

**METHODS OF DEVELOPING STUDENTS' EMOTIONAL INTELLIGENCE IN
PRESCHOOL EDUCATION**

Askarova Dilafruz Ibrokhimovna

Fergana State University

Doctor of philosophy in pedagogical sciences,

Teacher of the department of preschool education

Tel: +998(91)-679-46-98

E-mail: dilafruzaskarova804@gmail.com

Abstract: The development of emotional intelligence (EI) in preschool children is one of the priority areas in today's education. The essence of the formation of the theoretical and methodological foundation for the formation of emotional intelligence in preschool children as a socio-pedagogical issue, as well as the age-specific psychological and pedagogical characteristics of children, are analyzed on the basis of scientific sources.

Keywords: Preschool education, emotional intelligence, pupil, interactive technologies, ability, development, pedagogical and psychological impact.

Introduction. The preschool education system in our country was gradually reformed after the years of independence, but in recent years this area has begun to be considered one of the priorities of state policy. In particular, the Resolution of the President of the Republic of Uzbekistan "On Approval of the Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030" and the adoption of the Law "On Preschool Education" in 2019 marked a qualitatively new stage in the field. [1].

In our country, the concept of developing the preschool education system until 2030 identifies the comprehensive development of preschool children intellectually, morally, aesthetically and physically as a priority, and places special emphasis on creating the necessary conditions. Preschool education is a very important stage for the development and socialization of these children. In our republic, the issue of developing the preschool education system and training professionally competent pedagogical personnel for the preschool education system has risen to the level of state policy. Special attention is paid to the issue of introducing completely new approaches to the training, retraining, advanced training, selection and development of educators in the preschool education system as highly educated personnel. [2]

In accordance with the trends of innovative development, the practice of implementing advanced approaches and technologies aimed at the effectiveness of education and upbringing in the formation of emotional intelligence qualities in preschool children has been widely introduced. In this regard, in developed countries, along with ensuring an innovative approach to the educational process, it is of urgent importance to improve the effectiveness of the process of spiritual and moral upbringing of students based on an integrated approach to the competencies of developing areas.

Literature analysis and methodology. The development of emotional intelligence (EI) in preschool children is one of the priority areas in today's education. Pedagogical research shows that children's emotional awareness, management, empathy and social skills are formed at the

age of 3–6, and this process can be maximally supported by a structured pedagogical approach. That is, the educational process should be organized on the basis of strictly regulated, logically consistent and interconnected structural elements. Based on this integration, the educational process is designed not randomly, but on the basis of an integral relationship between predetermined goals, learning outcomes, content, methods, tools and assessment criteria. Through this approach, preschool children are educated in a systematic, measurable, predictable and repeatable way. In it, the teacher clearly plans the tasks of each stage, educational activities have a sequence, and the didactic units necessary for the consistent formation of the competencies of the students are developed step by step. This approach is also used in managing the quality of education, as it increases efficiency by viewing the goal-process-result triad in a single system and organizing pedagogical activities on the basis of a specific project. [3].

Modern pedagogical research shows that improving emotional intelligence in preschool educational organizations is highly effective through a number of innovative methods. These include dramatic staging and role-playing games, emotional symbol cards, multimodal game techniques, exercises in emotional expression, digital storytelling, and solving game-based problem situations. For example, staged games help children understand the emotions of others, develop empathy, and strengthen cooperation skills. At the same time, these methods form children's skills to express, regulate, and manage their inner experiences, guaranteeing one of the main pedagogical outcomes in preschool education.

The essence of the formation of the theoretical and methodological foundations of the formation of emotional intelligence in preschool children as a socio-pedagogical issue, as well as the age-specific psychological and pedagogical characteristics of children, are analyzed on the basis of scientific sources. All the qualities of the human personality are dynamic in nature and are manifested through consistent development. According to researchers, biological instincts are replaced by stages of social development, but some adults may also retain natural emotional intelligence, which may lead to imbalances in relationships. This idea is confirmed by the theoretical views put forward by L.S. Vygotsky. According to him, it is necessary to transform unacceptable instinctive impulses into socially acceptable higher forms of activity [7].

In foreign experience, special attention is paid to ensuring the harmony of theory and practice in the process of training educators. For example, in the Finnish education system, ensuring equality is considered a priority. As Finnish researchers have noted, taking into account the individual needs of children and using integrative approaches focused on development increases the effectiveness of education. It is also considered important to develop emotional intelligence through the effective use of innovative methods in the educational process.

Japanese scientists prioritize the practical aspects of education. Their research shows the importance of developing children's emotional intelligence through play and creative activities.

In the United States, a competency-based approach to developing emotional intelligence in students is widely used, and the quality of education is determined by the communicative abilities of students, their ability to use pedagogical methods based on a deep understanding of children's needs and their development.

Information and communication technologies have been widely introduced into the Chinese preschool education system. Research on monitoring children's development and the introduction of interactive technologies into the educational process reveals the broad potential of this area. The conclusions that the use of digital platforms increases children's motivation for the educational process have been confirmed by Chinese researchers.

Discussion and conclusion. Role-playing and story-based activities develop communication and social skills in preschool children, increasing their ability to adapt to social situations. Emotional cards and “feel, say, express” exercises enrich children’s emotional vocabulary and enhance

speech creativity. Modern digital tools (e.g., digital storytelling) enrich children's creative and emotional experiences, through which children learn to recognize and express their emotions in different situations.

An effective strategy for developing emotional intelligence in preschool education is to systematically integrate interactive and problem-solving games. Play sessions held 3–4 times a week significantly increase children's emotional stability, empathy, and self-control skills. Pedagogical experience shows that open-ended questions and socially interactive tasks stimulate divergent thinking and unconventional approaches to problems in children, which strengthens their creative and emotional development.

It is recommended that the development of emotional intelligence in preschool children be organized in the pedagogical process based on the following principles: an individual approach, game and activity-based methods, enrichment of the social environment, and regular pedagogical support. This approach not only develops children's emotional intelligence, but also increases their readiness for school and social adaptation.

Conclusion. The above scientific analysis means that the formation of emotional intelligence and leadership qualities in preschool children is not limited to simple pedagogical activities; it directly depends on deep psychological concepts, pedagogical skills, the use of interactive methods, the integration of digital tools and the professional competence of educators. Also, if the natural needs, age characteristics and individuality of children are taken into account, the effectiveness of the methods used increases several times.

The educational process aimed at developing emotional intelligence, social communication and leadership skills creates a solid psychological and pedagogical foundation for the comprehensive formation of preschool children, their preparation for subsequent stages of education and personal development. On this basis, it can be noted that the combination of methods developed in this scientific direction, foreign experience and psychological views allows us to radically improve the quality of preschool education, introduce innovative approaches and raise the professional training of educators to a new level.

From a pedagogical point of view, the development of emotional intelligence in preschool children should be carried out through game methods, socially interactive exercises and regular pedagogical support. Modern research shows that these methods are the most effective means for the sustainable formation of children's emotional awareness, management, empathy and communication skills.

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