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Problems And Ways Of Developing The Emotional Vocabulary And Leadership Qualities Of Primary School Children In The Republic Of Uzbekistan

Rikhsiboeva Nigora Nizomiddin kizi¹, Toymukhamedova Dilobar Khusnitdinovna²

1. Associat Master's student of the Faculty of Social Sciences in the field of "Psychology" at the M. Ulugbek National University of Uzbekistan
 2. Primary school teacher at secondary school No. 76 in the Sergeli district of Tashkent
- * Correspondence: nigorarixsiboyeva2323@gmail.com

Abstract: This article examines the features and interconnections of developing emotional vocabulary and leadership qualities in primary school children in the Republic of Uzbekistan, and analyzes and identifies the main problems existing within them. Furthermore, based on the analysis and study of existing problems in developing emotional vocabulary and leadership qualities in primary school students, scientific proposals and practical recommendations aimed at developing emotional vocabulary and leadership qualities in primary school students in general education schools in Uzbekistan have been developed.

Keywords: emotional intelligence, emotions, emotional vocabulary, competence, leadership qualities, self-awareness, self-control, social skills, primary school age, correlation analysis, cognitive component.

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Introduction

In the context of modernizing the education system of the Republic of Uzbekistan, the problem of the socio-emotional development of primary school children is becoming increasingly relevant.[1] Among the components of the socio-emotional sphere, emotional intelligence occupies a central place, particularly its cognitive aspect—the level of emotional vocabulary development, i.e., the child's ability to recognize, differentiate, and verbally denote various emotional states.[2]

Leadership qualities in primary school age manifest as the ability to show initiative, organize joint activities, influence peers, and occupy an active position within the group. The formation of leadership at this age stage lays the foundation for successful social adaptation, academic motivation, and future self-realization.

The transition to educational activities, the expansion of communication circles, and the necessity of adhering to social norms create increased requirements for emotional competence and the ability to build constructive interpersonal relationships in younger school-age children (7-10 years) in general education schools.

Despite a significant number of studies on emotional intelligence and social skills in domestic and foreign psychology, the empirical analysis of their specific relationship, especially in relation to leadership qualities, remains insufficiently studied in the Uzbek educational environment.[3] Most works consider these constructs in isolation or in a generalized form, without emphasizing the quantitative power and direction of the relationship between emotional vocabulary and leadership.[4]

Therefore, today it becomes necessary to conduct research to fill this gap. That is, to empirically identify the nature and strength of the statistical relationship between the level of emotional vocabulary development and the severity of leadership qualities in children aged 7–10. Furthermore, the primary task is to conduct a correlation analysis and interpret the results obtained in the context of the age and socio-cultural characteristics of primary school children in Uzbekistan.[5]

Thematic literature review

Emotional intelligence is regarded by modern researchers as an integrative psychological education that ensures the success of social interaction.[6]

According to the P. Salovey and J. Mayer model, emotional intelligence includes the ability to perceive, understand, and regulate emotions; the key cognitive component is the emotional dictionary, the ability to accurately verbalize emotional states.[7]

D. Goleman emphasizes the role of emotional competence in achieving success, including leadership, where self-awareness and empathy allow for effective influence on the group. R. Bar-On interprets emotional intelligence as non-cognitive abilities that facilitate adaptation, including through the development of leadership qualities in social situations.[8] In age psychology, early school age (7-10 years) is recognized as a sensitive period for the development of both emotional intelligence and social skills.

L. I. Bojović noted that during this period, the "social self" develops actively, and motives of communication and leadership become dominant.[9]

R. Baratov in his research conducted in Uzbekistan emphasizes that insufficient development of the emotional sphere leads to difficulties in demonstrating initiative and leadership among primary school students.[10] Leadership qualities in a children's collective are defined as the ability to organize activities, take responsibility, and motivate peers.

Table 1. Some statements by scholars regarding the relationship between emotional intelligence and leadership

| Authors | Key components | Leadership relationship |
|----------------------|--|---|
| P. Selovey, J. Mayer | Perception, understanding, and regulation of emotions. | Emotional vocabulary as the foundation of empathy and group influence |
| D. Goleman | Self-awareness, self-control, motivation, empathy. | Leadership as a Result of Emotional Competence |
| R. Bar-On | Non-cognitive abilities, adaptation. | Leadership through stress management and social relationships |

Table 1 is provided for a visual comparison of the main approaches.

