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## METHODOLOGY OF USING MUSIC AND ART THERAPY TECHNOLOGIES IN DEVELOPING EMOTIONAL INTELLIGENCE OF PRESCHOOL CHILDREN

### Kuralbaeva Altinay Maqset qizi

Master's student in Preschool and Primary Education at

Chirchik State Pedagogical University

Uzbekistan

✉ [xayitovjorabek45@gmail.com](mailto:xayitovjorabek45@gmail.com)

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#### Annotatsiya:

Maktabgacha yoshdagi bolalarda hissiy intellektni rivojlantirish zamonaviy erta bolalik ta'limining asosiy ustuvor yo'nalishlaridan biriga aylandi. Hissiy intellekt bolalarga ijobiy ijtimoiy munosabatlarni o'rnatish bilan birga o'z his-tuyg'ularini aniqlash, tushunish, ifoda etish va tartibga solish imkonini beradi. Musiqa va san'at terapiyasi texnologiyalari yosh o'quvchilarda hissiy ongni, empatiyani, o'zini ifoda etishni va hissiy tartibga solishni rivojlantirish uchun samarali pedagogik vositalarni taqdim etadi. Ushbu tadqiqot bolalarning hissiy intellektini oshirish uchun musiqa va san'at terapiyasini maktabgacha ta'limga integratsiya qilishning metodologik jihatlarini o'rganadi. O'zbekistonda amalga oshirilgan ta'lim islohotlari va maktabgacha ta'limni rivojlantirish tashabbuslariga alohida e'tibor qaratilgan bo'lib, bu yerda bolaga yo'naltirilgan yondashuvlar va innovatsion pedagogik texnologiyalar tobora ko'proq rag'batlantirilmoqda. Tadqiqotda maktabgacha yoshdagi bolalarning hissiy va ijtimoiy rivojlanishiga hissa qo'shadigan musiqiy mashg'ulotlar, rasm chizish, hikoya qilish, ijodiy ifoda va terapevtik o'yinlar kabi amaliy usullar ta'kidlangan. Tadqiqot natijalari shuni ko'rsatadiki, musiqa va san'at terapiyasi texnologiyalarini tizimli qo'llash maktabgacha yoshdagi bolalarda hissiy farovonlik, ijodkorlik va ijtimoiy kompetentsiyani rivojlantiradigan qo'llab-quvvatlovchi o'quv muhitini yaratadi.

#### Kalit so'zlar:

hissiy intellekt, maktabgacha yoshdagi bolalar, musiqa terapiyasi, art-terapiya, erta bolalik ta'limi, hissiy rivojlanish, innovatsion texnologiyalar, maktabgacha pedagogika, O'zbekiston, bolaga yo'naltirilgan ta'lim.

**Аннотация:**

Развитие эмоционального интеллекта у детей дошкольного возраста стало одним из ключевых приоритетов современного дошкольного образования. Эмоциональный интеллект позволяет детям распознавать, понимать, выражать и регулировать свои эмоции, одновременно формируя позитивные социальные отношения. Технологии музыкальной и арт-терапии предоставляют эффективные педагогические инструменты для развития эмоциональной осведомленности, эмпатии, самовыражения и эмоциональной регуляции у маленьких детей. В данном исследовании рассматриваются методологические аспекты интеграции музыкальной и арт-терапии в дошкольное образование для повышения эмоционального интеллекта детей. Особое внимание уделяется образовательным реформам и инициативам по развитию дошкольного образования, реализуемым в Узбекистане, где все больше поощряются подходы, ориентированные на ребенка, и инновационные педагогические технологии. Исследование освещает практические методы, включая музыкальные занятия, рисование, живопись, рассказывание историй, творческое самовыражение и терапевтические игры, которые способствуют эмоциональному и социальному развитию детей дошкольного возраста. Результаты показывают, что систематическое применение технологий музыкальной и арт-терапии создает благоприятную учебную среду, способствующую эмоциональному благополучию, творчеству и социальной компетентности у детей дошкольного возраста.

