**REVIEW**

# Influence of Psychological and Pedagogical Support on Social and Emotional Skills in Preschool and Primary School Children

## Influencia del apoyo psicológico y pedagógico en las habilidades sociales y emocionales de niños de preescolar y primaria

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**ABSTRACT**

**Introduction:** the study aimed to examine the impact of psychological and pedagogical support on the development of social and emotional skills in preschool and primary school children, focusing on key aspects and future research prospects.
**Method:** a quantitative approach was employed, including content analysis of existing literature and thematic analysis to identify core topics and principles of psychological and pedagogical support. This integrated methodology ensured validity and comprehensiveness.
**Results:** the findings revealed that socio-emotional skills encompass a wide range of abilities, including emotional awareness, self-regulation, empathy, effective communication, conflict resolution, and group cooperation. Psychological and pedagogical support was found to positively influence these skills, with individualised approaches enhancing social interaction and psychosocial well-being. The study also highlighted methodological innovations, incorporating contemporary trends in psychological and educational sciences.
**Conclusions:** the research confirmed the significant role of psychological and pedagogical support in fostering socio-emotional development in children. Individualised pedagogical strategies and tailored psychological interventions contributed to improved social skills and emotional resilience. These findings underscore the need for further research to refine and expand evidence-based approaches to support children's socio-emotional growth.

**Keywords:** Pedagogical Support; Education; Integrated Approach; Empathy; Emotional Development.

**RESUMEN**

**Introducción:** el estudio tuvo como objetivo examinar el impacto del apoyo psicológico y pedagógico en el desarrollo de habilidades sociales y emocionales en niños de preescolar y primaria, centrándose en los aspectos clave y las perspectivas futuras de investigación.
**Método:** se empleó un enfoque cuantitativo, que incluía el análisis de contenido de la bibliografía existente y el análisis temático para identificar los temas centrales y los principios del apoyo psicológico y pedagógico.

Esta metodología integrada garantizó la validez y la exhaustividad.

**Resultados:** los resultados revelaron que las habilidades socioemocionales abarcan una amplia gama de capacidades, como la conciencia emocional, la autorregulación, la empatía, la comunicación eficaz, la resolución de conflictos y la cooperación en grupo. Se descubrió que el apoyo psicológico y pedagógico influye positivamente en estas habilidades, y que los enfoques individualizados mejoran la interacción social y el bienestar psicosocial. El estudio también puso de relieve las innovaciones metodológicas, incorporando las tendencias contemporáneas de las ciencias psicológicas y educativas.

**Conclusiones:** la investigación confirmó el importante papel del apoyo psicológico y pedagógico en el fomento del desarrollo socioemocional de los niños. Las estrategias pedagógicas individualizadas y las intervenciones psicológicas adaptadas contribuyeron a mejorar las habilidades sociales y la resiliencia emocional. Estos resultados subrayan la necesidad de seguir investigando para perfeccionar y ampliar los enfoques basados en pruebas para apoyar el crecimiento socioemocional de los niños.

**Palabras clave:** Apoyo Pedagógico; Educación; Enfoque Integrado; Empatía; Desarrollo Emocional.

## INTRODUCTION

In today's world, where the dynamic development of society requires the highest level of adaptation and social competence, the childhood period becomes a key stage in the formation of personality. In response to the current challenges and tasks of society that require individuals to be competent in social interaction and emotional expression, the relevance of studying the impact of psychological and pedagogical support on socio-emotional skills in preschool and primary school children is becoming extremely important. In addition, one of the important components of the successful development of a child as an independent personality is the development of socio-emotional skills. In this context, the issue of the effectiveness of psychological and pedagogical support is of relevance. Researchers have analysed these trends. Alzahrani et al.[1] analysed the impact of socio-emotional competence on academic achievement and behavioural development in children, highlighting key aspects of the methodology and showing their importance for understanding socio-emotional development. Domitrovich et al.[2] examined in detail the importance of socio-emotional competence for positive adaptation and risk reduction in school children. Kruty and Desnova[3] studied the terminological field of the educational process, focusing on the aspects of accompaniment and support, analysing how terms define accompaniment and support in the context of education. Brion[4] investigated social and emotional learning for early childhood teachers working in an online environment, analysing the impact of this learning on the quality of education and children's social and emotional development. Likewise, Humphrey et al.[5] traced preschool teachers' views on social and emotional competence and its impact on learning based on empirical evidence. Kalland and Linnavalli[6] argued that there is a strong association between socio-emotional and language development in preschoolers. Tsekhmister[7] investigated how blended learning affects the quality of education. Sheridan et al.[8] conducted a meta-analysis of family and school interventions for children's social and emotional development and identified components of the effectiveness of such interventions. Mariono and Sabar[21] investigated the impact of school management information systems and teachers' social competence on parental satisfaction (based on a survey). Radley et al.[10] evaluated the effectiveness of social skills training for preschool children with autism spectrum disorders, considering the importance of such training for the social and emotional development of children in general.

