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|  | **Abstract:** The aim of this study; To present a holistic perspective on the subject by examining the postgraduate theses on emotion regulation in the preschool period in terms of year, university, type, method, data analysis techniques, measurement tools, sample and keywords. The data source of the study designed in the qualitative research model was the postgraduate theses written between 2011-2021 and these theses were accessed from the YÖK national thesis center documentation website. Descriptive analysis technique was also used in data analysis. As a result, it was seen that the majority of postgraduate theses on emotion regulation in the preschool period were at the master's level, conducted at Gazi University, were designed with only quantitative research methods, and qualitative research methods were never used. In addition, it was determined that the number of theses in which only preschool children participated as the study group was the majority and scales were predominantly used as a measurement tool. It was found that the keywords of these theses mostly included the words emotion, emotion socialization, emotion regulation skills, temperament, play, mother-child relationship.  **Keywords:** Emotional Regulation, Preschool, Graduate Thesis, Emotional Development |
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**SUMMARY**

**Introduction**

One of the critical developmental tasks to be acquired in early childhood is emotion regulation. Emotion regulation encompasses the external and internal processes in which a person monitors, evaluates, and is responsible for modifying their emotional responses to achieve their goals. In this context, while internal processes are related to the individual's effort to regulate emotional stimulation, such as emotional cognitions, attention management and the management of physiological reactions; external processes are related to the role of socialization tools such as parents, siblings, and friends that help modulate emotions. While successful emotional regulation benefits children in terms of interpersonal relationship, academic achievement, and mental health, difficulties associated with emotional dysregulation can cause compulsive behaviors, anxiety, mood disorders, and borderline personality-related symptoms in children. Emotion regulation becomes one of the important skills in this process, especially in the preschool period, due to the widening of children's social circles and the complexity of their emotional states. Considering that these skills are mostly shaped in the pre-school period and the long-term effects are considered, it is aimed to present a holistic perspective to the subject by evaluating the postgraduate theses on the emotion regulation skills of preschool children through this study.

**Method**

In this research, which was designed with a qualitative research model, document analysis technique was used. The data source of the research consisted of postgraduate theses on emotion regulation in the preschool period conducted between 2011-2021. These theses were accessed from the documentation website of the higher education institution. The data of the research were also analyzed by descriptive analysis method.

**Results**

As a result of the research, a total of 55 postgraduate theses on emotion regulation in the preschool period were accessed. It has been determined that the majority of these theses are at the master's level. In addition, it was concluded that these theses were mainly carried out in Gazi University. As a result of examining the distribution of these theses by years, it was determined that the number of theses increased by years. When the distribution of theses according to the study groups is examined, it has been determined that the postgraduate theses in which only pre-school children are determined as participants are in the majority. According to the distribution of measurement tools used in these theses, it was concluded that scales were mostly used. One of the other findings of the study is that the postgraduate theses on emotion regulation in the preschool period were carried out using only quantitative research method. When considered in the context of data analysis techniques, it has been determined that non-parametric tests and descriptive statistics such as frequency, percentage average, etc. are used intensively. Finally, it is seen that the keywords of the postgraduate theses mostly include the words emotion regulation skills, emotion socialization emotion, temperament, and mother-child relationship.

**Conclusion and Discussion**

In recent years, emotion regulation has become an accepted and interested concept in the literature. When the postgraduate theses on emotion regulation in the preschool period are examined, it is concluded that the number of theses has increased from year to year, and it is thought that the importance given to the development of emotion regulation of children has increased. It has been determined that the majority of these theses are at the master's level, and the number of theses conducted at the doctoral level is quite low. This finding is in parallel with the fact that postgraduate theses on different subjects related to early childhood education are mostly composed of postgraduate theses. In fact, it is thought that this may be related to the fact that the number of master's programs in our country is higher than the number of doctoral programs and that the number of institutions providing education at the doctoral level is less. When the universities where the theses are conducted are examined, it has been determined that the most theses have been carried out in Gazi University. This finding also coincides with the statistics shared by the higher education institution, which includes the number of theses by universities.

Another finding of the study is that the postgraduate theses on emotion regulation in the preschool period were carried out with only quantitative research method and qualitative research methods were neglected. Although the data obtained through the theses conducted with the quantitative research method can be generalized to a whole and a cause-effect relationship can be established between the variables that are effective in the development of emotion regulation, it can be said that there is a situation that limits the acquisition of in-depth information on the subject and understanding the perspectives of the research participants by neglecting the qualitative research methods. . Considering the distribution of the study groups of the research, it is seen that the number of theses in which only children aged 3-6 are included is the highest. This data shows that children are taken into the center in the evaluation of emotion regulation skills in the preschool period. When the measurement tools used to collect data on the study group were examined, it was seen that scales were used to a large extent. Considering that the scales are filled by adults, it can be concluded that children's participation in research processes is limited. In order to obtain the right results from the research processes and to support the development of children, the necessity of children's participation in research is emphasized in the literature. On the other hand, collecting data only from adults may prevent children from revealing their perceptions on the subject and may lead to a decrease in the reliability of research data.

It is seen that the keywords of the examined postgraduate theses mostly include the words related to emotion regulation skills, emotion socialization, emotion, temperament, and mother-child relationship. In the preschool period, children develop their emotion regulation skills by gaining emotional awareness, establishing a cause-effect relationship between emotions, being influenced by the emotion regulation processes of the adults around them, and deliberately attempting to influence their own emotions. In this context, it is seen that theses have been made that will clarify the emotional regulation development processes of children in many ways. The remarkable finding is that while mothers, who are primarily influential in the developmental processes of children, are frequently included in the keywords, fathers, who are equally influential, are included in the keywords in a limited way. Considering that fathers play an effective and important role in a healthy child development process, it is thought that this issue should be emphasized more in research and fathers' participation in research processes should be supported