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ta'minlashning ustivor yo'nalishlari" mavzusidagi xalqaro ilmiy-amaliy anjuman

- texnik va texnologik jihatdan qayta jihozlash, uni yuqori sifatli, raqobatbardosh eksportga yo'naltirilgan mahsulot ishlab chiqaruvchi tadbirkorlarning soliq yuki kamaytirildi;

- sug'urta xizmatlari bozorini yanada isloh qilish va rivojlantirish chora-tadbirlari amalga oshirildi;

- tadbirkorlarni moddiy-texnika resurslarini mustahkamlash va erkin sotib olishiga qulay sharoit yaratishni kengaytirildi va bu sohaga bog'liq bo'lgan ko'pgina muammolar o'z yechimini topdi.

Bugun kichik biznes va xususiy tadbirkorlik sektorida ishlayotgan har yuz ishchining 60 nafari mehnat qonunchiligi asosida rasmiylashtirilmaganligi, ularga konvert usulida ish haqi berilishi ushbu ishchi-xodimlarning ijtimoiy huquqlari buzilishiga olib kelmoqda. Boshqacha aytganda, kelajakda ular pensiya va boshqa nafaqa olish huquqlaridan mahrum bo'lmoqda. Shundan kelib chiqqan holda bugundan boshlab, har bir tadbirkor norasmiy ishlayotgan ishchi-xizmatchilarini belgilangan tartibda rasmiylashtirish, ular bilan mehnat shartnomalarini tuzish, mehnat daftarchalari yuritish, o'rnatilgan tartib asosida ish haqi berish tizimini yo'lga qo'yib, ularning kelajak hayotidagi ijtimoiy nafaqa va pensiya olish zaminini yaratish kerak.

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RELATIONSHIP BETWEEN TEAMWORK DISPOSITION, EMOTIONAL INTELLIGENCE AND PROBLEM SOLVING SKILLS

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SUMMARY

This study examines the relationships between teamwork, emotional intelligence and problem solving skills. The main purpose is to analyze the current situation of university students studying in faculties of applied sciences in terms of these skills and to emphasize the importance of teamwork courses. The research will be conducted on undergraduate students studying at Burhaniye Faculty of Applied Sciences in the 2024-2025 academic year. In the research, which will be carried out in the relational survey model according to quantitative research methods, data will be collected with a questionnaire consisting of a personal information form, a scale of predisposition to teamwork, emotional intelligence and problem solving skills. The data obtained will be analyzed using SPSS 26.0 statistical program in computer environment. As a result of the statistical analysis, the relationship between these three variables will be examined and the effects of the teamwork course on these variables will be evaluated.

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The findings revealed that there are significant relationships between teamwork aptitude, emotional intelligence and problem solving skills. In addition, teamwork-oriented courses in faculties of applied sciences were found to make significant contributions to the development of these skills. The results of the study are thought to provide important data to restructure the education programs in faculties of applied sciences and to ensure that students are prepared for the labor market after graduation in line with sustainable development goals. As a result, an integrated approach to teamwork, emotional intelligence and problem solving skills and their inclusion in educational processes will help individuals meet the needs of the modern economy by supporting both personal and professional development.

Keywords: Teamwork, Emotional Intelligence, Problem Solving Skills.

1. INTRODUCTION

Teamwork refers to a group of individuals working in cooperation to achieve a common goal. Effective teamwork includes elements such as communication, trust, cohesion and shared responsibility. In business, teamwork skills play a critical role for the success and efficiency of projects. Especially in complex and multidisciplinary projects, the ability of individuals to work together in harmony accelerates innovation and problem-solving processes (Yıldırım & Öztürk, 2015).

Emotional intelligence (EI) is the ability of individuals to understand and manage their own and others' emotions and to integrate this knowledge into their thoughts and behaviors (Mayer & Salovey, 1997). Individuals with high emotional intelligence are more successful in empathizing, conflict management and effective communication within the team. This increases the overall performance and cohesion of the team. Research supports the positive effects of emotional intelligence on teamwork. For example, it has been found that individuals with high levels of emotional intelligence are more successful in intra-team relationships and this increases the overall performance of the team (Goleman, 1995).

