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**PEDAGOGICAL AND PSYCHOLOGICAL PROPERTIES OF SOCIO-EMOTIONAL  
DEVELOPMENT OF PRESCHOOL CHILDREN*****Bakhrieva Nargiza Akhmadovna****Senior Lecturer, Bukhara State Pedagogical Institute, Uzbekistan*

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**ABOUT ARTICLE****Key words:** Socialization, emotional development, emotional experience, role-playing games, communication, adequate communication.**Abstract:** The social and emotional development of preschoolers is one of the urgent problems of modern pedagogy and pedagogical psychology. Socialization of preschoolers is carried out through communication and consistent interactive activities. In this process, qualities such as initiative, flexibility, emotions and sensitivity determine the content and level of children's communication. The article analyzes the problems associated with this problem, past and current pedagogical and psychological research in the context of social demands, as well as recommendations on role-playing games and their use, which are important for further improving the socio-emotional development of preschool children.**Received:** 11.08.2023**Accepted:** 16.08.2023**Published:** 21.08.2023

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**INTRODUCTION**

In modern pedagogy, much attention is paid, along with the development of the intellectual potential of preschoolers, the expansion of their social and emotional capabilities has become an urgent task.

Taking into account the peculiarities of the system of lifelong education, it is advisable to carry out this task from preschool age. After all, "Preschool age is the main period for the physical, psychological and social formation of the child's personality." Considering that all classes for preschool children are carried out mainly in the form of a game, it is easy to imagine that role-playing and story games, music lessons are of great importance in this direction.

According to the requirements of the state, the area of "Socio-emotional development" is divided into the following areas:

- The concept of "I";
- emotions and their management;
- socialization, communication with adults and peers.

One can see the formation of the concept of "I" in the personality of children, as well as the characteristics of emotions, their understanding, management, understanding the feelings of others, the ability to respond in accordance with their feelings.

## METHODS

The study used the methods of conversation, observation, the technique of "Ladder" by V.G. Shchur, which is focused on self-esteem; M.A. Panfilova's drawing method "Cactus", aimed at determining the emotional state of the child and the presence of aggression; "Test of anxiety" by R. Temmla, M. Dorki and V. Amen; also the method of A.I. Zakharov "Assessing the level of anxiety of a child", mathematical and statistical methods (Student's t-test, K. Pearson's r-correlation formula and the data processing program "SPSS 22").

## RESULTS

According to the results of the experiment, it was determined that most negative emotional states in children have a significantly higher result than positive ones.

They relate to the sphere of emotional needs as the basis of self-esteem, they can deny failures, themselves, their behavior in order to maintain a high level of self-esteem. It was noticed that these children in many cases automatically evaluate their capabilities and abilities without analyzing the given situation (See Table 1).

**Table 1**

### **Analysis of preliminary results obtained at the beginning of the experiment (n=102)**

No	Criteria	Girls n – 52	Boys n – 50	Total	%
<b>n – 102</b>					
1.	Aggression	29	30	59	57,8
2.	Impulsiveness	30	41	71	69,6
3.	Egocentrism	31	42	73	71,5

4.	Addiction, insecurity	28	26	54	52,9
5.	Anxiety	38	35	73	71,5
6.	introversion	36	30	66	64,7
<b>Total: negative (low) result</b>					<b>64,6</b>
1.	Extroversion	17	20	37	36,2
2.	Caution	18	19	37	36,2
3.	Optimism	19	16	35	34,3
4.	Femininity	20	19	39	38,2
5.	Display, openness	15	16	31	30,3
6.	The pursuit of home protection	17	21	38	37,2
<b>Total: positive (high) result</b>					<b>35,4</b>

According to the results of an experimental study, the level of emotional development in children is quite low, and the sum of positive indicators averaged 35.4%. Negative (low) indicators on average 64.6%: the highest indicator for the criteria "anxiety" and "egocentrism" (71.5%), the lowest indicator for the criterion "dependence, uncertainty" 52.9%. This indicates a certain low level of self-confidence of such children, their intellectual and creative abilities.

According to the results of the ascertaining experiment, preschoolers have a very low level of perception of their own and others' emotional state. From this we can cite as an example such cases of negative behavior as misunderstanding among children, a relatively low sense of helping each other.