Wolf et al.[11] explored the trajectories of social-emotional development from preschool to early grades, identifying how these trajectories interact with childhood developmental processes. Particular attention is paid to the role of the teacher in the upbringing and cultural development of the individual. Zadorozhna-Kniahnytska and Makhsma[12] also discussed the management of the process of socio-emotional education in a general secondary education institution. The authors consider the organisation and management of socio-emotional education in educational institutions. The general context of these studies demonstrates the relevance of studying the issues of teacher personal development, development of students' emotional intelligence, and management of socio-emotional education in general secondary education institutions. At the same time, these and other scientific works lack a comprehensive view of the importance of pedagogical support for the development of children's socio-emotional skills, especially when it comes to extreme situations of teaching.

### Research problem

The proposed scientific article is devoted to a thorough study of the impact of psychological and pedagogical support on the socio-emotional development of children of preschool and primary school age. The main emphasis is placed on identifying the key aspects of this influence and analysing the prospects for improving methods and approaches to supporting children's psychosocial development.

The article will consider current theoretical approaches to the study of socio-emotional development, analysis of modern approaches to psychological and pedagogical support, and interaction with children's socio-emotional skills. The results of the study will be aimed at revealing specific relationships that can identify effective ways to influence the development of these skills at an early age. The conclusions of the article will contribute to a deeper understanding of the importance of psychological and pedagogical support in the context of children's socio-emotional growth and identify further prospects in this area.

**Research focus**

It is important for the study to analyse modern theoretical approaches to understanding children's socio-emotional development, in the context of its key stages and determinants. Given the diversity of approaches, the goal is to identify the main indicators that characterise this process and create a theoretical foundation for further research. The article will further consider modern approaches to psychological and pedagogical support for children, considering the psychological and pedagogical aspects of influence on socio-emotional development. Attention will be focused on the role of the teacher, educator, and other important factors that determine the effectiveness of support.

As a result of the study, it is expected to identify specific links between psychological and pedagogical support and the level of development of children's socio-emotional skills. This may include analysing the interaction of certain methods and strategies with different age groups, as well as identifying factors that positively or negatively affect the process of socio-emotional development. The conclusions of the article will be aimed at providing practical recommendations for teachers, educators, and parents to effectively support children's socio-emotional development. The results of the study are expected to identify prospects for further research and development of programmes aimed at optimising this important aspect of child development.

The purpose of the article is to analyse the impact of psychological and pedagogical support on socio-emotional skills in children of preschool and primary school age.

**METHOD**

*General background*

This paper is a quantitative study, as it is based on an analysis of the current literature. The research was carried out in stages, which required the use of certain research methods at one stage or another. This paper generally followed the parallel systematic stepwise theoretical review outlined by Humpherey et al.[5]

*Sample procedure*

Setting the parameters for the search of key databases involved categorising terms related to 'social and emotional skills research'. These were divided into four distinct categories, each with its own relevant terms (figure 1).

| a) terms related to social and emotional skills |
|---|
| b) terms related to research and evaluation |
| c) terms related to psychological and pedagogical support |
| e) terms related to the research population (in our case, children of preschool and primary school age). |

**Figure 1.** Categories of terms used at the initial stage of the study

Initial database searches were directed at the main databases for research in pedagogy, psychology, sociology, and medicine, such as the Education Resources Information Centre, British Education Index, Applied Social Sciences Indexes and Abstracts PsychInfo, etc. All these terms were entered into the search of each database to ensure that keywords were identified. A total of 1,895 results were obtained and transferred to and saved in bibliographic software, including EndNote 9.0.1 and Reference Manager v11.