Problem solving skills include the ability of individuals to analyze the difficulties they face, generate and implement solutions (Jonassen, 2011). In a teamwork environment, different perspectives and areas of expertise come together to produce more creative and effective solutions. Therefore, the problem solving skills of team members are critical for the success of the team (Dörner & Funke, 2017). In addition, effective problem solving within the team facilitates the uninterrupted continuation of workflow and achievement of goals (Funke & Greiff, 2017).

Emotional intelligence helps individuals manage their emotional reactions in problem solving processes. Individuals with high emotional intelligence can remain calm in stressful situations, control their emotional reactions and thus make more rational decisions. This directly affects their problem solving skills. As a matter of fact, in a study, a positive relationship was found between emotional intelligence and problem-solvingskills; it was found that individuals with high emotional intelligence also have high problem-solving skills (Temeloğlu, 2018).

It is believed that there is a strong interaction between teamwork, emotional intelligence and problem solving skills. Team members with high emotional intelligence can make joint problem solving processes more efficient by increasing communication and cohesion within the team. This will positively affect the overall performance and success of the team. In addition, it is predicted that teamwork experiences will contribute to the development of individuals' emotional intelligence and problem solving skills.

This study aims to examine the relationships between teamwork tendencies, emotional intelligence levels and problem solving skills of undergraduate students studying at Burhaniye Faculty of Applied Sciences. In particular, the role of teamwork-oriented courses in the development of these skills will be evaluated. The findings to be obtained will

contribute to the restructuring of the education programs in the faculties of applied sciences and to make students more prepared for the labor market after graduation.

2. CONCEPTUAL FRAMEWORK

2.1. Tendency to Team Work

Teamwork is a fundamental activity in the workplace and involves two or more individuals coordinating their efforts towards a specific goal (Sommer et al., 2016). This process can be defined as a collaboration that makes it possible to achieve common goals by involving the interaction between individuals regarding behaviors, cognitions and attitudes, and the mutual sharing of knowledge and skills (Holmes et al., 2019).

Teamwork aptitude refers to the capacity of individuals to collaborate effectively and harmoniously in team environments. This competency is critical for the success of modern organizations. Because the ability of individuals to work together in complex and dynamic business processes was a key factor in promoting innovation and increasing productivity (Salas et al., 2018; Kozlowski & Ilgen, 2006).

Teamwork is the coordinated and harmonious cooperation of a group of individuals to achieve a common goal. This process creates synergy by bringing together the knowledge, skills, and abilities of individuals, thus achieving a higher productivity than the sum of individual performances (Behnia et al., 2016). Katzenbach and Smith (1993) stated that teamwork plays a critical role in improving organizational performance. Moreover, teamwork strengthens organizational commitment by increasing employee motivation and job satisfaction.

Individuals' predisposition to teamwork is influenced by various individual and environmental factors. These factors include personality traits, communication skills, emotional intelligence and previous team experiences. For example, individuals with high emotional intelligence are more successful in empathizing and managing conflict in teams (Goleman, 1998). Moreover, open communication and an environment of trust increase team members' willingness to cooperate.

Various scales have been developed to measure the level of predisposition to teamwork. In Turkey, the "Teamwork Disposition Scale" developed by Tuncer (2008) is a valid and reliable tool used to assess individuals' tendencies towards teamwork. This scale includes sub-dimensions such as trust, problem diagnosis and analysis, responsibility, cooperation and teamwork, training and guidance, high intrinsic motivation, leadership, persuasion and perseverance. The Cronbach's Alpha value of the scale was found to be 0.74, which indicates that the internal consistency of the scale is at an acceptable level (Tuncer, 2008).

A predisposition to teamwork directly affects the overall performance of organizations. Effective teamwork leads to more efficient management of business processes, encourages innovation and increases employee satisfaction. In addition, individuals who are predisposed to teamwork adapt to organizational changes more quickly, which contributes to maintaining the competitive advantage of organizations (Kozlowski & Bell, 2003).

Various training and development programs can be implemented to increase individuals' predisposition to teamwork. These programs focus on areas such as communication skills, conflict management, leadership, and emotional intelligence to enable individuals to play a more effective role in teams. In addition, organizations can increase individuals' predisposition to teamwork by creating a culture that encourages teamwork and supporting teamwork through appropriate reward systems (Salas et al., 2008).

A predisposition to teamwork is indispensable for the success of modern organizations. Developing these competencies of individuals increases the productivity, innovation capacity and competitiveness of organizations. Therefore, it is of great importance for organizations to develop and implement strategies to increase individuals' aptitude for

teamwork.

