

## **THE IMPACT OF EMOTIONAL INTELLIGENCE ON INTERPERSONAL COMMUNICATION IN ENGLISH LANGUAGE TEACHING**

*Pulatova Durdona Ravshanovna*

Associate Professor, Department of English Language,

National pedagogical university of Uzbekistan

durdonapulatova88@gmail.com

DOI: 10.5281/zenodo.18719731

### **Abstract**

In modern language education, emotional intelligence has become an essential factor influencing the effectiveness of interpersonal communication between teachers and students. English language teaching requires not only linguistic competence but also emotional awareness, empathy, motivation, and social interaction skills. This article examines the impact of emotional intelligence on interpersonal communication in English language teaching from psychological and pedagogical perspectives. The study analyzes the role of emotional intelligence in classroom interaction, student motivation, communication effectiveness, conflict management, and language acquisition processes. The article also explores theoretical approaches proposed by Daniel Goleman, John D. Mayer, and Peter Salovey regarding emotional intelligence and interpersonal communication.

### **Keywords**

emotional intelligence, interpersonal communication, English language teaching, communication skills, empathy, classroom interaction, language learning, educational psychology, student motivation, social competence.

### **Introduction**

The rapid globalization of education and communication has increased the importance of English language teaching worldwide. In contemporary educational systems, English is not only a subject of study but also a medium for intercultural communication and professional development. Consequently, successful English language teaching requires more than grammatical knowledge and linguistic competence. It also demands effective interpersonal communication between teachers and students.

Interpersonal communication plays a central role in language learning because language acquisition occurs primarily through interaction, dialogue, emotional engagement, and social participation. Researchers emphasize that students learn

foreign languages more effectively in psychologically supportive and emotionally positive classroom environments [1].

Emotional intelligence has emerged as one of the most influential psychological factors affecting communication processes in education. Emotional intelligence refers to the ability to recognize, understand, regulate, and appropriately express emotions while effectively interacting with others [2]. In English language teaching, emotional intelligence influences classroom communication, student motivation, conflict resolution, cooperation, and learning anxiety.

According to Daniel Goleman, emotionally intelligent individuals demonstrate stronger empathy, communication skills, and social adaptability [3]. Teachers with developed emotional intelligence are generally more capable of understanding students' emotional needs, encouraging participation, and creating positive classroom relationships.

This article examines the impact of emotional intelligence on interpersonal communication in English language teaching and analyzes how emotional competencies influence educational effectiveness, classroom interaction, and language acquisition processes.

The concept of emotional intelligence was first systematically introduced by Peter Salovey and John D. Mayer, who defined it as the ability to perceive, understand, regulate, and use emotions effectively in thinking and behavior [2].

Their theoretical model identified four major emotional competencies:

1. emotional perception;
2. emotional understanding;
3. emotional regulation;
4. emotional utilization.

This model emphasized that emotions significantly influence cognitive activity, communication quality, and social adaptation.

Later, Daniel Goleman expanded the theory by introducing five dimensions of emotional intelligence:

- 1) self-awareness;
- 2) self-regulation;
- 3) motivation;
- 4) empathy;
- 5) social skills [3].

These competencies are especially important in educational contexts where communication, emotional support, and interpersonal interaction directly influence learning outcomes.

In language teaching environments, emotional intelligence supports constructive communication, reduces student anxiety, and strengthens teacher-student relationships. Since foreign language learning often involves emotional challenges such as fear of mistakes, communication anxiety, and low confidence, emotional intelligence becomes an essential pedagogical factor.

Interpersonal communication refers to the exchange of information, emotions, and meanings between individuals through verbal and nonverbal interaction. In English language teaching, interpersonal communication forms the foundation of classroom interaction and communicative competence development.

Emotionally intelligent teachers demonstrate greater sensitivity toward students' emotional states and communication needs. Such teachers create supportive classroom environments where students feel psychologically safe to participate in discussions, express opinions, and practice speaking skills without fear of criticism [4].

Empathy plays a particularly important role in interpersonal communication during language instruction. Teachers who understand students' emotional difficulties can provide encouragement and emotional support, which increases students' motivation and self-confidence.

Research indicates that students learn foreign languages more effectively when they experience positive emotional interaction with teachers and peers [5]. Emotionally supportive communication reduces language anxiety and promotes active classroom participation.

