and theoretical conclusions, to study the relationship of cognitive and emotional factors in the process of activity, to identify emotional factors in individuals in cognitive processes and cognitive factors in emotional processes.

**The methodological basis of the study** is the interaction of cognitive and emotional factors in the behavior of individuals, theories and experiments related to emotional intellect.

### **1. The role of the family in the development of emotional intellect**

Emotional intellect accompanies human life from the very first days, from infancy to the end of life. It is studied, mastered and developed. Emotional intellect is mainly formed and developed in specific conditions. The process of personality formation occurs first in the family and then at school. Since the family and school are also part of society, the system of sociocultural values in society also affects the development of emotional intellect in one way or another. In addition, the social status of the family, gender consciousness, economic situation forms a certain environment. Naturally, people living and formed in this environment appear as a product of this environment.

Since the environment in which a person first socializes is the family, the development of EI is first formed in the family. Plomin (1990) noted that twins have more similar empathic characteristics than non-twins, and on this basis suggested that empathy is genetic [Plomin, 65]. However, his findings were not met clearly and caused controversy. Even if it is possible to admit that Plomin is correct, it is still impossible to evaluate EI as a completely genetic phenomenon. The main factor in the development of EI is not genetic, but social factors. This is confirmed by numerous experiments. Thus, Meyer and Salovey supported the fact that both factors (genetic and social) play an important role in EI [Meyer, 64]. Many researchers in their experiments have argued that half of EI is genetic, and the other half is social [Roitman]. In this sense, the family as a social institution plays a key role in the formation and development of EI.

An important factor ensuring the development of EI in a family environment is the emotional attitude of parents to their children. Because it affects children and they try to match it. The high level of love, attention, compassion, care, trust and openness of the family to social relations, the social and economic status of the family, indicates a high level of EI in children growing up there.

The family institution can be viewed as the main social institution that ensures the

development of EI [Ciarrochi, 545]. Because the level of EI in children growing up in a positive family environment is higher than in children growing up in a negative family environment. Research has shown that EI and social problems in preschoolers are linked to parental behavior (Anthony, Glanville, Naiman, Wanders and Schaffer 2005). The intellect, personality, social relations and family level of 214 young detainees were investigated, and it was concluded that 54% of them were close relatives of the accused [Yavuzer, 136]. This experiment shows the important role of the family and the family environment in the formation of the personality and EI of children. It has been proven that children aged 6-7, frightened by the conflicts of their parents, cannot get rid of these emotions in the future. These emotions accompany them always and everywhere [Yavuzer, 137]. Or the inability of parents to take the right direction in raising children negatively affects the development of their EI (for example, when the child is not rewarded for positive emotional behavior, indifference towards them).

In 2005, many European researchers (Anthony, Glanville, Nyman, Wanders, and Schaffer, 2005) examined the relationship between parental stress and behavior with the social skills of preschool children and their problematic classroom behavior. It has been found that there is a direct connection between all of these [Anthony, 144].

Usually people try to share their emotional states with people they know intimately. In 1996, Rhyme and a team of researchers told each of the 6-8 year olds an emotional story and asked each of them to share their feelings with their peers and classmates. However, the children did not share their feelings with their peers and classmates, but with their parents. Other children in the 8-12 age group, unlike their predecessors, partly shared their feelings with their peers and classmates. It was noticed that age groups 12-18, 18-33 and older (40-60) share their feelings mainly with close people (parents, sisters, brothers, spouses, friends) [Kuzucu, 26]. This shows that people are afraid to express their emotions.

Research into the relationship between facial expressions and emotions in babies has shown that babies respond positively to positive emotions and negatively to negative ones. A 3-4-year-old child mimics the parent's facial expressions of happiness, disgust, pain, joy, sadness, and other emotions, and this process increases to 75% by age 7. Even studies of blind and disabled children have shown that they mimic the emotional expressions or voices of their parents [Salovey, www].

Experiments show that infants younger than 6 months experience emotions such as pleasure, comfort, and anger, while those older than 6 months experience joy, fear, and nervousness [Kuzucu, 23]. In his experiments, Crawford determined that 2-year-olds can calmly express anger and satisfaction with their emotions. However, they find it difficult to understand emotions such as amazement, fear and loneliness from facial expressions. It has been confirmed that these skills usually develop from the age of 5-6 [Yavuzer, 134]. This process of emotional development peaks between the ages of 40 and 45 and gradually diminishes in subsequent periods. This was identified in a 2000 study of 3831 people in the United States and Canada using EI tests from MHS (Multi-Health Systems Inc.) (led by Stein).

In children under 6-7 years of age, the development process in the brain takes longer than in other parts of life. Therefore, the emotional qualities that they acquire from their parents in the family accompany them throughout their lives. If there are constant conflicts between parents in a family, then the fear of children growing up in this family leaves a deep mark. This feeling of fear always accompanies them.

