

**DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN EARLY SCHOOL STUDENTS**

**Fayzullaev Mirzaodil Mirzamurodovich**

Doctor of Philosophy (PhD) in Psychology

University of Business and Science Department of Pedagogy and Psychology

**Mahkamova Zamira Abdurahmon kizi**

University of Business and Science, School and Preschool Faculty

Primary Education 25 03 group student

**Annotation:** This article discusses the formation and development processes of emotional intelligence in early school students. The content of emotional intelligence, its psychological and pedagogical significance. Features of children's emotional development and effective methods of developing emotional intelligence in the educational process.

**Keywords:** Emotional intelligence, early school age, emotion, empathy, educational process, personal development, pedagogy, psychology, student, motivation, communication, upbringing.

**INTRODUCTION**

Early school age is an important period when a child not only receives knowledge, but also learns to understand his emotions. It is at this stage that the child learns to recognize and manage emotions such as joy, excitement, sadness, anger. Emotional intelligence strengthens the child's relationship with others and plays an important role in the formation of his personality.

Emotional intelligence is the ability not only to feel, but also to understand one's own emotions, to perceive the emotions of others and to manage them correctly. In children of primary school age, this ability is formed gradually. The right approach of the teacher and parents accelerates this process.

When a child enters school, he enters a new social environment. In the process of communicating with classmates, working with the teacher, and finding his place in the team, he experiences various emotional states. Therefore, the school period is one of the most favorable periods for the development of emotional intelligence.

Younger students often cannot clearly express their emotions. Sometimes they show anger through crying, and sadness through silence. The task of the educator is to help the child understand these emotions and express them in a positive way.

In today's modern education system, great attention is paid not only to the level of knowledge of students, but also to their emotional and social development. One of such important concepts is emotional intelligence. Emotional intelligence is a person's ability to understand their own emotions, manage them, and understand the emotions of others. The development of emotional intelligence in students is important for their success in school, relationships with friends, and future life activities.

Emotional intelligence begins, first of all, with the student's understanding of their own emotions. Young students often cannot fully express their emotions. Sometimes, even if they are sad, they cannot explain why or do not know how to express their joy. Therefore, it is important for teachers and parents to explain emotions to children and teach them to name them. For example, through comments such as "you are sad" and "you are happy", the child gradually learns to understand his emotions.

Another important aspect of emotional intelligence is the ability to manage emotions. A student encounters various situations during the lesson or in relationships with peers. If he can control his anger or resentment, he will learn to resolve problems peacefully. This will help him achieve success in social life in the future.

In addition, emotional intelligence includes empathy, that is, the ability to understand the feelings of others. A student with empathy will notice when his friend is upset and try to help him. This will lead to the formation of a healthy social environment in the classroom.

Various methods can be used to develop emotional intelligence in the educational process. For example, group work, role-playing games, discussions, and creative activities develop students' emotional and social skills. If the teacher treats students with kindness and respects their opinions, this will also have a positive effect on emotional development.

Parents also play a big role in this process. If there is a warm atmosphere in the family, and the child can freely express his opinion, his emotional development will be stronger. It is important for parents to listen to the child and not be indifferent to his feelings.

### **THE MAIN PART.**

Developing emotional intelligence in students is an important part of the educational process. An emotionally developed student understands and manages his emotions and understands the feelings of others. This contributes not only to his success in school, but also to his development as a well-rounded person in the future. Therefore, it is necessary for the school, family and society to pay attention to the development of emotional intelligence in students.

It is evident from everyday experience that emotional experiences are associated with specific physiological processes and changes in the body. For example, during emotional experiences, blood circulation changes, the heart rate accelerates or slows down. During one emotional experience, a person blushes, and during another, a person turns pale or pale. Breathing also changes during emotional experiences.

Each person can change the external expressions of their feelings to a certain extent. It is these expressive actions that can be changed and recreated, that is, external signs of emotional experiences, that is, can become firmly established in a person, become habits and habits, and then manifest themselves involuntarily as a natural expression of feelings.

One of the important tasks facing education today is to educate a comprehensively developed, independently thinking person who can take an active place in society. In the formation of such a personality, not only intellectual knowledge, but also emotional development plays an important role. Therefore, in modern pedagogy and psychology, special attention is paid to the concept of emotional intelligence.

