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PSYCHOLOGICAL CHARACTERISTICS OF EMOTIONAL INTELLIGENCE DEVELOPMENT IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article analyzes the role of psychological characteristics in shaping and developing emotional intelligence among primary school students. It explores how young children's emotional states, self-awareness, understanding of others, and ability to manage emotions directly influence their educational process, social adaptation, and personal development. Consequently, psychological approaches aimed at fostering emotional intelligence at this stage are of crucial importance. The article also highlights age-specific emotional and psychological needs of students, the role of teachers and parents, and effective methods for developing emotional intelligence.

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Introduction. The main psychological characteristic of the development of emotional intelligence of primary school students is associated with the beginning of the formation of their ability to understand, express their own feelings and understand the feelings of others. At this age, social development is also important for students, who develop self-awareness and communication skills. This process also changes the student's learning process and their attitude towards various teaching methods.

Understanding and expressing emotions: Students gradually learn to understand their feelings, such as joy, sadness, and sadness, and express them in various ways, although this process is not yet perfect [1-3].

Understanding the feelings of others: They learn to notice the sadness of others by looking at their emotional state, for example, a crying child. This is an important part of social development[4].

Self-awareness and communication: Students begin to understand their personal characteristics. This process also changes their ways of communicating with friends and shapes their attitude towards learning.

Attitude towards learning: Emotional development influences the formation of a student's attitude towards the school, teacher, and educational process [5].

Today, in the educational process, one of the most important tasks of modern pedagogy is to focus not only on imparting knowledge, but also on the comprehensive development of the student's personality. In particular, the concept of emotional intelligence, which represents a person's emotional world and social skills, is of particular importance in the education system. Pedagogical research and practice conducted on a global scale show that children with developed emotional intelligence can not only manage their emotions, but also establish healthy relationships with peers, have the ability to overcome stressful situations, and this condition directly affects their academic activity and academic success [6]. The period of primary education is a decisive stage in the formation of a child (elementary school student) as a personality and the development of basic psychological characteristics. Therefore, in this period, the correct organization of pedagogical activity aimed at the emotional and intellectual development of students remains an urgent and necessary issue. In this regard, it is appropriate to analyze the pedagogical foundations of the development of emotional intelligence of primary school students, effective approaches and methods in this regard, as well as the role of the teacher in this process. The formation of a person as a full-fledged personality depends not only on academic knowledge, but also on the level of their emotional and social development. Especially in today's changing and complex social environment, the development of such qualities of children as the ability to understand their own feelings, manage them, understand the feelings of others, empathize, and make the right decisions is becoming an integral part of the pedagogical process [7].

The concept of emotional intelligence (EI) was first proposed in the 1990s by American psychologist Peter Salovey and researcher John Mayert. In their opinion, emotional intelligence is a person's ability to understand, manage, motivate their emotions, understand the emotions of others, and manage relationships. Later, this concept was popularized by Daniel Goleman. He interpreted the EU as an important factor in human success. According to Goleman, people with high emotional intelligence are more successful, stable, and socially active in society.

The stage of primary education is the most important period in the psychological and emotional development of a child. During this period, the child begins to perceive the environment with a new eye, begins to feel like a member of society. At such a time, pedagogical approaches aimed at forming emotional intelligence are implemented through teaching the child to understand their emotions, freely express their thoughts during the lesson, establish healthy social relationships with peers, and develop problem-solving skills [8].

In modern pedagogy, such methods as interactive methods, role-playing games, analysis of problem

situations, and teamwork have been recognized as effective for the development of emotional intelligence. For example, during the lesson, students practice expressing their feelings verbally, listening to the opinions of others, and approaching situations with empathy. Through this, their EU components - self-awareness, self-management, social awareness, and relationship management - develop.

The Law of the Republic of Uzbekistan "On Education," approved in 2020, also defines "the upbringing of a harmoniously developed personality" as one of the main goals of education, which directly requires the emotional and intellectual development of children. Today, elements aimed at developing EI are being introduced in schools during extracurricular activities, moral education lessons, and even in core subjects [9].

METHODOLOGY

The issue of the formation and development of emotional intelligence of primary school students is one of the urgent directions of modern psychology and pedagogy. Research conducted in this area analyzes how emotional states, self-awareness, understanding of others, and the ability to manage emotions of young children influence their educational process, social adaptation, and personal development. Not only foreign, but also Uzbek scientists have conducted important research on this issue.