As seen from the table, K. B. Murotmusayev and G. B. Namazova indicate that emotional intelligence serves as a socio-pedagogical task that directly influences the formation of leadership in the school environment. Foreign studies (D. Goleman, J. D. Mayer) confirm a positive link between emotional competence and leadership manifestations as early as primary school. [11]

Additionally, many scholarly researchers have social skills, including leadership, that include communicative, organizational, and reflective components.[12]

Empirical data from foreign and domestic studies confirm a positive correlation between emotional intelligence and leadership.[13] For example, the main result of such a relationship is the leadership factor in a team, as well as a positive correlation between growth and leadership qualities in primary school children.

Thus, literature analysis shows that emotional vocabulary, as a cognitive component of emotional intelligence, plays a key role in the formation of leadership qualities.

But at the same time, in the conditions of the Republic of Uzbekistan, that is, in the context of digitalization of education, this relationship requires special empirical

confirmation.

Research methodology

In this article, an empirical study was conducted based on general education schools in the Republic of Uzbekistan. The sample consisted of 117 children of primary school age (53 girls - 45.3%, 64 boys - 54.7%; average age 9.55 ± 1.05 years). Distribution by class: 1st – 23.9%, 2nd – 23.9%, 3rd – 24.8%, 4th – 27.4%. The majority of children (93.2%) were raised in full families.

Two valid methods were primarily used for diagnosis:

1. Methodology for diagnosing the level of emotion dictionary development by A. A. Adaskina and O. N. Baklykova (20 situational photographs; the number of correctly named emotions is assessed; levels: high – 15 and more points, medium – 8–14, low – up to 7).

2. Rene Gilles' projected methodology for researching interpersonal relationships (42 tasks; the "leadership" scale is evaluated by the number of choices, maximum 18 points; levels: high – 18 points, medium – 15, low – 12).

Furthermore, to investigate this issue, the survey was conducted in a group format during school hours, following ethical standards (informed consent from parents and school administrators). Statistical processing was performed using the SPSS-23 program. The verification of the distribution type was carried out using the single-sample Kolmogorov-Smirnov criterion. Due to the deviation of the distribution from normal ($p < 0.001$ across all variables), the non-parametric Spearman rank correlation coefficient (ρ) was applied. The level of statistical significance is $p \leq 0.05$ (bilateral).

Results and Discussion

In the first stage, information was systematized, protocols with incomplete answers were excluded, and data were prepared for further statistical analysis.

Special attention was paid to describing the characteristics of the sample, as the demographic parameters of the sample are an important basis for interpreting the results and allow for an assessment of the representativeness of the obtained data. Initially, indicators reflecting the socio-demographic profile of the sample are considered: distribution by gender, age, education class, and family type.

The graphical data presented below (Figures 1-4) allow for a clear demonstration of the sample structure and provide a deeper understanding of the characteristics of the study group.