After that, filtering was used through critical analysis of the titles (or abstracts) to exclude irrelevant and irrelevant results that did not relate to psycho-emotional support for children's social and emotional skills. After these steps, 431 articles remained, and important details (title, abstract, and publication data) were transferred to Excel spreadsheets, where further distribution was made based on the following exclusion criteria 1. The abstract did not mention the main methodology of the study of social and emotional skills, 2. No mention was made of the elements of psychological and pedagogical support. 3. The article was not about preschoolers or school students. 4. The article was not in English or Ukrainian. 5. The paper duplicated previous knowledge

without contributing anything to the scientific discourse. This procedure left 98 mainstream research articles and monographs.

The next stage involved careful research and study of these articles using the list of inclusion criteria. An article was selected for the study if it met all the inclusion criteria (allowing for a margin of error of 1-2 criteria).

*Inclusion criteria:*
- Research on the assessment of general social and emotional skills in children
- Analysis of theoretical aspects of socio-emotional competence in children
- The study should be validated in the context of school or preschool age.
- The work should be available in Ukrainian or English
- The study describes the role of the teacher in the formation of social and emotional skills.
- The study describes the role of a psychologist in the formation of social and emotional skills in children.
- In general, the paper describes the key aspects of psychological and pedagogical support.

*Exclusion criteria:*
- The study is not available in Ukrainian or English.
- Only general theoretical aspects are described.
- Key aspects of the development of social and emotional skills in children of school or preschool age are not considered.
- Not aimed at children of school or preschool age
- The aspects of psychological and pedagogical support are not considered.

After applying these criteria, the list of references was reduced to 45. Accordingly, a content analysis of these works was carried out.

**Data analysis**

To ensure the completeness and accuracy of the study, a systematic content analysis of the literature was applied. This approach made it possible to structure and analyse the content of scientific papers, highlighting key concepts, trends, and scientific findings related to psychological and pedagogical support and the development of children's social and emotional skills. In addition, the study used thematic analysis to identify key themes and principles of psychological and pedagogical support. This method allowed us to systematise and structure the information that was studied, providing an opportunity to gain a deeper understanding of the subject area and identify the main directions for further research. This comprehensive approach to information processing contributed to the uniqueness and scientific validity of the study.

**RESULTS**

In the context of current modernisation trends in the education system, there is a need to address important issues that are highlighted in regulations, in the field of preschool education. One of the key issues is ensuring the emotional well-being of preschool children, given its strategic importance for successful socialisation and personal development.[13,14] This need is since the emotional well-being of preschool children has a significant impact on their psychological health. The modern generation of children faces a variety of emotional difficulties that arise from a lack of security and insufficient support in the immediate environment, which leads to a state of confusion. These children show pronounced vulnerability and hypersensitivity to potential stimuli, reacting to the opinions of others. This condition leads to an increase in negative emotional experience, which is constantly growing and manifests itself in a persistent experience of anxiety associated with insufficient satisfaction of essential developmental needs.

A child's emotions are closely related to his or her inner world and various social situations. Understanding and experiencing these situations causes different emotional states in preschoolers.[15,16] The causes of emotional disorders are quite complex, but they usually arise due to the peculiarities of communication, primarily with adults, but also with peers. The consequence of disruptions in social situations, such as a change in regime or lifestyle, can be stress, affective reactions, fear, which leads to poor health, i.e. emotional distress. Affect is defined as a short-term violent nervous excitement accompanied by sudden motor manifestations, changes in the functioning of internal organs, loss of control over one's own actions, and intense emotions. The affect usually occurs due to a weakness of inhibition in the cerebral cortex, because of which the child's excitement may prevail over his or her ability to control himself or herself. The inability to control the intense expression of positive emotions can even lead to negative emotions, sometimes causing the child to move from laughter

to tears. Frustration is a mental state caused by insurmountable difficulties in achieving a goal or satisfying one's own needs and desires. Its manifestations are usually expressed in the form of aggression or depression. [17]

Aggression is characterised by anger and the desire to physically deal with the opponent, while depression leads to passivity and depression. Signals of emotional distress in a child can be drawings in which he or she depicts himself or herself in difficult situations or constantly has nightmares. This can be a result of a child's dissatisfaction with communication with adults and peers, as well as family disorders. Symptoms of frustration include anxious and pessimistic expectations, insecurity, feelings of helplessness, and sometimes fear. These factors contribute to the child's stubbornness and unwillingness to comply with adult demands, creating a psychological barrier between the child and adults. In general, fear is a negative emotional state that arises from imaginary or real threats to a person's biological or social existence. The onset of fear depends on life experience, the level of independence, imagination, emotional sensitivity, excitement, anxiety, shyness, and uncertainty. Fear can be triggered by pain and the instinct for self-preservation, taking different forms from mild apprehension to paralysing terror. [18] To overcome these and other challenges, it is important to have proper pedagogical support to avoid complications and develop the right emotional spectrum.