2.2. Emotional Intelligence

Emotional Intelligence (EI) is defined as the ability of individuals to understand and manage their own emotions and the emotions of others and to integrate this knowledge into their thoughts and behaviors (Goleman, 1995). This concept plays a critical role in increasing the effectiveness of individuals in social relationships and business life. According to Goleman, emotional intelligence consists of five basic components: self-awareness, emotion management, motivation, empathy and social skills (Goleman, 1998).

Self-Consciousness: An individual is aware of his/her own emotions and understands the impact of these emotions on his/her behavior. Individuals with high self-consciousness are aware of their strengths and weaknesses and have high self-confidence (Mayer & Salovey, 1997).

Emotion Management: It is the capacity of an individual to control his/her own emotions and manage negative emotional reactions. This ability is important in coping with stressful situations and adaptation (Bar-On, 2006).

Motivation: It is the individual's desire to achieve his/her inner goals and the capacity to make efforts in this direction. Individuals with high emotional intelligence focus on success and show resistance against obstacles (Petrides & Furnham, 2001).

Empathy: It is the ability to understand the feelings of others and to react appropriately to these feelings. Empathy forms the basis of healthy social relationships (Goleman, 1998).

Social Skills: It includes the ability to communicate effectively, resolve conflicts and cooperate. These skills are critical in teamwork and leadership (Caruso & Salovey, 2004).

Emotional intelligence is a determining factor for individuals to achieve success in both their personal and professional lives. Individuals with high emotional intelligence are more successful in social relationships and can be more effective leaders in business environments (Goleman, 2000). In addition, emotional intelligence plays an important role in coping with stress and maintaining mental health (Mayer & Salovey, 1995).

Emotional intelligence can be developed through education and experience as well as being an innate characteristic. Individuals can increase their emotional intelligence by increasing their emotional awareness, improving their empathy skills and strengthening their social skills (Bar-On, 2006). Especially for individuals in leadership positions, developing emotional intelligence is a critical factor in team management and organizational success (Petrides & Furnham, 2001).

Emotional intelligence also plays an important role in teamwork. Team members with high emotional intelligence can communicate effectively, resolve conflicts constructively and increase the overall cohesion of the team (Caruso & Salovey, 2004). This positively affects the performance and productivity of the team.

2.3. Problem Solving Skills

Problem solving skills refer to the ability of individuals to effectively and efficiently identify, analyze and solve the challenges they face (Jonassen, 2011). These skills are critical for success in both personal and professional life. They can be applied in a wide range of situations, from repairing a malfunctioning device in daily life to resolving conflicts in social relationships (Dörner & Funke, 2017).

Problem-solving skills are especially important in the business world. Companies prefer individuals who can proactively address professional challenges. Problem solving skills play a critical role in achieving organizational goals and gaining competitive advantage (Funke & Greiff, 2017). Moreover, problem solving skills are an important factor in individuals' career development (Kauffman & Gabler, 2020).

Effective problem solving often requires following certain steps:

Defining the Problem: Clearly defining what the problem is is the first and most critical step in the solution process (Newell & Simon, 2020). Accurate definition prevents unnecessary actions and reveals solutions more effectively.

Information Collection: Collecting data and information about the problem helps to understand the root causes of the problem. This stage forms the basis for creating the right solution strategies (Jonassen, 2011).

Developing Alternative Solutions: Identifying and evaluating different solutions enables the selection of the most appropriate solution. Evaluating alternatives from a broad perspective leads to more creative and innovative solutions (Dörner & Funke, 2017).

Solution Implementation: Implementing the selected solution and taking the necessary steps. This process also includes solving problems that may be encountered during implementation (Kauffman & Gabler, 2020).

Evaluation of Results: Evaluating the effectiveness of the implemented solution provides feedback for future problem solving processes. This stage is critical for learning and continuous improvement (Funke & Greiff, 2017).

Problem solving skills can be developed through education and experience. Practices involving critical thinking, creative thinking and decision-making processes can help individuals develop these skills (Jonassen, 2011). In addition, teamwork and interactive training programs are seen as effective methods to strengthen problem solving skills (Funke & Greiff, 2017).