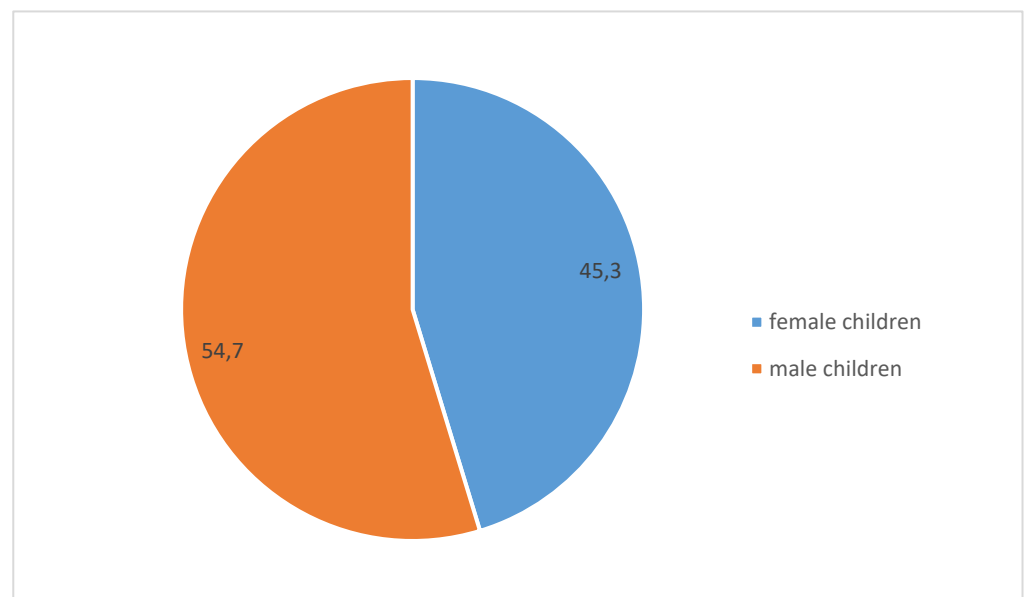


Figure 1. Distribution of participants by gender (in percent) (n=117)

Figure 1 clearly demonstrates the distribution of respondents by gender. Data analysis showed that in the studied sample, girls account for 45.3% (n = 53), while boys account for 54.7% (n = 64). Although there is a slight quantitative predominance of boys, the overall sex ratio in the sample is quite balanced, allowing for speculation about the group's representativeness from a gender perspective.

Figure 2 illustrates the distribution of study participants by age. Data analysis showed that the largest share of respondents falls on the ages of 10 years (27.4%, n = 32) and 9 years (24.8%, n = 29). This age range corresponds to the period of the most active development of emotional intelligence, the formation of emotional vocabulary, and the formation of basic social skills in primary school children

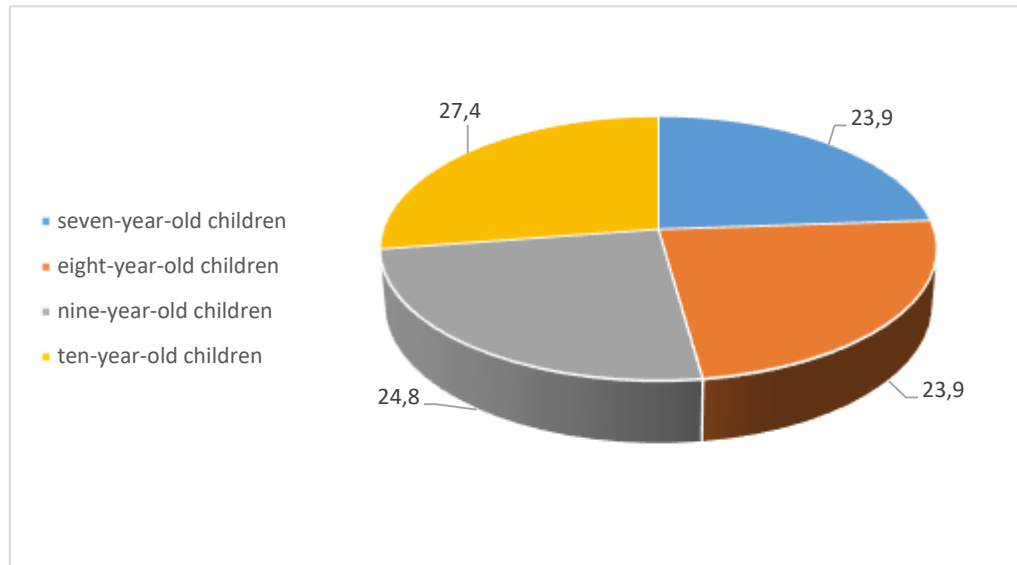


Fig. 2. Distribution by age (in percent) (n=117)

This is followed by 7-year-olds and 8-year-olds with an equal share of 23.9% (n = 28 in each age group). Although the proportion of these age categories is somewhat lower, including them in the sample significantly increases the age variability of the data. This allows for a deeper comparative analysis and traces the developmental dynamics of the studied indicators (emotional vocabulary and leadership qualities) at different stages of primary school age.