Erickson believes that the development of self-confidence in a child is related to the mother. When a child is convinced that his mother will not leave him and will always be with him, he develops a sense of self-confidence. If a child under one year old does not develop this feeling, he will experience a socialization problem during adolescence. This manifests itself in

the difficulty of building partnerships, participating in team games, showing interest in lessons and gaining independence. To ensure the formation of this feeling until at least one year, babies should be placed in the care of someone who can partially replace their mother [Cüceloglu, 355]. From this point of view, it can be said that the feeling of self-confidence that ensures the development of EI and its socialization in children constitutes the initial stage of EI development.

Bandura claims that when children observe negative emotional behavior (violence, abuse) from their parents in the family, they repeat them. The same happens when positive emotions are observed (love, compassion, kindness, willingness to help) [Bandura, 98]. The model that the child learns based on the parent's emotional behavior in the family will determine his social role and social stereotypes in the future [Toffler, 438]. For example, people with weak EI have categorical binary judgment (everything is either white or black, or good or bad) and centralized thinking I (the weather is good because I came). Binary judgment interferes with diverse understanding and appreciation of life. This can be achieved only by developing the level of EI. The theory of "fuzzy logic" by Lutfizadeh creates the basis for the development of the EI level.

Webster and Woolley, to identify social competence and behavioral problems in two groups of 120 children aged 4 to 7 (60 aggressive and 60 non-aggressive), based on 4 dimensions of social competence (social awareness process, conflict management skills, cooperation in games, positive attitude with parents at home) conducted a comparative study. It became known that 60 aggressive children who cannot build communication, unlike others, poorly meet the requirements of 4 dimensions of social competence [Webster, 31]. It follows from this that the main cause of aggression in children is problems with parents in the family and the loss of the ability to cooperate.

The peer relationships of pre-adolescent and adolescent children were monitored for 7 years, and it was concluded that children who were aggressive towards their peers and excluded from social groups became more prone to crime as they grew up, dropped out of school and were excluded from school [Kupersmidt, 1355]. This tendency develops at a later age and becomes a serious socio-psychological problem in society. Here the role of the family in the formation of the personality's EI and the social and psychological life of society is manifested.

In the development of EI, to one degree or another there is the influence of the family environment. In 2003, Kolb and Maxwell studied what social skills parents would like their children to master. Academic development of children is important for parents. However, they believe that EI plays an important role in the social and emotional development of their children. Research has shown that parents want their children to have the ability to communicate, listen, understand, analyze, and, including character, empathy, persistence and motivation, develop spiritually [Kolb 165].

A 2001 study by Updegraff, McHale, Crouter, and Knoff (2001) found that when parents raise their children, they treat them differently depending on gender, thereby determining their social skills and EI [Updegraff, 660].

Thomas Achenbach, a psychologist at the University of Vermont, believes that economic development in the 1990s led to lower unemployment, crime and improved parenting. Based on this, he believed that during the economic crisis, problems with raising children are possible [Goleman, 17]. Stenhouse (1994), Argyll (1981) and others have confirmed this with their research. In the United States, children from poor families have been observed to have lower IQs than children from wealthy families. In America, children from poor families have not only low IQs, but also low EIs. Because in these family's mothers are categorically against the wishes of their children and do not think about their intellectual and emotional development

[Cüceloglu, 362]. A similar study was carried out in Turkey. Here the levels of social and intellectual development of children growing up in families with an average income, with children growing up in educated, professional and wealthy families were studied. Research shows that a good family economic situation plays an important role in the intellectual and emotional development of children. During periods of economic crisis, there are certain problems in the intellectual and emotional development of children [Goleman, 18]. However, according to researcher Cüceloglu, the development of children's emotional intellect in the family depends more on the level of positive emotions that parents spend on children than on the economic situation. Consequently, a child growing up with a housewife mother grows emotionally faster than a child growing up in kindergarten [Cüceloglu, 361].

However, the positive relationship of the mother with the child in the family, the fact that the child is more under the care of parents and relatives, regular contact between adults and children, have a positive effect on their intellectual and emotional development. This shows that poverty or family wealth is not a primary issue. The main thing is that the parents, especially the mother, maintain good relations with the children and take care of them. Because the intellectual and emotional environment in which a child grows up determines his intellectual and emotional orientation. Of course, this environment is primarily the family and the surrounding sociocultural system.

To develop EI in children, Elias advises parents to take care of their children every day and be a positive example for them. He says, "When you are reading a picture book with your child, focus his attention on the character in the picture and ask him how the character is feeling." [Roitman].