Furthermore, emotional intelligence improves listening skills and communication clarity. Teachers with developed emotional awareness can recognize nonverbal communication signals such as hesitation, frustration, confusion, or anxiety among students and adjust instructional strategies accordingly.

Empathy is one of the most essential components of emotional intelligence in educational settings. Empathetic teachers understand students' perspectives, emotional reactions, and learning difficulties more effectively.

According to educational psychologists, empathy strengthens trust and cooperation between teachers and students [6]. Students who feel emotionally understood are generally more motivated and academically engaged. In English language classrooms, empathy helps teachers encourage shy or anxious learners who may struggle with speaking activities and communication tasks. Instead of criticizing mistakes, emotionally intelligent teachers provide constructive feedback and emotional encouragement.

Empathy also contributes to intercultural communication competence. Since English is an international language, English language teaching often involves interaction with

diverse cultural perspectives. Emotionally intelligent teachers promote respect, tolerance, and cultural sensitivity during communication activities.

Motivation is one of the most important psychological factors influencing language acquisition. Emotional intelligence contributes significantly to increasing students' intrinsic motivation and engagement in English learning processes.

Teachers with high emotional intelligence inspire students through positive communication, emotional support, and encouragement. Such teachers recognize students' emotional needs and adapt classroom interaction accordingly.

Positive emotional classroom climates increase students' willingness to participate in speaking activities, collaborative tasks, and communicative exercises [7]. In contrast, emotionally negative classroom environments often increase communication anxiety and reduce student confidence.

Research demonstrates that emotionally supportive communication strengthens students' self-esteem and learning persistence. Consequently, emotional intelligence indirectly contributes to academic achievement and communicative competence development.

Conflicts and misunderstandings occasionally emerge in classroom environments due to communication difficulties, cultural differences, or emotional tension. Emotional intelligence helps teachers manage classroom conflicts constructively and maintain positive communication.

Emotionally intelligent teachers regulate their emotional reactions effectively and respond calmly to disruptive behavior or communication challenges. They also encourage respectful dialogue and cooperative problem-solving among students.

Conflict management skills are particularly important in communicative language teaching approaches where students frequently engage in group discussions and collaborative interaction [8]. Positive emotional communication reduces interpersonal tension and strengthens classroom cooperation.

### Conclusion

The impact of emotional intelligence on interpersonal communication in English language teaching represents an important area of modern educational psychology and pedagogy. Emotional intelligence significantly influences classroom interaction, communication quality, student motivation, conflict management, and language acquisition effectiveness.

Theoretical approaches developed by Salovey, Mayer, and Goleman confirm that emotional competencies such as empathy, emotional regulation, self-awareness, and social skills are essential for successful educational communication.

Emotionally intelligent teachers create psychologically supportive classroom environments that reduce language anxiety, strengthen student confidence, and encourage active participation in communicative activities. Such environments contribute positively to students' linguistic competence, interpersonal communication skills, and academic achievement.

Furthermore, emotional intelligence supports intercultural understanding and collaborative learning, both of which are fundamental components of modern English language education. Since English functions as a global communication tool, emotionally intelligent communication becomes increasingly important in developing students' social and communicative competence.

Therefore, teacher education programs and educational institutions should prioritize the development of emotional intelligence alongside methodological and linguistic training. Strengthening emotional intelligence among English language teachers contributes not only to effective classroom communication but also to students' psychological well-being, academic success, and social adaptation.

### **References**

1. Brown, H. D. [Principles of Language Learning and Teaching](#). Pearson Education, 2007.
2. Salovey, P., & Mayer, J. D. "Emotional Intelligence." [Imagination, Cognition and Personality](#), vol. 9, no. 3, 1990, pp. 185–211.
3. Goleman, D. [Emotional Intelligence: Why It Can Matter More Than IQ](#). New York: Bantam Books, 1995.
4. Harmer, J. [The Practice of English Language Teaching](#). Pearson Longman, 2007.
5. Krashen, S. [Principles and Practice in Second Language Acquisition](#). Pergamon Press, 1982.
6. Rogers, C. R. [Freedom to Learn](#). Columbus: Merrill Publishing, 1969.
7. Dörnyei, Z. [Motivational Strategies in the Language Classroom](#). Cambridge University Press, 2001.
8. Richards, J. C., & Rodgers, T. S. [Approaches and Methods in Language Teaching](#). Cambridge University Press, 2014.