2.4. The Relationship between Teamwork, Emotional Intelligence and Problem Solving Skills

In today's business world, the relationship between teamwork, emotional intelligence and problem-solving skills is critical for organizational efficiency and individual performance. Understanding how these three elements interact with each other is a fundamental requirement for building and managing effective teams.

2.3.1. Teamwork and Emotional Intelligence

Emotional intelligence is the ability of individuals to understand and manage their own emotions and the emotions of others and to use this knowledge in social interactions (Goleman, 1995). Individuals with high emotional intelligence can communicate more effectively within the team, resolve conflicts constructively and increase cooperation. This positively affects the overall cohesion and performance of the team (Bar-On, 2006).

Research emphasizes the role of emotional intelligence in teamwork. For example, individuals with high levels of emotional intelligence have been found to be more successful in intra-team relationships and have more developed leadership skills (Mayer & Salovey, 1997). These individuals can increase motivation and commitment by better understanding the emotional needs of team members.

2.3.2. Teamwork and Problem Solving Skills

Effective teamwork plays a critical role in solving complex problems. Bringing together individuals with different skills and perspectives enables the development of creative and innovative solutions (Katzenbach & Smith, 1993). The problem-solving skills of team members are a decisive factor in overcoming the challenges faced by the team and achieving the goals.

Kozlowski and Bell (2003) emphasized the importance of teamwork in problem solving processes and stated that team members can produce more effective solutions by working together. This increases the overall performance and productivity of the team.

2.3.3. Emotional Intelligence and Problem Solving Skills

Emotional intelligence also plays an important role in individuals' problem solving processes. Individuals with high emotional intelligence can produce more rational and effective solutions by managing their emotions better in stressful and uncertain situations

(Salas et al., 2008). In addition, thanks to their empathy skills, they can develop more inclusive and acceptable solutions by taking into account the perspectives and emotional reactions of other individuals in the problem-solving process.

In a study conducted by Yılmaz Karabulutlu et al. (2010), a positive relationship was found between nursing students' emotional intelligence levels and problem solving skills. This finding once again reveals the importance of emotional intelligence in problem solving processes.

2.3.4. Relationships between Teamwork, Emotional Intelligence and Problem Solving Skills

The interaction between teamwork, emotional intelligence and problem solving skills is critical for organizational success. Team members with high emotional intelligence can produce faster and more effective solutions to problems through effective communication and collaboration. This increases the overall performance and productivity of the team.

In addition, emotional intelligence strengthens team members' relationships with each other and increases trust and commitment. This enables the team to work in a more harmonious and coordinated manner in problem solving processes. In conclusion, the strong relationship between teamwork, emotional intelligence and problem solving skills is a key factor for organizational success and sustainability.

The relationship between teamwork, emotional intelligence and problem solving skills is a critical element that directly affects individual and organizational performance. The integration of these three components plays a fundamental role in creating effective and efficient work environments. Therefore, it is important for organizations and individuals to invest in training and development programs to improve emotional intelligence and problem solving skills for long-term success and sustainability.

3. METHOD

3.1. Research Model

The research was designed in the relational survey model. The relational survey model is a research design used in social sciences and is designed to determine the relationships between variables. Depending on the main purpose of the research, this model enables to determine the current situation between variables or to understand the degree and direction of the relationship between these variables (Karasar, 2021).

3.2. Population and Sample

The population of the study consists of 1053 students studying at Balıkesir University Burhaniye Faculty of Applied Sciences in the 2024-2025 academic year. Sampling was not used in the research, the entire population was tried to be reached, and 506 students participated in the research because it was based on volunteerism. Analyses were carried out on the data obtained from 506 students.

3.3. Data Collection Tools

The data were collected through a questionnaire method. The questionnaire consists of four sections. In the first part, there are 4 questions created by the researcher to determine the descriptive characteristics of the students such as gender and class.

Scale of predisposition to teamwork: A 5-point Likert-type scale consisting of 28 items developed by Tuncer (2008) was used to determine the participants' level of predisposition to teamwork. The scale is evaluated over 5 points. The 5-point Likert scale has 5 answering options from "not at all appropriate" to "completely appropriate". Higher average scores indicate higher tendency to teamwork. The overall reliability of the scale was determined as .731. The reliability analysis of the scale was repeated in the study. The reliability value of the scale was determined as 0.89.