Emotional intelligence is a person's ability to understand his own feelings, manage them, understand the emotions of others and establish effective communication with them.

This ability has a great impact on a person's success in life, social relationships and personal development. Junior school age is one of the most important stages in a person's life.

During this period, the child enters a new social environment - the school environment.

Along with acquiring new knowledge, he also learns to establish relationships with peers and teachers. It is during this period that the basic skills of emotional intelligence begin to form in children. Therefore, the development of emotional intelligence in junior school-age students is one of the important directions of the pedagogical process.

The concept of emotional intelligence is one of the relatively new directions in the science of psychology. This term describes a person's abilities related to emotions. Emotional intelligence includes a person's ability to understand and manage their own emotions, as well as to understand the emotions of others.

Emotional intelligence is considered to consist of the following main components:

- understanding one's own emotions; A person must understand their own emotions and correctly assess them. This is one of the most important stages of emotional intelligence.

- managing emotions; A person must be able to control their emotions and direct them correctly.

- self-motivation; The ability to move towards a goal despite difficulties.

- empathy; The ability to understand the emotions of others and sympathize with them.

- social skills; The ability to communicate effectively with others, work in a team, and solve problems

If a child has these skills, he or she will be able to achieve many successes in life.

Primary school age usually covers the period from 6 to 10 years. During this period, great changes occur in the lives of children. The child enters school and gets acquainted with new rules and students.

He or she learns to communicate with the teacher, classmates, and the team. During this period, the following emotional characteristics are observed in children:

- rapid changes in emotions

- great attention to the teacher's opinion

- the formation of friendships with peers

- the need for praise and encouragement

- self-expression

Therefore, the attitude of the teacher and parents to the child has a great influence on his or her emotional development.

The family and school play an important role in the development of emotional intelligence in primary school students. The family is the main place for raising a child. The kindness, attention and support of parents form positive emotions in the child. If parents understand the child and treat his feelings with respect, the child will also learn to express his emotions.

School also plays an important role in the emotional development of a child. The teacher not only gives children knowledge, but also helps them develop as individuals.

The teacher must perform the following tasks:

- support children
- create a positive environment
- involve students in teamwork
- pay attention to children's emotions

Various pedagogical methods can be used to develop emotional intelligence in younger school-age students.

#### 1. Role-playing games

Role-playing games develop empathy and communication skills in children.

#### 2. Fairy tales and stories

Through fairy tales, children learn to distinguish between good and evil

#### 3. Group work

Teamwork tasks develop cooperation and mutual understanding skills in children.

#### 4. Conversations and discussions

Conversations with children on various topics develop their thinking and expression of feelings.

#### 5. Encouragement

The teacher's praise and support increase children's self-confidence.

The teacher's praise and support increase children's self-confidence.

The development of emotional intelligence in younger school-age students is one of the important directions of the educational and upbringing process. In this process, the family, school and society must work together.

An emotionally developed child grows up not only as an educated person, but also as a kind, patient, understanding person. Therefore, special attention should be paid to the emotional development of children in the modern education system.

In human life, it is very important not only to have knowledge and intelligence, but also to be able to properly manage emotions. Especially the formation of emotional intelligence in younger school-age students is one of the important tasks of the educational process.

Emotional intelligence is a person's ability to understand his own emotions, manage them, understand the emotions of others, and establish the right relationship with them. Today's modern pedagogy and psychology pay special attention to this concept. Because an emotionally developed child has an advantage not only in gaining knowledge, but also in becoming a successful person in society.

Psychologists believe that it is during this period that the child begins to form empathy, that is, the ability to understand the emotions of others. If a child receives love, understanding, and attention from teachers and parents, his emotional world develops stably.

Children with developed emotional intelligence usually adapt quickly to the social environment. They establish good relationships with friends, resolve conflicts peacefully, and are able to control their emotions.

Also, emotional intelligence has a positive effect on academic performance. Because an emotionally stable child can concentrate well during the lesson and is not afraid of difficulties.

According to famous educators, true education is not limited to providing knowledge, but also educates the human soul. Therefore, the development of emotional intelligence is an important condition for the formation of a harmonious personality.

In the modern education system, along with providing students with knowledge, special attention is paid to their spiritual, mental and social development. Success in human life largely depends not only on the level of his knowledge, but also on the richness of his emotional world and the ability to manage emotions.