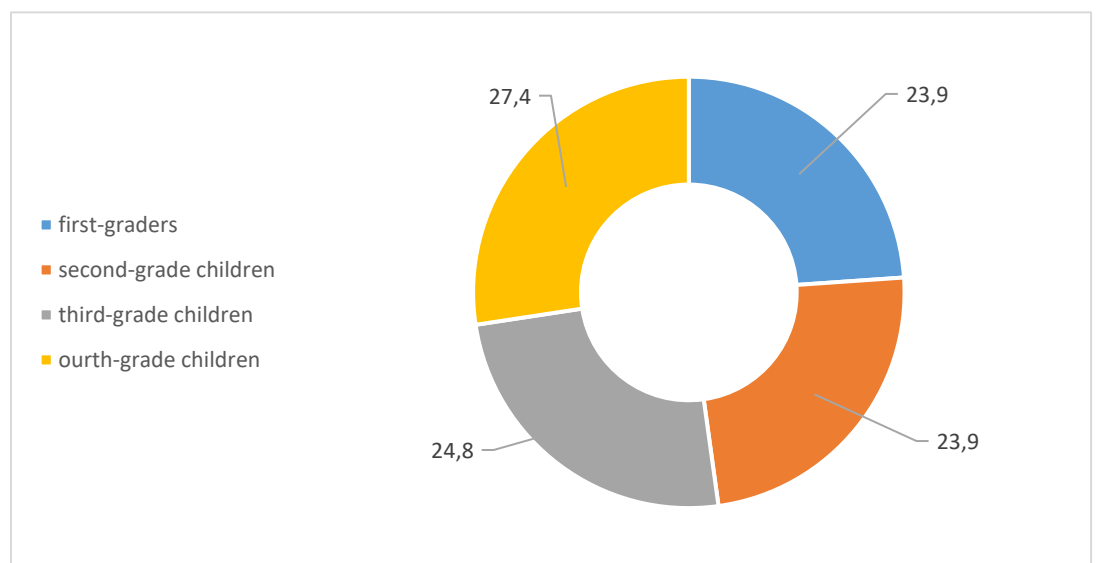


Figure 3. Distribution by classes of study (in percent) (n=117)

Figure 3 reflects the distribution of research participants by classes of study. According to the data provided, the sample included 1st-grade (23.9%, n = 28), 2nd-grade (23.9%, n = 28), 3rd-grade (24.8%, n = 29), and 4th-grade (27.4%, n = 32) students.

It should be noted that such a relatively uniform distribution along parallels is due to the features of purposeful sample formation. It fully aligns with the research objectives aimed at studying the socio-emotional characteristics of primary school students at various stages of learning in primary school. Including children from all four grades of primary school allows for tracking the developmental characteristics of emotional vocabulary and leadership qualities in dynamics, as well as providing an opportunity for comparative analysis of age-related and school-related changes in the studied indicators.