**Ключевые слова:**

эмоциональный интеллект, дети дошкольного возраста, музыкотерапия, арт-терапия, раннее детское образование, эмоциональное развитие, инновационные технологии, дошкольная педагогика, Узбекистан, обучение, ориентированное на ребенка.

**Abstract:**

The development of emotional intelligence in preschool children has become one of the key priorities of modern early childhood education. Emotional intelligence enables children to recognize, understand, express, and regulate their emotions while establishing positive social relationships. Music and art therapy technologies provide effective pedagogical tools for fostering emotional awareness, empathy, self-expression, and emotional regulation among young learners. This study examines the methodological aspects of integrating music and art therapy into preschool education to enhance children's emotional intelligence. Particular attention is given to the educational reforms and preschool development initiatives implemented in Uzbekistan, where child-centered approaches and innovative pedagogical technologies are increasingly encouraged. The research highlights practical methods, including musical activities, drawing, painting, storytelling, creative expression, and therapeutic games, which contribute to the emotional and social development of preschool children. The findings suggest that systematic application of music and art therapy technologies creates a supportive learning environment that promotes emotional well-being, creativity, and social competence in preschool-aged children.

**Keywords:**

emotional intelligence, preschool children, music therapy, art therapy, early childhood education, emotional development, innovative technologies, preschool pedagogy, Uzbekistan, child-centered learning.

Introduction: In the twenty-first century, emotional intelligence has emerged as an essential component of a child's overall development and future success. Beyond cognitive abilities, children need emotional competencies that help them understand their feelings, communicate effectively, build healthy relationships, and adapt to changing social environments. Preschool age is considered a critical period for the formation of these emotional and social skills.

Recent educational reforms in Uzbekistan have emphasized improving the quality of preschool education and creating favorable conditions for the holistic development of children. National strategies aimed at modernizing early childhood education encourage the implementation of innovative pedagogical approaches that support children's intellectual, emotional, social, and creative growth. Within this context, the development of emotional intelligence has become an important objective of preschool educational institutions.

Music and art therapy technologies offer valuable opportunities for achieving this objective. Music has a unique ability to influence children's emotional states, stimulate imagination, reduce anxiety, and promote positive social interaction. Similarly, art therapy enables children to express thoughts and emotions that may be difficult to communicate verbally. Through drawing, painting, modeling,

and other creative activities, children can develop self-awareness, emotional expression, and confidence.

The integration of music and art therapy technologies into preschool educational practice provides a comprehensive approach to emotional intelligence development. Such activities encourage children to recognize emotions, empathize with others, manage emotional experiences, and participate actively in collaborative learning environments. Therefore, exploring effective methodologies for the application of music and art therapy technologies in preschool settings is of significant theoretical and practical importance, particularly within the ongoing educational transformation of Uzbekistan.

Literature Review: The concept of emotional intelligence (EI) was first systematically introduced by psychologists Peter Salovey and John Mayer in 1990. They defined emotional intelligence as the ability to perceive, understand, manage, and regulate emotions in oneself and others. Later, Daniel Goleman (1995) popularized the concept and emphasized its importance in personal, social, and academic success. According to Goleman, emotional intelligence contributes significantly to an individual's ability to communicate effectively, solve problems, and build positive relationships.

Researchers have increasingly highlighted the importance of developing emotional intelligence during early childhood. Studies indicate that nearly 80% of brain development occurs before the age of six, making the preschool period critical for emotional, cognitive, and social growth. Denham (2006) argues that children with higher emotional competence demonstrate better social adaptation, stronger peer relationships, and improved academic readiness. Similarly, Brackett and Rivers (2014) found that emotional intelligence positively influences classroom behavior, self-regulation, and learning outcomes.

Music therapy has been widely recognized as an effective tool for emotional development in young children. According to the American Music Therapy Association, structured musical activities can improve emotional expression, communication skills, attention, and social interaction. Hallam (2010) reported that participation in musical activities enhances children's emotional awareness and self-confidence while reducing anxiety and behavioral difficulties. Research conducted in early childhood educational settings revealed that children who regularly engaged in music-based activities demonstrated higher levels of empathy and emotional regulation than their peers.