Emotional intelligence scale: In order to examine the emotional intelligence levels of

the participants in the study, the scale developed by Hyuneung Lee and Yungjung Kwak (2011) and translated into Turkish by Kayıhan and Arslan (2016) and the validity and reliability study was carried out, consisting of 20 items of 5-point Likert type under 3 factors was used. The 5-point Likert scale has 5 response options ranging from "strongly disagree" to "strongly agree". The scale is evaluated on a total score. Higher average scores indicate higher emotional intelligence.

The overall reliability of the scale was determined as .83. The reliability analysis of the scale was repeated and the overall reliability of the scale was found to be .92.

Problem solving skills inventory: Problem Solving Skills Inventory was developed by Heppner (1988) and adapted into Turkish by Şahin, Şahin and Heppner (1993). The Problem Solving Inventory consists of 35 items and 6 dimensions and is 6-point Likert type. The overall reliability of the scale was determined as .78. The existing factor structure of the scale was used in the study, but the reliability analysis was repeated. Items 1, 2, 3, 4, 13, 14, 15, 17, 21, 25, 26, 30, 32 were reverse scored. High total scores obtained from the inventory indicate that the individual perceives himself/herself as inadequate in problem solving (Şahin et al., 1993). The reliability analysis of the scale was repeated and the overall reliability of the scale was found to be .93.

3.4. Data Analysis

The data obtained in the study were analyzed using IBM SPSS Statistics for Windows, Version 22.0 (SPSS INC., Chicago, IL, USA) software. Frequency and percentage analyses were used to determine the descriptive characteristics of the participants, and mean and standard deviation statistics were used in general evaluations regarding the scales. Kurtosis and Skewness values were analyzed to determine whether the research variables were normally distributed. In the literature, it is stated that the kurtosis and skewness values of the variables should be between +1.5 and -1.5 (Tabachnick & Fidell, 2013) or +2.0 and -2.0 (George & Mallery, 2010) for normal distribution.

Table 1. Normality Test Results Applied to Scale Values

	kurtosis	Skewness
Team Work Disposition	0,458	-0,058
Problem Solving Skills Total	0,178	-0,256
Emotional Intelligence General	1,354	-0,919

According to the results presented in Table 1, it was determined that all variables used in this study were within this range and therefore showed normal distribution. Accordingly, parametric methods were preferred to analyze the data. Differences in scale scores according to the descriptive characteristics of the participants were tested using independent groups t-test, one-way analysis of variance (ANOVA) and post hoc (Tukey, LSD) analysis when necessary. The relationships between the research variables were evaluated using Pearson correlation analysis and linear regression analysis.

4. FINDINGS AND INTERPRETATIONS

The findings regarding the descriptive characteristics of the students are given below.

Table 2. Distribution of Students According to Descriptive Characteristics

Groups	**Frequency(n)**	**Percentage (%)**
Gender		
Woman	322	63,6
Male	184	36,4
Classroom		

1	128	25,3
2	140	27,7
3	218	43,1
4	20	4,0
Family Monthly Income Level		
Low	66	13,0
Middle	408	80,6
High	32	6,3
Taking Teamwork Course		
Yes	224	44,3
No.	282	55,7

When the distribution of the descriptive characteristics of the students is analyzed in Table 2, it is seen that the majority of the participants were female students (63.6%, n=322). The rate of male participants was lower at 36.4% (n=184). This shows that the gender distribution of the research group is predominantly female.

When the distributions according to grade level are evaluated, the largest group of participants are 3rd grade students, and this group comprises 43.1% (n=218) of the total number of students. 2nd grade students represent 27.7% (n=140) and 1st grade students 25.3% (n=128). The proportion of 4th grade students is quite low, only 4.0% (n=20). This shows that the study largely covers students in the lower grades.

The distribution according to the monthly income level of the families shows that most of the participants were in the middle income group (80.6%, n=408). The proportion of families in the low income group was 13.0% (n=66), while the proportion of families in the high income group was only 6.3% (n=32). This distribution shows that the economic status of the students is generally at the middle level.

Finally, when the status of taking a Teamwork course was analyzed, 44.3% (n=224) of the students stated that they had taken this course, while 55.7% (n=282) stated that they had not. This result suggests that more than half of the students may lack theoretical knowledge and experience in teamwork.