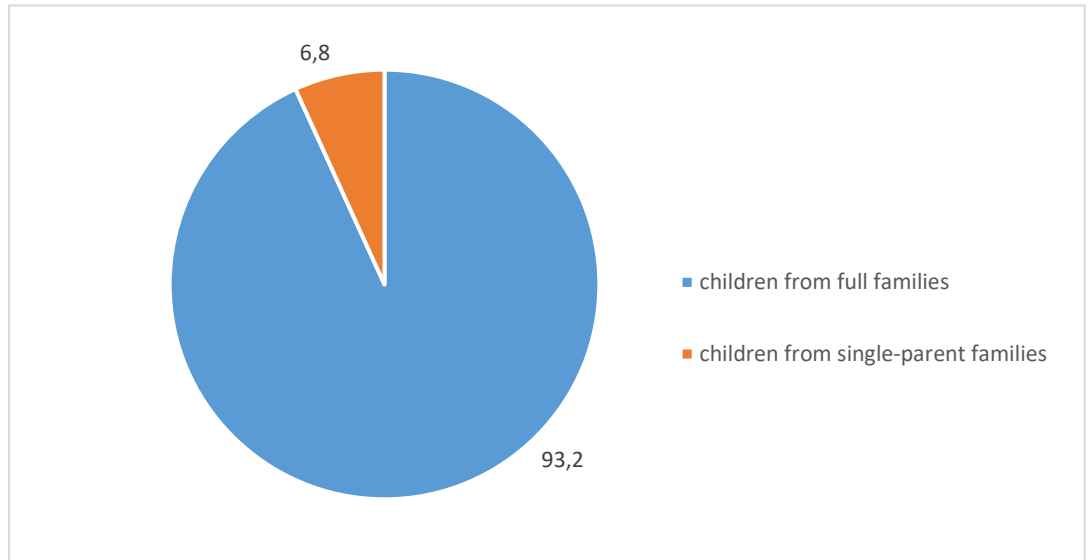


Figure 4. Distribution by family type (in percent) (n=117)

Figure 4 presents the distribution of respondents by family type. Analysis of the data showed that the vast majority of children are raised in full-fledged families—93.2% (n=109). The share of children from single-parent families is 6.8% (n = 8).

Such a characterization is important for interpreting the results, as family structure is considered in modern psychology as a significant factor influencing the development of emotional intelligence, emotional vocabulary, and social skills in a child. Taking into account the family context allows for a more accurate assessment of the conditions for the formation of the studied qualities.

The next stage of analysis describes the distribution of results across the study's main variables: the level of emotional intelligence development (specifically emotional vocabulary) and the severity of leadership qualities. The graphical representation of data on the psychodiagnostic techniques used allows for a clear visualization of the degree of severity of the studied indicators in the sample and the identification of general trends[14].

The following figures (Figures 5 and 6) present the diagnostic results for key methodologies that will subsequently be used for comparative and correlation analysis.



Figure 5. Distribution of emotional vocabulary levels (in percent) (n=117)

Figure 5 presents the distribution of emotional intelligence development levels

(verbal emotional competence) among the study participants. According to the presented data, the majority of primary school students exhibit an average level of emotional intelligence, which corresponds to the typical age characteristics of this developmental period[15].

The proportion of children with high levels of emotional intelligence occupies a relatively small portion of the sample. This indicates that the ability to adequately recognize, differentiate, and verbally denote a wide range of emotions is still actively developing in a significant portion of primary school children.

It is appropriate to note that in this methodology for analyzing the emotional intelligence of primary school students, the number of participants with low levels of emotional intelligence development is represented as minimal. Nevertheless, their presence indicates existing difficulties in recognizing and understanding the emotional states of primary school children and emphasizes the need for additional corrective and developmental measures for this category of children.

Overall, the results obtained allow for the conclusion that there is a pronounced age-related dynamic in the formation of the emotional sphere of primary school children. Furthermore, they serve as an important basis for further comparative and correlational analysis within the sample, particularly for studying the relationship between emotional intelligence levels and other socio-psychological characteristics, including leadership qualities.

According to the "Leadership" scale of the Rene Gilles projective methodology, the distribution of results in the sample was more uniform compared to other indicators. Thus, 37.61% of children demonstrated leadership qualities below the average level, 33.33% of participants demonstrated the average level, and 29.06% of primary school children demonstrated leadership qualities above the average level (Fig. 6).

