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KEY ASPECTS OF THE PROBLEM OF INTERCONNECTION EMOTIONAL WELL-BEING OF YOUNGER SCHOOL STUDENTS AND EMOTIONAL INTELLIGENCE OF THE PRIMARY SCHOOL TEACHER

Summary

The article is devoted to the consideration of the problem of the relationship between the emotional well-being of younger schoolchildren and the emotional intelligence of an elementary school teacher. The role of the first teacher in the life of a junior high school student, his influence on the comprehensive development of the child and, in particular, on the development and formation of the emotional sphere, are revealed. An overview of scientific approaches to revealing the essence and structure of the concept of "psychological well-being" is presented. Among them: axiological, functional, psychophysiological, emotional, systemic, environmental. A separate component of psychological well-being is "emotional well-being". In scientific sources, the emotional well-being of younger schoolchildren is interpreted as a stable positive emotional state, which manifests itself in a sense of security and emotional comfort, a positive sense of well-being during interaction with society, and is the basis for the formation of high cognitive activity, peacefulness and the development of all spheres of a growing personality. The main signs of an emotionally healthy personality of a junior high school student are highlighted.

It was established that the feeling of emotional well-being of children of primary school age directly depends on the level of development of the emotional intelligence of the primary school teacher. The peculiarities of the emotional sphere of younger schoolchildren in

interaction with the teacher are given: excessive emotionality, emotional dependence on the emotional state and emotional reactions of the teacher, the need for positive emotions of the teacher, imperfection in perceiving and understanding the emotions of one's own and others, a pronounced ability to imitate the teacher's emotions. It has been proven that the inadequacy of the teacher's emotional reactions is accompanied by a violation of ethical and pedagogical behavior. The main cause of violation of tact and pedagogical ethics is recognized as a low level of emotional intelligence development, which manifests itself in the inability to cope with one's own emotional state, destructive communication with students, inability to self-control and self-regulation. The results of such behavior are emotional intemperance, shouting, insulting and humiliating comments, intimidation, humiliation, sarcasm of the teacher. The teacher bears full responsibility for the manifestation of his own emotions and the consequences of his behavior and its impact on students. An important condition for solving the problem of developing the emotional intelligence of future primary school teachers is emotional education. It includes theoretical and practical aspects. The content of D. Siegel's concept "window of tolerance" and the importance of emotional intelligence in the normalization of emotional states are revealed. Effective tools for the development of emotional intelligence are presented, which are used in the educational process of the institution of higher pedagogical education.

Keywords: psychological well-being, emotional well-being, primary school teacher, student of higher pedagogical education, emotional intelligence, ethical and pedagogical behavior, "window of tolerance"

Introduction

The basic needs of a junior high school student are the need for safety, protection and positive emotions. Protection of the child and provision of conditions for the development of his abilities, spiritual and physical capabilities is the main goal of professional pedagogical activity, which determines the functional duties of a primary school teacher.

Entering school causes a lot of emotional experiences in a first-grader. They are connected with mastering the new social status of "student", new living conditions and the system of requirements dictated by educational activities and school life, new contacts and relationships with peers and, above all, with communication with the teacher. The teacher becomes a central figure in the life of a child of primary school age. He has more authority and recognition for her than her parents. In the eyes of a younger student, the teacher is the main person in the school, he has a lot of power. His success depends on his ability to ensure comfort

in communication, during interaction, on his ability to present educational material emotionally and accessible, on his attitude towards each child. Under the conditions of a benevolent atmosphere and emotional comfort, the intellectual and personal growth of younger schoolchildren takes place, their acquisition of social experience, optimal conditions are created for the assimilation of moral values, moral and ethical norms and rules, which they begin to be guided by in their own behavior. Experiencing positive emotional states, the child successfully develops mentally, mentally, socially and physically. Positive emotions are a significant element of educational activities and cognitive processes. They are the basis of curiosity, cognitive interest in new knowledge, positive educational motivation, a sense of self-confidence, a cheerful and cheerful mood, and therefore an emotional and positive attitude to school. If the child feels the love and support of the teacher, his sensitive and attentive attitude towards himself, receives well-deserved praise for the work done, he feels emotionally secure and happy.

An important factor in the emotional well-being of a junior high school student, his self-perception and life satisfaction is the emotional and intellectual behavior of the teacher, which is based on ethical principles. Emotional intelligence determines the level of professionalism of an elementary school teacher. The lack of development of his emotional intelligence skills can have negative consequences for younger students.

Much attention is paid to the problem of psychological well-being in psychology. Both foreign and domestic scientists are engaged in its study and research. Among the main aspects of the investigated problem are the connection between psychological well-being and the state of physical and psychosomatic health of a person (E. Desi, R. Ryan, K. Riff, K. Frederick), genetic factors (M. Argyle, D. Likko, A. Tellegen), the influence of external life circumstances, material wealth, education, social status on psychological well-being (N. Bradburn, E. Diener, T. Kasser, M. Ryan), age and gender (E. Diener, K. Riff, P. Fesenko), level of culture (M. Lynch), ethnicity (V. Hrytsenko) and others.

The problem of emotional intelligence is interdisciplinary. It is studied by specialists in psychology, pedagogy, neurobiology, social work, etc. Concepts of emotional intelligence were developed by R. Bar-On, R. Boyatzis, D. Goleman, R. Cooper, J. Mayer, A. Saaf, P. Seloway and others. Ukrainian researchers interested in this problem include S. Derevyanko, V. Zarytska, E. Karpenko, N. Kovryga, T. Kotyk, O. Lyash, O. Novak, E. Nosenko, M. Shpak and others. The analysis of recent research and publications shows that the question of the relationship between the emotional intelligence of a primary school teacher and the emotional well-being of younger students is new and understudied.