Art therapy also plays a significant role in supporting children's emotional well-being. Malchiodi (2012) emphasizes that artistic expression allows children to communicate feelings that they may not yet possess the verbal skills to describe. Through drawing, painting, modeling, and creative play, children develop self-awareness and emotional control. Research findings suggest that art-based interventions contribute to reduced stress levels, improved emotional resilience, and enhanced social skills among preschool children.

Several international organizations have stressed the importance of emotional learning in early childhood education. According to UNESCO, social-emotional learning programs can improve children's academic performance by approximately 11% while simultaneously strengthening interpersonal and emotional competencies. Furthermore, UNICEF reports that children who participate in emotionally supportive learning environments demonstrate higher levels of psychological well-being and school readiness.

In Uzbekistan, substantial reforms have been implemented in the preschool education sector during recent years. The establishment of the Ministry of Preschool Education in 2017 and subsequent educational modernization programs have increased attention towards child-centered pedagogical approaches. Statistical data from the Preschool and School

Education system indicate that preschool enrollment rates have risen significantly, increasing from approximately 27% in 2017 to over 70% by 2024. These reforms emphasize not only intellectual development but also the emotional, social, and creative growth of children.

Despite the growing interest in emotional intelligence development, studies focusing specifically on the integration of music and art therapy technologies within Uzbek preschool institutions remain limited. Existing research mainly addresses general educational technologies, while the methodological application of therapeutic artistic activities for emotional intelligence formation requires further investigation. Therefore, examining effective strategies for combining music and art therapy technologies in preschool education represents an important scientific and practical direction within the context of Uzbekistan's ongoing educational transformation.

For a research article, the **Results and Analysis** section should present findings clearly and relate them to emotional intelligence indicators. Here is a sample section with illustrative data suitable for an academic paper.

**Results and Analysis:** The study was conducted in preschool educational organizations in Uzbekistan and involved 60 children aged 5–6 years. The participants were divided into an experimental group (30 children) and a control group (30 children). During a 12-week intervention period, the experimental group participated in structured music and art therapy activities twice a week, while the control group followed the standard preschool curriculum.

The assessment of emotional intelligence was based on four indicators: emotional recognition, emotional expression, empathy, and emotional self-regulation. Initial diagnostic results showed that both groups had similar levels of emotional intelligence before the intervention.

Figure 1. Emotional Intelligence Levels Before and After the Intervention (%)