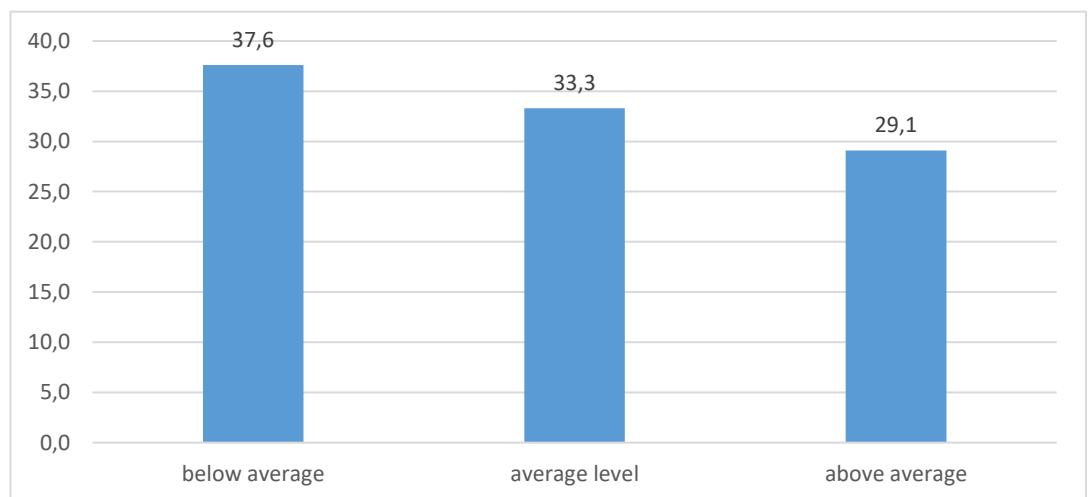


Figure 6. Distribution of leadership qualities levels (in percent) (n=117)

As seen from the presented figure, a significant share of children (37.61%) below the average level reflects typical age characteristics: many primary school children still experience difficulties in showing initiative, organizing joint activities, and exerting influence on their peers. At the same time, nearly one-third of the sample (29.06%) already exhibits a sufficiently high level of leadership qualities, manifested in an active stance, the ability to take responsibility, generate ideas, and coordinate group actions.

Such a relatively uniform distribution indicates a significant variability in the manifestation of leadership qualities within the study group. Unlike most other socio-psychological characteristics where the average level prevailed, children on the "Leadership" scale were distributed quite proportionally among the three categories. This indicates that in primary school, leadership potential is in an active stage of formation and does not yet have a pronounced polarization.

The results obtained during the comprehensive psychodiagnostic examination were subjected to statistical processing using two main methodologies: "Methodology for Diagnosing the Level of Development of Emotion Dictionary in Children" (A. A. Adaskina, O. N. Baklykova) and "Methodology for Researching Interpersonal Relations" by Rene Gilles. In the first stage, the distribution form of traits across all studied scales was verified

using descriptive statistics and the non-parametric single-sample Kolmogorov-Smirnov criterion.

Our empirical analysis showed that the distributions of most variables differ significantly from the normal distribution. This fact indicates the heterogeneity of the sample and the presence of asymmetry in the severity of the studied psychological characteristics in primary school students.

Due to the established abnormal distribution of data, the non-parametric Spearman correlation coefficient was used to conduct a correlation analysis of the relationship between the level of emotional intelligence development (emotional vocabulary) and social skills (specifically, the "Leadership" scale). The choice of this statistical method made it possible to obtain reliable and correct results that correspond to the nature of the empirical data (Table 2).

Table 2. Correlation of emotional vocabulary levels and "Leadership" scales (n=117)

| Indicator | ρ Spearman | p-value |
|------------------|-----------------------------------|----------------|
| Leadership | 0,585** | 0,000 |

As evidenced by the data in Table 2, during the empirical study, statistically significant correlations were identified between the level of emotional vocabulary development and a number of social characteristics of primary school children. In particular, the analysis showed that there are stable positive correlations between the indicators of the "Dictionary of Emotions" methodology and such important socio-psychological qualities as leadership abilities. This indicates that the richness of emotional vocabulary serves as a significant factor influencing the social development of primary school children.

The results of the correlation analysis revealed a statistically significant positive correlation between the indicators of the "Emotion Dictionary" methodology and the "Leadership" scale ($r = 0.585$; $p = 0.000$). The obtained correlation coefficient value indicates a sufficiently strong and pronounced correlation between the level of emotional vocabulary development and the degree of manifestation of leadership qualities in primary school children.

In modern psychology, leadership in a children's collective is considered a complex socio-psychological phenomenon manifested in a child's ability to actively demonstrate initiative and organize joint activities, exert a constructive influence on behavior and emotional state toward their peers, and occupy a stable active position in the group. Children with pronounced leadership qualities, as a rule, become the natural focus of the collective's attention. They generate new ideas for joint games and activities, take responsibility for role distribution, coordinate actions, and resolve emerging difficulties. Such children are more likely than others to act as organizers, peacemakers, and inspirers of the group.