The development of cognitive skills also plays a crucial role in the preparation of preschool children for school and their education. The formation of preschoolers' emotional sphere, in particular emotional intelligence, often goes beyond the structured educational process. [32] Programmes aimed at developing emotional intelligence in preschoolers should be age-appropriate and include appropriate activities. It should be noted that preschool teachers do not always have sufficient training to carry out activities aimed at developing emotional intelligence in older preschoolers. [19] In this context, the formation of emotional intelligence can be replaced by stereotypical behavioural manifestations and negative perceptions of one's own emotions. As a result, interaction with others becomes more difficult for older preschool children, and there is an increase in the number of disorders in their emotional sphere.
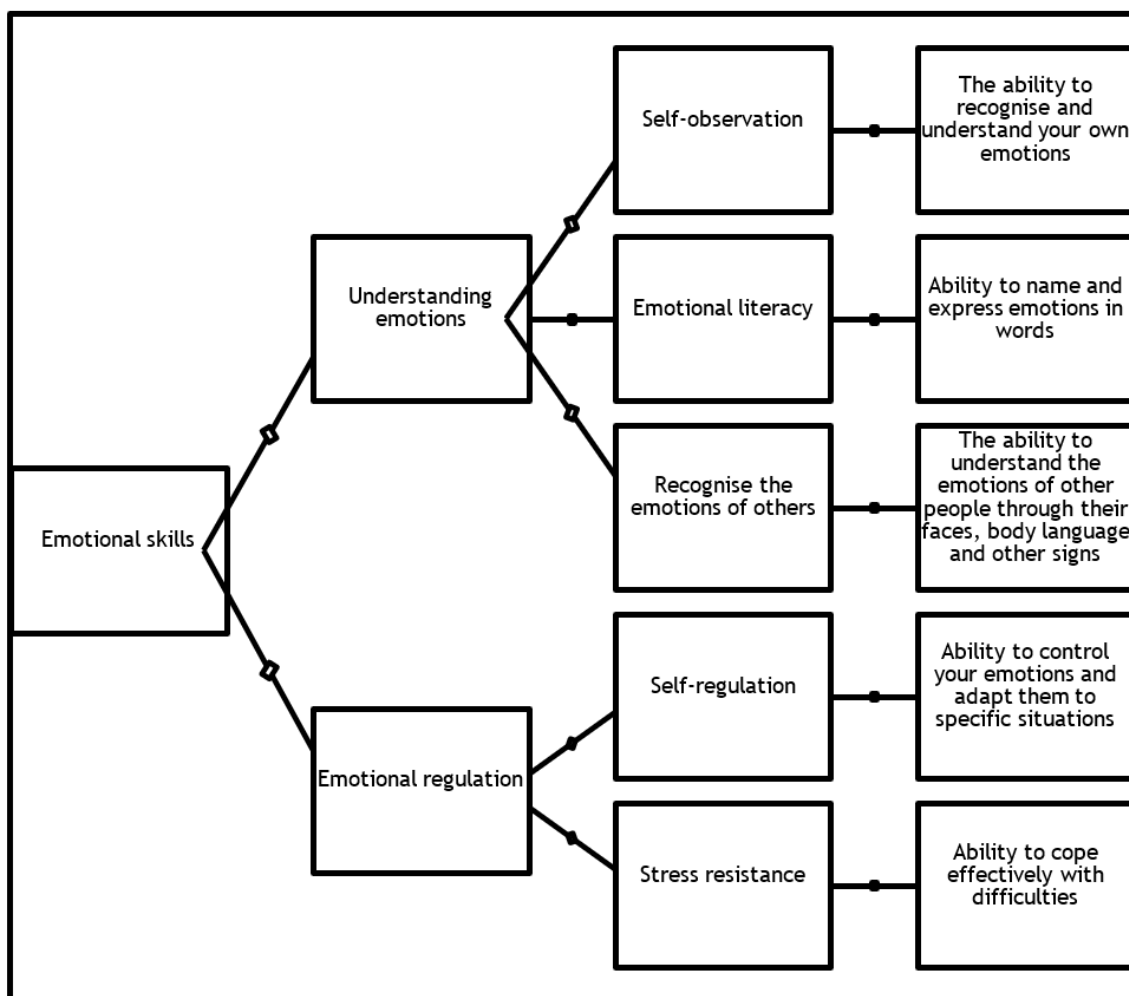


**Source:** Kruty and Desnova [3]
**Figure 2.** Emotional skills: the structure

Children's social-emotional skills cover a wide range of skills that help them understand and interact effectively with others in a variety of social situations. These skills include understanding and managing their own emotions, developing empathy, communicating, resolving conflict, and working in groups. The key aspects of emotional skills in children include several important aspects (figure 2).

