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### **IMPROVING THE METHODOLOGY OF SOCIAL-EMOTIONAL DEVELOPMENT OF STUDENTS IN THE PRESCHOOL EDUCATION PROCESS**

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#### **Abstract**

This thesis theoretically and psychologically analyzes the issues of ensuring the socio-emotional development of children in the preschool educational process and improving the methodology of this process. The study is not based on practical experience but is presented through the analysis of psychological and pedagogical literature. The significance of socio-emotional development in shaping the child's personality and the improvement of methodological approaches are discussed.

**Keywords:** Preschool education, socio-emotional development, psychological development, methodology, emotional stability, socialization

Today, one of the important tasks in the preschool education system is to ensure not only the cognitive processes of children, but also their socio-emotional development. The preschool period is a crucial stage in the formation of a child as a person, and it is during this period that the skills of entering into social relationships, understanding and managing one's own emotions develop.



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Therefore, improving the methodology aimed at ensuring the socio-emotional development of students is of urgent importance.

Socio-emotional development is directly related to the child's ability to understand himself, communicate with others, express and manage his emotions. The formation of these qualities in the process of preschool education ensures the child's psychological readiness for subsequent stages of education. In this regard, methodological approaches that support the socio-emotional development of students are important.

According to modern psychological views, socio-emotional development is closely related to the child's emotional state, self-confidence and social adaptation. A favorable psychological environment created by the educator forms positive emotions in children, reduces the level of stress and anxiety. Therefore, the psychological literacy and individual approach of the educator are of great importance in the process of improving the methodology.

Games and interactive activities. Game activity is the main means of forming children's emotional and social skills. Role-playing games, dramatization and creative activities develop children's abilities to empathize, cooperate, make decisions and solve problems peacefully. At the same time, during the game, children learn to express their emotions, which increases their emotional stability. Group activities and communication. Group activities allow children to develop social skills. For example, they form the skills of solving problems together in a small group, expressing their opinions, listening to others and helping others. In this way, children develop cooperation, sympathy and empathy skills, which strengthens social adaptation.

Emotional development exercises. Educators need to teach children to understand and manage their emotions. For example, teaching a child to name emotions such as joy, anger, anxiety and discussing emotional situations increases their



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emotional stability. This methodological approach develops children's self-control and stress resistance.

Individual approach and pedagogical support. The level of socio-emotional development and personal characteristics of each child are different. Therefore, using an individual approach, educators should identify the strengths and weaknesses of children and organize flexible activities for them. This method accelerates children's self-expression, development of social skills and adaptation to society.

Family and institutional cooperation. The pedagogical and psychological literacy of parents supports the socio-emotional development of children. Close communication between the educator and the parent increases the effectiveness of the methodology. For example, at home, the child can be given exercises to analyze emotional situations and strengthen self-control skills.

The methods used in preschool educational institutions should be organized taking into account the age and individual characteristics of children. Game activities, role-playing games, and communication-based activities have a positive effect on the socio-emotional development of children. Through such activities, children learn to cooperate, solve problems peacefully, and control their emotions.

Also, cooperation between the family and the educational institution plays an important role in improving the methodology of socio-emotional development. The pedagogical and psychological literacy of parents is an important factor in ensuring a stable emotional state of the child. Close communication between the educator and parents increases the effectiveness of the methodology.

In conclusion, improving the methodology for ensuring the socio-emotional development of children in the preschool educational process contributes to their harmonious formation as individuals. Socio-emotional development is of great



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pedagogical importance in the process of children's understanding of their own emotions, managing their emotions, mastering a culture of communication, and adapting to the team. The content of the study shows that the systematic, consistent, and age-appropriate organization of methodological approaches allows for the achievement of positive educational results. Therefore, it is recommended that schools widely introduce game methods aimed at socio-emotional development in educational institutions, increase the psychological and pedagogical competence of educators, and pay special attention to creating a favorable emotional environment in the educational process. These approaches are effective in developing social activity and emotional stability of students. Developing methodological approaches in accordance with modern psychological requirements contributes to the comprehensive development of children as individuals.

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