Table 3. Scale Score Averages

N	Mean	SD	Min.	Max.
Teamwork Orientation	506	3.216	0.444	1.750
Problem-Solving Skills	506	116.636	31.600	32.000
General Emotional Intelligence	506	74.482	14.602	28.000

According to the data presented in Table 2, the mean total score of the Problem Solving Skills is 116.636 (SD=31.600), which indicates that the participants' problem solving skills are generally at a moderate level. Due to the structure of the scale, an increase in scores indicates an increase in inadequacies in problem solving skills.

When evaluated in terms of teamwork tendency, it is seen that the general average is 3.216 (SD=0.444). This shows that the participants' predisposition to teamwork is at a medium level.

Emotional intelligence score was 74.482 (SD=14.602), indicating that the participants' emotional intelligence was at a moderate level.

Table 4. Correlation Analysis between Problem Solving Skills, Emotional Intelligence and Teamwork Disposition Scores

Variables	Teamwork Orientation (General)	Problem-Solving Skills (Total)	General Emotional Intelligence
Teamwork Orientation	**r** = 1.000		
	p = 0.000		
Problem-Solving Skills	**r** = -0.294**	**r** = 1.000	
	p = 0.000	**p** = 0.000	
Emotional Intelligence	**r** = 0.533**	**r** = -0.215**	**r** = 1.000
	p = 0.000	**p** = 0.000	**p** = 0.000

*<0.05; **<0.01; Pearson Correlation Analysis

The Pearson correlation analysis results in Table 3 show that there are significant relationships between Teamwork Disposition, Problem Solving Skill and Emotional Intelligence (p<0.01 level). These findings shed light on understanding the dynamic interactions between these three basic skills of individuals.

A negative relationship was observed between Teamwork Disposition and Problem Solving Skills (r=-0.294, p<0.01). This result indicates that an increase in Problem Solving Skill scores (which indicates a low level of this skill) leads to a decrease in Teamwork Disposition. In other words, individuals who are less competent in problem solving are less likely to be effective in teamwork. This suggests that inadequacies in an individual's problem solving processes may harm the level of cooperation and taking responsibility within the team.

There is a strong and positive relationship between Teamwork Disposition and Emotional Intelligence (r=0.533, p<0.01). This relationship reveals that individuals with high emotional intelligence are more prone to teamwork. High emotional intelligence can increase an individual's harmony within the team, empathy skills and effective communication competencies. This is an important factor that supports success and efficiency in teamwork.

A negative relationship was also found between Problem Solving Skills and Emotional Intelligence (r=-0.215, p<0.01). This finding indicates that individuals with weak problem solving skills may also have low levels of emotional intelligence. Emotional intelligence plays an important role in problem solving processes as it includes the skills of understanding and managing emotions. Therefore, it can be said that individuals with low emotional intelligence have more difficulty in developing effective problem solving strategies.

Table 5. The Effect of Problem Solving Skills and Emotional Intelligence on Teamwork Disposition

Independent Variable	Unstandardized Coefficients	Standardized Coefficients			95% Confidence Interval
	B	SE			Lower
Constant	2.410	0.117		0.623	0.000
Problem-Solving Skills	-0.003	0.001	0.188	4.998	0.000
Emotio	0.015	0.001			0.000

nal Intelligence	.492	3.048	

*Dependent Variable=Teamwork Disposition Overall, R=0.564; R^2 =0.315; F=117.063; p=0.000; Durbin Watson Value=1.238

The regression analysis results presented in Table 4 show that the effect of Problem Solving Skills and Emotional Intelligence on Teamwork Disposition is statistically significant (F=117,063, p<0,001). In the analysis model, the total effect of independent variables on Teamwork Disposition explains 31.5% of the variance (R^2=0.315). This finding indicates that the model reflects the relationships between Teamwork Disposition and independent variables at a significant level.

In the regression analysis, the effect of Problem Solving Skill total score on Teamwork Disposition is negative and significant (β=-0.188, p<0.001). A one-unit increase in the Problem Solving Skill score (indicating a low level of skill) leads to a 0.003-unit decrease in the Teamwork Disposition score. This result indicates that individuals with poor problem solving skills may have limited predisposition to teamwork. It can be said that individuals who are ineffective in problem solving processes may not be productive in the team and this may negatively affect the culture of cooperation.

