

**DEVELOPMENT OF EMOTIONAL INTELLIGENCE FUTURE  
PRIMARY SCHOOL TEACHERS IN EDUCATIONAL ACTIVITIES:  
THEORETICAL ASPECTS AND PRACTICAL PRACTICES**

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**Abstract.** The chapter is devoted to the problem of emotional intelligence as a personally and professionally significant attribute of an elementary school teacher. Emotional intelligence is the basis of the professional competencies of an elementary education specialist, defined by the Professional Standard. The level of its formation depends on the teacher's compliance with the norms of pedagogical morality, pedagogical tact and ethics, the moral and psychological climate in the classroom, the general success of students and their mental health. Therefore, the development of emotional intelligence in future primary school specialists is the primary task of institutions of higher pedagogical education.

The chapter reveals the theoretical aspects of the emotional intelligence of a person: structural components, features of the brain, mental and physiological processes that occur in the human body under the influence of emotions. It has been established that emotional intelligence has not only a mental but also a biological basis. Modern ideas about emotional intelligence, which are based on serious scientific research, make it possible to claim that it can be developed under the influence of systematic training.

Based on the results of a survey of elementary school teachers, effective practices for the development of emotional intelligence were developed and selected, which are implemented in the content of the educational activities of students of Zhytomyr Ivan Franko State University. The possibility of forming emotional intelligence skills by enriching the content of psychological-pedagogical and didactic-methodical disciplines with an emotional-intellectual component, using traditional and innovative technologies, quasi-professional and joint activities has been proven. The following proved to be effective: self-awareness and reflection exercises, emotional vocabulary development exercises, self-regulation techniques, breathing practices, stress and emotional tension relief exercises, emotion diary practice, speech technique development exercises, physical techniques, training exercises, games, dramatizations, creative tasks, use of art tools (fiction, visual arts, painting, music), art therapy techniques, mandala therapy, and others.

**Key words:** emotional intelligence, primary school teacher, future primary school teacher, educational activity, self-knowledge, reflection, emotion management.

The socio-economic development of any state and its international competitiveness depend on human capital. World experience proves that sustainable economic growth is achieved by those countries that make large-scale and effective investments in people, their education, intelligence, health, skills and experience. While developed European countries are increasing their own human capital, Ukraine is losing it. The reason for this is the Russian-Ukrainian war, which brought with it direct and indirect losses of human capital. These include the loss of the civilian population, forced migration, forced deportation to Russia, the destruction of infrastructure, enterprises, organizations, and a decrease in the solvency of the population. It is not only about the physical, but also the psychological safety of the individual. Constant air alarm sirens with breaks for short periods of calm, loss of a sense of power over the situation and hopelessness, a situation of uncertainty and the inability to plan one's future cause stress, anxiety, and negative emotions. The lack of peace and psychological well-being inevitably affects the state of health of Ukrainians. In the vast majority of them, there is a worsening of the psycho-emotional state, which they cannot cope with on their own and need the help of specialists.

According to a national survey conducted by the Rating Sociological Group in April 2022 on behalf of the Carnegie Endowment for International Peace (CEIP), 50% of respondents described their condition as tense or very tense; 71% indicated an average level of emotional exhaustion [21]. Thus, the question of stability and emotional intelligence as tools for preserving and strengthening the energy resources of the human body, and thus preserving the potential of the Ukrainian nation, is gaining relevance.

Therefore, the primary task of the state policy of Ukraine is to develop effective strategies for the preservation and restoration of human capital as a guarantee of stable socio-economic development. The teacher plays an important role in solving this task. Through his personality and activities, the state policy is implemented in the formation of a future person, his intellectual, spiritual, cultural and physical development. The future of the country will depend on what values, skills, and behavior he instills in the younger generation.

Effective professional training of future teachers is a decisive investment in the development of the state's human potential. The formation of a highly qualified teacher depends on the carefully thought-out and planned content of professional training and the creation of an educational environment at the stage of university studies.

Landmarks in the content of primary school teacher training are international and Ukrainian state educational documents, which define the requirements for the personality and pedagogical

activity of future specialists. They emphasize the importance of building the content of education on the basis of the competence approach, which meets the latest challenges of the time and the growing requirements of European society. The intensive informatization of society, the development of digital technologies and artificial intelligence, their entry into the educational sector, the humanization of life activities significantly affect the change in skills and abilities that a future teacher must possess in order to achieve success. The competent approach focuses attention on the development of the personality, its personal qualities and properties, moving away from the authoritarian model of communication.

Thus, in 1997, a group of experts, which included international representatives from the fields of education, health, safety and labor, within the framework of the Federal Statistical Department of Switzerland and the National Center for Educational Statistics of the USA and Canada, developed the program «DeSeCo» (full name – «Definition and selection of competences: theoretical and conceptual foundations»). In it, the concept of «competence» was understood as a combination of cognitive attitudes, practical skills, values, emotions, behavior, knowledge and skills, that is, all that can be mobilized and used for action in many spheres of life [20]

In 2006, with a further update in 2018, the European Framework of Reference for Key Competences for Lifelong Learning [3] was adopted in Brussels, which proclaims the position of the irreplaceability of competence education in the modern world. The framework provides a vision of what key competencies children and young people need to develop in order for them to achieve successful professional development, self-fulfillment and active citizenship. The list of key competencies approved in the modernized Framework includes: literacy; multilingual competence; mathematical competence and competence in science, technology and engineering; digital competence; personal, social competence and ability to learn; civic competence; entrepreneurial competence; cultural awareness and self-expression. Each of the competencies includes a list of relevant knowledge, skills and values.

The next step in the development of the competence idea in the countries of the European Union and the world was the development of the European Framework for Personal, Social and Learning Key Competence (LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence, 2020). It considers nine competencies: self-regulation, flexibility, well-being (personal sphere); empathy, communication, cooperation (social sphere); development of thinking, critical thinking, learning management (the field of «ability to learn»). Each of the competencies is revealed by descriptors. The main idea of the LifeComp Framework is that the individual competencies should be considered as «interdependent and complementary, as parts of one whole» [6], which can be taught through formal, non-formal and informal education from early childhood to adulthood.

The program «General European principles of competences and qualifications of teachers» [2] emphasizes the importance of a teacher mastering a set of relevant competences for the development of human capital as the wealth of the nation, the formation of the European worldview of the future generation and the preparation of students to perform the functions of a citizen of modern European society. The document singles out three categories of competencies that a teacher should possess: working with other people; work with knowledge, technology and information; work with society and in society.

The educational policy of Ukraine in matters of the competence-based approach to education corresponds to the trends of the educational policy of the European Union. The idea of competence training is a priority in the content of government documents: the Law of Ukraine «On Education» (2017), the Concept of Reforming the Ukrainian School «New Ukrainian School» (2016), the State Standard of Primary Education (2018), the State Standard of Basic of secondary education (2020), Standards of higher education. They have key competencies and cross-cutting skills based on European standards, taking into account national identity and national cultural and educational traditions. As the ex-Minister of Education and Science of Ukraine, L. Hrynevych, emphasized at The Education World Forum, «the Ukrainian education system has its own national face» [7].

Thus, the conceptual guidelines of the competence approach and their implementation in the content of education were reflected in both European and Ukrainian education.

The development of emotional intelligence in the future primary school teacher is an important condition for training a highly qualified and competent specialist. In domestic and foreign scientific researches, emotional intelligence is considered not only as a professional and personal quality of a teacher, the most important all-round skill (soft skills), extra-professional competence that allows you to become successful in personal and professional life, to ensure internal emotional balance, to get satisfaction from the profession, to feel feeling happy, but also as an element of other «soft» skills and competencies. Emotional intelligence is part of a number of competencies of a primary school teacher, defined by the Professional Standard for the professions «Teacher of primary classes of an institution of general secondary education», «Teacher of an institution of general secondary education», «Teacher of primary education (with a diploma of junior specialist)», such as: leadership, social, psychological, emotional-ethical, health-preserving, reflective competence, «pedagogical partnership» competence. The effectiveness of a teacher's work largely depends on his ability to manage his own emotions and feelings in the process of communication, to understand and take into account the psycho-emotional state of students and other participants in the educational process, to choose the right ways to respond to it, the readiness to critically analyze his own behavior, that is, on the level of development of emotional intelligence.

