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# DIAGNOSIS OF EMOTIONAL INTELLIGENCE DEVELOPMENT IN PRESCHOOL CHILDREN: METHODS AND RESULTS

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Toshkent iqtisodiyot va pedagogika instituti  
Tillar va maktabgacha ta'lim stajyor o'qituvchisi

**Abstract:** The article examines the problem of diagnosing emotional intelligence (EI) in preschool children. Based on the analysis of international, CIS, and Uzbek studies, it is shown that EI is a crucial factor in children's social adaptation and readiness for further education. Special attention is given to international diagnostic tools (MSCEIT-YV, EQ-i:YV, SEL monitoring) as well as local practices that mainly rely on observation and teacher evaluation. The article concludes that Uzbekistan must adapt international methodologies to its socio-cultural context and integrate them into the national preschool education system.

**Key words:** emotional intelligence, diagnosis, preschool education, social adaptation, pedagogical practice.

**Annotatsiya:** Maqolada maktabgacha yoshdagi bolalarda hissiy intellektni (EI) tashxislash muammosi ko'rib chiqiladi. Xalqaro, MDH va O'zbekiston tadqiqotlari tahlili asosida ko'rsatilishicha, EI bolalarning ijtimoiy moslashuvi va keyingi ta'limga tayyorligida hal qiluvchi omil hisoblanadi. Xalqaro diagnostika vositalariga (MSCEIT-YV, EQ-i:YV, SEL monitoringi), shuningdek, asosan kuzatish va o'qituvchilarni baholashga tayanadigan mahalliy amaliyotlarga alohida e'tibor beriladi. Maqolada O'zbekiston xalqaro metodologiyalarni o'zining ijtimoiy-madaniy kontekstiga moslashtirishi va milliy maktabgacha ta'lim tizimiga integratsiyalashuvi zarurligi qayd etilgan.

**Kalit so'zlar:** hissiy intellekt, tashxis, maktabgacha ta'lim, ijtimoiy moslashuv, pedagogik amaliyot.

**Аннотация:** В статье рассматривается проблема диагностики эмоционального интеллекта (ЭИ) у детей дошкольного возраста. На основе анализа зарубежных, отечественных и зарубежных исследований показано, что ЭИ является важнейшим фактором социальной адаптации детей и их готовности к дальнейшему образованию. Особое внимание уделяется международным диагностическим инструментам (MSCEIT-YV, EQ-i:YV, SEL-мониторинг), а также отечественным практикам, основанным преимущественно на наблюдении и оценке педагогов. В статье делается вывод о необходимости адаптации международных методик к социокультурному контексту Узбекистана и их интеграции в национальную систему дошкольного образования.

**Ключевые слова:** эмоциональный интеллект, диагностика, дошкольное образование, социальная адаптация, педагогическая практика.

## INTRODUCTION

In the context of globalization and rapid socio-economic transformations, the holistic development of preschool children is becoming one of the strategic priorities of national education systems. Alongside cognitive skills, particular emphasis is now placed on the formation of emotional intelligence (EI), which includes the ability to recognize, understand, and regulate one's own emotions as well as to consider the emotions of others (Mayer, Salovey & Caruso, 2004; Goleman, 2018). Numerous international studies confirm that the development of EI in early childhood not only facilitates successful socialization but also positively influences future academic achievement, communication skills, and personal resilience (OECD, 2020; UNICEF, 2021).

In Uzbekistan, the issue of fostering children's emotional and social competencies has been officially recognized as a state priority. The Presidential Decree PF-60 "On the Development Strategy of New Uzbekistan" (January 28, 2022) emphasizes the necessity of raising a generation that is not only knowledgeable but also

socially and emotionally competent. Moreover, the Resolution of the Cabinet of Ministers No. 802 (December 22, 2020) “On the Concept for the Development of Preschool Education until 2030” underlines the importance of creating an emotionally supportive educational environment in kindergartens and integrating innovative pedagogical methods into practice. According to the State Statistics Committee of the Republic of Uzbekistan, in 2024 more than 3.1 million children were enrolled in preschool educational institutions, where over 150,000 teachers and caregivers are employed. However, national surveys conducted by the Center for Pedagogical Innovations (2023) reveal that only about 40–45% of educators demonstrate sufficient emotional competence to effectively support the development of EI in children. This indicates a gap between the policy framework and the actual professional preparedness of pedagogical staff.