Emotional intelligence includes the ability to understand a person's emotions, manage them, understand the emotions of others, and communicate effectively in a social environment. This concept began to be widely studied in psychology at the end of the 20th century, was scientifically substantiated by P. Salovey and J. Mayer, and later further developed by D. Goleman.

Primary school age usually covers the period from 6 to 10 years and is an important stage in the formation of a child's personality. During this period, the child enters a new social environment - the school community, establishes relationships with teachers and peers, and begins to adapt to certain rules and requirements of society. Therefore, the development of emotional intelligence during this period directly affects the socialization of children, the effectiveness of their educational activities, and the formation of personal qualities.

The development of emotional intelligence includes several important structural components. First of all, the ability to understand one's own emotions is formed. In this process, the child begins to understand his mood, feelings and their causes. At the next stage, the skill of managing emotions is developed. The child learns to control his emotions in different situations, to be patient and to solve problems peacefully.

The pedagogical environment is important in the development of emotional intelligence in younger school-age students. The teacher's sincere, respectful and supportive attitude towards

children ensures the emotional stability of students. The use of various interactive methods, analysis of problem situations, group tasks and creative activities in the lesson has a positive effect on the emotional development of students.

According to psychological research, students with high emotional intelligence achieve high results in the educational process. They are able to effectively organize their activities, withstand difficulties and actively participate in team work. In addition, such students have the ability to demonstrate flexibility in various social situations and consciously control their behavior.

The development of emotional intelligence in younger school-age students is an important factor in their personal development. Therefore, it is necessary to pay special attention not only to increasing the level of knowledge of students during the educational process, but also to the formation of their emotional and social skills. The educational process, organized in cooperation between school and family, serves to develop emotional stability, empathy and effective communication skills in children.

Younger school-age children learn the world not only through knowledge, but also through emotional experiences. Their emotional world is very sensitive, every small event leaves a big mark in their hearts. Therefore, the development of emotional intelligence in the educational process creates the basis for not only social and psychological, but also future personal success.

In addition to simple reading and writing skills, a child needs to understand his own emotions, learn to sense the mood of others and make the right decisions in different situations.

In addition, the most unique aspect of developing emotional intelligence at a younger school age is creating a creative emotional experience. For example, introducing children to a card of emotions, presenting a card of different emotions, expressing different emotions through colors and shapes, or telling a story in their own words "through feelings" - through these methods, they understand their emotions more deeply. This not only develops empathy and self-awareness, but also enriches creative thinking.

Therefore, the development of emotional intelligence in children of younger school age is not just giving emotional knowledge, but also the process of forming a child's ability to know himself, understand others and make life decisions. This process creates a solid foundation for the future personal and social success of children.

A teacher who does not understand the child's soul cannot fully develop his mind.

Emotional intelligence is the education of the human soul.

Teaching a child to manage his emotions is building the foundation for his future success.

The mind gives knowledge, and emotional intelligence makes a person a person.

A child first feels, then understands; therefore, education should also begin with the heart.

Developing emotional intelligence in children of primary school age is one of the main factors ensuring personal, social and psychological stability.

## **CONCLUSION.**

In conclusion, developing emotional intelligence in children of primary school age not only increases the effectiveness of their academic activities, but also creates a solid foundation for their social and personal success. Therefore, educators and parents should consider attention to their emotional development as an integral part of the educational process.

#### **USED LITERATURE:**

1. Fayzullayev, M., & Dexqonov, T. (2025). OILA PSIXOLOGIYASI: FARZAND TARBIYASIDA EMOTSIONAL INTELLEKTNING AHAMIYATI. Молодые ученые, 3(24), 98-101.

2. Fayzullayev, M., Xamraqulov, M., & Lutfiddinov, M. (2025). O 'SMIRLIK DAVRIDA KOGNITIV RIVOJLANISHGA TA'SIR ETUVCHI OMILLAR. Наука и технология в современном мире, 4(17), 22-25.

3. Mirzamurodovich, F. M. (2025). PSYCHOLOGICAL LITERACY IN ADOLESCENTS AS A FACTOR OF SOCIALIZATION. SHOKH LIBRARY, 1(12).