Emotions perform signaling, regulatory and communicative functions. The energy of emotions is very valuable. It directs a person's behavior, helps to develop, warns, protects, confuses, wings, stimulates to activity or, on the contrary, takes away reserves of vital forces. The variety of emotions experienced by a person fills his life moments with brightness, contributes to a full meaningful life. It has been proven that emotion is the oldest reaction of the human body, which works much faster than thought. This is an instant analysis of the situation, manifested in words, actions, gestures, facial expressions. Emotions are an important signal that informs a person about what needs to be paid attention to and mobilize one's own energy and resources of the psyche, thinking, and body, that is, it prepares a person for the appropriate reaction, the body's response to the received signal. Yes, in case of danger, there is a feeling of anxiety; when something or someone threatens and you need to fight - the emotion of anger is born; when an involuntary or deliberate mistake was made, someone was offended - a feeling of guilt arises; in case of loss we feel sadness. Emotions also inform others that we need support, help, and unification to solve a problem together.

Emotions include three components:

- subjective experiences, i.e. the same emotion is experienced differently by different people. It depends on the personality structure, age, subjective experience;
- physiological processes that occur in the vegetative nervous, endocrine, respiratory, cardiovascular and other systems of the body;
- behavioral reactions, that is, the actual expression of emotions (facial expressions, intonation, speed of speech, gestures, other expressive movements), which depends on social norms, individual psychological characteristics of the individual, his upbringing).

Emotions trigger cognitive and physiological processes and influence behavior. So, emotions direct the behavior of an individual in a certain direction, and emotional reactions, based on a person's value system, determine his actions and behavior.

However, the emotion can get out of control and turn into an emotional fire with devastating consequences both for oneself and for others, act as a factor of internal imbalance. For example, the emotion of anger can provide energy to fight. On the other hand, it can negatively affect interpersonal relationships and provoke conflicts. The emotion of anxiety helps to anticipate danger and respond wisely to it. At the same time, it can drive you into the grip of fear and limit the living space. A sense of guilt can help to notice and analyze mistakes made, take responsibility for them, and draw appropriate conclusions. But it can also be the opposite - it can lead to self-digging, relentless self-blame and immersion in the past.

The power of emotions can be so strong that there is no room for rational arguments. It is not surprising that for many centuries the view of emotions as the antipodes of the mind, which destroys it and performs a disorganizing function, dominated the Western philosophical science. Reason, the

intellect of a person was recognized as the highest virtue, while emotions were seen as reactions to a threat that were beyond control. It was believed that when experiencing strong emotions, a person loses the ability to think rationally. And only in recent decades, scientists, thanks to the achievements of modern science, came to the conclusion that emotions and intelligence are not different autonomous psychological processes. There is a close relationship and interaction between them, emotions are present in human thought and behavior. As S. Rubinstein noted, emotions are the unity of the emotional and the intellectual. With this statement, he affirms the presence of the intellectual within the emotion itself. Emotions are part of the logical spectrum, they help to understand yourself, assess the condition of your body, realize which needs are not satisfied, make a choice.

The increased interest of scientists in the problem of the unity of emotions and intelligence led to the emergence of the scientific construct «emotional intelligence». Emotional intelligence helps to correctly «read» emotions, understand them and wisely manage their energy in order to build effective communication and interaction with other people, maintain mental balance and nervous strength.

The topic of emotional intelligence began in psychological scientific developments and was actively researched and continues to be researched by foreign researchers: D. Goleman, R. Bar-On, J. Mayer, P. Selovey, D. Caruso, K. V. Petrides, E. Furnham, T. Bradberry, J. Greaves, R. Cooper, J. Matthews, M. Seidner, R. Roberts and others. In Ukrainian psychological science, M. Augustyuk, Y. Breus, O. Vovchenko, S. Derevyanko, V. Zarytska, E. Karpenko, N. Kovryga, O. Lyash, O. Myloslavska, M. Stasyuk are interested in the problem of emotional intelligence. M. Shpak, O. Chebykin, A. Chetveryk-Burchak and others. Regarding the development of emotional intelligence in future teachers, significant studies are presented in the works of L. Rakityanska and O. Veritova. At the same time, it should be noted that there are currently no thorough scientific studies devoted to the problem of the development of emotional intelligence in future primary school teachers in Ukrainian pedagogical science.

The «three-unit brain theory» developed in the 1960s by the American neurophysiologist P. McLean had a significant impact on the development of concepts of emotional intelligence. In a simplified and accessible form, it offered an understanding of how the human brain functions. According to it, the human brain is a three-layered organ, where each layer overlaps the previous one. In the center of the brain is the reptilian brain (reticular complex). It is responsible for the basic needs of the body (breathing, digestion, movement, coordination, heartbeat, etc.) and instincts for survival, reproduction, and defense of its territory. The reptilian brain in an emergency situation gives the human body the commands «fight», «run», «freeze», because these actions guarantee the chances of survival. That is, the reptilian brain mobilizes the energy needed for self-preservation in the event of a threat.

The reptilian brain is surrounded by the emotional brain (limbic system). It includes various brain structures such as hypothalamus, hippocampus, amygdala, thalamus, etc. The emotional brain is responsible for developing emotional reactions, processing emotions, regulating mood and emotional state, for long-term memory, cognitive functions, motivation, and also controls important biological functions, such as: smell, appetite, sleep, pleasure. The limbic system is responsible for social instincts, that is, the desire to belong to a group, to interact, to share. At the slightest sign of a potential threat, it sends an alarm signal to other parts of the brain.

The third layer - the neocortex (cortex of the large hemispheres of the brain) - is responsible for higher cognitive functions, that is, for logical and critical thinking, reflection, planning, decision-making, realization of creative abilities and self-realization of a person in general.

Information between different parts of the brain is transmitted by neural pathways. Thus, in the event of a strong emotion, for example, the emotion of fear, which forces one to run away, the prefrontal cortex – a zone of the neocortex located in the front part of the brain – intervenes in the assessment of the situation. It helps to make a more balanced and reasoned decision, to leave calmly or to ask for help. That is, it stimulates a person to make a rational decision, and not to follow the requirements of instincts. Thus, the interaction between the neocortex, and more precisely, between the limbic system and the prefrontal cortex, plays a key role in maintaining emotional balance.

Another prerequisite for conducting systematic studies of emotional intelligence was the theory of «multiple intelligences» by Harvard University professor G. Gardner, which forced scientists to look at the nature of intelligence in a different way. He considered the idea that a person is born with a rich intellectual potential that can be developed throughout life. As a result, she begins to dominate not all, but only certain types of intelligence. The scientist described nine types of intelligence: bodily-kinesthetic, visual-spatial, logical-mathematical, musical, linguistic, existential, naturalistic, interpersonal, intrapersonal. And emotional intelligence was not mentioned among the proposed types, but the last two types were considered as its forms.

There are a significant number of interpretations of emotional intelligence, which are roughly similar in essence, but differ in certain features and structural model. The basic definition is as follows: emotional intelligence is a set of skills and abilities of an individual to recognize and understand their own and other people's emotions, to take them into account in communication, as well as the ability to control and manage one's emotions and the emotions of others in order to solve practical tasks.

Science knows several models of emotional intelligence with varying degrees of detail. The model proposed by the American journalist and psychologist D. Goleman in the 90s of the last century is considered the most practical. It includes five components:

1) Self-awareness – the ability to identify one's emotions, one's motivation when making decisions, to learn one's weaknesses and strengths, to determine one's own goals and life values.

2) Self-regulation – the ability to exercise control over one's own emotions, restrain emotional impulses.

3) Motivation - the ability to strive to achieve a goal not for the sake of external incentives, but for the very fact of its achievement.

4) Empathy - the ability to take into account the emotional state of other people when making decisions, as well as the ability to empathize with others.

5) Social skills – the ability to build harmonious relationships with other people, to direct them in the desired direction.

The following indicators are indicators of a person's emotional intelligence:

- Is aware of his emotions, understands the reasons for their occurrence, is able to describe them verbally.
- Listens carefully to others.
- Open, interested and respectful of people's opinions that do not coincide with his own.
- Recognizes emotions, feelings, moods, emotional states of other people.
- Reacts by suspecting dissatisfaction and unexpressed emotions of other people.
- Understands possible reactions to one's own behavior, actions, judgments.
- Follows up when what was said was misunderstood or a confrontational path was chosen.
- Notices when another person is uncomfortable and shows his understanding.
- Identifies and responds to tensions between team members.
- Offers help and support to others.
- Open to new norms, values, cultures, rules and acts accordingly.