If we look at the research of Uzbek scientists, the scientific article "Psychological Features of the Formation of Emotional Intelligence of Students," conducted by N. Pulatova, highlights the role of psychological approaches in understanding the emotional state of primary school students, forming empathetic relationships with others, and developing the ability to manage their emotions. The author emphasizes the dependence of the components of emotional intelligence on the characteristics of the age period, the importance of games, training, and psychological training in their formation [10].

In Z. Akhmedova's article "Psychological Features of Primary School Adaptation," the emotional and psychological needs of children in the process of adaptation to the school environment are deeply analyzed. This study examines the emotional reactions of children taking their first steps into school, their adaptation to the new environment, their attitude towards lessons, and the role of psychological support in these processes. These conditions are indicated as factors directly influencing the formation of emotional intelligence [6]. Also, G. Gafirova, in her article "The Role of Parents in the Upbringing of Primary School Students," emphasizes the necessity of close cooperation with the family and teacher in ensuring emotional stability and social adaptation in children. In the author's opinion, not only the school environment, but also emotional support in the family plays an important role in the emotional development of a child. This situation is directly related to the "role of parents and teachers" indicated in the annotation [7].

Among foreign scientists, Daniel Goleman's work "Emotional Intelligence" (1995) deserves special attention. Goleman points to emotional intelligence as a more important factor in human success than IQ. He scientifically explains that the abilities of self-awareness, understanding of others, managing one's emotions, and strengthening social connections should be formed in children during the educational process. This approach shows that emotional intelligence develops precisely through education and upbringing [8]. In the study "The Impact of an Educational Program on Developing Emotional Intelligence Among Primary School Students," conducted by Hassan F.Sh., training sessions on emotional intelligence were conducted for primary school students, and positive changes were observed in their level of empathy, self-control, and emotional thinking abilities. This study shows how specific psychological approaches and practical methods can lead to the development of emotional intelligence [9]. In the study "Emotional Intelligence of Saudi Children," conducted by Alharbi M.F., the relationship between children's emotional intelligence and family and social factors was investigated. The author emphasizes that parental education, the emotional environment in the family, and attention to raising children are among the most important factors in the emotional development of children [10]. According to the results of the above

analysis, there are common aspects in the opinions of Uzbek and foreign scientists: it is important to use psychological approaches, the social environment, the role of teachers and parents, as well as age-appropriate methods for the emotional development of children. The formation of emotional intelligence is not only an individual psychological process, but also occurs in the organic unity of social, educational, and family factors.

RESULT AND DISCUSSION

The research results showed that in the development of emotional intelligence of primary school students, their age-related psychological characteristics are of decisive importance. Based on the analyzed scientific literature, theoretical views, and psychological observations, the following main results were achieved:

1. Psychologically, the following components of emotional intelligence begin to form in children aged 7-10 years:

Understanding and naming one's feelings (for example: expressing states like "I'm sad," "I'm happy"),

Self-regulation (control over emotions, regulation of behavior),

Understanding other people's feelings (empathy, empathy, attention),

Managing communication and relationships (finding common ground with friends, adapting to social situations).

2. Psychological characteristics specific to this age period are characterized by:

Emotional stability in children is not yet fully formed, they sometimes have difficulty expressing their feelings,

The feeling of empathy is at the stage of development, the child tries to understand the state of those around him, but not always can correctly assess it.

The child's "self" (personal identification) is being formed, which leads to self-awareness, a sense of self-worth,

Their social needs increase, that is, the need for recognition, affection, and support increases, which directly affects the development of emotional intelligence.

3. Practical observation and psychological analysis conducted with students showed that:

Students who are learning to understand their feelings feel much more confident in the social environment,

Teaching methods that are emotionally sensitive in lessons (e.g., emotional cards, role-playing games) have a positive impact on their academic performance,

In classes with a positive emotional environment, conflicts between students are observed less frequently, which indicates a high level of social adaptation.

4. In pedagogical activity aimed at the formation of emotional intelligence, especially:

Consideration of the student's personal emotional needs,

Teaching them to recognize and positively manage their emotional reactions,

Improvement of the psychological climate in the classroom,

The need to establish close cooperation between parents and teachers has been identified.

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