At the end of the experimental lessons, we studied the level of development of the emotional state of preschool children and obtained the following result (See Table 2).

**Table 2**

**Results of comparative statistical analysis in the experimental and control groups at the end of the study (n=102)**

№	Criteria	Experimental group			Control group			Difference	
		n <sub>1</sub> =50			n <sub>2</sub> =52			t	P
		M1	M2	S	M1	M2	S		
1	Агрессия	19,7	14,7	5,9	18,7	17,1	4,6	5,3	0,005
2	Addiction, insecurity	19	15	8,9	17	16	7,5	4,1	0,006
3	Optimism	23,3	29,1	9,0	20,6	21,4	8,1	7,4	0,004
4	Anxiety	19,7	11,1	2,3	18,1	16,9	2,6	8,1	0,000
5	Longing for loneliness	13	8	2	14	112	1,9	5,1	0,005

From the results presented in the table, it was observed that the negative emotional state scores changed from high to low, and the positive emotional state scores changed from low to high.

In particular, the greatest statistical difference was observed for the negative factor "anxiety". This is characterized by the fact that before the experiment it was ( $M1=19.7$ ), and after the experiment ( $M2=11.1$ ) ( $t=8.1$ ;  $p\leq 0.000$ ). A significant statistical difference was also observed in the experimental group in terms of the positive factor "Optimism" (23.3 and 29.1,  $t=7.4$ ;  $p<0.004$ ). The high level of respondents' optimism is directly important for their understanding of the world around them and interpersonal relationships.

On the basis of the above empirical analysis, it has been proved that the socio-emotional development of children is of great importance not only in the effective organization of their upbringing and educational process, but also in the psychological correction of their interpersonal relationships and socialization problems.

## **DISCUSSION**

In the context of radical positive changes in our society, paying attention to the socialization and emotional sphere of children is a social necessity.

Currently, children are immersed in the world of television, computers, the Internet and mobile devices and have relatively little contact with adults and peers. This negatively affects their socio-emotional development. It is also true that children, in particular, are indifferent to the emotional state of others.

In this regard, the emotional development of children as an actual problem is manifested by the following factors:

- The conditions of social development affect preschool children and make them experience serious emotional tests. This, in turn, can slow down the development of the emotional world of children;
- existing programs and methodological materials on the social and emotional development of children require further improvement;
- in games at home and in preschool institutions, children often cannot accurately express their emotions, such as joy, disappointment, anger, fear, amazement, shame, guilt, as well as correctly assess the emotions of other children. This, in turn, leads to the fact that children cannot communicate with peers and adults and organize interactions correctly..

Also, various loads and pressures endured by children in preschool and at home can affect their psychological state and cause disharmony in their emotional and psychological development. It should

be remembered that any changes in the development of the structure of the child's psyche can leave their mark on its further development.

In the psychology of the socio-emotional development of preschoolers, in particular, the theory of emotions rests on a rich intellectual heritage; in this direction, the issue was studied by Darwin, Spencer, Wundt, James, Kennon, McDougall, Freud, Woodworth, as well as modern researchers such as Jacobson, Pinnot, Maurer, Gelgorn, Bowlby, Simonov, Ekman, Holt, Seeger and many other scientists.

However, in the national-cultural context, the issue of the socio-emotional development of preschool children in our country has not been studied as a separate research work. The significance of the problem of socio-emotional development of preschoolers is that this psychological process is an integral part of any activity, behavioral manifestations of the child, and requires systematic development.

The state program "First Step" states that after the completion of educational activities in the field of "socio-emotional development" of a 6-7-year-old child:

- 1) will have an idea of his "I" and the role of other people in his living environment.
- 2) manages his emotions and expresses them in accordance with the situation;
- 3) will recognize the feelings of others and respond accordingly."

This means that social-emotional development is necessary, because the earlier the child begins to understand others, the faster he will find a common language with peers, adults and will be more easily borrowed and accepted by the social environment or group. In the process of social and emotional development, the child develops a positive attitude towards himself, other people, the world around him, communicative and social competence.

It should be noted that the preschool period is the first stage in the formation of independent thinking in the dynamics of the child's social and emotional development in relation to society. Therefore, "It is emotions that control the processes of cognition, the nature of actions."