Insufficient development of emotional intelligence leads to a number of problems in the personal and professional spheres. First of all, a person experiences difficulties in communication at work and at home, there is a constant feeling of complete misunderstanding by others, irritation, long-lasting negative emotions, and chronic fatigue. These are clear threatening symptoms that indicate psychological problems. If these signs appear together, it becomes a reason to wonder if the reason lies in a low level of emotional intelligence.

For a primary school teacher, a high level of emotional intelligence development is a sign of his professionalism, a necessary condition for pedagogical activity. This is necessary both for the teacher himself and the preservation of his mental health, and for his students, their parents and colleagues. The pedagogical work of a primary education teacher is accompanied by constant emotional tension and stressful situations. There are many reasons for this: high requirements for the



profession, excessive emotionality of younger schoolchildren, intense intellectual work, intensive communication, high responsibility for life, health, quality indicators of student learning, lack of time, individual and personal characteristics of the teacher and many others. All of them reduce the resourcefulness of the teacher, cause him intense emotional fluctuations, feelings of devastation, fatigue, depression, helplessness. As a result, a negative perception of the world arises: everything around is annoying, everyone is bad, there is no positive. Of course, such thoughts and the psycho-emotional state of the teacher affect primarily those people who are in his immediate environment and with whom he contacts in the process of pedagogical activity. His students are among the first to suffer. Incontinence, emotional outbursts, insults to children, aggressive reactions, indifference towards students are often the consequences of the internal imbalance of teachers. The teacher becomes excessively picky about the students and himself. If we take into account the fact that, due to their age characteristics, younger schoolchildren are extremely sensitive to the emotional state of their teacher, who is a reference person for them, we must admit that this behavior of the teacher provokes school stress in children and their general failure. A teacher's emotional intelligence indirectly affects the cognitive activity and psycho-emotional states of schoolchildren.

T. Stas believes that «on the ability to feel and take into account the mood of others, to determine and correctly assess the emotional state of the individual depends on the emotional comfort of both the student and the teacher, as well as the psychological climate in the training group, and therefore, the effectiveness educational process» [19, p. 7].

E. Nosenko and R. Trulyaev in their monograph, based on the statement of O. Prokhorov, point out that «frequent negatively colored states of the teacher reduce the effectiveness of teaching and education, increase conflict in relationships with the class and with colleagues, contribute to the emergence and consolidation in the character structure and professional qualities of negative traits, destroy health» [11, p. 17].

The phenomenon of emotional intelligence is closely related to issues of pedagogical communication, tact and ethics. In an excited emotional state, the teacher often resorts to shouting. By the way, the cry is a testimony of the teacher's powerlessness rather than his strength. Scientists and practicing teachers point to the importance of the ability to control one's voice and intonate speech. Given the special sensitivity of younger students to praise, using it can have a much better effect on students than raising your voice. Under the influence of strong emotions, the teacher is able to show excessive directness, show his superiority over the students, make tactless remarks, which leads to consequences opposite to those they expected. In the absence of self-control and self-regulation skills as components of emotional intelligence, there is a violation of pedagogical tact, a decrease in the student's self-esteem, a loss of faith in his own abilities, disobedience, copying of the teacher's behavior by younger schoolchildren, and a manifestation of rudeness and aggression

towards his classmates. An elementary school teacher must demonstrate to his students an example of correct emotional and ethical behavior.

Therefore, the professional duty of a teacher is to act within the ethical norms of pedagogical activity, that is, to focus on universal human and pedagogical values and norms in one's own emotional manifestations. In his activity, adhering to the ethical principles of pedagogical activity, the teacher must maintain self-control and endurance, avoid negative emotional reactions that degrade human dignity and offend the younger student. Addressing the emotional sphere of his students, he should arouse positive emotions in them, encourage learning, inspire creativity, and be ready to empathize. The teacher must create an emotionally favorable atmosphere for learning.

Psychologists believe that teachers with a low level of emotional intelligence try to reject their own emotions, especially negative ones, suppress and block them, hoping that everything will pass. However, this only aggravates the situation. The body begins to suffer from unrealized and unspoken emotions. Gradually accumulating, they can lead to even greater psychological and physiological problems. The body begins to ache.

One of the medical studies conducted in Ukraine as part of the ELSPAC (European Longitudinal Childhood) international program studied the impact of aggression on the health of adolescents. 864 teenagers were involved in it. As a result of the research, it was found that teenagers with aggressive behavior experience stomach pains more often than others. It turned out that «aggression is very closely related to the contraction function of muscle cells. During an aggressive state, a reflex spasm and tension occurs, the secretion of hormones (adrenaline, norepinephrine) and hydrochloric acid increases. The consequences of such a reaction are pain syndrome and a wide range of gastrointestinal disorders» [4]. Among the diseases are gastritis, stomach ulcer, duodenitis. So, the state of the gastrointestinal tract is directly related to the emotions and psycho-emotional state of a person.

This research once again proves that emotions have a cellular basis. Under their influence, the body strongly secretes hormones that accelerate the heart rate and bring the muscular system into a tense state. When a person experiences an emotion, there are necessarily changes in his physiological processes, and primarily in hormonal ones. Hormones are produced by nerve cells of the brain and spinal cord. During positive emotional experiences, the level of the hormones dopamine, serotonin, endorphin and oxytocin, which are conventionally called the hormones of happiness, increases.

Dopamine is a neurotransmitter and at the same time a hormone called the hormone of pleasure and love. It begins to be produced in the process of waiting for future satisfaction and directly affects a person's well-being and the level of his vital energy. Dopamine helps maintain a good mood and positive emotions, enhances motivation, affects memory and concentration, cognitive processes,

and generally affects many other neurological, cognitive, and behavioral functions in the body. Its balanced level gives a feeling of pleasure, lightness and euphoria.

Serotonin is responsible for feelings of confidence and peace. It affects the work of muscles, endocrine and cardiovascular systems, is synthesized in the tissues of the digestive tract, central nervous system and platelets. A lack of serotonin in the body causes a bad mood and significantly affects the quality and duration of sleep. A decrease in its level is the cause of bad mood, depressive states, increased anxiety, aggressive behavior and even Alzheimer's disease. Most antidepressant drugs are aimed at increasing serotonin levels. When a person experiences happy moments, its amount in the body increases.

As a result of the activation of endorphins, a feeling of joy, lightness and cheerfulness appears. Psychologists claim that it is this hormone that causes euphoria, which resembles the effect of opiates. This is due to the fact that the formula of endorphin is similar to that of morphine. Like any narcotic drugs, they can suppress pain. Their function includes the normalization of emotional states, breathing rate and blood pressure. The greatest amount of endorphins is produced when laughing, experiencing positive emotions, in love and when achieving success. While guilt, on the contrary, contributes to the reduction of their emissions. It is endorphins that make a person energetic, purposeful and happy.

Another hormone that belongs to the group of hormones of happiness is oxytocin, which is synthesized in the hypothalamus. It is responsible for reducing the feeling of fear and anxiety, increases the level of trust, and gives a feeling of peace. It is called the hormone of love, affection and parenthood, which proves its importance in social interaction. Under the influence of this hormone, people demonstrate a higher level of empathy, their ability to feel and understand other people's emotions is modulated. It promotes the opening of «emotional channels» in communication not only with relatives, but also with colleagues, friends, and people around.

In recent years, researchers in the field of medicine and neuroscience are trying to find the use of oxytocin in the therapy of people with autism spectrum disorders who experience difficulties in interacting with other people and understanding their expressive facial expressions. As the research shows [18], an increase in the level of oxytocin in the body of autistic people allows them to maintain visual contact with others for a longer time, which is usually accompanied by significant discomfort for them.

Negative emotions associated with danger and personally threatening conditions cause increased secretion of cortisol, catecholamine hormones (adrenaline and noradrenaline), sex and other hormones.