Psychologists emphasize the role of collective games in the development of children's EI, which saves them from becoming self-contained. In these social games, children learn psychological skills, such mutual assistance and cooperation. The researchers believe that in order to increase children's emotional intellect, the selected toys should serve to reveal children's emotions, express them correctly and develop empathy. The acquisition of these skills in preschool age shows its effectiveness in the subsequent period of education [Küçükkaragöz, 22]. In fact, the foundation for the socio-cultural development of society is being laid here. From this point of view, the state, in order to ensure socio-cultural integration in society, issues that ensure the development of the level of EI in children of all ages, should include them in the list of measures that need to be addressed. First of all, it is important to have zones and equipment in the living quarters that allow children to play group games. Because if we take into account that the process of the psychological formation of a personality is formed at the preschool stage, one can understand how important the family and the initial living environment are in the development of EI.

Recently, we have observed that preschoolers are isolated from emotional games in the yard, are addicted to pseudo-emotional virtual games, and their parents incite them to logical intellect. Although, such approaches slow down the development of their EI and, as a result, prevent them from forming as a person. Especially, studies on gifted children (geeks) show that while they perform well on the IQ level, they perform very poorly on the EI level. This manifests itself in their difficulties in communicating with other people and in problems of empathy.

## **2. The role of cultural factors in emotional intellect**

The role of cultural factors, beliefs and convictions in the formation and development of personality emotionality is great. Cultures are as varied as the societies representing those cultures. What is a source of joy for one culture may not be a source of joy for another. Or an

event that brings grief to one culture may be neutral to another. Consequently, the parameters of EI in people representing different cultures are different. Because these people, formed within a certain culture, gradually learn what to rejoice and what to be sad about [Toffler, 296].

Language can be considered an indicator of the level of EI cultures. The more words in this language express emotional concepts, the higher the level of EI of a given culture. The richness of kinship terms in Azerbaijani culture can also be seen as an indicator of the development of EI in this regard. In some cultures, emotional terms may be the majority as a sign of respect for the individual. This shows that the distinctive features of EI are more developed in different cultures. The worldview and behavior of people formed within these cultures are determined by the existing parameters.

Sometimes the emotional system of an individual does not coincide with the emotional system of the culture to which he belongs. However, people who live and are formed in a certain environment, based on its socio-cultural values, try to adapt to the emotional system of the environment. Research has been carried out on the relationship between people's expression of their feelings and emotions and their culture. The emotional reactions of Japanese and American students watching a movie through a hidden camera were investigated. On the eve of watching the film, both groups of students openly expressed their feelings. When the film ended, the researchers approached the audience, and the Japanese students tried to hide their previous emotions from them [Akin, 15].

However, there are socio-psychological environments in which most people increase their self-confidence and, under a positive emotional influence, achieve positive environmental qualities. Such an environment provides a person's self-awareness and the realization of his potential. In this environment, interpersonal and social relations create conditions for cooperation, tolerance and mutual understanding.

In Muslim cultures, empathic culture is high. Because the moral values of Islam always require Muslims to treat others with empathy. For example, "the one who is well fed and the neighbor is hungry is not one of us", "caring for orphans, lonely people in need", "during fasting the feeling of what the hungry feel" and other similar values develop a sense of empathy in society and indirectly EI. However, individuals (fraudsters) and social groups (for example, gypsies, fake beggars), who took advantage of this situation in society, create conditions for weakening these feelings in society, that is, they indirectly create conditions for inhibiting EI. As a result, trust in the values that ensure the unity and harmonious relations of society is lost, mutual trust is lost, and the environment of social cooperation that ensures the socio-economic development of society is disrupted. In this regard, the destructive activities of individuals (swindlers) and social groups (for example, gypsies, false beggars) that damage empathic values in society should be strictly regulated by law.

The media, which are an integral part of today's culture, especially the Internet and television, play a unique role in shaping EI. Because more than 3/1 of the day people of all ages spend in front of the Internet and television. The main topics of everyday conversations between people are topics promoted on the Internet and TV (films, advertisements, programs, etc.). Depending on the emotional nature of the promoted topic, the everyday emotional state of people manifests itself in one way or another. Zillman's research confirms that the negative or positive emotions people receive from the Internet and television are also reflected in their behavior and attitudes towards other people [Goleman 95].

In the world, especially among young people, the rapid growth of aggression, depression, suicides, drug addiction, shows the deepening of the process of asocialization and, as a consequence, the weakening of the development of EI. One of the main reasons for this is that young people are isolated from real communication and live in a more virtual space of the

Internet. It should not be overlooked that the family and modern educational models also create the conditions for this. To develop the emotional intellect of schoolchildren and students in the educational process, special attention should be paid to the implementation of activities related to their socialization and emotional development [Ikiz, 1220].

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