

Rahmatullayeva Zamira Olimjanovna
Teacher of the Department of Psychology, Faculty of Pedagogy,
Namangan State University

DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN PRESCHOOL CHILDREN

Resume: The article examines the development of emotional intelligence in preschool children.

Key words: preschoolers, intelligence, emotional intelligence, mental exercises, techniques

РАЗВИТИЕ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

Аннотация: В статье исследуется развитие эмоционального интеллекта у детей дошкольного возраста.

Ключевые слова: дошкольники, интеллект, эмоциональный интеллект, умственные упражнения, методики

One of the definitions of emotional intelligence, formulated by these authors, sounds like “the ability to carefully comprehend, evaluate and express emotions; the ability to understand emotions and emotional knowledge; and the ability to manage emotions, which promotes emotional and intellectual growth” of the individual.

The development of emotional intelligence acquires particular importance and relevance in preschool and primary school age, since it is during these periods that the active emotional formation of children takes place, the improvement of their self-awareness, the ability to reflect and decent rate (the ability to take the position of a partner, take into account his needs and feelings.

Researchers have found that about 80% of success in the social and personal spheres of life is determined by the level of development of emotional intelligence, and only 20% - the well-known IQ - is the intelligence quotient,

which measures the degree of a person's mental abilities. In the mid-90s of the XX century, this conclusion of scientists turned the views on the nature of personal success and the development of human abilities. It turns out that improving the logical thinking and outlook of a child is not yet a guarantee of his future success in life. It is much more important for the child to master the abilities of emotional intelligence.

Emotional intelligence for older preschool age is defined as the child's readiness to focus on another person, take into account his emotional state and, on the basis of this knowledge, regulate relations with him and find ways to solve problems that arise. In other words, it is the child's readiness to focus on another person and take into account his emotional state in his activities. The relevance of the chosen topic is due to the fact that emotional intelligence as a subject of socio-psychological research is a relatively new, little-studied phenomenon.

As a result of the analysis of practical activities, the main process of preschool education, a number of shortcomings were revealed:

Disadvantages in the results:

- Lack of ideas about emotions and feelings, their polarity and ways of verbalization in children;
- children do not know how to understand, be aware and adequately express their emotional experiences;
- not understanding the child's emotional state, experience, personal characteristics of another person;

There are contradictions between the desired results of the educational process and the real situation.

Unfortunately, most of the older preschool children have difficulty building relationships with peers and adults. Ignorance of oneself and misunderstanding of others is a consequence of a lack of experience of social interaction, a low social-role status inhibits the manifestation of care and

compassion, which causes persistent negative feelings and is realized as a destructive activity. Children talk rudely to their parents; adults say "you"; they do not know how to play with each other, they often quarrel. A peer group for a child is a source of many positive emotions. It corrects the child's self-esteem, the level of ambition. Comparison of oneself with other children, assessment of behavior by peers, provides the basis for positive self-realization of a growing personality. The child's relationship with the group ("children's society") is mediated through social emotions, which are one of the most important stages of socialization, thus determining the process of a person's entry into society.

Disadvantages in the process:

- there is no theoretical and methodological substantiation and technology of psychological and pedagogical support for the development of emotional intelligence in preschoolers.

- there is no development of more advanced methods and means that contribute to the social formation of the preschooler's personality;

- teachers and parents do not know how to organize play activities;

- the teacher's lack of skills in organizing and conducting direct joint educational activities aimed at familiarizing with the rules of relationships with peers and adults.

- the continuity of the educational process is not always respected;

When organizing the education of initial ideas of a social nature, there are the following shortcomings in the conditions:

- lack of unity of requirements of educators and families;

- There is no required number of multimedia manuals for the development of emotional intelligence in children

- Underestimation by parents of the importance of emotional intelligence, ignoring it leads to an increase in the number of emotional outbursts and conflicts;

- insufficiently well-developed teaching aids, games for the formation of emotional intelligence.

Thus, based on the analysis performed, the following contradictions can be seen:

- by the need in modern society to learn to recognize their emotions and those of those around them, to learn to control them - this means that they will learn to build good relationships with people, however, children have insufficiently formed emotional intelligence. If a positive self-esteem, attitude towards oneself and perception of oneself is formed, it means that he will not be afraid to ask, to make mistakes, therefore, cognitive development will also be normal;

- the need for social and moral education from early childhood and insufficient development of pedagogical conditions for the formation of emotional intelligence in children.

- The specificity of psychological and pedagogical support for the development of a child's emotional intelligence in a preschool educational institution is that the entire team of employees participates in creating conditions for his favorable development, but in practice, specialists and educators often work separately from each other.

- the modern parent, unfortunately, pays little attention to this problem, it is more important for him to teach the child to read, write, and count, since it seems to him that this is sufficient for the further development of the child. That is why it is so important to explain to parents that social and emotional development takes one of the most important places in personality development, and it must be started at preschool age, since it is at this time that we lay the first and most important traits of a person's character.

References:

1. Алексеева М.М., Яшина В.И. Речевое развитие дошкольников. М.: Academia, 1998.

2. Выготский Л.С. Детская речь / Л.С. Выготский. М.: Педагогика, 2006.
3. Карикова Ю.И. Особенности работы по речевому развитию дошкольников в условиях введения ФГОС ДО. Рязань, 2015.
4. Развитие речи детей дошкольного возраста /Под ред. Ф.А. Сохина. М.: Просвещение, 1984.
5. Развитие речи и речевого общения /Под ред. О.С. Ушаковой. М.: РАО, 1995.
6. Farhodjonovna, F. N., & Islomovich, I. T. (2016). Factors of formation spirituality of youth in the process of globalization. Мир науки и образования, (1 (5)).
7. Tuyboevna, K. S. (2020). Interactive method – one of the most popular types of today’s pedagogical technologies. European Journal of Research and Reflection in Educational Sciences, 8 (11), Part II, 83-92.
8. Karimova Sanobar Tuyboevna. (2020). Using the educational electronic resource phet in the teaching of physics. ACADEMICIA: An International Multidisciplinary Research Journal. 10 (6). 1424-1426.
9. Karimova Sanobar Tuyboevna. (2021). About the use of interactive method and phet electronic resource in educational process. Middle European Scientific Bulletin, 8. <https://doi.org/10.47494/mesb.2021.2.164>