Cortisol is called the hormone of fear, because it is produced when a person feels fear and is under the influence of stressful factors. Actively produced by the adrenal glands in large quantities during stress, it can destroy healthy muscles and bones, slow down the healing and regeneration

processes of cells, impair digestion, metabolism, mental abilities, and weaken the immune system. With acute stress, the cortisol level soon returns to normal, and this is a natural effect of the body. But when a person is in a state of excessive stress for a long time, experiences frequent stresses with a pathological reaction to them, this leads to malfunctions of all systems of the human body. As a result of frequent stress, cortisol accelerates the body's aging process due to the fact that the action of other hormones is inhibited and it does not have enough time to recover.

The hormones adrenaline and norepinephrine are not directly related to fear. They begin to be produced when a person experiences stress associated with pleasure. At the same time, breathing becomes more frequent to supply the muscles with oxygen, blood vessels narrow to redirect blood to the heart, lungs, and other muscles, and the nervous system is stimulated. There is an excessive release of emotions. It causes an increase in energy and productivity, increases awareness in times of stress. Usually, adrenaline is actively released only for the first five minutes, but its effect in the body continues long after the danger has passed. If the body is often exposed to adrenaline, it can lead to disorders of the cardiovascular system, hypertension, heart attacks, strokes, etc.

Therefore, in order to limit the harmful impact of negative emotions on one's own psyche, it is important for a primary school teacher, as a representative of an emotogenic profession, to learn how to properly release them without harming other people.

Innovative views on the nature of emotional intelligence were expressed by D. Goleman in the book «Focus. About attention, inattention and success in life» [5]. He points to the connection of emotional intelligence with the phenomenon of attention and claims that it is based on three types of focus of attention:

- internal focus (self-awareness) – helps to cooperate with one's own intuition and value system;
- focus directed at other people (empathy) - polishes our connections with people around us;
- external focus - helps to adapt to the influence of large systems within which our life activities take place, and to understand interdependence.

Attention, concentration form the basis of self-awareness, help to understand emotional triggers, monitor the internal emotional state and bodily sensations, analyze thoughts, interpret other people's emotions, and interact with them. If you focus your attention on mistakes, emotions of anxiety, guilt, and depression are activated. Positive emotions expand the focus of attention and change the perception of people and the surrounding world. Therefore, a person can influence emotional reactions and behavior. To do this, you need to change your own thinking from negative to positive and get rid of negative beliefs. Experts in the field of cognitive neurobiology Michael Posner and Mary Rothbart emphasize that «attention ensures the operation of the mechanisms that

underlie the processes of awareness of the external world and the ability to control one's thoughts and feelings by one's own will» [16].

The idea of a triple focus of attention was embodied in the main principles of the concept of socio-emotional and ethical education, which is widely practiced and popularized throughout the world and in Ukraine in particular. The triad of dimensions «awareness, empathy, involvement» is considered at three levels: personal, social and systemic. This approach contributes to the development of systemic thinking, the peculiarity of which is the ability to see not parts, but the whole, to perceive specific objects and events not in isolation and statically, but in their interrelationship and dynamics. P. Senge, the developer of the theory of systems thinking and the concept of the «learning organization», believes that systems thinking helps to analyze and make informed decisions, assessing possible risks and patterns. Interdependence is the basic law of nature and human life. Interaction between people, teamwork brings the desired results much faster than when people work autonomously. At the same time, the need for social interaction raises the importance of such issues as the importance of dialogue and communication, the connection between one's own behavior and the behavior of other people. The course of socio-emotional and ethical education considers systems thinking as «the understanding that people, things and events are interdependent with other people, things and events and are interconnected with them by a complex network of cause-and-effect relationships» [17, p. 11.]. Therefore, the problem of system thinking helps to understand how objects and events that, at first glance, seem distant, affect a person's well-being, sense of happiness and well-being, and how his behavior is reflected on others. Therefore, a person's inner peace, happiness and well-being directly depend on the system of values, emotional reactions, actions and behavior of other people.

In order to achieve productivity at the workplace and build constructive pedagogical interaction in the educational environment, as well as to avoid professional burnout and deformation, the teacher must take care of the development of his own emotional sphere and emotional-intellectual skills, look for new ways for self-improvement and self-realization. If emotional intelligence is not formed during university studies, the graduate is unprepared for the emotional aspects of school life, and therefore, not protected against the possible challenges of the primary school teacher profession. Therefore, one of the main tasks of professional training of future primary school teachers is the development of their emotional intelligence.

In order to develop an experimental model of the development of emotional intelligence in students of higher education who aspire to become a primary school teacher, we conducted a survey among practicing teachers of the first degree of a general secondary education institution. The survey covered 110 primary school teachers and educators of the extended day group. Their age ranges from 20 to 67 years. The questionnaire developed by us in Google Forms served as the material for the

survey. It was aimed at revealing the level of respondents' awareness of the topic of emotions and their knowledge of the features of the emotional sphere; find out what content teachers put into the concept of «emotional intelligence»; what are its structural components; to what extent they have developed emotional intelligence skills and what technologies they use to develop emotional intelligence in their pupils. The survey helped us to obtain meaningful information, which, as a result of analysis and interpretation, allowed us to single out the main shortcomings in the development of the emotional intelligence of practicing teachers, on the warning and prevention of which during the student period, our further work will be directed. We included:

- insufficient awareness of emotions, determinants of their occurrence, features of manifestation, connection of emotions with the body and their impact on mental and physical health and interpersonal relationships;

- poor emotional lexicon, which makes it difficult to recognize, describe and realize emotions and feelings;

- insufficiently developed ability for self-knowledge, the ability to understand the difference between «I feel» and «I think», which allows to understand and interpret emotions;

- unformed self-control skills, which limits timely understanding of the appearance of an emotion, determination of its root cause, and awareness of how relevant this emotion is to a specific situation;

- insufficient reflection of emotions;

- high level of emotional response;

- unclear and blurred ideas about emotional intelligence and its structural components;

- insufficiently developed expressive and artistic skills;

- ignorance of alternative ways of receiving and expressing one's emotions;

- lack of ability to determine the psycho-emotional state of one's students, colleagues, other people based on expressive signs and behavior;

- lack of knowledge of methods and techniques for relieving emotional tension, stabilizing the emotional state, techniques for overcoming stress.

However, most often teachers experience difficulties with managing their own emotions and self-motivation. They do not always manage to restrain negative emotions and direct them in a constructive direction, as well as inspire positive emotions. It is not easy to restore the lost balance after experiencing an emotionally aggravated or stressful situation and to motivate oneself for active and productive activities.

The analysis of educational and professional programs, curricula, according to which students of the bachelor's and master's levels of higher education, specialty 013 Primary education at Ivan Franko State University of Zhytomyr study, showed that the development of emotional intelligence

in future primary school teachers is not given enough attention. This is mainly facilitated by mandatory and optional educational components, which integrate the topic of emotions and emotional intelligence; different types of pedagogical practices; participation in scientific and research work, completion of course and diploma theses. A separate course of emotional and intellectual orientation in the content of educational and professional programs was not found.

A successful solution to the problem outlined by us is possible with a comprehensive approach, which involves: integration of elements of emotional-intellectual learning into the content of educational disciplines; selection of practically oriented forms and methods of emotional intelligence development; introduction of educational discipline on the topic of emotional intelligence of future primary school teachers; creation of an innovative educational environment; organization of pedagogical practice with a focus on the emotional component.

Theoretical knowledge about emotions, their types, the mechanism of their occurrence, properties of the nervous system, basic knowledge of neurobiology regarding the work of the brain, its ability to process emotional information, and management of emotions are of great importance in the development of emotional intelligence of future primary school specialists. Therefore, when developing content support for the process of developing emotional intelligence, the educational components of the cycle of professional and practical training should be supplemented with information related to the emotional sphere and emotional intelligence. Students need to learn the basic concepts of the science of emotions, get acquainted with theoretical concepts and theories of emotions and intelligence, with the main regularities of emotional processes, concepts of emotional intelligence, features of the regulation of the emotional sphere of the individual, consider the role of will and intelligence in the processes of regulation of emotions. It is necessary to develop the desire of student youth to study the emotional sphere of both their own and other people, supporting interest in self-knowledge.

To the mandatory educational disciplines of the psychological-pedagogical cycle, which can be filled with knowledge about emotions, emotional intelligence and which are studied by future primary school teachers, we included: «Introduction to the specialty», «Pedagogy», «Psychology», «Age and pedagogical psychology», «Theory and methods of education in primary school», «Didactics and organization of the educational process in primary school», «Pedagogical skills of primary school teachers».