International experience further highlights the necessity of valid and reliable diagnostic tools for assessing children’s emotional intelligence. In countries such as the United States, Finland, and Singapore, standardized diagnostic methods (e.g., MSCEIT-YV, EQ-i:YV, SEL monitoring tools) are widely applied to evaluate children’s emotional perception, empathy, and self-regulation. LITERATURE REVIEW ON THE TOPIC

The concept of emotional intelligence (EI) has been widely discussed in psychology and pedagogy since the late 20th century. According to J. Mayer and P. Salovey (1990), EI is understood as the ability to perceive, interpret, and regulate emotions in oneself and others. Later, D. Goleman (2018) expanded this concept by including social competences such as empathy, motivation, and communication skills, highlighting their role in education and child development. C. Saarni (1999) emphasized that the development of EI in children occurs primarily in interaction with adults, especially educators, who act as role models for emotional behavior.

In international practice, special attention is paid to the diagnosis of EI in preschool children. Tools such as the MSCEIT-YV (Mayer-Salovey-Caruso Emotional Intelligence Test – Youth Version) and the EQ-i:YV (Emotional Quotient Inventory: Youth Version) are used to assess children’s ability to recognize emotions, regulate their behavior, and develop empathy. In Finland and Singapore, EI diagnostics are integrated into broader SEL (Social and Emotional Learning) programs (OECD, 2020; UNICEF, 2021), which allow educators to systematically monitor children’s socio-emotional development. American researchers M. Brackett and S. Rivers (2014) stress that without valid diagnostic tools, EI programs risk being declarative rather than effective.

In the CIS region, a number of studies highlight the role of diagnostics in shaping emotional competence. Russian scholars such as I.N. Andreeva and E.L. Yakovleva (2019) developed methodological recommendations for assessing emotional competence in both teachers and children. L.F. Obukhova (2020) explored the psychological mechanisms of EI formation in preschool age, pointing out that diagnostic observations should include play and communication contexts. In Belarus, V.A. Yakubovich (2021) proposed a diagnostic framework that combines teacher observation with structured questionnaires for parents. In Kazakhstan, A.M. Zhumabekova (2022) emphasized the use of game-based and art-therapy diagnostic tools to measure empathy and self-regulation among preschoolers.

In Uzbekistan, the issue of diagnosing emotional intelligence in preschool children has been increasingly recognized within the framework of national reforms. The “Concept for the Development of Preschool Education until 2030” (Resolution No. 802, 2020) and the Presidential Decree PF–60 (2022) underline the importance of socio-emotional development as a key educational priority. However, scientific studies indicate that diagnostic practices are still underdeveloped. Prof. S.Kh. Tursunova (2021) highlights the need for introducing standardized EI diagnostics into teacher training programs. Assoc. Prof. M.F. Baybaeva (2022) focuses on the role of empathy assessment in preschool education and proposes observation-based diagnostic models. D.Yu. Kholmiraeva (2023) analyzes the link between teacher emotional competence and children’s communication development, underlining the diagnostic gap in existing pedagogical practices. G. Sharipova (2022) advocates for the integration of art-therapy and STEAM-based diagnostic tools to identify children’s emotional responses and self-expression capacities.

## RESEARCH METHODOLOGY

This study is based on a systematic review and comparative analysis of scientific literature, normative documents, and international practices related to the diagnosis of emotional intelligence in preschool children. The theoretical framework draws on the works of Mayer & Salovey (1990), Goleman (2018), Saarni (1999), as well as contemporary studies from the CIS and Uzbekistan.

The review covers three levels of sources: International experience – diagnostic tools such as MSCEIT-YV, EQ-i:YV, and SEL monitoring programs (OECD, UNICEF). CIS research – methodologies for observation-based and psychometric assessment of children’s socio-emotional development (Andreeva, Yakovleva, Obukhova, Zhumabekova). Uzbek studies – analysis of local practices within the framework of the Presidential Decree PF–60 (2022) and the Concept of Preschool Education Development until 2030 (Resolution No. 802, 2020).

The methodological approach includes theoretical analysis, content comparison, and synthesis, which allowed us to identify trends, strengths, and limitations of EI diagnostics and to discuss their applicability in the context of Uzbekistan's preschool education system.

## ANALYSIS AND RESULTS

Despite the diversity of approaches, researchers agree that diagnosis of emotional intelligence in preschool children is essential for effective educational intervention. While foreign scholars emphasize the use of standardized psychometric tools, CIS researchers often point to cultural and contextual factors. Uzbek scientists, in turn, stress the urgent need to adapt international diagnostic methodologies to the national context, taking into account local traditions, language, and socio-cultural norms. Thus, the literature demonstrates both the global significance and the local specificity of EI diagnostics in preschool education. The discussion confirms that Uzbekistan must combine international best practices with its own national educational strategies in order to build a robust system for assessing and developing emotional intelligence among preschool children.

