

FORMATION OF SOCIAL-EMOTIONAL DEVELOPMENT IN PRESCHOOL
CHILDREN THROUGH DIDACTIC GAMES

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Abstract. This study is devoted to analyzing the theoretical foundations of social-emotional development in preschool children within the framework of Eastern and Western pedagogical thought. The work comparatively examines the ideas of social cooperation and moral development presented in the work "The Virtuous City" by Abu Nasr Farobiy, the socio-cultural development theory of Lev Vygotsky, particularly the concept of the "zone of proximal development," and the didactic approach of Maria Montessori aimed at fostering independence in children. In addition, the importance of didactic games in developing empathy, communication culture, and emotional intelligence in children is scientifically substantiated.

Keywords: social-emotional development, didactic games, emotional intelligence, empathy, communication, facilitation, social environment, "self-concept".

Preschool age is a crucial stage in the psychological formation of a child's personality. During this period, important aspects such as emotional stability, self-awareness, and understanding of social relationships are actively developed. Social-emotional development refers to the process through which a child learns to recognize and manage their emotions, demonstrate empathy, and build effective communication skills.

According to scientific perspectives, this developmental process is particularly intensive between the ages of 3 and 7 and directly influences a child's future personal and academic success.

Social-emotional development includes the following key components:

- recognition and regulation of emotions;
- self-confidence;
- empathy;
- constructive conflict resolution skills.

As Lev Vygotsky emphasized, a child's development occurs through social interaction. According to his theory of the "zone of proximal development," children are able to accomplish tasks with the support of adults or more knowledgeable peers. In this process, external speech gradually transforms into internal speech, leading to the development of self-regulation. Abu Nasr Farobiy connects the upbringing of a perfect individual with social cooperation and moral values, emphasizing that early development of social qualities is the foundation of an ideal society. In Maria Montessori's methodology, children learn through independent activity. Didactic materials not only enhance cognitive development but also foster social responsibility.

Didactic games serve as an effective pedagogical tool in the social-emotional development of preschool children. Through these games:

- children learn to regulate their emotions;
- communication and cooperation skills are developed;
- empathy is fostered;
- social norms and rules are naturally internalized;
- self-confidence is strengthened.



For example, games aimed at identifying emotions enrich children's emotional vocabulary, while role-playing games help them understand others' perspectives. Cooperative games enhance social adaptation.

According to Daniel Goleman's theory of emotional intelligence, success depends not only on cognitive abilities but also on the ability to manage emotions and build social relationships. Didactic games are considered an effective means of developing these competencies. Research also shows that such games contribute to the development of children's speech, thinking, and social activity. The family is the child's first social environment, where trust, self-esteem, and emotional security are formed through parental interaction.

The educator plays a key role in expanding the child's social experience, acting as a facilitator who guides children toward independent thinking and empathy. Consistent cooperation between family and preschool institutions is essential; otherwise, conflicting expectations may negatively affect the child's emotional state. Social-emotional development in preschool children is a fundamental factor influencing their future personal and academic success. Organizing this process through didactic games enables children to understand and regulate their emotions and establish healthy social relationships. According to the "Ilk Qadam" state curriculum, this area of development is a priority in shaping the child's self-concept. The facilitator role of educators, combined with systematic collaboration with parents, contributes to the formation of emotionally stable individuals who are well-prepared for social life.

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