In the context of socio-emotional skills, empathy - the ability to feel the emotions of others, to treat them with understanding and social participation - plays an important role. Communication and interpersonal skills play an important role in this system. This includes active listening skills - the ability to listen carefully to others and consider their thoughts and feelings, and the ability to express ideas and feelings clearly and effectively. Also important are the ability to find constructive ways to resolve disputes and conflicts and the skills to work with others in a group. Thus, social skills for school- and preschool-age children include a variety of skills and attributes that help them interact with others and adapt to social settings (table 1).

These social skills play an important role in a child's development and social competence. They determine a child's ability to interact successfully with others and contribute to a positive social environment. In defining socio-emotional skills, we draw your attention to the conceptual vision of socio-emotional competence proposed by Denham.[19] Denham's[20] framework provides a comprehensive framework for understanding the different aspects included in socio-emotional skills. Using this model, we gain insight into the interplay between emotional and social competence, which provides a valuable perspective on the multifaceted nature of these skills.

| **Table 1.** Skills and attributes as components of social skills in preschool children | |
|---|---|
| *Communication* | |
| Active listening | Ability to listen carefully to others and show interest in their thoughts and feelings. |
| Ability to express thoughts | The ability to express thoughts, ideas, and feelings clearly and effectively. |
| *Empathy and social sensitivity* | |
| Empathy | The ability to feel and understand the emotions of other people. |
| Compassion and support | A desire to help and support others, especially in difficult times. |
| *Group interaction and interpersonal skills* | |
| Cooperation | Ability to work with others in a group or team |
| Ability to resolve conflicts | Ability to handle disputes and find constructive solutions |
| Building and maintaining relationships | Ability to build and maintain sustainable relationships with others |
| Effective use of body language | Ability to express feelings and ideas through body language and non-verbal communication |
| *Collaborative problem solving* | |
| Planning and organisation | Ability to plan and organise actions together to achieve common goals. |
| Mutual assistance | A desire to help others complete tasks and achieve success. |
| Adaptation to different social situations | |
| Flexibility and adaptability | Ability to adapt to different social circumstances and interact with different people. |
| Learning social norms | Understand and follow the rules and norms of behaviour in different situations |
| **Source:** Author's own elaboration based on Malti and Noam [21], Jeon et al. [22], Zdanevych et al. [23], Zdanevych et al. [24], Tsekhmister et al. [25] | |

Denham's[20] framework highlights the importance of socio-emotional competence, encompassing a variety of abilities related to understanding and managing emotions, navigating social interactions, and fostering positive interpersonal relationships. It emphasises the importance of self-awareness, recognising and understanding one's own emotional state. In addition, it emphasises the importance of emotion regulation, providing individuals with the skills to effectively manage and adapt their emotional responses in a variety of situations (table 2).

Therefore, this concept also focuses on the interpersonal aspect of socio-emotional competence. It reveals the role of empathy in understanding the emotions of others, fostering feelings of compassion and support. In addition, Denham's[19] model emphasises the collective aspect of these skills, emphasising effective communication, collaboration, and conflict resolution in group settings. In summary, social-emotional skills play a key role in a child's overall development and influence their success in school, interactions with others, and the formation of sustainable relationships in the future.