Children with high levels of emotional competence significantly more often exhibit prosocial forms of behavior: they provide support and help to their peers, show care, successfully reach an agreement in disputed situations, and are able to find compromise solutions. Thanks to these qualities, they naturally gain authority in the group and occupy leading positions. Such children coordinate joint activities more easily, create and maintain a favorable emotional climate within the team, resolve emerging contradictions in a timely manner, and help the group maintain a positive attitude even in difficult situations.

The strong positive correlation identified during the study between emotional vocabulary and leadership confirms the theoretical positions regarding the leading role of emotional intelligence in the successful socialization of primary school children. The obtained data align with the results of other sections of our study, which established that children with a higher level of emotional development possess not only pronounced leadership qualities but also a higher sociometric status in the classroom, better adaptation to the school environment, and a lower number of conflict interactions with peers.

Summarizing the analysis, it can be said that the development of emotional vocabulary should be considered one of the most important conditions for forming leadership potential in primary school students. Enriching children's emotional vocabulary

contributes not only to increasing their communicative competence but also to the formation of important personal qualities necessary for successful interaction in society. This fact highlights the need for purposeful psychological and pedagogical work to develop the emotional sphere of primary school students within the educational process and extracurricular activities.

Proposals

The conducted empirical study confirmed the presence of a statistically significant positive correlation between the level of emotional vocabulary development and the severity of leadership qualities in primary school children ($r = 0.585$; $p = 0.000$). The obtained result indicates a sufficiently strong correlation and allows for the consideration of the richness of emotional vocabulary as one of the important predictors for the formation of leadership potential in primary school age.

In the context of modern requirements for forming a socially active and competent personality, emotional competence, and primarily a developed emotional vocabulary, serves as a significant internal resource that contributes to the successful socialization of the child. Children who are able to accurately recognize, name, and understand emotions are better able to navigate social situations, more easily establish constructive relationships with peers, show initiative, and take on organizational functions within the group.

The level of emotional vocabulary development plays a special role in the formation and development of leadership qualities. Emotional vocabulary is a crucial component of emotional intelligence, reflecting a child's ability to recognize, differentiate, and verbally denote various emotional states - both their own and those of others. A child with a rich emotional vocabulary understands the nuances of their peers' emotional lives significantly better. This allows him to more accurately read emotional signals, anticipate other children's reactions, and flexibly adapt his behavior during communication.

A developed emotional vocabulary contributes to the formation of key mechanisms of social interaction. First, it serves as a foundation for developing empathy—the ability to understand and share another person's feelings. Secondly, it enhances the effectiveness of emotional regulation, allowing the child to control their own emotional manifestations and prevent conflict situations. Third, a rich emotional vocabulary facilitates the process of verbal communication of feelings and needs, making interaction more constructive and conscious.

Conclusions

Overall, it can be stated with confidence that emotional vocabulary can be considered not only a component of emotional intelligence but also an important factor in the development of leadership qualities within a children's collective.

The theoretical significance of the study lies in supplementing existing concepts regarding emotional intelligence as a determinant of the social development of primary school students. The obtained data expand our understanding of the mechanisms by which emotional vocabulary influences the formation of leadership positions and align with modern approaches in developmental psychology and pedagogical psychology.

The practical significance of the results lies in the possibility of using them to improve the psychological and pedagogical support of primary school children. The identified relationship justifies the necessity of implementing systematic social-emotional learning (SEL) programs into the educational process of primary school. Such programs, aimed at purposefully enriching children's emotional vocabulary, can become an effective tool for forming leadership qualities, enhancing social competence, and preventing difficulties in interpersonal relationships.

The data obtained in the study open up prospects for further scientific work. A promising direction is conducting longitudinal research, studying the role of emotional vocabulary in the development of other social qualities (empathy, communicative competence, responsibility), as well as testing and evaluating the effectiveness of special developmental programs in schools in Uzbekistan.

Thus, the development of emotional vocabulary in primary school students should be considered one of the priority areas of modern education. The formation of emotional competence not only contributes to the formation of leadership qualities but also lays a solid foundation for the harmonious personal development of the child as a whole, which is especially important in the context of modernizing the national education system of the

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