4. Mirzamurodovich, F. M. (2024, October). O 'SMIRLARDA PSIXOLOGIK SAVODXONLIKNI ANIQLASHDA KORRELATSION TAHLIL. In Russian-Uzbekistan Conference (Vol. 1, No. 1).

5. Fayzullayev, M. M. (2023). PSYCHOLOGICAL LITERACY AND ITS ASSESMENT OF IN YOUTH. Educational Research in Universal Sciences, 2(6), 170-172.

6. Mirzamurodovich, F. M. (2023). CONCEPTS OF FORMATION AND DEVELOPMENT OF PSYCHOLOGICAL LITERACY IN CONTINUOUS EDUCATION. Horizon: Journal of Humanity and Artificial Intelligence, 2(5), 495-497.

7. Fayzullayev, M. (2023). O 'SMIRLARDA PSIXOLOGIK SAVODXONLIK KONSTRUKSIYALARI. Академические исследования в современной науке, 2(19), 129-133.

8. Fayzullayev, M. (2024). INTRODUCING PSYCHOLOGICAL LITERACY. Академические исследования в современной науке, 3(22), 32-35.

9. Fayzullayev, M. M. (2022). DISCRIMINATION IS A VIOLATION OF HUMAN RIGHTS AND IS A PROBLEM FOR STUDENTS, ESPECIALLY IN TIMES OF PSYCHOLOGICAL CHANGE. INTERNATIONAL CONFERENCE ON LEARNING AND TEACHING, 1(4), 429-431.

10. Fayzullayev, M. , Xamraqulov, M., & Lutfiddinov , M. (2025). O'SMIRLIK DAVRIDA KOGNITIV RIVOJLANISHGA TA'SIR ETUVCHI OMILLAR. Наука и технология в современном мире, 4(17), 22–25. извлечено от <https://inlibrary.uz/index.php/zdift/article/view/113440>

11. Nortoji Jumaevich Eshnev, & Mirzaodil Mirzamurodovich Fayzullayev (2021). DISCRIMINATION IN EDUCATION. Academic research in educational sciences, 2 (CSPI conference 1), 550-553.

12. Fayzullayev , M. (2025). PSIXOLOGIK MASLAHAT VA KOUCHING FANINING HOZIRGI KUNDAGI O'RNI VA DOLZARBLIGI. Наука и инновация, 3(24), 175–178. извлечено от <https://inlibrary.uz/index.php/scin/article/view/113397>

13. Fayzullayev, M. , Xamraqulov, M., & Lutfiddinov , M. (2025). O'SMIRLIK DAVRIDA KOGNITIV RIVOJLANISHGA TA'SIR ETUVCHI OMILLAR. Наука и технология в современном мире, 4(17), 22–25. извлечено от <https://inlibrary.uz/index.php/zdift/article/view/113440>

14. Fayzullayev, M. , Xamraqulov, M., & Lutfiddinov , M. (2025). O'SMIRLIK DAVRIDA KOGNITIV RIVOJLANISHGA TA'SIR ETUVCHI OMILLAR. Наука и

технология в современном мире, 4(17), 22–25. извлечено от <https://inlibrary.uz/index.php/zdift/article/view/113440>

15. Психологические факторы, определяющие развитие психологической грамотности в подростковом возрасте. (Файзуллаев Мирзаодил Мирзамуродович, пер.). (2025). Партнерские конференции Международного научного журнала Research Focus, 1(1), 243-249. <https://refocus-conferences.uz/index.php/PCISJRF/article/view/321>

16. Eshnev, N. J., & Fayzullayev, M. M. (2021). DISCRIMINATION IN EDUCATION. Academic research in educational sciences, 2(CSPI conference 1), 550-553.

17. Fayzullayev Mirzaodil Mirzamurodovich. (2026). STRESS RESILIENCE AS A PERSONAL DETERMINANT OF PSYCHOLOGICAL LITERACY. International Multidisciplinary Journal for Research & Development, 13(01), 348–354. Retrieved from <https://www.ijmrd.in/index.php/imjrd/article/view/4753>

18. Fayzullaev Mirzaodil Mirzamurodovich. (2026). STRESS TOLERANCE IS A PERSONAL FACTOR THAT DETERMINES THE LEVEL OF PSYCHOLOGICAL LITERACY. International Multidisciplinary Journal for Research & Development, 13(01), 375–381. Retrieved from <https://www.ijmrd.in/index.php/imjrd/article/view/4760>

19. Mirzamurodovich, F. M. (2026). Teacher at the Department World Languages of Kokand University. Shokh Articles Library, 1(1), 348-354.