The implementation of psychological and pedagogical support for social and emotional skills involves the cooperation of psychologists, parents, and educators, which will help to optimise the development of the social and emotional sphere of preschool children. This approach is aimed at forming preschool children's value perceptions and concepts, as well as enriching their emotional experience. Accordingly, ensuring children's adaptation to the environment and social environment, assistance in mastering various activities, including play, learning, work, and communication, will help to optimise the formation of personal attitudes towards the environment and internal ethical and moral determination.[25] This approach also helps to increase the level of general erudition, which contributes to lifelong learning. Therefore, the successful social adaptation and emotional development of this group of children requires a comprehensive approach that includes educational and correctional measures to address the challenges of socio-emotional development.

| Table 2. The concept of socio-emotional skills by S. Denham | | |
|---|---|---|
| Emotional skills | Self-awareness | Awareness of your own emotions |
| | Self-government | Emotional regulation<br>Behavioural regulation |
| | Social literacy or awareness | Understanding the emotions of others<br>Empathy/compassion |
| Relational or prosocial competences | Addressing certain social issues | Cooperation<br>Listening skills |
| | Skills in building and maintaining interpersonal relationships | The ability to take turns speaking<br>Ability to seek help and help others |
| **Source**: Denham [20] | | |

The support group begins its work with each member analysing and recording the observed manifestations of children's problems, identifying their strengths and needs. Particular attention should be paid to identifying and systematising such aspects as the context of the child's problematic behaviour, which may interfere with the normal course of the educational process. It is also important to identify the child's preferences, interests, hobbies, strengths, etc. The group coordinator brings these records together before a general meeting where they are analysed and systematised. At this meeting, all the teachers discuss the situation in detail and determine the actual goal for further education.

The impact of psycho-pedagogical support on children's socio-emotional skills is a key factor in their full development.[26] As mentioned above, socio-emotional skills include various aspects such as the ability to communicate, resolve conflicts, show empathy, manage one's own emotions, and understand the emotions of others. Thus, psychological, and pedagogical support contributes to the development of these skills through a variety of strategies and approaches. In this system, an individualised approach is important: a teacher or psychologist observes each child and considers their personal characteristics and needs. This allows programmes and methods to be more effectively tailored to individual opportunities and challenges. Support may include trainings and games aimed at developing social skills. This can be important for learning effective ways of communicating, promoting leadership development, and establishing positive relationships with others. Emotional support is an important condition for effective psychological and pedagogical support, as psychological support provides children with the opportunity to express their emotions and understand their roots. Conversations with a psychologist or teacher can help children develop emotional awareness and the ability to interact effectively with their feelings. Educational support also aims to teach children how to resolve conflicts constructively. They learn to listen to others, seek compromise, and develop teamwork skills. Developing a positive self-image is also an important part of the personal growth of school and primary school children. Support helps children to understand and accept themselves, which affects their self-esteem and self-confidence. It encourages positive attitudes towards themselves and others.

In general, psycho-pedagogical support proves to be an important resource for creating an effective environment for the development of children's social and emotional skills, facilitating their full integration into society. This process provides children with the opportunity not only to learn specific social and emotional skills but also teaches them how to apply these skills in different situations.[27,28] The psycho-pedagogical approach focuses on the individual needs and characteristics of each child, creating space for personal growth and self-expression. Interaction with teachers and psychologists allows children to unlock their inner potential, develop creativity, self-esteem, and perception of others in their environment.[29] Not only learning specific skills but also developing mutual respect, tolerance and understanding of differences becomes an important stage in the socialisation of children. Psychological and pedagogical support aims to promote not only the child's personal development but also the formation of a positive impact on the environment. This approach opens opportunities for children to interact more effectively in a group, to understand and accept others as they are,

and to actively influence the formation of positive social dynamics in the school environment.

## DISCUSSION

The results demonstrated that psychological and pedagogical support has a significant impact on the development of social and emotional skills in preschool and primary school children. The analysis made it possible to identify the most common challenges in psychological development (fear, frustration, affect) and to show appropriate ways to counteract these phenomena. Among researchers Franco et al.[30], Iskakova[31], the concept of Denham[19] received considerable support, which the author later supported with additional arguments.[32]

Psychological and pedagogical support is a necessary and important component of the system of forming emotional and social skills in children of school and preschool age. Professional psychological and pedagogical support allows for an individualised approach to each child, considering their unique characteristics, level of development, and personality. This is extremely important in the process of developing emotional and social skills, as each child has their own needs and ways of perceiving the learning process. This aspect has been confirmed in several modern studies. At the same time, psychological and pedagogical support is aimed at creating a positive and supportive environment for the development of children's social well-being. This creates conditions for psychosocial well-being, contributing to children's sense of comfort and safety in the school or preschool environment, as mentioned in Martikainen et al.[33]

The results also prove that psychological and pedagogical support allows to identify and support the individual needs of each child. Active interaction with teachers and psychologists is considered an effective approach for identifying and adequately addressing difficulties that a child may encounter in the process of social and emotional development. This aspect is thoroughly discussed and confirmed in the work of Liulka.[34] Therefore, psychological, and pedagogical support is an integral part of the system that promotes the harmonious development of children's emotional and social competencies, forming a positive attitude to learning and facilitating their social adaptation, as outlined in the research.

