

**METHODS OF FORMING EMOTIONAL INTELLIGENCE IN
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In preschool children, emotional intelligence is an important factor in the socialization of the individual, self-awareness, and effective communication with the environment. In children with speech impairments, the process of expressing emotional states, understanding the feelings of others, and responding appropriately to them becomes more complicated. This can negatively affect the child's social adaptation, relationships with peers, and psychological well-being. Speech disorders often limit the child's ability to verbally express his emotional experiences. As a result, the child may misexpress his feelings, exhibit impulsive or withdrawn behavior. Therefore, the process of forming emotional intelligence should be carried out in close connection with the development of speech.

One of the effective methods for developing emotional intelligence is role-playing games and plot dramatization. Through such activities, children model various emotional states (joy, anger, fear, surprise, etc.), learn to recognize them and respond appropriately. The use of visual cards, facial expressions and pantomime elements during the game is especially effective for children with speech disabilities.

Art therapy and music therapy methods are also important in the formation of emotional intelligence. Through drawing, working with clay, listening to music and rhythmic movements, the child has the opportunity to express his inner experiences in a non-verbal form. This reduces emotional tension and forms a positive emotional background. Integration of speech therapy with emotional training is an important pedagogical condition. For example, when exercises in the correct pronunciation of sounds are enriched with emotionally colored words (for example, "happy", "sad", "surprised"), the child's emotional vocabulary expands and he learns to express his state. Activities aimed at developing empathy (discussion of the story, analysis of the characters' situations, questions and answers) strengthen children's ability to understand the emotions of others. This plays an important role in social relationships. Thus, the formation of emotional intelligence in preschool children with speech disorders is a

multi-component, systematic and pedagogical process based on an individual approach, which requires the integral unity of play, art, speech and psychological activities.

A comprehensive methodology was used in the process of forming the emotional intelligence of preschool children with speech impairments. The study involved 30 children aged 4–6 with speech impairments. Their level of emotional intelligence was previously assessed using special diagnostic tests.

The methodological approach included the following main components:

1. Role-playing games and story-based dramatization - children learn to understand and express emotions by playing out various social situations. In this process, teachers widely used visual aids (cards, images) and mimicry.

2. Art therapy and music classes - children were given the opportunity to express their emotions non-verbally through drawing, working with clay, and listening to music.

3. Speech therapy classes - special exercises aimed at expanding emotional vocabulary were used in the process of speech correction. For example, working with emotionally colored words such as "happy", "angry".

4. Empathy development exercises - children were taught to understand the emotions of others through analysis of the emotions of the characters, conversations, and questions and answers.

The methodology was carried out 3 times a week, 40 minutes each, for 3 months.

At the end of the experiment, the children's emotional intelligence indicators significantly improved. The results of special diagnostic tests (for example, the test for recognizing and expressing emotions, tools for assessing the level of empathy) showed the following:

- The ability to understand emotions increased by 35%. Children became much better than before in identifying emotions appropriate to different facial expressions and situations.

- The empathy indicator increased by 28%. Children showed significant positive changes in understanding and responding to the emotions of others.

- The ability to express their emotions through speech increased by 40%. The emotional vocabulary expanded, and children learned to express their feelings verbally.

As a result of observations by educators and parents, it was also noted that children's participation in social communication and relationships with peers improved. Children became more active in playing in a group, expressing their thoughts and feelings. These results show that the development of emotional intelligence in

preschool children with speech disorders requires a comprehensive and individual approach, and a combination of the methods described above is effective.

References:

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