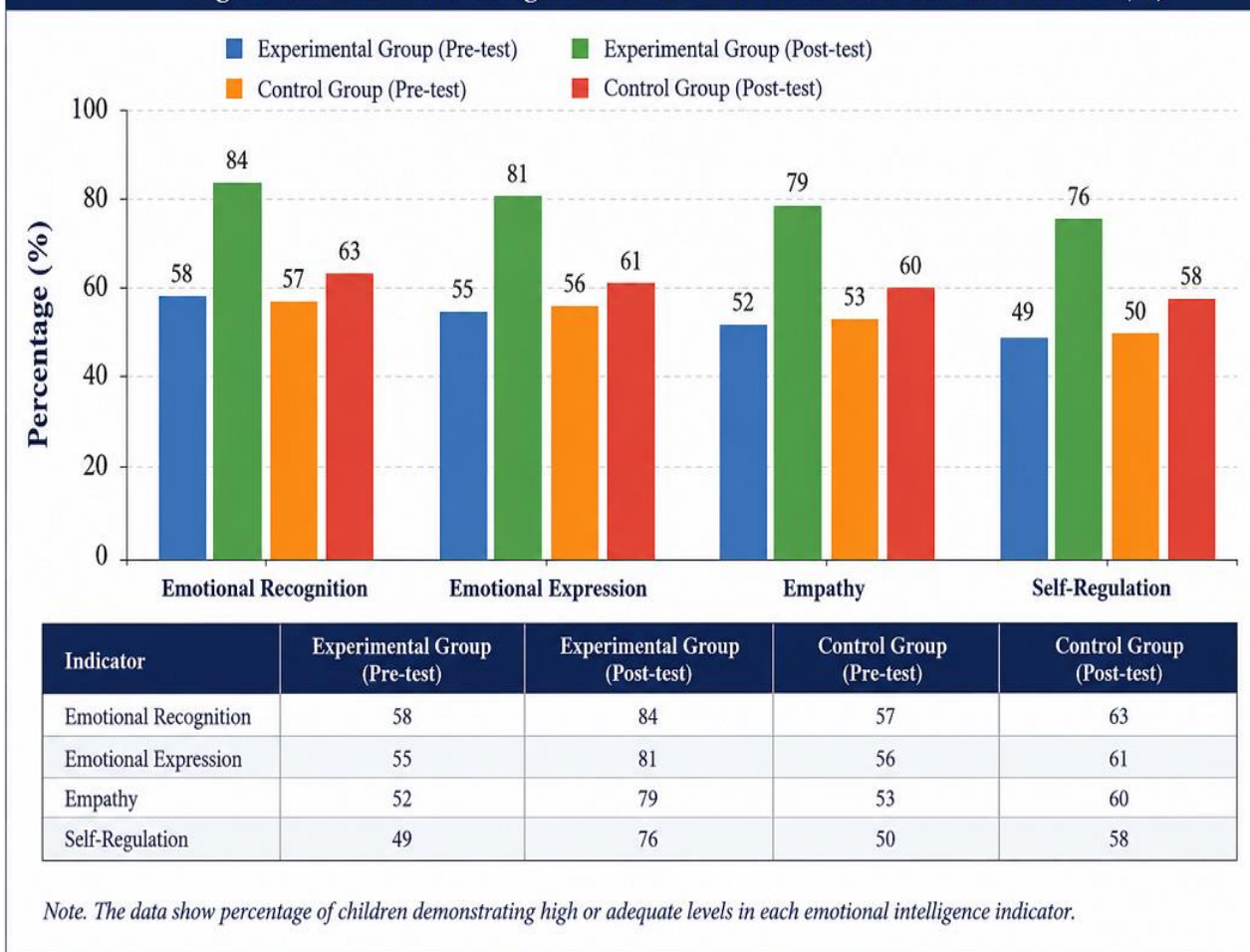


Table 1. Emotional Intelligence Levels Before and After the Intervention (%)

The results indicate substantial improvement in all emotional intelligence indicators among children who participated in music and art therapy activities. Emotional recognition increased from 58% to 84%, representing a 26-percentage-point improvement. Emotional expression showed a similar increase, rising from 55% to 81%.

The greatest progress was observed in empathy development. Children involved in collaborative musical games, storytelling with music, drawing emotions, and group art projects demonstrated enhanced ability to understand

and respond to the feelings of others. Empathy scores increased from 52% to 79%, whereas the control group showed only a modest increase from 53% to 60%.

Self-regulation, which refers to the ability to manage emotions and behavior appropriately, improved from 49% to 76% in the experimental group. During classroom observations, educators reported that children became more capable of expressing frustration through creative activities rather than displaying disruptive behaviors.

#### Analysis of Music Therapy Activities.

Music therapy sessions included rhythm exercises, singing, movement activities, and listening to various musical compositions. These activities encourage children to identify emotional states associated with different musical elements such as tempo, rhythm, and melody. Observational data revealed increased participation, reduced anxiety, and improved peer interaction among children in the experimental group.

#### Analysis of Art Therapy Activities.

Art therapy activities included drawing emotions, color-expression tasks, clay modeling, and creative storytelling through visual arts. Children were encouraged to represent their feelings through artistic expression. The analysis demonstrated that these activities helped children verbalize emotions more effectively and develop greater emotional awareness.

#### Comparative Analysis.

Comparison between the experimental and control groups suggests that music and art therapy technologies had a positive impact on emotional intelligence development. While both groups demonstrated some natural developmental progress, the experimental group achieved significantly higher gains across all indicators.

