

**FORMATION OF EMOTIONAL INTELLIGENCE IN CHILDREN OF THE SCHOOL  
PREPARATORY GROUP IN THE PROCESS OF ILLUSTRATIVE ACTIVITY**

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**Abstract:** This article analyzes the role and importance of visual activity in the process of forming emotional intelligence in children of the preparatory group for school. Modern pedagogical approaches to ensuring the emotional, social and creative development of children based on the educational reforms established in the “New Uzbekistan - 2030 Strategy” are revealed. The study analyzes the factors of understanding, managing emotions, empathy and forming positive social relationships in children based on person-oriented and activity-based methodological approaches. In the process of visual activity, the child's ability to express himself, maintain emotional balance, create a positive emotional environment and develop creative thinking is scientifically highlighted. The article substantiates the role of the educator in the development of emotional intelligence and the importance of visual activity as a means of aesthetic and spiritual education.

**Keywords:** emotional intelligence, school preparatory group, visual activity, “New Uzbekistan – 2030 Strategy”, person-centered education, creative development, emotional balance, empathy, pedagogical approach, child education.

**Introduction**

In today's era of globalization, the development of human capital, the upbringing of the younger generation as a comprehensively developed person has become one of the most important directions of state policy. In particular, in the Republic of Uzbekistan, the “New Uzbekistan – 2030 Strategy” sets as a priority task the fundamental improvement of the quality of education, the formation of independent thinking, social activity and emotional stability in children. This strategy clearly states the goals of improving the preschool education system based on modern pedagogical approaches, increasing the emotional and intellectual potential of children, and developing creative thinking.

The concept of emotional intelligence (EI) was first introduced into scientific circulation by D. Goleman at the end of the 20th century, and it represents a person's ability to manage their own emotions, understand the emotions of others, establish the right attitude, and adapt socially. This process is especially important for preschool children, because emotional intelligence creates the foundation for their successful study at later stages of education, active participation in the team, and sustainable development as an individual. Visual activity plays a special role in the formation of emotional intelligence in children in the preparatory group for school. Activities such as drawing, painting, making clay objects, or applique allow the child to freely express his feelings. For example, in the process of choosing a color, the child expresses his mood, and when creating an image, he expresses his inner experiences to the outside world. At the same

time, visual activity develops empathy and self-control skills in children, along with attention, patience, memory, and thinking. From the point of view of modern pedagogy, each child has individual psychological and emotional characteristics. Therefore, the main task of the educator is to adapt the educational process to the child's feelings, to create a positive emotional state in him. In the "New Uzbekistan - 2030 Strategy", innovative approaches in this direction, namely "an educational model aimed at developing the interests, feelings and social adaptation of the child", are recognized as a priority. In this sense, visual activity is not only an art or creative skill, but also a complex pedagogical process that ensures the emotional and moral development of the individual. If this process is properly organized in children of school-age, they will be able to manage their feelings, respect the feelings of others, acquire such human qualities as empathy and tolerance. Also, the principles of humanism, creativity, and education based on national values, as established in the "2030 Strategy", are implemented in visual activity. This strengthens not only the aesthetic taste in children, but also their socio-emotional balance. Therefore, within the framework of this article, the role of visual activity in the formation of emotional intelligence, its pedagogical possibilities and efficiency factors are analyzed. The methodological basis of this study is modern pedagogical and psychological approaches, as well as ideas on the development of human capital and the formation of emotional-intellectual potential in childhood, as outlined in the "New Uzbekistan - 2030 Strategy". An important place in the study was occupied by person-oriented and activity-based approaches aimed at ensuring the comprehensive development of the child as a person.

During the study, the process of forming emotional intelligence was systematically analyzed, with special attention paid to determining the role and significance of visual activity in the emotional development of the child. The methodological basis was the theoretical views of such scientists as D. Goulman, P. Salovey, L.S. Vygotsky, A.V. Zaporozhets on emotional intelligence, emotional perception and creative activity. Also, state programs and pedagogical concepts developed by the Agency for Preschool Education of the Republic of Uzbekistan determined the practical aspect of the study.

The study used scientific methods such as observation, interview, analysis, synthesis and modeling. The observation method served to identify the emotional states of children in the process of visual activity. The interview method was used to study the level of understanding and expression of children's emotions, their aesthetic perception and social behavior. The data collected through the methods of analysis and synthesis were processed, and their general patterns and pedagogical conclusions were developed. The activity-based approach showed that the formation of emotional intelligence in children is directly related to their creative activity. Through visual activity, the child expresses his feelings through practical actions, which ensures his socio-emotional adaptation. At the same time, the role of the teacher (educator) was analyzed in the research process, namely, his role in creating a positive emotional environment for children, developing such qualities as trust, kindness, patience and self-awareness in them. Methodological approaches showed the need for a comprehensive approach to the formation of children's emotional intelligence in the process of visual activity. This makes it possible to create a pedagogical system that develops not only aesthetic skills, but also social, moral and spiritual stability. The results obtained in the research process show that visual activity serves as a powerful psychological and pedagogical factor in the emotional development of children. A preschool child perceives events, people and things around him on the basis of emotions, therefore, the formation of skills to properly manage and express his emotions is at the heart of the educational process. Visual activity is one of the most natural types of activity that expresses the child's inner world, aesthetic feelings and creative abilities. In his drawings, the child depicts

his feelings, sometimes experiences that he cannot express in words. In this process, he not only understands himself, but also learns to understand and feel the feelings of others. This creates the basis for the development of empathy, the most important component of emotional intelligence. Pedagogical observations show that during visual activities, children express their mood by choosing colors, shapes and objects. For example, in a happy state, they choose bright colors, and in a sad state, they choose calm or dark shades. The educator can deeply analyze this process, determine the emotional state of children and provide appropriate psychological and pedagogical support. Thus, visual activity is important not only as a creative activity, but also as a means of emotional diagnostics and psychological support for the child. The analysis shows that, as stipulated in the “New Uzbekistan - 2030 Strategy”, an integrative approach is necessary to form creative thinking, social activity and emotional balance in children. Combining visual activity with emotional education allows for the effective implementation of this goal. In this process, the educator must take into account the individual psychological characteristics of the child and develop in each child his own forms of emotional expression.

### **Conclusion**

Modernizing the education system in our country, educating the younger generation as comprehensively mature, intellectually and spiritually well-rounded individuals is one of the most important directions of the “New Uzbekistan - 2030 Strategy”. The formation of emotional intelligence in preschool children is one of the practical expressions of this strategy. In particular, the process of visual activity is of particular importance in this regard as a natural, positive and effective pedagogical tool. The conducted analyses show that visual activity develops not only the child's aesthetic taste, but also his inner world, the ability to understand and manage his emotions. In the process of drawing, painting, creating images, the child freely expresses his feelings, which strengthens his self-confidence, empathy, tolerance and social adaptation. Such a natural mechanism for the formation of emotional intelligence creates the basis for the child's successful socialization at later stages of education. In conclusion, the formation of emotional intelligence in children in the process of visual activity is one of the relevant pedagogical directions of modern education. This process serves the harmonious development of the child's personality in aesthetic, social and spiritual aspects. Therefore, the widespread use of visual activity as a means of emotional education is of great scientific and practical importance in implementing the concept of humane and creative education set out in the 2030 Strategy.

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