Already from the first practical classes, students feel the need to develop the skills of effective presentation in front of an audience. Fear of the audience is one of the most common phenomena that occurs among students. This is especially true for those who at least once in their life faced a negative experience and doubted themselves. Fear, feelings of panic are caused by anxiety and excitement before the upcoming speech and are familiar to every speaker. Their presence is evidenced by the

following signs: voice tremors, facial redness, continuous gesticulation, disturbances in the volume and pace of speech, unhealthy nervous excitement, etc. Fear of the audience blocks the logical presentation of thoughts and turns a public speech into an execution for the speaker.

In order to overcome the fear of public communication, students learn how to build an effective performance or speech and what main aspects to pay attention to during preparation, how to emotionally attract the attention of the audience, collectively compile a set of practical tips for combating fear, make a selection of books, video courses, webinars on public speaking the art and skill of self-presentation. The main work is aimed at mastering and managing one's emotions during public speaking.

Special attention is paid to getting to know the techniques and methods of removing emotional tension and stabilizing the emotional state. The main principle of their action is self-regulation of emotions and one's own psycho-emotional state, relaxation, which reduces attacks of fear, panic, anxiety, and gives a sense of peace. To calm down and control yourself in an emotionally tense situation, you need to restore full, calm and rhythmic breathing. Such breathing activates the parasympathetic nervous system, fills the blood with oxygen. Physiologists claim that inhalation causes excitation of the nervous system, exhalation - on the contrary, its inhibition. Breathing with shortened inhalation and prolonged exhalation has a calming effect. Breathing with prolonged inhalation and a shortened exhalation mobilizes the functions of the nervous system, invigorates and helps to tune in to work. In case of stress, it is recommended to combine breathing with leisurely walking, which gives it a rhythm and promotes relaxation.

Breathing is the simplest and most natural way of relaxation, which is the basis of traditional Chinese meditation, Buddhist practices, Indian yoga, and massage. This is a process that affects the emotional and physical state of a person. With its help, you can take stress and anxiety under control, calm down, and improve your general well-being.

By the way, the results of research conducted in 2010 under the leadership of neurobiologists Yi-Yuan Tang and Michael Posner [23] proved that regular practice of Chinese meditation, built on a combination of physical exercises and conscious breathing, leads to positive changes in the structure of the white matter of the brain. This is manifested in a decrease in the level of the stress hormone cortisol and an increase in the hormone melatonin, which is responsible for calmness and helps sleep. As a result - improved mood, improved attention, lower levels of anxiety, anger and fatigue. The conclusions reached by scientists are that the daily performance of breathing practices, especially during intensive brain development in childhood and during active mental activity in student age, has a positive effect on emotional and cognitive development and is a prevention of depression, dementia, schizophrenia and other mental disorders.



During classes, students practice relaxation exercises, breathing exercises, conscious breathing practices, self-regulation techniques, physical exercises, facial gymnastics, self-massage to relax facial muscle spasms, and exercises to relieve stress and emotional tension. Examples of breathing exercises are: deep breathing; diaphragmatic or abdominal breathing; breathing exercises with numbers; square breathing; alternate nostril breathing; invigorating breathing; breathing «Balance» and many others. Their daily implementation helps to control negative emotions, reduce anxiety and improve attention. During breathing practices, students come up with fun and funny names for them, turning them into breathing games. Thus, the exercise «Alternate Nostril Breathing» was named «Rhino»: we imagine ourselves as a rhinoceros, which alternately breathes through one nostril. The exercise «Deep breathing» was renamed «Flowers»: we inhale the fragrant smell of flowers; inhale deeply through the nose, saying: «Wonderful! What a wonderful aroma!». The breathing exercise using the diaphragm reminded its performers of a balloon in the stomach, so it received a new name «Ball»: exhalation - the balloon inflates, the stomach protrudes; exhalation - the ball deflates with the sound «s-s-s-s».

Breathing is always connected with awareness. Awareness shifts attention from one's own thoughts and feelings to the level of physical sensations in one's body. Human consciousness follows movement, depth and intensity of breathing, stops in certain organs, scans the body, examines bodily sensations. Gradually, the mind moves from concentration on breathing to the awakening of thoughts, dreams, projects, and creative potential.

During classes, students get acquainted with a set of illustrated «breathing cards» for the stabilization of psycho-emotional states, developed by the Ukrainian psychologist S. Roiz [15]. They are intended for ages three and up to any age. The essence of their use is that during breathing you need to circle the contours of the picture with colored arrows: green color - inhalation, blue - exhalation. When the technique is mastered, the borders of the image can be circled with a glance. After consolidating skills, it is recommended to transfer actions to external objects: buildings, windows, doors, trees.

In the work of a Ukrainian primary school teacher who lives in difficult wartime, breathing practices should always be in the «psychological self-help first aid kit». 15-minute daily classes consolidate the habit of conscious breathing, increase stress resistance.

Public speaking is always tension and physical stiffness of the facial muscles. To relax them and relieve hypertension, future teachers master facial gymnastics and learn to self-massage the face and neck. Pressing on special points on the face, neck, back of the head, other parts of the body, kneading and rubbing them leads to muscle tone, improves blood supply, concentrates attention, returning a person to normal form.

Emotions and the body are inextricably linked. They not only affect the mind, but also the physical condition of a person. Each emotion causes certain sensations in the body: tingling, numbness, stiffness, heaviness, pressure, clamps, elation, lightness, euphoria, etc. The following technique will help students better understand bodily sensations during emotional outbursts and clarify the causes of psychosomatic diseases. To begin with, you need to make a list of emotions. Next, it is suggested to draw a human figure and choose an emotion from the list. The next step is to experience the chosen emotion and observe your bodily sensations. If this fails, we move on to the second option: recall the situation, the event in which this emotion was present, and mentally relive it. We follow the physical changes in the body and mark with color on the picture of a person, in which parts of the body we feel them. By the way, Finnish scientists (Aalto University, Helsinki) came to the conclusion that people feel emotions in certain parts of the body and developed a heat map of emotions based on the results of experimental research. It has a total of 15 emotions: anger, fear, disgust, happiness, sadness, surprise, indifference, anxiety, worry, love, depression, contempt, pride, shame, envy. They are marked with cool and warm colors depending on the modality. So, for example, with the emotion of happiness, heat is evenly distributed throughout the body, and when a person feels anger, thermal activity is concentrated precisely in the area of the head and in the upper part of the chest, that is, there are changes in breathing and heartbeat. At the end of the technique, it is suggested to write a letter to your body. For example, «Hello, my body! Natalia is writing to you. I want to tell you that...».

In order for a public speech to have an appropriate impact on the audience, students of higher education learn not only to identify their own emotions, but also to establish emotional contact with the audience. This skill is very important in the future teaching profession. Without it, the goal of the performance will not be achieved. In order for the performance to be successful, you need to tune in to the desired emotions and immerse the audience in this emotional state. After the speech, there is a self-analysis of the speaker's psycho-emotional state and a collective discussion. Emphasis is placed on the analysis of the ability to manage one's own emotions, constructively perceive criticism, argue and deny, influence the emotions of the interlocutor.

The development of emotional intelligence begins with self-knowledge. Self-knowledge as a structural component of emotional intelligence is the process of studying and understanding oneself, one's thoughts, feelings and behavior. It directs a person's attention to the inner world, to his own «I». T. Kyrylenko calls it «emotional self-knowledge» [9 ], which specifies its functions in the emotional sphere and reduces them to recognition of feelings and emotions, identification of emotional state and mood. Emotional self-awareness helps a person to focus on the causes of emotions and find a way to overcome them. Emotional self-awareness can be deepened with the help of self-reflection. The concept of «reflection» in translation from English means «to reflect, reason, ponder». In psychology,

reflection is interpreted as self-observation, self-analysis of oneself, one's activities, means of achieving the desired results, self-evaluation, the process of deepening one's self. These are reflections on oneself, one's actions, emotions, a deep analysis of internal emotional experiences, a critical understanding of one's own thoughts, behavior in the context of the existing situation, with the aim of improving the result in a similar situation in the future. That is, reflection helps to adjust one's actions and behavior in the future. According to N. Gutkina, reflection is «a research act directed by a person to himself as a subject of life activity» [8]. V. Palamarchuk [13]. considers reflection as «a component of intellectual activity and an integral part of the intellectual culture» of an individual.