The effect of Emotional Intelligence overall score on Teamwork Disposition is positive and strong (β=0.492, p<0.001). A one unit increase in Emotional Intelligence score leads to a 0.015 unit increase in Teamwork Disposition score. This finding clearly reveals that individuals with high emotional intelligence are more prone to teamwork. Emotional intelligence stands out as a critical factor in teamwork as it strengthens individuals' team cohesion, empathy and effective communication skills.

The Durbin-Watson value of the model is 1.238, indicating that there is no autocorrelation and the model works reliably. In general, these results show that the effect of Emotional Intelligence on Teamwork Disposition is stronger than Problem Solving Skill. The findings emphasize the need to focus on the development of emotional intelligence in order to increase individuals' predisposition to teamwork. In addition, the development of problem solving skills can also make a significant contribution to increase the efficiency of teamwork. These results can guide the strategic design of training and organizational development programs.

Table 6. Differentiation of Scale Scores According to Descriptive Characteristics

Demographic Characteristics		**Teamwork Orientation (General)**	**Problem-Solving Skills (Total)**	**General Emotional Intelligence**
Gender		**Mean ± SD**	**Mean ± SD**	**Mean ± SD**
Female	22	3.228 ± 0.420	117.317 ± 30.735	75.118 ± 13.860
Male	84	3.195 ± 0.484	115.446 ± 33.111	73.370 ± 15.796
t		0.788	0.640	1.297
p		0.431	0.522	0.195
Class		**Mean ± SD**	**Mean ± SD**	**Mean ± SD**
1st Year	28	3.201 ± 0.493	122.953 ± 34.261	74.000 ± 18.003
2nd Year	40	3.201 ± 0.432	112.900 ± 30.002	75.586 ± 13.114
3rd Year		3.234 ±	115.321	74.018 ±

	18	0.437		± 31.570		13.518		
4th Year			3.218	±	116.700		74.900	±
	0	0.252		± 18.308		11.942		
F			0.228		2.505		0.390	
p			0.877		0.058		0.760	
Family Monthly Income Level			**Mean ± SD**		**Mean ± SD**		**Mean ± SD**	
Low			3.242	±	113.970		72.636	±
	6	0.369		± 27.143		13.544		
Middle			3.230	±	116.480		74.819	±
	08	0.449		± 31.936		14.162		
High			2.987	±	124.125		74.000	±
	2	0.474		± 35.474		21.139		
F			4.642		1.139		0.652	
p			0.010		0.321		0.521	
Post-Hoc Analysis			1 > 3, 2 > 3 (p < 0.05)					
Teamwork Course Taken			**Mean ± SD**		**Mean ± SD**		**Mean ± SD**	
Yes			3.302	±	106.241		76.098	±
	24	0.436		± 31.080		11.542		
No			3.147	±	124.894		73.199	±
	82	0.440		± 29.553		16.546		
t			3.945		-6.892		2.227	
p			0.000		0.000		0.021	

F: Anova Test; t: Independent Groups T-Test; PostHoc: Tukey, LSD

The analysis results presented in Table 6 evaluate the effects of demographic characteristics on Teamwork Disposition, Problem Solving Skills and Emotional Intelligence. The findings reveal the effects of gender, grade, family monthly income level and taking a teamwork course on these scale scores.

There was no significant difference between male and female participants in terms of Teamwork Disposition Overall, Problem Solving Skills Overall and Emotional Intelligence Overall scores (p>0.05). While women had a slightly higher mean score for Teamwork Disposition (women: 3,228±0.420; men: 3,195±0.484), this difference was not statistically significant (t=0.788; p=0.431). Similarly, no significant difference was found between the gender groups in terms of Problem Solving Skills and Emotional Intelligence scores.

In the analysis according to the grade level, it was observed that there was no significant difference between the grade groups in terms of Teamwork Disposition, Problem Solving Skills and Emotional Intelligence (p>0.05). Especially in terms of Problem Solving Skill, although the score of the 1st grade students was higher than the other groups (1st grade: 122,953±34,261), this difference did not reach a significant level (F=2,505; p=0,058).

Family monthly income level creates a significant difference on Teamwork Disposition (F=4,642; p=0,010). According to the PostHoc test results, the Teamwork Disposition scores of individuals with low and medium income levels are significantly higher than the high income group (low>high, medium>high; p<0.05). However, no significant difference was found between income level groups in terms of Problem Solving Skills and Emotional Intelligence (p>0.05).

