

## METHODS FOR DEVELOPING SOCIAL-EMOTIONAL SKILLS IN PRESCHOOL CHILDREN

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**Abstract:** This article discusses effective methods for developing social-emotional skills in preschool children. The role of emotional sensitivity, establishing relationships with others, self-awareness, and emotion regulation in the educational process is analyzed. The significance of methods based on play, conversation, theater, literary works, and observation is also highlighted.

**Keywords:** preschool education, social-emotional development, skills, methods, play, upbringing.

### Introduction

In modern education, it is important to develop not only children's knowledge and skills but also their emotional and social potential. Especially in the preschool period, the development of social-emotional skills is a primary task for the child's formation as a personality. These skills play a crucial role in the child's cognitive development, establishing healthy relationships with others, self-awareness, and managing emotions.

The use of appropriate methods by preschool educators in this area directly affects children's future social adaptation. This article highlights effective methods for developing social-emotional skills, their content, and their practical significance.

### Methodology

The study was based on the following methods:

- **Theoretical analysis:** analysis of advanced pedagogical and psychological literature on social-emotional development;
- **Practical observation:** monitoring children's communication, emotional expression, and reactions to problematic situations in a preschool setting;
- **Experiment:** conducting games and activities aimed at developing social-emotional skills in groups;
- **Interviews:** discussions with educators and parents about children's emotional development.

### Results

The study identified the following:

1. Role-playing games effectively develop empathy, communication, turn-taking, and conflict resolution skills in children.
2. Conversations based on literary works and fairy tales help children express their feelings and articulate their thoughts clearly.
3. Theatrical activities enhance emotional expression, imaginative thinking, and teamwork.
4. The "I am feeling" technique teaches children to recognize and name their emotions.
5. Singing and dancing sessions develop mood regulation, rhythm, and the ability to work in groups.
6. Positive changes were observed in children's social interactions: social-emotional development activities helped children become more compassionate, respectful, and cooperative. They began to demonstrate flexibility in social situations such as working in teams, waiting their turn, and peacefully resolving conflicts.
7. The effectiveness of individualized approaches by educators increased: addressing each child's emotional needs and personality traits led to greater participation and openness. This emphasizes the importance of personalized methods.
8. Parental involvement showed a positive impact: emotionally focused activities continued at home enabled children to better express feelings verbally and establish sincere relationships with their parents. Cooperation between preschool institutions and families emerged as a key factor.
9. Creative approaches strengthened children's self-confidence: children freely expressed themselves through theater, drawing, and storytelling, which contributed to emotional stability and a positive self-attitude.
10. The social-emotional development level increased as a result of methodological interventions: diagnostic questionnaires and observation cards revealed that children in the experimental group showed higher emotional indicators compared to the control group.

## Discussion

The methods used to develop social-emotional skills in preschool children must primarily be selected according to the child's individual characteristics and developmental level. Play is a fundamental tool appropriate for this age, through which the child learns to regulate emotions and respond appropriately to social situations. Additionally, regular conversations with children, activities that encourage naming and describing feelings (such as drawing, storytelling, and role-playing) enrich their inner world.

When these methods are applied with parental involvement, the child gains stable social-emotional experiences in both environments. The educator's pedagogical skill, sincere attitude towards the child, and emotional sensitivity are decisive factors in this process.

## Conclusion

Social-emotional skills serve as a foundation for children's mental, social, and cognitive development. Their formation requires the integrated use of methods such as play, theater, conversation, visual arts, and musical activities. Without the ability to understand, express, and regulate emotions, children may face social difficulties in the future.

Therefore, preschool educators must continuously research and improve their methodological approaches in this field. Active participation of parents in this process ensures a stable developmental environment for the child.

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