

## PEDAGOGICAL-PSYCHOLOGICAL CHARACTERISTICS OF SOCIAL-EMOTIONAL DEVELOPMENT OF PRESCHOOL CHILDREN

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**Annotation.** The social and emotional development of preschool children is one of the pressing problems of modern pedagogy and educational psychology. Socialization of preschool children 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 issue, past and current educational and psychological research in the context of social demands, as well as recommendations for role-playing games and their use, which are important for further improving the socio-emotional development of preschool children.

**Keywords.** Socialization, emotional development, emotional experience, role-playing games, communication, adequate communication.

In modern pedagogy, attention is paid to the humanistic approach, along with the development of the intellectual capabilities of students, the expansion of their social-emotional capabilities has become an urgent problem.

Taking into account the peculiarities of the lifelong education system, it is advisable to carry out this task starting with preschool children. "Preschool age is the main period of physical, psychological and social formation of a child's personality" [1, 11]. It is not difficult to imagine that role-playing and story games, music lessons have great potential in this direction, given that all activities in preschool children are carried out mainly through play.

According to state requirements, the area of "Social and Emotional Development" is divided into the following subareas:

- "I" concept;
- feeling and managing them;
- socialization, communication with adults and peers" [2, 3].

This refers to the formation of the concept of "I" in the personality of children, as well as the characteristics of emotions, their understanding, management, understanding of the emotions of other people, and the ability to relate to their emotions.

Much attention is always paid to the intellectual development of preschool children. However, in the context of social changes taking place in our society, attention to the socialization and emotional sphere of children becomes a social necessity.

Currently, children are immersed in the world of television, computers, the Internet and mobile communications and have relatively little interaction with adults and peers. This has a negative impact on their social-emotional development. It is also true that children exhibit low levels of indifference to the emotional state of others.

In this regard, the emotional development of children manifests itself as a pressing problem through the following factors:

Many social developmental conditions affect preschool children and cause them to face serious emotional problems. This, in turn, can delay the development of children's emotional world;

- Programs and methodological materials for the social and emotional development of children require further improvement;

- In play activities at home and in preschool educational organizations, children often cannot correctly express their emotions, such as joy, sadness, anger, fear, surprise, shame, guilt, and at the same time cannot correctly assess the emotions of other children. This, in turn, leads to the fact that children cannot properly organize their interaction with peers and adults.

Also, many stresses received by children in preschool education and at home can affect their mental state and create disharmony in their emotional and mental development [3]. We should not forget that any changes in the development of the mechanisms of a child's mental structure can leave an imprint on his further development.

The history of the socio-emotional development of preschool children in psychology, in particular, the theory of emotions, goes back to the rich intellectual heritage in this direction, and the classics include Duchesne, Darwin, Spencer, Wundt, James, Cannon, McDougall, Freud, Woodworth, as well as modern researchers Jacobson, Pinnot, Maurer, Gelgorn, Bowlby, Simonov, Ekman, Holt, Seager and many other scientists [4].

In addition, P.K.Anokhin, V.K.Vilyunas, K.E.Izard, S.L.Rubinstein, G.Kh.Shingarov and others studied the essence of emotion, D.N.Ovsyanniko-Kulikovsky, L.I. Petrazhitsky, A.A. Potebnya, G.G. Shpet and other phenomenology of social emotions, T.P. Gavrilova, R.N. Ibragimova, A.D. Kosheleva, E.I.Kulchitskaya and other problems of patterns of manifestations in the ontogenesis of social emotions, L.P.Strelkova, N.M.Trofimova, P.M.Yakobson and other theoretical structure stages of development of social emotions and feelings, E.N.Bogdanov, O.S.Bogdanova, L.I.Bozhovich, T.E. Konnikova, A.N. Leontiev, V.S. Mukhina and other general personality development, the role of ethical experiences, the manifestation of an internal position, A.V. Zaporozhets va Ya.Z.Neverovich patterns of dynamic development of emotional control movements.

However, the issue of social-emotional development of preschool children in our country in national and cultural conditions has not been studied as a separate research work.

The problem of social-emotional development of preschool children is important, since this mental process is an integral part of any activity and behavioral manifestations of the child and requires systematic development.

According to the state program "Ilk Kadam" - after completing educational activities in the direction of "Socio-emotional development", a child 6-7 years old:

- 1) has an idea of his "I" and the role of other people in the living environment;
- 2) manages his emotions and expresses them in accordance with the situation;
- 3) distinguishes the emotions of others and reacts accordingly" [5, 8].