With the arrival of children in preschool institutions, a new period in their emotional development begins. At the same time, a variety of methods of activity organized by the children's team: didactic, role-playing and story games, educational activities, travel, etc. become a powerful force that evokes emotions.

Role-playing and story games have an important developmental role, and the dynamics of socialization and emotional development as a result of entering a certain situation, imagining oneself in a certain role, interacting with other children, establishing active interactive relationships with them, various developing physical activities and active participation of speech appear.

As a result, children get the opportunity to establish active communication and interaction with other children, to master emotional experience and a certain adequate attitude towards themselves, a national, ethnic norm of ethics is formed.

In the process of story games, children determine their roles on the basis of a predetermined plot and feel themselves in this role. In the process of performing roles with a pronounced artistic content, living in an emotional environment, understanding the individual psychological characteristics of the character and feeling in this role, the child creates his own emotional reserve and with its help begins to understand himself and those around him.

As a result of the activities of role-playing and story games, children develop:

- the ability to know and control their emotions and feelings;
- understanding the emotions and feelings of other people;
- develops the ability to communicate effectively with oneself, relatives, friends, family members and other people.

In addition, music lessons are also important for social-emotional development. In the process of listening to music or singing a song, musical tones are perceived through emotions, experiences, certain moods and emotional states. Musical activity, that is, listening to music, singing, is also carried out on the basis of and through emotional processes. Musical activity is characterized by active perception of sound images and has practically the same characteristics at different ages. Therefore, the social and emotional development of children from an early age through music is of great educational and pedagogical importance.

Preschoolers have only simple patterns of communication and initial impressions of themselves when interacting with other people. As a result of music lessons, they learn to interact, understand others, act in sync with them, and together reflect various emotional states.

In preschool education, it is important to instill in each child the desire to listen and understand others, because the level of understanding of others determines the success of his subsequent interpersonal communication. It is desirable to form these qualities in children from an early age.

In the process of child development, new complex forms of social experience arise - such qualities as empathy, sharing experience, helping others, which are important in the process of joint activity and communication, interpreted as various manifestations of empathic experience. This allows us to interpret empathy as an important sign of human socialization.

Empathic reactions are manifested in the child in the form of emotional identification through imitation. In early childhood, the boundaries of empathic reactions expand, and in the future, these reactions begin to manifest themselves not only in relation to family members, but also in relation to friends and peers. It is easy to notice the child's attitude to certain values reflected in music through the principles of modeling emotions. In particular, sad, elegiac music reflects the negative emotions of a person who has lost some values. Especially in the course of musical activity, children sing and listen to the works of contemporary composers: songs named after various animals, birds, flowers. This enriches their vocabulary of emotions and further expands the possibilities of socialization.

Communicative activity plays an important role in socialization, and the quality of this process is closely related to emotionality. Thoughts are expressed by communication with other people, through specific expressive movements, facial expressions, and a change in tone of voice. At the same time, the originality of posture, gestures and movements enriches facial expressions and plays an important role in expressing the emotional state. All these qualities and features are systematically formed in children in a kind of creative way through role-playing activities.

## **CONCLUSIONS**

Based on the findings of psychological experiments, the following pedagogical and psychological recommendations have been developed:

To create conditions for children to use all the senses - sight, hearing, touch, taste, touch of the elements of the world around them, to devote more time to the child, because the influence of the family on his involvement in social life in early childhood is incomparable, it is necessary to strive to ensure that the child in fully felt the love and variety of impressions. To perceive other people's emotions, looking at pictures with scenes depicting human faces and different emotional states of animals, ask them: - Do you think this child is happy or sad? How do you know he's happy? We also smile because we are happy.

Ask the child to draw a girl or boy in a calm state, and then children in other emotional states: happy, sad, surprised, angry. It is positive to create a performance with children based on fairy tales, poems and stories you have read, creating productions together with children based on a song sung or listened to, a fairy tale read, a poem and a story has a positive meaning.

In a word, the pedagogical and psychological features of the socio-emotional development of preschool children, as an important factor in harmonious education, require close attention to children in the organization of the educational process. They acquire skills and abilities to manage their emotions, actions, establish effective communication, interact with themselves, relatives, friends, family. This is an important sign of socio-emotional development.

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