The Teamwork Disposition scores of individuals who had taken the Teamwork course (3,302±0,436) were significantly higher than those of individuals who had not taken the course (3,147±0,440) (t=3,945; p=0,000). Similarly, Emotional Intelligence scores were significantly higher in this group (t=2,227; p=0,021). However, Problem Solving Skill scores were higher in individuals who did not take the course (t=-6,892; p=0,000), indicating that due to the reverse coded structure of the problem solving skill score, individuals who did not take the course had lower problem solving skills.

5. CONCLUSION

This study examined the relationships between teamwork disposition, emotional intelligence and problem solving skills and provided important findings to understand the role of these three core competencies in individuals' collaboration and professional development. The results show that individuals' emotional intelligence and problem solving skills affect their teamwork disposition.

Correlation and regression analyses revealed that emotional intelligence has a strong and positive effect on teamwork disposition (β=0.492, p<0.001). This finding suggests that individuals with high levels of emotional intelligence are able to use critical skills such as communication, empathy and cohesion within the team more effectively.

A negative relationship was observed between problem solving skills and teamwork disposition (r=-0.294, p<0.01). Due to the tes structure of the problem solving skills scale, this means that an increase in problem solving skills increases the predisposition to teamwork. This reveals that individuals with inadequate problem solving skills may be less effective in teams.

It was observed that demographic factors such as gender, class and income level did not create significant differences on teamwork predisposition, emotional intelligence and problem solving skills. However, it is noteworthy that students in low- and middle-income groups have higher teamwork predisposition compared to students in high-income groups. This suggests that socioeconomic conditions may be effective on individuals' motivation to develop collaboration skills.

Taking a teamwork course significantly increased students' teamwork disposition and emotional intelligence. However, not taking this course led to a decrease in students' problem solving skills. This suggests that teamwork training can positively affect not only group dynamics but also individual problem solving processes.

Research findings show that emotional intelligence and problem solving skills have significant effects on teamwork disposition. Emotional intelligence enables individuals to understand and manage both individual and team social dynamics. Therefore, it stands out as a critical factor for success and productivity in teamwork. Problem solving skills are an important variable that affects individuals' capacity to cope with complex situations. However, low levels of this skill may limit the potential of individuals to play an effective role during teamwork.

Courses at the Faculty of Applied Sciences should aim to provide students with both individual and team-based skills. In this context, designing educational programs that address teamwork, emotional intelligence and problem solving skills together can contribute to students becoming more effective individuals in professional life. It is recommended that applied courses for developing emotional intelligence and problem solving skills should be added to the curriculum.

As a result, this research has clearly demonstrated that emotional intelligence and problem solving skills need to be developed in order to increase individuals' predisposition to teamwork. By developing strategies to increase these competencies of students, educational institutions can produce graduates who meet the requirements of the modern labor

market. In addition, further research on different socioeconomic groups with a larger sample may contribute to a deeper understanding of these relationships.

SOURCE

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DIGITALIZATION OF UZBEKISTAN AGRICULTURAL ECONOMY MARKETING BASED ON FOREIGN EXPERIENCES

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ANNOTATION (Abstract)

Honorable President Sh.M. Mirziyoyev signed the decree "On the Establishment of the Ministry of Innovative Development" on November 29, 2017. According to the decree, in the field of introducing innovations in agriculture, first of all, introduction of modern tested forms of agricultural production based on the concept of "Smart Agriculture" that allows rational use of available land, water and other natural resources, agrarian tasks such as maximum automation of agricultural production in the sector, significant increase in productivity and improvement of financial indicators, as well as supporting the introduction of innovative ideas, developments and technologies that allow ensuring the food security of our country are the main tasks of the ministry were defined as the directions of activity

Key words: Innovation, Smart agriculture, IT technologies, export-import, contract.

INTRODUCTION

Today, our honorable President pays special attention to the digitalization of agriculture, the introduction of market principles in the interaction between agricultural entities, and the introduction of modern resource-saving and intensive agro-technologies. From 2017 to 2022, the popularity of automated systems and technologies for "smart" agriculture has developed worldwide. In particular, the variable speed technology system and GPS receivers will make a significant contribution to the growth of this network. More and more agricultural producers are using GPS navigation systems, relying on data from satellites and drones in their operations and having their own weather stations. According to scientists' estimates, by 2050, the population of the planet will reach 9.6