

PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN PRESCHOOL CHILDREN

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Abstract: The article discusses the features of the formation of emotional intelligence in preschool children, its main components and psychological factors affecting its development. Also, in children own feelings understanding, management, empathy and social communication skills development effective methods analysis made.

Keywords: emotional intelligence, preschool age, emotion, empathy, self management, communication, psychological development, children, educator

Introduction

Preschool young period child's personal, social and emotional in development important stage is considered. Exactly this During this period, the child expresses his/ her feelings understand them expression, surrounding of people emotional status understanding and social to relationships suitable accordingly behavior to manage learn starts. That's why preschool education in the process child's only to know processes not, maybe his/her emotional also support the development important. Emotional intellect person's own emotions understand them management, other of people emotional status understanding and social in situations relevant attitude to inform abilities own inside takes. Before school aged in children this abilities still complete unformed are, they are adults with communication, peers with game and various educational situations through develops. Preschool of age in children emotional of intellect development their next education activity, peers with relations and social adaptation for important psychological basis creates. At this point from the perspective of a teacher and parents to the child relatively emotional in terms of supportive attitude, recognition of his feelings and constructive in a way to express to teach separately importance has.

Literature analysis

Emotional intellect concept modern research by P.Salovey and J.D.Mayer in psychology through scientific into circulation wide enter They came. emotional intellect emotions perception to understand, to understand, from them thinking in the process use and emotions management with related abilities set as Later, D.Goleman explained emotional of intellect person's social and professional in the activity importance wide illuminated.

L.S.Vygotsky cultural-historical approach child's psychic in development social environment and adults with cooperation importance shows. This point from the child's point of view emotions understanding and management skills are also social experience and adults with communication in the process J. Bowlby and M. Ainsworth connection theory and the child and main care doer person between safe emotional attitude child's next socio-emotional development for important that Modern in research preschool aged children's emotional competence their peers with relationship, conflicts solution to do ability, prosocial behavior and to school psychological readiness with connection is emphasized. Therefore preschool education in organizations emotional intellect to develop aimed at special training and from games use current pedagogical-psychological from tasks is one.

DISCUSSION

Preschool aged in children emotional of intellect development child's emotions understand them right express, own behavior management and other of people emotional status understanding abilities with directly related. Research analysis this shows that this young during emotional skills still complete unformed are, they are adults relationship, family environment, peers with communication and game activity under the influence active develops. Therefore children's emotional experiences denial without them naming and constructive in a way to express to teach important psychological from the conditions one is considered. Discussion results emotional intellect in development educator and parents' personal sample separately importance has that shows. The child is the adult. conflict in situations oneself how to hold observation through emotional reactions management methods For example, anger shout or punishment through not, maybe situation explanation, the child 's feelings listen and alternative behavior show through management child's himself control to do skills In this process, "You are sad", "You are doing this," "You are doing this situation", "I didn't like it", "Come on, let's solve the problem" together solution like "we will do" to recognize emotion directed communication forms effective is considered.

Also, play activity preschool aged in children emotional intellect of formation natural and effective tool as manifestation will be. Role games, emotional situations modeling, fairy tale of the heroes experiences discussion to do and peers with collaborative training through in children empathy, communication and conflicts constructive solution to do skills develops. Especially, "If your friend sad what if " What would you do ?", "This is a hero now "What is he feeling ? " questions child's other human emotional status to understand help gives.

In general discussion done theoretical and practical views preschool education in the process emotional intellect to develop separately training with limiting without letting go, the child daily activity and communication to the process integration to do the necessity shows. Emotional of intellect early development child's social adaptation, peers with effective attitude installation, conflict situations to manage and next education to the stages psychological to be prepared positive impact shows.

RECOMMENDATIONS

Preschool aged in children emotional intellect develop for education in the process child's emotional status understand, name and to express directed regular training organization to grow recommendation Educators children's joy, sadness to be, fear, excitement and irritability such as emotions natural situation as acceptance so that they suppression or denial from reaching according to this feelings right expression and to manage their teachings necessary.

In children empathy and social skills develop for the purpose roller games, fairy tales, pictures and various vital situations from modeling use to the goal In the trainings, the " Friend" sad if so, to him how help ", " Hero" what for sad " Is it over ? " questions through the children other of people emotional status to understand and to them relatively kind attitude to inform redirect possible.

Also, the educator and parents emotional culture to increase separately attention focus necessary. Adults child's in front of own feelings constructive management, conflicts quiet road with solution to do and others' to their experiences respect with in a relationship to be through positive sample show need. Parents and educator between cooperation regular on the road The child is put emotional development about idea exchange and individual approach designation recommendation is being done.

From this except, every one the child's individual psychological features into account to take important. Some children own feelings open represents, others shyness or internal experiences to hide inclined to be possible. Therefore emotional intellect develop in the process the children each other not to compare them not to force and positive to encourage based from the approach use This is

necessary. recommendations daily education to the process consistent implementation to grow preschool of age children’s emotional stability, empathy, communication culture and social adaptation to develop service does.

CONCLUSION

Preschool of age in children emotional intellect develop their personal, social and psychological development important from the conditions Emotions understanding and expression, self emotional status management, empathy and effective communication skills formation child’s peers with relations and social adaptation positive impact shows. This in process family and preschool education in the organization psychological environment, educator and parents attitude and individual characteristics of the child important importance profession Emotional intellect in development games, role- playing lessons, stories, conversations and various emotional situations modeling effective tool is considered. This methods education to the process regular implementation to grow in children their feelings management, of others experiences understanding and positive attitude installation skills to form service does. Therefore preschool education in the process emotional intellect to develop systematic and individual approach reinforcement to the goal is appropriate.

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