



## "STUTTERING AND EMOTIONAL INTELLIGENCE IN CHILDREN: A CORRELATION ANALYSIS" (A STUDY OF THE RELATIONSHIP BETWEEN STUTTERING AND EMOTIONAL INTELLIGENCE.)

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**Abstract:** This study explores the relationship between stuttering and emotional intelligence (EI) in children. Stuttering, a speech disorder that disrupts the natural flow of speech, can significantly impact a child's communication abilities and social interactions. Emotional intelligence, defined as the ability to perceive, understand, and regulate emotions in oneself and others, plays a crucial role in a child's social and emotional development. This research examines whether children who stutter differ in emotional intelligence compared to their peers who do not stutter, focusing on aspects such as emotional regulation, empathy, and social awareness. A sample of children with varying degrees of stuttering severity is assessed using EI measurement tools, including the Bar-On Emotional Quotient Inventory, alongside speech assessments. The findings aim to provide a deeper understanding of how stuttering may influence the development of emotional intelligence, with implications for interventions and educational strategies to support emotional and social growth in children who stutter.

**Keywords:** Stuttering, Emotional Intelligence, Children, Speech Disorders, Emotional Regulation, Empathy, Social Development, Emotional Quotient, Psychological Development, Coping Strategies

**Аннотация:** В этом исследовании изучается связь между заиканием и эмоциональным интеллектом (ЭИ) у детей. Заикание, речевое расстройство, которое нарушает естественный поток речи, может существенно повлиять на коммуникативные способности ребенка и социальные взаимодействия. Эмоциональный интеллект, определяемый как способность воспринимать, понимать и регулировать эмоции у себя и других, играет решающую роль в социальном и эмоциональном развитии ребенка. В этом исследовании изучается, отличаются ли дети, которые заикаются, по эмоциональному интеллекту от своих сверстников, которые не заикаются, уделяя особое внимание таким аспектам, как эмоциональная регуляция, эмпатия и социальная осведомленность. Выборка детей с разной степенью тяжести заикания оценивается с использованием инструментов измерения ЭИ, включая опросник эмоционального коэффициента Бар-Она, наряду с оценками речи. Результаты направлены на обеспечение более глубокого понимания того, как заикание может влиять на развитие эмоционального интеллекта, с учетом вмешательств и образовательных стратегий для поддержки эмоционального и социального роста детей, которые заикаются.

**Ключевые слова:** Заикание, Эмоциональный интеллект, Дети, Нарушения речи, Эмоциональная регуляция, Эмпатия, Социальное развитие, Эмоциональный коэффициент, Психологическое развитие, Стратегии преодоления трудностей

Stuttering is a speech disorder characterized by disruptions in the normal flow of speech, including repetitions, prolongations, and blocks of sounds or words. Affecting approximately 1% of the population, stuttering typically emerges in early childhood and can have a lasting impact on an individual's communication abilities, social interactions, and psychological well-being. For children who stutter, these speech difficulties may contribute to feelings of frustration, embarrassment, and low self-esteem, especially as they interact with peers and adults. These challenges can influence various aspects of emotional and social development, potentially shaping the way children experience and manage their emotions.

Emotional intelligence (EI), which refers to the ability to recognize, understand, and regulate one's own emotions while also perceiving and influencing the emotions of others, is a critical factor in children's social and emotional development. High emotional intelligence has been linked to better social relationships, improved coping mechanisms, and enhanced psychological well-being. In contrast, deficits in EI may result in difficulties with emotional regulation, social interactions, and overall emotional health.

While there is an established body of research exploring the effects of stuttering on children's social and psychological outcomes, less attention has been given to how stuttering may influence emotional intelligence. Given the impact of communication difficulties on social functioning and self-perception, it is plausible that children who stutter may experience unique challenges in developing emotional intelligence. It is equally possible that they might develop adaptive emotional skills as a coping mechanism to navigate the emotional challenges stemming from their speech disorder.[1,56]

This study aims to explore the potential correlation between stuttering and emotional intelligence in children. Specifically, it seeks to investigate whether children who stutter exhibit differences in emotional intelligence compared to their non-stuttering peers, and whether stuttering is associated with specific components of EI, such as emotional regulation, empathy, and social awareness. By examining these relationships, the research will contribute to a deeper understanding of the emotional and psychological development of children who stutter and offer insights into how interventions and support programs can be tailored to promote emotional growth in this population.

Ultimately, this study seeks to answer the following questions:

1. Do children who stutter have different levels of emotional intelligence compared to children who do not stutter?
2. How does stuttering affect specific emotional intelligence components such as self-awareness, emotional regulation, and social empathy?
3. Can emotional intelligence be a protective factor for children who stutter in terms of coping with their speech challenges?

Through this investigation, the research aims to provide valuable insights that can inform therapeutic practices, educational strategies, and interventions designed to support the emotional and social development of children who stutter.

Stuttering, often seen as a challenge to effective communication, can have significant repercussions for children's emotional and social development. Stuttering typically emerges in early childhood, often between the ages of 2 and 5, and while many children may outgrow it, others continue to struggle with speech difficulties into adolescence and adulthood.[2] For children who stutter, the speech impediment may not only create frustration in verbal expression but can also result in negative emotional outcomes. Common emotional responses

to stuttering include anxiety, embarrassment, and a diminished sense of self-worth. These emotional challenges are compounded by the potential for social isolation, as peers may misunderstand or ridicule stuttering behavior, leading to increased feelings of shame and social withdrawal.

As a result, children who stutter may face difficulties in forming and maintaining friendships, and their emotional development could be hindered by repeated negative interactions. The emotional stress of stuttering can impact the child's ability to regulate emotions, cope with frustration, and engage socially, which are all central components of emotional intelligence.

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