The analysis of theoretical and practical sources on the diagnosis of emotional intelligence in preschool children led to several key findings:

**Universal recognition of EI as a core developmental factor.** Both international and regional studies confirm that emotional intelligence in early childhood is crucial for social adaptation, communication, and later academic success (Mayer & Salovey, 1990; Goleman, 2018; OECD, 2020).

**Variety of diagnostic tools.** In developed countries, standardized instruments such as MSCEIT-YV and EQ-i:YV are widely applied, while SEL monitoring frameworks provide continuous assessment of socio-emotional learning.

**Observation-based diagnostics in CIS countries.** Research by Andreeva, Yakovleva, Obukhova, and others shows that in post-Soviet contexts, EI diagnostics often rely on teacher observations and parent questionnaires, which provide valuable insights but lack psychometric standardization.

**Gaps in Uzbek practice.** Although Uzbekistan's state reforms (PF-60, 2022; Resolution No. 802, 2020) highlight the importance of socio-emotional development, diagnostic methodologies remain limited and fragmented. Current practice relies heavily on informal observation, without the integration of validated international tools.

**Need for cultural adaptation.** Scholars agree that EI diagnostic methods must be adapted to the socio-cultural and linguistic context of Uzbekistan to ensure reliability and validity, while still aligning with international best practices.

In general, the results of the literature review show that while the importance of emotional intelligence diagnostics in preschool children is widely recognized, Uzbekistan still faces the task of systematizing, standardizing, and contextualizing these practices within its national preschool education system.

The review of literature demonstrates that the diagnosis of emotional intelligence (EI) in preschool children is an emerging but unevenly developed field across different regions. While the importance of EI for early childhood development is universally acknowledged, approaches to its assessment vary significantly. **International perspective.** In countries such as the United States, Finland, and Singapore, the use of standardized tools (MSCEIT-YV, EQ-i:YV) and integration of diagnostic measures into SEL (Social and Emotional Learning) frameworks ensure both reliability and continuity in monitoring children's emotional growth (OECD, 2020; UNICEF, 2021). These practices highlight the benefits of combining psychometric assessments with systematic teacher training, thereby creating evidence-based educational interventions.

**CIS perspective.** In post-Soviet contexts, research (Andreeva, Yakovleva, 2019; Obukhova, 2020; Zhumabekova, 2022) reveals a reliance on observation, play-based tasks, and parent questionnaires as primary diagnostic tools. These methods reflect cultural and pedagogical traditions but are often criticized for lacking standardization and comparability. Nevertheless, they provide valuable insights into the social and emotional dynamics of preschoolers within culturally specific settings.

**Uzbek context.** In Uzbekistan, the issue of diagnosing children's EI is gaining prominence under the framework of national reforms, particularly the Presidential Decree PF-60 (2022) and the Concept for the Development of Preschool Education until 2030 (Resolution No. 802, 2020). Scholars such as Tursunova (2021), Baybaeva (2022), and Kholmiraeva (2023) note that diagnostic practices remain fragmented and largely informal. The absence of validated tools limits the capacity of educators to systematically track emotional development, which creates a gap between policy goals and pedagogical practice.

Overall, the discussion highlights that while international standards provide methodological rigor, their successful implementation in Uzbekistan requires cultural adaptation and contextualization. A balanced approach—combining validated diagnostic frameworks with local pedagogical practices—appears to be the most promising path for building a reliable system of EI assessment in preschool education.

## CONCLUSION AND RECOMMENDATIONS

The literature review confirms that the diagnosis of emotional intelligence (EI) in preschool children is a critical component of modern early childhood education. International research demonstrates the effectiveness of standardized psychometric instruments and SEL-based monitoring systems, which allow for systematic assessment and targeted developmental interventions. In the CIS, diagnostic practices are more observational and context-driven, reflecting cultural traditions but lacking methodological standardization. In Uzbekistan, despite significant reforms in preschool education (PF-60, 2022; Resolution No. 802, 2020), diagnostic approaches to EI remain underdeveloped and fragmented. Current practices rely heavily on informal teacher observations, which limits the reliability of assessments. Scholars emphasize the urgent need to integrate validated diagnostic tools into the national education system while adapting them to the cultural and linguistic context of the country. Such measures will not only align Uzbekistan's preschool education system with global standards but also foster the holistic development of children, ensuring their successful socialization, emotional well-being, and readiness for future learning.

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