A prerequisite for the beginning of reflective processes is a problem situation that triggers thinking activity. Self-reflection helps to identify and understand emotions and their influence on thoughts and actions. It allows you to learn from your mistakes, use the experience of other people. Thanks to it, self-esteem, emotional and valuable attitude towards oneself is formed. It suggests ways to solve complex problems, stimulates personal growth and self-improvement. Self-understanding, the ability to analyze one's own emotions, thoughts, and experiences helps to understand one's needs and desires, to establish a connection between events and emotions, to focus on one's strengths and to change one's way of thinking, and therefore to develop new and effective behavioral strategies. Self-reflection will be effective if you take a neutral, unbiased position when introspecting thoughts and feelings.

The importance of reflection in the pedagogical activity of primary school teachers is enhanced by the fact that it becomes a source not only of knowledge about oneself, but also of the inner world of schoolchildren and other people. It «allows to regulate one's own activity and behavior on the basis of self-research, and at the same time, by delving into the analysis of the behavior and thinking of students, to manage their activities» [14]. In order to overcome difficulties and mistakes related to the emotional sphere, so that emotional tension does not exhaust and lead to emotional burnout, in order to successfully interact with other participants in the educational process, the teacher must know his individual psychological characteristics and adequately assess his own capabilities . And self-knowledge helps him in this.

In the process of students' educational activities, considerable attention is paid to the development of self-awareness, activation of the processes of self-knowledge and reflection. In order to avoid spontaneity in the work on the development of the emotional intelligence of future teachers of primary education, in the process of studying the educational disciplines «Introduction to the specialty», «Pedagogy», «Pedagogical skill of the primary school teacher» self-discovery exercises are systematically practiced, role-playing and business games are used, and an evaluation is organized students' activities. For example, students are encouraged to ask themselves, «What emotion am I feeling right now?», name that emotion out loud (eg, «I'm feeling sad today»), and focus on those

feelings. It is worth starting with the simplest emotions: joy, sadness, anger, fear, surprise, curiosity. Next, the acquirers determine what exactly caused the emotional reaction: a situation, an event, people, a word, a memory, etc.; what is the intensity of the emotion on a 10-point scale (1 – the weakest degree of intensity, when the emotion is easy to control; 10 – the highest intensity of the emotion, when it is like fire). After closing the eyes, the emotion can be visualized, gradually reducing its degree of intensity from a higher indicator to a lower one.

Another exercise: make a list of emotions felt during the day; find a negative emotion among them and analyze the reason that caused the emotion.

The practice of keeping an emotion diary will help you track your emotions and feelings for the day and record them. Thanks to it, students learn to really see their own emotional state, to realize what emotions are driving them at a specific moment. This helps to prevent the development of a crisis at the beginning of its occurrence. But the main task of the diary of emotions is to help carry out introspection. It is better to do it in the form of a table:

Date	Event / situation	Emotions	Thoughts	Behavior	Result

In the «Event / situation» column, you need to briefly describe the event (communication situation, object, phrase, etc.) that caused the emotion to arise.

In the «Emotions» column, you should indicate the emotion that appeared. Note that the reaction to an emotional trigger in the vast majority is not one emotion, but a whole range of emotions. Therefore, it is necessary to list them.

In the «Thoughts» column, you need to write down what thoughts you have in an emotional context. For example: «I am not respected and my opinion is not listened to. It's not fair!».

In the «Behavior» column, it is worth noting your actions in the context of the situation that caused the emotion.

In the «Result» column, it is worth drawing conclusions: Are you satisfied with yourself? How could it be done differently? What consequences did your emotional reaction lead to? What lesson did you learn for yourself? What will you do next time?

Thus, with the help of a diary of emotions, students make active self-observation of their «I» every day, re-live and become aware of their own emotions, reflecting on the reason for their appearance and working out emotional triggers. This technique makes it possible to detect hyperbolized emotions, thoughts and actions, to understand whether the situation was worth the spent energy. As a result of the analysis, future primary school teachers learn to see their own mistakes, develop the ability to react to certain situations in a new way, learn to release emotions without

suppressing, blocking or preserving them in themselves, which makes it possible to grow professionally and live a happy life.

Knowing and identifying emotions is the first step on the way to their regulation. «It is easier for a person to manage his emotions if he is aware of how he usually reacts to them» [1, p. 123.].

In our practice, we often have to observe that students of higher education find it difficult to find words to describe and characterize their inner emotional feelings. Therefore, the emotional lexicon is important for the development of emotional intelligence. In order to enrich the vocabulary of future elementary school specialists with the names of emotions and emotional states, a number of tasks that are to the liking of students are offered in lectures and practical classes. Examples of such tasks:

- write the names of emotions and feelings on the first letters of your name;
- write down one emotion name for each letter of the alphabet;
- make a list of emotions for some letter, for example, for the letter «H»;
- print a list of emotions (you can take it from the Internet) and choose the emotions you feel now / when you watch a movie / contemplate nature;
- combine emotions into two groups: comfortable and uncomfortable for the surrounding people;
- name the emotion by the emoticon;
- work in pairs: show and name a certain emotional state (one of the pair must portray the emotion on the face that the teacher says in his ear, the other must name the emotion based on the facial expression of his friend);
- use facial expression to create a mask of a certain emotion and «wear» it to your friend, i.e. «sculpt» his facial expression, body posture with your hands;
- games «Shop of Emotions», «Theatre of Emotions».

Educational disciplines «Children's literature with the basics of culture and speech technique», «Methodology of language and literature education (Ukrainian language and literature)», «Methodology of art education», «Expressive reading» have a significant potential for expanding the emotional vocabulary of students. literary works, while perceiving works of music and fine art, students pay attention to the emotions and feelings of the characters, analyze their mental experiences, reveal their psychological state, penetrate their consciousness. Of course, at the same time, the students' own vocabulary is enriched and expanded by the emotional and emotive vocabulary of the works, the vocabulary of names of emotions and feelings is clarified and activated. In addition, reading fiction enriches, deepens and diversifies the emotional and sensory experience of students. O. Vashulenko, a researcher at the Institute of Pedagogy of the National Academy of Sciences of Ukraine, researching the reading competence of younger schoolchildren, writes: «Fiction is the

primary basis for the purposeful development of students' emotions and feelings» [22]. Identifying himself with literary heroes, the reader penetrates into their inner world, feelings and experiences, begins to understand the motives of their behavior. This charges him with the appropriate emotions, evokes empathy, encourages introspection and self-development. The impact of works of art on the value sphere of future primary school teachers is important, because in the process of working on a work, a conscious attitude to moral values is formed, and one's own evaluative judgments are made. At the same time, emotional experiences caused under the influence of art are perceived as a value, because they give rise to thoughts, enrich with important life experience.

In the classes, students of higher pedagogical education examine reproductions of paintings by famous artists, discuss what emotions and feelings the painting evoked, select works of art for a certain emotion, correlate their own emotional state with the emotions depicted on the canvas. The teacher talks about the influence of colors on the emotional state of a person. For example, paintings dominated by bright colors raise mood and relieve stress, paintings with natural landscapes calm and reduce anxiety. Performing creative tasks in classes, students have the opportunity to get to know themselves better and share their emotions with their classmates. An interesting task is the creative task «Enliven the picture». The task is performed in groups. From the proposed list of names of pictures, you need to choose the one that depicts the emotions and events that the group members can reproduce. For example, paintings: L. da Vinci «Mona Lisa», J. Vermeer «Girl with a Pearl Earring», J. Vermeer «The Astronomer», J.-F. Millet «Gatherers», E. Vayet «Christina's World», O. Kulchytska «Children on the levada», M. Pymonenko «Christmas Divination», T. Yablonska «Morning», O. Murashko «Sunday», F. Krychevskiy «The Bride», M. Primachenko «Ukrainian Wedding» and others. At the same time, students will learn about the artist to whom the painting belongs, about the plot of the painting and the prerequisites for its creation. Some of the proposed paintings formed the basis of the plot of books and films. After the performance, it is desirable to offer a facilitated discussion, which includes the following questions: «What emotions did the artist depict? Why do you think so? What visual aids testify to this? What do the characters of the pictures feel? Was it easy to reproduce the emotional state of the characters depicted on the canvas?».