At the same time, the results of our study do not support the theory of Oppermann et al.[35], who emphasised the importance of considering the individual characteristics of the child in the study of preschool education quality. Oppermann et al.[35] show a link between the quality of preschool education and children's social and emotional development, which depends on the gender of children: higher quality is associated with the better social and emotional development of boys, but not girls. A similar view is shared by some other researchers.[36,37,38,39,40,41,42] However, some several issues or aspects may be disagreed with or considered for further discussion. First, one may question why the observation refers only to boys and girls, rather than being considered jointly. Why is the focus on the differences between boys and girls rather than on the overall relationship? Additional attention is also needed to address the impact of other factors, such as upbringing, economic status, cultural differences, etc. It is considered that the universality of the impact of psychological and pedagogical support does not depend on gender but is influenced by pedagogical skills.

In general, this study is important from both scientific and practical points of view, presenting certain aspects of scientific novelty and having specific practical significance. In particular, the study contributes to the understanding of the impact of psychological and pedagogical support on social and emotional skills in preschool and primary school children. It offers a deeper look at the relationship between such support and the development of key socio-emotional aspects in the target group. In addition, the study can improve methods of diagnosing and assessing children's socio-emotional skills, considering the impact of psychological and pedagogical support. This could contribute to the development of more accurate and effective tools for measuring these skills.

The practical significance of the work lies in the possibilities of optimising the pedagogical process and improving the quality of social interaction. Therefore, the study can serve as a basis for developing effective programmes and approaches to the social and emotional development of children. This is important not only in the context of education but also for training a new generation of citizens capable of positive social interaction.

However, like any research, this paper has some limitations that should be highlighted. This study, based on the content analysis of the literature, is limited to the analysis of already published data and information presented in the scientific psychological, and pedagogical literature. This may lead to a simplified model of the inclusion of socio-emotional skills and psycho-pedagogical support, as some important relationships and aspects may not be sufficiently covered. It is also worth considering that the selection of literature can be subjective and determine the level of objectivity and representation of different approaches and opinions in the field. Taking these limitations into account is important when interpreting the results and identifying possible areas for further research.

Despite some limitations, in general, the study has the potential to make a significant contribution to the development of the theory and practice of psychological and pedagogical support for child development, as well as to contribute to the development of effective strategies for the formation of social and emotional skills

in children of preschool and primary school age.

## CONCLUSIONS

During preschool development, children undergo the most active formation of emotional intelligence, which defines a key stage in the development of mental processes and personality formation. Emotional intelligence in children is largely independent of genetic factors, so preschool education at this stage of age development is important. It is noted that preparing preschoolers for school and their education also requires the development of cognitive skills. However, the formation of the emotional sphere, in particular emotional intelligence, goes beyond the structured educational process. Programmes aimed at developing emotional intelligence in preschoolers should consider their age-specific characteristics and include appropriate activities. It is noted that preschool teachers do not always have sufficient training to develop emotional intelligence in older preschoolers, which can lead to stereotypical behavioural manifestations and negative perception of children's own emotions. As a result, this can complicate their interaction with others and lead to an increase in the number of disorders in their emotional sphere. It is noted that children's socio-emotional skills include understanding and managing their own emotions, developing empathy, communication, conflict resolution, and group cooperation. These skills are a key element for understanding and effectively interacting with other people in different social situations.

The implementation of psychological and pedagogical support for social and emotional skills involves the cooperation of psychologists, parents, and educators. This approach is aimed at optimising the development of the social and emotional sphere of preschool children by forming value perceptions and concepts, enriching their emotional experience, and adapting to the social environment. This integrated approach includes various activities, including play, learning, work, and communication, which helps to optimise the formation of personal attitudes towards the environment and internal ethical and moral determination. Successful social adaptation and emotional development of this group of children requires a systematic and comprehensive approach, including educational and correctional, and restorative measures, to effectively address the challenges of social and emotional development.

In general, the study confirms the importance of considering psychological and pedagogical support in educational practices for the effective development of children's social and emotional skills. The results have practical application in the development of teacher training programmes and strategies and contribute to further research in this relevant field.

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