



PSYCHOLOGICAL CHARACTERISTICS OF THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN CHILDREN (SCIENTIFIC REVIEW)

<https://doi.org/10.57033/mijournals-2026-3-0333>

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Abstract. *This article examines the psychological characteristics of emotional intelligence development in children at different age stages. Based on the concepts of foreign scholars and the views of local researchers, the patterns of children's emotional development are analysed. The mechanisms of understanding and managing emotions during childhood are discussed, together with the role of the family environment, the educational setting, relationships with peers and the purposeful use of digital tools.*

Keywords: *emotional intelligence, age stages, empathy, emotional regulation, family environment, parenting style, digital tools.*

INTRODUCTION

Today, supporting not only children's intellectual and academic abilities but also their emotional development is of great importance in ensuring their all-round development. In the process of forming a child's personality, the abilities to understand one's own feelings, express them correctly and understand the emotional states of the people around are important in the child's adaptation to social life and in the development of interpersonal relationships. Childhood is one of the important stages of a person's emotional and social development. It is precisely during this period that a child begins to learn to distinguish different emotional states, name them, express their own experiences and understand other people's feelings. This process is closely connected with the child's family, their relationship with parents, the parenting style, communication with peers and the educational environment. Nowadays emotional intelligence plays a very important role in interpersonal relationships, and developing emotional intelligence from childhood plays a very important role in young people's future lives.

MAIN PART

Emotional intelligence is the ability to understand one's own feelings and the feelings of the people around. This ability is manifested in correctly assessing one's own feelings



and experiences as well as those of other people. The term emotional intelligence was first introduced into science in 1990 by the American psychologists P. Salovey and J. Mayer. They defined emotional intelligence as a person's ability to perceive, distinguish and manage their own and others' emotions (Salovey & Mayer, 1990:185–211; Mayer, Salovey & Caruso, 2004:197–215). Later this concept was widely popularised by Daniel Goleman, who explains emotional intelligence through the following main components: self-awareness, self-regulation, motivation, empathy and social skills (Goleman, 1995).

These components develop step by step starting from childhood. The initial foundations of emotional development appear even in infancy and develop through the relationship between the child and the adults who care for them. Later, communication with parents, peers and teachers helps these skills become more complex. Jean Piaget, for his part, emphasised that in a child's development the ability to understand others' points of view is formed through social relationships and cooperation; the child moves from accepting adults' rules to understanding relationships based on mutual cooperation and respect (Piaget, 1932). This process is related to the aspects of emotional intelligence concerning the development of empathy and social relationships.

Based on the views of V. M. Karimova, who made contributions to Uzbek psychology, on family and child relationships, the parenting style in the family and the parents' attitude towards the child are of great importance in the child's emotional development. Excessive control or excessive care shown towards a child can affect their independence and self-regulation. On the contrary, a family environment that respects the child's opinions and feelings and allows them to act independently helps the development of emotional intelligence (Karimova, 2008:12–13).

In V. M. Karimova's views on family psychology, the relationship between parents and the child is regarded as an important factor in the child's personal and social development. The sincerity of mutual relationships in the family, paying attention to the child's opinion and treating the child with respect affect their psychological development. From this perspective, the emotional atmosphere in the family is closely connected with the formation of the child's ability to understand and express their feelings. Based on Karimova's approaches to family psychology, parents' attitude towards the child appears not only as an educational process but also as an important factor shaping the child's



emotional experience. In a family environment where the child feels that their feelings are being listened to and understood, they can express their experiences more freely. This, in turn, later helps them understand other people's feelings, show empathy and be adaptable in social relationships. Karimova's attention to studying family relationships together with parent-child relationships likewise makes it possible to analyse the issue of emotional intelligence in connection with the family environment. The culture of communication in the family, mutual respect and emotional support enrich the child's emotional experience. Therefore it is important to study the family as one of the main socio-psychological environments in developing emotional intelligence in children.

In a social society where virtual life is intensifying, mobile applications also inevitably influence the development of a child's emotional intelligence; the use of mobile applications and online programmes can be one of the important tools in developing children's emotional intelligence. Here it is important that the content of digital material be appropriate to the child's age and psychological characteristics. In particular, reflecting various everyday situations in applications, showing emotional states through visual and audio means, and using tasks that encourage the child to understand and express their feelings help develop emotional skills. Through interactive games children learn to observe the emotional states of characters, sympathise with them and choose behaviour appropriate to the situation. This serves the formation of empathy and social communication skills.

Special psychological sessions can be used in developing emotional intelligence. For example, showing children pictures depicting various emotions and asking them to name them, discussing how a person might feel in a particular situation, and organising role-plays and group activities can be effective methods. Such activities enable the child, along with understanding their own feelings, to understand others' feelings and respond to them appropriately. The personal example of parents and teachers is likewise important in the development of emotional intelligence. If adults express their feelings correctly, respond calmly in conflict situations and listen to the child's feelings without denying them, the child also gradually adopts such behaviour models. Forming emotional intelligence in a child is not limited to a single lesson or educational process: it develops continuously through the interaction of family, school and the social environment.



CONCLUSION

In conclusion, the formation of emotional intelligence in children is a step-by-step process that is of great importance in a child's personal and social development. Emotional intelligence includes the child's abilities to understand their own feelings, manage them, express them correctly and understand the emotional states of other people. Salovey and Mayer defined emotional intelligence as a person's ability to perceive and distinguish their own and others' emotions and to use them in guiding thinking and behaviour (Salovey & Mayer, 1990:185–211). Goleman, for his part, emphasises the importance of self-awareness, self-regulation, motivation, empathy and social skills within emotional intelligence (Goleman, 1995). Based on these views, the formation of skills for recognising and expressing emotions in childhood serves as a foundation for the child's later self-regulation and for building effective relationships with those around them.

Piaget's views show that a child's social relationships and cooperation with peers influence their understanding of other people's points of view (Piaget, 1932). Therefore the child's communication with peers, parents and educators occupies an important place in the development of emotional intelligence. V. M. Karimova's views on family psychology likewise show that relationships in the family, the upbringing environment and the interaction between parents and the child influence the child's psychological development (Karimova, 2008:12–13). In addition, it is necessary to take the child's age characteristics into account in developing emotional intelligence. Through the family, the educational environment, relationships with peers, psychological sessions, role-plays and the discussion of various life situations, skills of empathy, self-regulation and effective communication can be developed in the child. Age-appropriate and purposeful use of modern digital tools can also help the child recognise and understand different emotions.

Thus, by summarising the views of Salovey and Mayer, Goleman, Piaget and V. M. Karimova, it can be seen that the development of emotional intelligence depends not only on the child's individual characteristics but also on their family, social environment and everyday communication experience. Forming skills of understanding and managing emotions, empathy and healthy communication from childhood creates an important foundation for the child's future personal and social development.



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