20. Mirzamurodovich, F. M. (2026). O ‘SMIRLARDA PSIXOLOGIK SAVODXONLIK SHAKLLANISHINING MOTIVATSION OMILLARI VA IJTIMOIIY-PSIXOLOGIK MEXANIZMLARI. SHOKH LIBRARY, 1(1).

21. Mirzamurodovich, F. M. (2025, December). PSIXOLOGIK SAVODXONLIKNI O ‘SMIRLIK DAVRIDA RIVOJLANTIRISHNING PSIXOLOGIK DETERMINANTLARI. In Partner conferences of the International Scientific Journal Research Focus (Vol. 1, No. 1, pp. 243-249).

22. Mirzamurodovich, F. M. (2025). INKLYUZIV TA'LIMGA MUHTOJ BOLALARDA PSIXOLOGIK SAVODXONLIKNING NAMOYON BO 'LISHI. Research Focus, 4(Special Issue 2), 489-494.

23. Anvarovna, A. J. S. (2024). OLIY TA'LIM CHET TILI O'QITUVCHILARINING SOTSIAL-EMOTSIONAL KOMPETENTLIGINI SHAKLLANTIRISHDAGI METODOLOGIK ASOS. ZAMONAVIY TA'LIMDA FAN VA INNOVATSION TADQIQOTLAR JURNALI, 2(20), 159-164.

24. Anvarovna, A. J. S. (2024). OLIY TA'LIM CHET TILI O'QITUVCHILARINING SOTSIAL-EMOTSIONAL KOMPETENTLIGINI SHAKLLANTIRISHDAGI NAZARIY TAHLIL. ZAMONAVIY TA'LIMDA FAN VA INNOVATSION TADQIQOTLAR JURNALI, 2(20), 150-158.

25. Anvarovna, A. J. S., & Komiljonovna, K. D. (2025). INKLUZIV TA'LIMDA SUN'YIY INTELLEKT VA VIRTUAL REALLIK TEXNOLOGIYALARIDAN FOYDALANISH. Research Focus, 4(Special Issue 2), 107-112.

26. Anvarovna, A. S. (2025). Pedagogical and Psychological Factors Determining the Effectiveness of the Social-Emotional Competence of a Foreign Language Teacher in Higher Education. American Journal of Open University Education, 2(9), 54-59.

27. Umirovich, A. O., & Anvarovna, A. S. (2023). Views of thinkers on issues of family and family relations. Horizon: Journal of Humanity and Artificial Intelligence, 2(5), 508-511.

28. Ataxo'Jayeva, S. A. (2023). O 'qituvchilarining sotsiologiyalik xususiyatlari. Academic research in educational sciences, 4(TMA Conference), 111-115.

29. Anvarovna, A. J. S. (2026). NEUROPEDAGOGIK YONDASHUV ASOSIDA CHET TILINI O'RGANISH JARAYONINI TASHKIL ETISH. SHOKH LIBRARY, 1(1).
30. Anvarovna, A. S. (2026). SOCIAL-EMOTIONAL COMPETENCE AS A FACTOR DETERMINING THE PROFESSIONAL MATURITY OF A FOREIGN LANGUAGE TEACHER. Shokh Articles Library, 1(1).
31. Anvarovna, A. S. PROBLEMS OF DETERMINING SOCIAL INTELLIGENCE IN PERSONAL DEVELOPMENT. Pedagogika, 48.
32. KEY, I. P. A. A. A. FACTOR IN THE FORMATION OF SOCIAL AND EMOTIONAL COMPETENCE IN HIGHER EDUCATION INSTITUTIONS (Atakhujaeva Shakhlo Anvarovna, Trans.)(2026). London International Monthly Conference on Multidisciplinary Research and Innovation (LIMCMRI), 3 (2), 51-58.
33. Anvarovna, A. S. (2024). THE STUDY OF THE PSYCHOLOGICAL CHARACTERISTICS OF THE TEACHER PERSONALITY IN WORLD PSYCHOLOGY. JOURNAL OF CHILD PSYCHOLOGY AND PSYCHIATRY, 7(6), 28-31.