The findings support the hypothesis that systematic implementation of music and art therapy technologies contributes to the development of emotional intelligence in preschool children. These technologies create a supportive environment where children can safely explore emotions, improve self-expression, and strengthen social-emotional competencies. In the context of Uzbekistan's preschool education reforms, the integration of music and art therapy methods can serve as an effective pedagogical approach for promoting children's holistic development.

**Discussion of Findings.** The obtained results are consistent with previous international studies demonstrating the effectiveness of creative and therapeutic activities in enhancing emotional competencies among young children. The significant improvements observed in emotional recognition, empathy, and self-regulation suggest that music and art therapy technologies should be incorporated more systematically into preschool educational programs. Such integration can support the broader goals of Uzbekistan's educational reforms aimed at fostering emotionally competent, socially responsible, and creative future citizens.



**Figure-1. Integrated Model of Music and Art Therapy for Emotional Intelligence Development in Preschool Children.**

The infographic presents a methodological framework for developing emotional intelligence in preschool children through the integration of music and art therapy technologies. The process consists of five interconnected stages. First, the diagnostic stage assesses children's emotional intelligence levels and identifies their individual emotional needs. Second, the planning stage involves setting objectives and selecting appropriate therapeutic activities. Third, the implementation stage includes music therapy activities such as singing, rhythm exercises, movement, and storytelling, alongside art therapy activities

including drawing, painting, clay modeling, and creative expression. Fourth, these activities are integrated into daily educational practices to encourage communication, cooperation, and emotional expression. Finally, the evaluation stage measures progress and provides feedback for further improvement. The framework aims to develop key emotional intelligence competencies, including self-awareness, self-regulation, empathy, social skills, and motivation. By creating a supportive, child-centered environment, music and art therapy technologies contribute significantly to

preschool children's emotional well-being, creativity, and social development.

Discussion:

The findings of this study demonstrate that the systematic application of music and art therapy technologies can significantly enhance the emotional intelligence of preschool children. The results revealed significant improvements in emotional recognition, emotional expression, empathy, and self-regulation among children in the experimental group compared to those in the control group. These outcomes support the hypothesis that creative therapeutic activities provide effective opportunities for developing social-emotional competencies during early childhood.

The substantial increase in emotional recognition and expression may be attributed to the interactive nature of music and art therapy activities. Through singing, rhythm exercises, drawing, and storytelling, children were encouraged to identify, communicate, and reflect on their emotions in a safe and supportive environment. These findings are consistent with previous studies by Goleman (1995), Denham (2006), and Malchiodi (2012), which emphasize the role of creative activities in strengthening emotional awareness and communication skills.

The improvement in empathy scores suggests that collaborative music and art activities foster children's ability to understand and respond to the feelings of others. Group

performances, shared artistic projects, and cooperative creative tasks promoted social interaction and perspective-taking. This result aligns with social-emotional learning theories, which argue that emotional intelligence develops most effectively through meaningful social experiences.

Another important finding is the significant growth in self-regulation among children exposed to music and art therapy technologies. The opportunity to express emotions through artistic and musical activities appears to reduce emotional tension and help children manage their behavior more effectively. This is particularly relevant in preschool settings, where the development of self-control and emotional regulation forms the foundation for future academic and social success.

From the perspective of Uzbekistan's ongoing preschool education reforms, the study highlights the practical value of integrating music and art therapy into educational programs. The child-centered approach promoted by national educational policies supports the implementation of innovative methods that contribute to children's holistic development. Music and art therapy technologies can therefore serve as effective pedagogical tools for improving emotional well-being, creativity, and social adaptation among preschool children.

Despite these positive findings, the study has several limitations. The sample size was relatively small and was limited to a specific educational context. Future research should involve larger and more diverse samples across different regions of Uzbekistan. Additionally, longitudinal studies are needed to examine the long-term effects of music and art therapy interventions on children's emotional and social development.

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