
Features and Stages of Emotional Development

Akramova Gulrukh Alihanovna

Deputy Director for Spiritual and Educational Affairs, Secondary School No. 98 of Yunusabad District, Independent Researcher, Tashkent State Pedagogical University

Article information:

Manuscript received: 02 Sep 2025; **Accepted:** 03 Oct 2025; **Published:** 13 Nov 2025

Abstract: This article analyzes the process of emotional development in humans, its stages, and age-specific emotional changes. Emotional development plays a significant role in socialization, interpersonal relationships, and self-awareness. The study highlights the distinctive characteristics of emotional development during childhood, adolescence, and adulthood based on psychological theories. Additionally, the factors contributing to emotional stability and its significance in education and upbringing are examined.

Keys words: emotional development, emotion, personality, psychological process, age periods, emotional stability, upbringing.

Introduction

The emotions of a child, their manifestations, and their impact on others have long been a topic of interest for scholars. Studying emotional development is particularly important because personality formation and development are becoming increasingly complex, requiring children to demonstrate adaptability and latent potential. Even at a physiological level, the development of emotions occurs through interrelated procedural and content-based characteristics. Scholars have explored various aspects of this process, shedding light on both the procedural and substantive dimensions of emotional development.

A process (from Latin *processus* – development) is a sequential change in the development of a phenomenon or state, i.e., the transition of a phenomenon from one stage to another. Processuality refers to the property of something to change continuously and sequentially over time.

In S.L. Rubinstein's theory, the psyche is considered as a process—a continuous, adaptive, and evolving phenomenon. The psyche is a living process that is constantly forming, developing, and producing outcomes (such as mental states, representations, concepts, emotions, decisions, etc.). At the same time, the inseparable connection between conscious and unconscious processes ensures the continuity of the psyche and demonstrates the close interrelation of the cognitive and affective components in any psychic act, including emotional acts.

Emotions develop as a process. They begin with hypertonus, where unused energy transforms into spastic movements such as laughter, tears, and uncoordinated actions. A tissue reaction is necessary for normal movement, and it is localized. In emotions, however, these reactions are diffuse and generalized, which can hinder the execution of intended actions. As a result, tremors and chaotic, unorganized movements emerge.

Situations that provoke emotions can arise from various life circumstances, excessive motivation, or situations related to an individual's adaptive capabilities. According to some scholars, it is not merely

the event itself that generates an emotionogenic situation, but rather the individual's evaluation of the situation. In other words, the significance of a situation as perceived by the person serves as the trigger for emotional response. This highlights that emotional development is influenced by genetic, psychological, and social factors.

For instance, L.S. Vygotsky emphasized that children's emotions are largely connected to social situations. R.S. Lazarus, on the other hand, argued that emotions arise only in circumstances where a threat exists or when it is impossible to avoid it. P. Fress suggested that emotion-generating situations often emerge in response to novel, unusual, or unexpected circumstances, which can lead to frustration or conflict.

I align with these scholars—particularly A.V. Zaporozhets, S.L. Rubinstein, L.S. Vygotsky, and R.S. Lazarus—in viewing emotions not only as an inseparable part of the psyche but also as a key factor in personality development. I support their perspective because children's emotions develop as a process, and they are continuously influenced by the environment, social interactions, and personal experiences.

In my view, emotions are not merely internal states but also crucial instruments for socialization, readiness for communication, and emotional stability. For example, Vygotsky's assertion that social situations influence emotions is well-founded, as children learn to regulate their emotions in interactions with others and adapt them to social norms.

Similarly, I partially agree with R.S. Lazarus's claim that extreme or threatening situations elicit emotional responses, since children may struggle to manage their emotions in unexpected or stressful contexts, which in turn affects their personal development. I also support P. Fress's position that emotions are most strongly formed in novel, unusual, or frustrating situations, as these circumstances provide important opportunities for enhancing children's adaptability and resilience.

Overall, emotional development is a gradual, processual, and multifactorial phenomenon. Interactions between the individual and their environment, motivation, internal capacities, as well as processes such as memory, imagination, movement, and endocrine activity, all shape emotional responses and contribute to the child's overall emotional growth.

During adolescence, emotional development begins with primary emotions and gradually transforms into a complex emotional experience integrated with personal, social, and cultural contexts. Emotions are not only a matter of subjective experience but also serve as a crucial tool for decision-making, social interactions, and self-awareness. From this perspective, emotions can be understood as determined, processual, and driving forces in personal development.

In conclusion, based on the views of scholars, I would like to emphasize that children's emotional development should be observed as a process and valued as a tool that facilitates socialization and personal growth. By properly managing and fostering emotions, we can enhance children's emotional stability, creativity, and social adaptability.

References

1. Lazarus R.S. Emotion and Adaptation // Human Emotions: A Reader / ed. by J. Jenkins, K. Oatley, N. Stein. Malden, 1998. P. 38-44.
2. Выготский Л.С. Учение об эмоциях: в 6 т. М., 1984. Т. 6
3. Воропаева И.П. Эмоции и педагогический потенциал семиотики // Мир психологии. Москва; Воронеж, 2002. № 4 (32). С. 203-209.
4. Fress P. Theories of emotion: From stimulus to experience. - New York: Springer.2000.
5. Rubinshtein, S.L. Principles of psychology. - Moscow: Academy of Sciences. 1940.