As scientists note [10; 12], one of the disadvantages of the process of teaching humanitarian disciplines in a higher education institution is the reproductive nature of teaching and the traditional nature of the organization of learning in classes. Under such conditions, emphasis is placed on the transfer and assimilation of knowledge instead of complex and comprehensive development of the future specialist's personality. In order to solve these problems and improve the quality of teaching humanitarian disciplines in accordance with modern requirements for the professional training of primary school teachers, approaches to the organization of the educational process need to be

reviewed and updated. In view of this, person-oriented, competence-oriented, activity-oriented and axiological approaches should become the leading ones.

In order to strengthen the study of disciplines of the humanitarian cycle with emotional and intellectual content and direct them to the development of emotional intelligence in future teachers, it is important:

- select works of art with emotional potential;
- carry out an analysis of one's own emotional and sensory sphere;
- describe the emotions and feelings of literary characters, the author of the work;
- highlight vivid emotional episodes, analyze the behavior of the heroes in an emotionally aggravated, conflict situation, establish cause-and-effect relationships between the emotional state of the hero and his behavior, consider the possible consequences of emotional behavior, encourage the expression of personal attitudes, thoughts, emotions regarding what has been read;
- analyze episodes with manifestations of empathy and sympathy of literary characters;
- to represent emotions in language, to enrich students' vocabulary with words that express emotions and feelings;
- master verbal (with the help of language) and non-verbal (mimicry, gestures, pantomime) means of expressing emotions;
- use exercises, games, dramatization, theatricalization, creative activity in classes;
- use innovative technologies, interactive forms and methods of learning in classes, which contribute to the acquisition of skills in understanding one's own emotions and those of one's teammates, controlling and regulating emotions, switching mood changes, restraining, stopping and overcoming negative thoughts and emotions, optimistic attitude.

The teacher's word is an instrument of psychological influence on the student. The future teachers of primary education learn the art of mastering this tool in the classes of the educational components «Children's literature with the basics of culture and speech technique», «Expressive reading», «Pedagogical skill of the primary school teacher». The nature of the relationship between the teacher and students, the emotional atmosphere of communication depends on the characteristics of the teacher's speech and communicative behavior. Verbal and non-verbal means help the teacher to be expressive, convincing, correct, to organize the interaction of children. With their help, the teacher broadcasts his emotional state to others, ensures the emotional and valuable attitude of younger schoolchildren to knowledge. In the memory of students, not only the cognitive information they received from the teacher is fixed and stored, but also the emotional side of communication: the emotions that came from the teacher and the internal emotional states experienced in the past. V. Sukhomlynsky emphasized the psychotherapeutic functions of the teacher's speech, considering it the basis of the dialogue between the teacher and the students.

In practical classes, students get to know the «secrets» of effective communication: they work on their voice, tonality and emotional-figurative coloring of speech, diction, breathing, develop the ability to own a speech apparatus, speech technique. They perform exercises on breathing and voice production, on determining logical accents in the text, on practicing orthographic skills, i.e. clear, correct, separate pronunciation of sounds. Idioms, short poems, catchphrases, and proverbs help to train speech. In modern conditions, mobile phones, which allow analyzing the quality of one's own voice speech, are a significant help for future specialists. Future teachers practice in external manifestations of emotions, observe the emotional reactions of their peers, learn to interpret external emotional messages. A wide range of feelings and emotions can be reproduced with a facial expression. Students practice using smiles, facial expressions, eye contact, gestures, movements, posture, etc. They also learn about gestures and other non-verbal signals that should be avoided in the teaching profession. An effective means is the use of training exercises, role-playing games, with the help of which their participants have the opportunity to lose those possible situations that may occur in professional activity.

Today, a Ukrainian teacher works in emotionally difficult conditions caused by the war. In such conditions, he needs to take care of the life and emotional state of students, the quality of education, and his own well-being. Students will learn about how a teacher should deal with children who have lost relatives in the war or whose parents are in a war zone, how to reduce the level of anxiety, how to talk about their emotions and feelings and at the same time not forget about themselves while studying academic subjects «Theory and method of education in primary school» and «Didactics and organization of the educational process in primary school».

The acquisition of emotion management skills is important in the development of emotional intelligence. As the results of our survey of primary school teachers showed, it is the inability to control and manage the intensity of one's emotions, the inability to stop in time, especially in critical situations, that is the cause of conflict not only with students, but also with their parents, colleagues and school administration. Under the influence of emotions, a person perceives information in a biased way, acts impulsively, and is capable of making wrong decisions. Therefore, one of the main tasks that arises in the process of developing the emotional intelligence of future primary education specialists is to equip them with emotion management techniques. Managing emotions, that is, emotional self-regulation, is a complex process, but it can and should be taught to students through training. Having learned to curb his emotional impulses, the individual begins to respond to the situation in an acceptable way. If a person learns to manage his own emotions, it will not be difficult for him to emotionally influence other people and manage the emotions of others.

In the process of studying the educational disciplines «Psychology» and «Age and Pedagogical Psychology», students work on the topic «Emotional-volitional sphere of personality».



They learn about ineffective, but the most common ways of managing emotions in our lives: reckless release of emotions (shouting, hitting dishes, other things, blaming other people, etc.), suppression, avoidance. Analyze each of these methods, determine its harmfulness for themselves and others. To constructively manage emotions means not to hide, suppress and constantly restrain them, which, accumulating, leads to an emotional breakdown and negative consequences, but to choose from all possible options of emotional reactions the one that will help to effectively cooperate with people. In the classes, students get acquainted with effective techniques of emotion management and learn to choose healthy strategies in their behavior.

Future primary school teachers model possible pedagogical and conflict communication situations, stage them using various self-regulation techniques. For example, the «Pause» technique. Its essence is that at the moment when a person is overwhelmed by strong emotions and he wants to say a lot more to his opponent, he needs to take a break - slowly count to 30. This allows him to cool down and take control of his emotions.

The next technique is «Take a step back». In an emotionally stressful situation, tell yourself «Stop!» and mentally, and even better physically, take a step back. To move away, to distance oneself from one's interlocutor virtually or physically, means to retreat from non-constructive actions, emotions and thoughts, to withdraw in order to gather one's thoughts. When you retreat, ask yourself, «Do I want anger to take over and control me? What could be the consequences of my behavior? What do I really want?». It often helps to relieve the build-up of emotional stress by switching attention to something else: remembering an urgent phone call; go to the toilet; drink water or any other option that will give a timeout of a few minutes. This will help to switch from the mode of action to the mode of analysis, to look critically at the situation. After calming down, you can see that everything looks a little different.

Another «recipe» for managing emotions is visualization techniques. The moment of rising emotions can be stopped if you allow your imagination to «play out»: «Imagine that the person who causes you negative emotions decreases in height, and his voice becomes so weak that you gradually stop hearing him. As it decreases, you feel calmer, more confident and stronger». Or: «Imagine your opponent in a narrow street. Buildings come to life and gradually squeeze it. He starts to run, fuss, but he can't get out of the trap. It makes you laugh, and negative emotions turn into positive ones». A sense of humor, laughter always relieves the situation, reduces tension. Visualization helps to mentally transfer to pleasant memories, to the sea coast, to the spacious sky, to dissolve in these thoughts. As a result, there is a state of relaxation and peace. Having reduced the tension, in a state of calm, you need to critically analyze the situation and your emotional reactions to it.

Emotions can be controlled through the body. At the moment of increasing negative emotions, it is recommended to write in a notebook or phone: your feelings, thoughts, claims, dissatisfaction,

express your emotions on paper, without limiting yourself in expressions. Psychologists call this technique «Stream of consciousness». Once the anger has passed, the records should be burned or torn up. «Instant help strategies» help significantly. For example, change the position of the body (stand up, do some exercises, walk around the room); count from 1 to 10 and vice versa; name six colors in the room; name three red objects; switch perception to recognizing sounds in the room and beyond; slowly drink a glass of water, savoring it; walk, focusing the sensations on the feet; touch the back of the wall or furniture, feel their texture; look out the window, name four trees; walking down the street, count the windows in the house, etc.

Muscle relaxation is provided by physical exercises: for arms, legs, trunk, neck, other physical activities: running, dancing, gym. Physical activity allows hormones, the activity of which was activated under the influence of negative emotions, to return to normal. It is not surprising that athletes who engage in combat sports, in order to give vent to negative emotions, hit the «pear».

