

Social-Psychological Features Of The Formation Of Emotional Intelligence In Preschool Children

Ro'ziqulova Zarina Yusuf qizi

Kimyo International University in Tashkent Branch Samarkand, Uzbekistan

Received: 30 October 2025; **Accepted:** 26 November 2025; **Published:** 31 December 2025

Abstract: This article discusses the socio-psychological characteristics of the formation of emotional intelligence in preschool children. In the course of the study, the main components of emotional intelligence, the impact of speech development disorders on the emotional state of children, and pedagogical and psychological approaches supporting emotional development were analyzed. The results obtained demonstrate the importance of a comprehensive and systematic approach to the development of emotional intelligence in children.

Keywords: Preschool age, speech therapy children, emotional intelligence, socio-psychological characteristics, speech development, emotional development, social adaptation.

Introduction: Today, the education and upbringing system pays special attention not only to the intellectual development of children, but also to their emotional state, social adaptation, and personality formation. In particular, the preschool age is considered an important stage in the child's psychological development, and it is during this period that the foundations of emotional intelligence are formed. Emotional intelligence represents the ability of children to understand and manage their own emotions, understand the emotional state of others, and adapt to the social environment.

Speech therapy children of preschool age often face difficulties in social communication due to problems in speech development. Speech disorders directly affect the child's emotional state, self-confidence, relationships with peers, and general psychological development. Therefore, the issue of forming emotional intelligence in speech therapy children is of not only pedagogical, but also socio-psychological importance. Modern psychological research shows that children with developed emotional intelligence are more resistant to stressful situations, can control their emotions, and are active and flexible in social relationships. In speech-language pathologists, speech

limitations can prevent children from fully expressing their emotions, which can lead to internal tension, anxiety, shyness, or aggression. One of the pressing issues is the study of the socio-psychological characteristics of the process of forming emotional intelligence in preschool children. The family environment, the pedagogical approach of the educator and speech therapist, interactions with peers, and social experience play an important role in this process. It is through a comprehensive approach that speech therapists can stabilize the emotional state of children and ensure their social adaptation. This article highlights the socio-psychological characteristics of the formation of emotional intelligence in preschool children, the factors influencing this process, and effective pedagogical and psychological approaches. The results of the study serve to provide important recommendations for speech therapists, educators, and parents in practice.

The aim of the study is to identify and analyze the socio-psychological characteristics of the process of forming emotional intelligence in preschool children. A complex system of theoretical and empirical methods was used in the research process.

As theoretical methods, methods of analysis,

generalization and comparison of psychological, pedagogical and speech therapy literature were used. Through these methods, the content of the concept of emotional intelligence, its structural components, as well as the psychological characteristics of the development of speech therapy children of preschool age were scientifically substantiated. The observation method played an important role in the empirical research process. Observations were conducted in a natural setting in a preschool educational institution, and the emotional state of speech therapy children, their behavior in the process of communication, and their relationships with peers and adults were analyzed. The results of the observation made it possible to determine the level of expression of emotions and the characteristics of social adaptation of children. The interview method was used, and individual and group interviews were organized with speech therapists, educators and parents. Through interviews, information was obtained about the emotional development of children, the impact of speech problems on the emotional state, and the effectiveness of educational approaches. Diagnostic methods were also used in the study. In particular, adapted psychodiagnostic methods were used to determine the level of emotional intelligence of preschool children. These methods served to assess children's skills in recognizing, understanding, managing emotions, and showing empathy. Mathematical and statistical methods were used to process the results obtained. Through the analysis of the results, differences between the levels of emotional intelligence development were identified, ensuring the reliability of the research conclusions. The selected set of research methods made it possible to comprehensively study the process of forming emotional intelligence in preschool speech therapy children, identify its socio-psychological characteristics, and draw scientifically based conclusions.

The results of the study showed that the process of forming emotional intelligence in preschool speech therapy children is complex and multifactorial. The data obtained confirmed that speech development defects directly affect the emotional state and social relationships of children. In particular, it was found that difficulties in expressing and managing emotions are common in speech therapy children. According to the

results of observational and diagnostic studies, it has been observed that some components of emotional intelligence, including the skills of recognizing emotions and showing empathy, are formed at a lower level than their peers whose speech is developed normally. This situation can lead to shyness, lack of self-confidence, and sometimes emotional instability in the process of social communication in speech-language pathologists.

The data obtained during the interviews showed that the emotional approach of educators and speech therapists is an important factor in the development of children. A positive psychological environment, an individual approach to the child, and emotional support contribute to the effective formation of emotional intelligence components in speech-language pathologists. At the same time, the pedagogical literacy of parents and their attention to the emotional state of their child are also of great importance. Special classes, game technologies, and communication-based activities aimed at developing emotional intelligence significantly improve the social adaptation of speech-language pathologists. Through these approaches, children develop the skills of understanding, controlling emotions, and expressing empathy for the feelings of others. When compared with previous scientific research, the results of the study once again confirmed the inextricable link between emotional intelligence and speech development. This indicates the need to take into account not only the development of speech, but also the emotional and social needs of children in the process of speech therapy. The results discussed substantiated the socio-psychological importance of the formation of emotional intelligence in preschool children, and the need for a comprehensive and systematic approach to this process. The conclusions of the study can serve as an important methodological basis for future scientific and practical work in this area.

CONCLUSION

The formation of emotional intelligence in preschool children is important for ensuring their social adaptation and psychological stability. Problems in speech development directly affect the emotional state and require a special psychological and pedagogical approach. Systematic and comprehensive work aimed at the development of emotional intelligence helps to improve the communication skills of children and increase their social activity.

REFERENCES

1. Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. New York, NY: Bantam Books, pp. 43–78.
2. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), pp. 197–215.
3. Vygotskiy, L. S. (2000). *Psixologiya razvitiya rebenka*. Moskva: Pedagogika-Press, pp. 112–136.
4. Leontev, A. N. (2001). *Faoliyat, ong, shaxs*. Toshkent: O'qituvchi, pp. 89–104.
5. Nemov, R. S. (2010). *Psixologiya: Darslik*. Moskva: Vldos, 2-jild, pp. 156–174.
6. Volkova, G. A. (2015). *Logopediya asoslari*. Sankt-Peterburg: Piter, pp. 64–92.