As we can see, the issue of social-emotional development of preschool children is included in the state program "Ilk Kadam" and the above-mentioned "State Requirements". This is because preschool children have unique ways of interacting with others based on their initial ideas about themselves. So, social-emotional development is necessary because the sooner a child begins to

understand the situation of others, the faster he gets along with peers and adults, easily assimilates and is accepted by the social environment or group. In the process of socio-emotional development, a child's positive attitude towards himself, other people, the environment, communicative and social competence is formed.

The issue of emotions is considered important in the social-emotional development of children. After all, the quality of emotions is an important factor that determines the effectiveness of communication and establishing relationships. It should be noted that the preschool period acts as the initial stage of the formation of independent thinking in the dynamics of the child's socio-emotional development in relation to society. Therefore, "It is emotions that control cognitive processes and the nature of actions" [6, 260-262].

When children enter preschool educational institutions, a new period begins in their emotional development. Various methods of activity organized with children's groups become a powerful factor that evokes emotions: didactic, role-playing and story games, developmental activities, walks.

Role-playing and plot games, as well as the dynamics of socialization and emotional development as a result of finding oneself in a certain situation, imagining oneself in a certain role, communicating with other children, and establishing active interactive relationships, are of important developmental importance in this place. With them, various developing motor actions and active participation in speech appear.

As a result, children are able to establish active communication and interaction with other children, master active emotional experience and have a certain adequate attitude towards themselves; national mental moral norms are formed and become beliefs. In plot-based play activities, children determine their role according to a predetermined plot and feel themselves in this role.

In the course of playing a role, as a result of the artistic content expressed in it, living in an environment of emotional states, understanding the individual psychological characteristics of the character and feeling himself in this role, the child creates his own emotional reserve and, with its support, begins to better understand the feelings of himself and those around him.

As a result of the implementation of role-playing activities, children:

- ✓ skills to recognize and manage your emotions and feelings;
- ✓ understanding the emotions and feelings of others;
- ✓ the qualities of the ability to communicate effectively with oneself, relatives, friends, family members and other people are formed.

Additionally, music training is also important for social-emotional development. In the process of listening to music or singing, musical tones are perceived through feelings, experiences, a certain mood and emotional state. Musical activity, that is, listening to music, singing, is also carried out on the basis and through emotional processes.

Musical activity is manifested by the active perception of tonal images and has almost the same characteristics in different age periods. Therefore, the social-emotional development of children through music from an early age has important educational and educational significance.

Preschoolers only have their own simple ways of relating and initial ideas about themselves when interacting with others. As a result of musical activities, they learn to work together, understand others, move in sync with them, and reflect different emotional states together. In preschool educational organizations, it is necessary to educate every child who knows how to listen to others,

perceive and understand them, because the success of his further interpersonal communication depends on the level of understanding of others. It is advisable to develop these qualities in children from an early age. As the child develops, new complex forms of social experiences appear - qualities such as empathy, sharing experiences, helping others, important in the processes of joint activity and communication, which are interpreted as various manifestations of empathic experiences. This allows us to interpret empathy as an important sign of human socialization. Empathic reactions appear in a child in the form of emotional realization (identification) through imitation. In early childhood, the boundaries of empathic reactions expand, and later these reactions begin to manifest themselves not only in relation to family members, but also in relation to peers.

In early and middle school age, the child begins to try to distinguish between himself and his partner, his experience and the experience of others. He begins to be emotionally affected by the results of situations that arise in the process of communicating with adults and peers, and he himself begins to try to evaluate others emotionally. It has been noticed that by preschool age it begins to reflect moral criteria and empathic relationships indirectly from direct emotional influence. Through the principle of modeling emotions, it is not difficult to instill in a child an attitude towards certain values reflected in music. In particular, sad, elegiac music reflects the negative emotions of a person who has lost some valuable values [7, 312].

Especially during musical activities, children sing and listen to works of modern composers: songs named after various animals, birds, flowers, as well as materials from musical folklore. This enriches their vocabulary of emotions and further expands their socialization opportunities.

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

Role-playing games in preschool educational organizations allow children to develop social communication skills and find answers to some problematic situations in this area. If children quarrel, then there are no role-playing games. As soon as children get into this game scenario, all grievances will be forgotten. Therefore, the formation of children's life skills in a social environment is necessary, starting from preschool educational organizations. Role-playing games are designed through the gaming environment to introduce children to new situations, try this or that direction of behavior, and create the opportunity to solve important situations on a small scale. Initially, the main role in the process of organizing these games is played by the teacher, that is, he introduces the children into the gaming environment. Subsequently, the children's actions are taken out of the control of the teacher and become the result of the children's personal imagination. In preschool educational organizations, role-playing games are initially played out in a simple form: building a house on the sand, setting up a bench in nature, driving a car, etc. Later, as children grow older, role-playing games become more complex depending on the task and situation.