Screaming exercises, which students like the most, help to get rid of accumulated anger and resentment. To perform them, it is desirable to be alone in a sports hall, in a park, or in a forest. Examples of such exercises: scream into a pillow, into a «screaming glass», into a «screaming bag»; shout references to aliens in intergalactic space. It is desirable to shout until the feeling of devastation sets in.

To perform the «Silent Shout» technique, students stand in a circle. It is aimed at the release of aggression, anger, fear, and other acute emotions and is «first aid» when: a situation has just arisen that has activated negative emotions; a conversation with a person who causes unpleasant feelings is expected; in case you feel fear, despair, panic. Exercise unblocks compression, nerve clamps that have formed in the body, promotes blood circulation. It also destroys the neural connections between the left hemisphere of the brain, which is responsible for logical thinking, and the right hemisphere, which is responsible for imaginative thinking, that is, it destroys the neural connections between thought and emotion. Before starting the exercise, you need to focus your mind on the negative emotion you recently experienced. To perform the exercise, you should take a «boxer's pose», inhale, contract, strain as much as possible, count to three, and relax, exhale. Perform 5-7 approaches, you can do it several times a day, depending on the situation.

In order to preserve their health, but at the same time not to «conserve» negative emotions in themselves, future elementary school teachers are taught to bring them out in a way that is safe for other people. The most effective tool for ecological expression of emotions is art: painting, music, theater, dance, poetry. Reflections and stabilization of the emotional state are helped by various techniques of fine art: spotting, drawing with a quack, pipette, toothbrush, soap bubbles, drawing on wet paper, finger painting, and others. Students get acquainted with these techniques in classes from various disciplines: «Methodology of teaching the art education field», «Methodology of teaching

the integrated course «I explore the world», «Organization of the educational process in extended day groups». Through drawings, students of higher education learn to give vent to their negative emotional experiences, eliminate fears and anxiety states, splash out negativity in the drawing. The Mandalotherapy technique is endowed with an art-therapeutic effect - an outpouring of accumulated emotions through spontaneous drawing of scribbles, circles, dots, sticks, repeating patterns. The main thing is to draw until the emotional state improves and the mood improves. Mandalotherapy is valuable not for its drawings, not for the result, but for the drawing process, which has a therapeutic effect. The word «mandala» in translation means «circle», «disk». Literally translated, «mandala» means «drawing in a circle». Drawing mandalas relieves emotional stress, promotes relaxation, harmonizing the inner state, filling oneself with positive emotions. In the process of creating mandalas, a person gets rid of images, fears, is filled with vital energy, reveals his unconscious resources and possibilities.

The founder of analytical psychology, the Swiss scientist K.G. Jung showed a special interest in mandalas. He called them one of the most powerful archetypes, an unconscious image, a visible projection of the psychic. Every morning for ten years, he drew a mandala in his diary that corresponded to his inner emotional state. After analyzing his drawings, he realized that the circles turn out to be harmonious if he is in a joyful, upbeat mood. If he was in a depressed state, the lines in the pictures came out crooked, interrupted. This led him to believe that the mandala reflects the state of mind of its author at the time of drawing. Gradually, he came to the conclusion that the mandala is a way to the center of a person, to his uniqueness. In other words, creating a mandala means getting to know yourself, looking for a way to yourself. In his practice, the scientist actively used mandala therapy in the treatment of patients suffering from mental disorders of consciousness.

The technique «Collage of Emotions» helps to visualize one's own emotions, realize them and regulate their duration and intensity. Students are invited to prepare unnecessary, old newspapers, glossy magazines, photos, and books for class. At the lesson itself, future teachers should choose from a selection of materials those images that correspond to their emotional state at the present moment. The work begins with the question: «What do I feel now?». You also need to remember the emotions you experienced during the last few days and find the corresponding images. Pictures are cut out and pasted on paper, creating a collage. After the work is ready, it is worth discussing what is depicted on it: «What do these drawings mean to you? What emotions did you want to convey with them? What memories are they associated with? What was your emotional state when you created the collage? If you could add music to a collage, what would it be? If you would name your job? Which of your friends, relatives, relatives would you like to show your «Collage of Emotions»?».

Quasi-professional activity, which is widely used in the educational process of the university, occupies a special place in the development of emotional intelligence skills of future primary school

teachers. Imitating a lesson or its fragment in classroom conditions, students turn from passive listeners into active participants and creators of the educational process. They transform themselves into the role of a teacher and have the opportunity to immerse themselves in a real lesson, experiencing the emotions that a teacher feels: both excitement for the correctly selected didactic and visual material for the lesson, and concern for the organization of group work and the inclusion of computer equipment, and concern for the quality of knowledge students, etc. As a result of conducting such lessons, students recognize the need to develop emotional self-regulation skills, the skills to establish emotional contact with the class, the ability to emotionally influence the interlocutor, the ability to «read» thoughts, the emotional states of students, their attitude to what the teacher is talking about, based on verbal and non-verbal signals. That is, future teachers are convinced in practice of the importance of mastering the skills of emotional intelligence. Quasi-professional activity makes it possible to feel and analyze internal processes that are new for the student, to carry out a self-assessment of emotional behavior, to work on mistakes. Quasi-professional experience helps to look at the teaching profession in a new way, lays the foundations for the transition from educational activity to professional activity, motivates for personal and professional improvement.

Group interaction, teamwork is of great importance for the development of emotional intelligence and for the development of personality in general. Only live communication, joint activities, project work, interactive forms and methods of learning, which are based on social interaction, enable the teacher to solve this difficult task - the development of the emotional intelligence of the personality of the future primary school teacher. Emotional contact in the process of joint activity, the opportunity to show one's own emotions, to see and recognize the emotions of one's comrades, to take into account their wishes, intentions, allow to build communication on the basis of partnership, equality, trust and mutual respect. By learning together and interacting with each other, students learn to understand each other's non-verbal emotional messages, learn to respond correctly to the emotions and words of others, control their own emotions, and correct their own behavior. They develop empathy skills, increase motivation, and develop a sense of community. The development of emotional intelligence contributes to the establishment of friendly relations, a positive attitude towards each other is formed, and communication and relationships in the student group improve. In the process of research work, we were able to observe positive dynamics not only in the professional and personal development of students, but also in their attitude towards each other. Instead of the usual reaction of anger and irritation towards their fellow students, students began to show patience, full of understanding of their individual psychological characteristics.

Thus, emotional intelligence is an extremely important psychological property that must be developed at a high level in a primary school teacher. In the conditions of war, which Ukrainian teachers are living today, its importance is doubled. Our survey of primary school teachers, aimed at

studying the level of development of emotional intelligence, revealed certain shortcomings and difficulties that negatively affect the organization of the teacher's interaction with the participants of the educational process, primarily with younger schoolchildren, on the construction of communication, on the students' assimilation of educational material and overall success, and, of course, on the well-being and psychological well-being of the teachers themselves. To eliminate these problems, it is necessary to improve the content and organization of professional training of future primary school specialists during their studies at the university. Educational activities have significant potential for the development of emotional intelligence of higher education students. We tried to present the experience of Zhytomyr Ivan Franko State University in developing emotional intelligence skills in students of the first (bachelor's) level of specialty 013 Primary education. The work was aimed at: the development of self-knowledge skills, awareness and recognition of one's own emotions, enrichment of students' emotional vocabulary, development of self-control and self-regulation of emotional states, skills of safe expression of emotions, skills of interpreting and recognizing other people's emotions and managing them, skills of empathy, social skills, skills reflections etc. We have recognized the following as effective forms and methods of developing emotional intelligence in future primary school teachers: exercises for self-awareness and reflection, exercises for the development of an emotional vocabulary, techniques for self-regulation, breathing practices, gymnastics and self-massage of the face, physical exercises, exercises for relieving stress and emotional tension, shouting exercises, practice of keeping an emotion diary, exercises for the development of the speech apparatus, techniques speech, physical techniques, «strategies of immediate help», training exercises, role-playing and business games, writing letters to the body, one's emotions, staging, dramatization, creative tasks, using art tools (fiction, visual arts, painting, music, dance), art-therapy techniques, mandala therapy, quasi-professional and joint activities and others.

We see the prospect of our further research in the development and implementation of the selective educational component «Development of emotional intelligence in future primary school teachers» in the system of training students of specialty 013 Primary education of Zhytomyr Ivan Franko State University.

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