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## **THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL CHILDREN BY MEANS OF INNOVATIVE TECHNOLOGIES**

Modern society is going through a rather complex and dynamic period of development. In the world, there is a problem of understanding and expressing emotions and feelings, children spend a significant part of their free time in gadgets, which causes introversion and an emotionless attitude towards the environment. In the 21st century, the role of systemic changes has increased, education needs to be updated and improved, therefore the problem of developing emotional intelligence becomes particularly acute and urgent, because it significantly increases efficiency in various social spheres and the ability to feel happy. It is especially important to develop in children of primary school age, since entering school is considered quite difficult, and at the same time, a turning point in the life of future schoolchildren. Quite often, learning in the conditions of everything new and unknown can create a number of problems associated with excessive anxiety, uncertainty, isolation, detachment. In order to achieve significant success, students need not only to learn new material, but also to learn to control the manifestations of their own emotions, understand the feelings of other people and adapt to living conditions.

The problem of the development of emotional intelligence is considered in the works of many outstanding foreign scientists: A. Savaf, D. Caruso, J. Gottman, G. Gardner, G. Hall, J. Gottman, D. Caruso, I. Herbart, R. Bar-On, S. Hein, R. Cooper, U. Dax, H. Weissbach, F. Fromm-Reichmann. In Ukraine, too, there are many works of scientists: A. Chernyavska, V. Boyko, E. Nosenko, E. Vlasova, Zh. Kucherenko, N. Kovryga, N. Kharchenko, O. Vlasova, O. Filatova, S. Maksymenko, S. Chechalo, P. Antokhin. Although the concept of "emotional intelligence" has been actively researched in recent decades, there is still no single interpretation of this concept.

The term "emotional intelligence" has been used in scientific literature relatively recently. Thanks to two American Psychologists P. Salovey and J. Mayer, who used this term in the 90s of the last century, characterizing emotional intelligence as the ability to perceive and understand emotions, manage them and use them to stimulate thinking.

The concept of "emotional intelligence" was most popularized by the American scientist, journalist and psychologist D. Goleman, who in his book "Why emotional intelligence is more important than ordinary intelligence" proved that success in life depends not so much on general intelligence as on the ability to manage one's own emotions. The researcher defines emotional intelligence as the ability to be aware of one's own feelings and the feelings of other people, to motivate oneself and other people, to manage emotions and to influence the emotional states of others [1, p.12]. A

developed emotional intelligence helps a person in various aspects of life: in work and career, in education, in social and spiritual spheres.

Emotional intelligence is determined by the sum of aptitude indicators:

- self-awareness (the ability to understand one's thoughts and feelings);
- self-motivation (awareness of tasks for personal development);
- resistance to anxiety (resistance to obstacles in achieving goals), impulse control

(ability to resist temptation, sudden impulsiveness), mood management (ability to adjust emotional state according to a certain situation), empathy (ability to understand feelings and emotions of other people), optimism (positive outlook on life).

Considering the essence of the concept of "emotional intelligence", we found out that this concept can be interpreted as the ability to identify, use, understand emotions and manage them; an ability that allows you to reduce stress, learn effective communication, overcome obstacles, and resolve conflicts." [2, p. 3]. The formation of emotional intelligence in elementary school students is a process that covers not only school subjects, but also extracurricular and extracurricular activities. Children can already understand some emotional states that arise in well-known situations, but it is difficult for them to convey it in words, so modern teachers should work on developing an active vocabulary of emotions, keeping a diary of impressions is relevant for a modern school.

When developing emotional intelligence, it is necessary to pay attention not only to the child's environment, but also to the compliance with the conditions of the educational environment, that is, safety and convenience in the first place. Consideration should be given to the correct use of colors for the design of the classroom, the placement of visual and didactic materials and accessories that students can freely use. In their work with children, it is important for teachers to learn to use verbal and non-verbal means of communication.

In primary school age, it is necessary to develop emotional intelligence gradually: starting with basic emotions, and then shades. O. Melnyk suggests that teachers build a system of work for the development of emotional intelligence by defining basic emotions that should be introduced in every class. In the 1st grade, it is necessary to create situations in which the meanings of the emotions of joy, sadness, fear, anger or shame will be manifested. In the 2nd grade, it is important to familiarize the child with the emotions of surprise, love, disgust. The third grade is appropriate for the development of interest, surprise, overcoming suffering, disgust, contempt and anxiety. In the 4th grade, new terms that convey emotions are presented to students for familiarization, so it is important for modern teachers to orient themselves with these concepts. [3, p. 51].

Analyzing the educational programs, we found that the most favorable for the formation of emotional intelligence is the content of linguistic, literary, social, and health-care educational fields, but it is worth noting that the basis of all educational components is the task of creating a comfortable emotional environment, the formation and development of emotional the child's volitional sphere. Younger school age serves as the basis for the development of children's emotional intelligence. It is this period that gives students the opportunity to succeed in communicating with teachers and

peers, resolve conflicts, understand themselves, their desires and needs, as well as set goals and successfully achieve them.

So, emotions and feelings shape the personality's behavior, affect certain life goals. Junior school age is a period of rapid development of the emotional intelligence of an individual, which affects various types of activities, primarily educational. During this period, emotions develop, become complex and acquire an intellectual character. The emotions of a younger schoolboy are a reflection of the personality's attitude to reality, to leading activities at this age and to the process of communicating with peers, etc. The primary education program emphasizes the expediency of developing key competencies of students, among which we include the emotional one, which is due to the development of the emotional intelligence of the individual (the ability not only to recognize one's own emotions, but also to successfully manage them in accordance with the situation, etc.).

The use of innovative methods, artistic tools, game activities, non-traditional forms of work for elementary school children contribute to positive changes in the emotional sphere, because thanks to skillfully organized systematic work on the development of emotional intelligence, you can get rid of negative emotions and concentrate on their positive aspect.

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