Based on the analytical ideas outlined above, we can say that socio-emotional development is the acquisition and transmission of social and cultural experiences to others. This experience manifests itself in the child's personality as a unique property that has four interrelated components:

- 1) Acquisition of cultural skills, communication skills, skills for establishing relationships with other people through role-playing games;
- 2) specific knowledge, the process of cooperation in gaming activities improve intellectual capabilities, such as emotional intelligence;
- 3) role behavior, manifestation of behavior in various social situations;
- 4) social qualities such as caring for others, cooperation, initiative, having an independent opinion, and social adaptation are closely related.

The four components of acquiring sociocultural experience are interrelated, and a change in one of them causes a change in the other three.

It should be noted that through role-playing and story games there are possibilities for correcting some situations of emotional instability that arise in the process of communication. Emotional instability in the process of communicating with other children can manifest itself in two forms of behavior:

1. Vivid negative emotional reactions: can manifest as anxiety and aggressiveness;
2. Persistent negative attitude towards communication: a restrained reaction observed when avoiding communication.

In the first case, positive changes in his behavior can be achieved by carrying out individual correctional work with the child. In the second case, one can observe that the child is highly introverted and focused on his inner world. In this situation, the qualities of openness can be identified by involving the child in more social connections, setting him a task that ensures consistent communication with children, and listening to the result. So, social-emotional development is the acquisition and transmission of social and cultural experiences to others.

The role of family is important in children's social-emotional development. After all, the basic principles of raising a child are acquired in a family environment. The child learns to interact and communicate with adults, the first experience in this process leads to the development of the child's speech, the formation of listening and thinking skills. Many scientists call the age of a child under five years old the period of the world of miracles. The presence or absence of an emotional attitude to a person's life, as well as the presence or absence of incentives for intellectual development that form in a child at this age, leave an indelible mark on his future life, on his actions and behavior, on his way of thinking.

In this case, adults in the family take care of the child's emotional happiness, support, refresh, help him believe in his strengths and capabilities, respect and appreciate him regardless of his successes, shortcomings and achievements, and establish friendly relations with them. based on mutual trust. All these are factors that ensure the social and emotional development of the child.

Adults focus on developing in children a sense of responsibility for others, for common work, for a given promise, and on the development of communicative competence in children. In which adults:

- help children understand and learn about the emotional experiences of other people: joy, sadness, fear, good and bad moods.
- learn to express emotional feelings and experiences. To do this, adults and children discuss various life situations, stories, fairy tales, poems, evoke positive emotions in children and, by viewing pictures, concentrate their attention on the situation, feelings and actions of other people.

Based on all the stated opinions and considerations, we offer the following pedagogical and psychological recommendations.

- 1) Create conditions for children to use all senses - vision, hearing, touch, taste, sensation of elements of the surrounding world;
- 2) Devoting more time to the child, since the influence of the family on introducing him to social life in early childhood is incomparable;
- 3) It is necessary to strive to ensure that the child fully feels love and a variety of impressions;
- 4) To perceive the emotions of other people, looking at plot pictures with a human figure and different emotional states of animals, ask them: - Do you think this child is happy or sad? How did you know he was happy? Come, we also smile because we are happy;
- 5) Invite the child to draw a girl or boy in a calm state, and then children in other emotional states: happy, sad, surprised, angry, sad;
- 6) Positively, together with children, create a performance based on read fairy tales, poems and stories;
- 7) We ask the child to draw a girl or boy in a calm state, and then children in other emotional states: happy, sad, surprised, angry, sad;
- 8) Creating productions together with children based on songs sung or heard, fairy tales, poems and stories read, has a positive meaning. On this basis they will have the following qualifications:
  - 1) Children can easily join any group;
  - 2) They learn to understand the situation of others;
  - 3) They learn to quickly get along with peers and adults;
  - 4) Children form an image of "I";
  - 5) The socialization and moral position of children is strengthened.

In a word, during music classes organized with preschool children, they acquire skills and abilities to manage their emotions, actions, establish effective communication, interact with themselves, relatives, friends, family members and society. This is an important sign of social-emotional development.

## **LITERATURES**

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