Purpose, subject and research methods

The purpose of the study is to reveal the key aspects of the problem of the relationship between the emotional well-being of younger schoolchildren and the emotional intelligence of an elementary school teacher, to substantiate the need for the development of emotional intelligence in the process of professional training.

The subject of the research is the process of developing the emotional intelligence of future primary school teachers at the stage of professional training.

Research methods: systematic and comparative analysis of psychological-pedagogical and theoretical-methodical literature, study of the experience of introducing innovative technologies into the educational process of a higher pedagogical education institution.

Research results

In modern science, there is no single definition of the concept of "psychological well-being", but several scientific approaches have been developed to reveal the essence of this phenomenon. Thus, representatives of the axiological approach (N. Bradburn, E. Dinner, O. Kronik, K. Riff) associate psychological well-being with the feeling of happiness and satisfaction that a person receives in connection with the possibility of self-realization. In particular, N. Bradburn is convinced that the basis of psychological well-being is the balance between positive and negative emotions, which is manifested in the general feeling of satisfaction or dissatisfaction with life. E. Dinner introduced the concept of "subjective well-being" into scientific circulation, which he equates with the concept of "happiness". According to him, subjective well-being as a component of psychological well-being includes three components: the experience of positive emotions, a low level of unpleasant emotions and a high level of life satisfaction. K. Riff singles out six components in the structure of psychological well-being: self-perception; positive relations with other people (the ability to establish and maintain contacts with others, give in, make compromise decisions, the ability to empathize); autonomy (ability to think independently of others, defend one's own point of view, resist social pressure and regulate one's own behavior); environmental management (ability to control external activities and use opportunities according to one's own needs); a goal in life (to create optimal conditions for the realization of one's own goals and needs in accordance with universal human values and ideas of life); personal growth.

According to the functional approach (E. Desi, A. Maslow, R. Ryan, K. Rogers, G. Allport, Y. Pavlotska, E. Fromm, R. Shamionov), psychological well-being is interpreted as "a formation characterized by the positive functioning of an individual due to the presence orientations, goals, needs, aspects of self-realization" [5]. In particular, scientists A. Maslow, E. Fromm define this category as "the completeness of a person's self-realization in specific life conditions and circumstances, finding a "creative synthesis between compliance with the demands of the social environment and the development of one's own individuality" [2]. Researchers R. Ryan and E. Desi in their determination model point to the importance of society in ensuring the psychological well-being of an individual: if the environment contributes to the satisfaction of needs, it increases the level of well-being and vitality of a person, otherwise the level of psychological well-being decreases [4]. Translated into the language of pedagogy, it sounds like this: if a teacher contributes to the satisfaction of a child's basic needs for safety, protection, respect, self-realization, this guarantees his psychological well-being and normal development.

Another interpretation of psychological well-being is demonstrated by representatives of the psychophysiological approach (O. Vorona, A. Voronina, S. Kovalev, S. Mokhova, M. Yakhoda). They consider the defined concept from the standpoint of the "health" category, emphasizing the full preservation of human psychophysiological functions. Among its main components are psychosomatic health, social adaptability, mental and psychological health. The authors of the emotional approach (V. Dukhnevich, S. Karskanova, L. Kozmina, K. Sanko, P. Fesenko, T. Shevelenkova) reveal psychological well-being as an experience that promotes self-esteem and personal growth. According to the systemic approach (N. Bakhareva, O. Idobaeva, Yu. Oleksandrov), psychological well-being is defined as an individual characteristic of a person, its property, quality, integral, systemic phenomenon. Representatives of the environmental approach (T. Yemelyanova, N. Kargina, K. Lynch, E. Panina, O. Shiryayeva) focus attention on the comfort of a person's stay during involvement in various types of activities, in relationships with other people, which is an indicator of his psychological well-being .

Today, scientists distinguish three components in the structure of subjective well-being: cognitive (general satisfaction with life), affective (intensity of positive experiences, evaluation of one's emotional state) and value-motivational (self-perception, relationships with other people, life goals and vectors). It is worth noting that in English-language literature, the concept of "psychological well-being" is defined as "well-being" (literal translation: "good" and

"being"), which indicates a system of social connections of an individual filled with positive experiences.

Psychological well-being depends on the emotional sphere and emotional well-being of the individual. In psychology, emotional well-being is interpreted as a basic feeling of emotional comfort, which ensures an active and trusting attitude towards the world. In the works of L. Abramyan and M. Lisyna, who studied the emotional well-being of children of preschool and junior school age, this concept is defined as a stable emotional and positive well-being, based on the satisfaction of basic age needs: biological and social. Ukrainian researcher O. Hordova offers the following definition of emotional well-being: "it is a stable positive, comfortable emotional state, which is considered basic, related to the child's holistic attitude to the world, such that it affects the peculiarities of experiencing family and school situations, the cognitive and volitional sphere child" [3].

Thus, scientists understand the emotional well-being of a junior high school student as a stable positive emotional state that manifests itself in a sense of security and emotional comfort, a positive sense of well-being during interaction with society, and is the basis for the formation of high cognitive activity, peacefulness and the development of all areas of a growing personality. It can be stated that an emotionally well-developed person is considered to be an emotionally developed person who feels satisfied, happy, emotionally stable, has adequate self-esteem and good well-being, is optimistic about the world around him, is confident in himself, and has a friendly attitude towards other people. As we can see, the feeling of emotional well-being indicates a stable dominance of positive emotions over negative ones, provided they are expressed constructively. Distrust of oneself and the world, manifestations of anxiety, aggressiveness, depression, lack of awareness of one's own emotions and feelings, concentration on one's own needs without understanding and taking into account the needs of the environment are signs of emotional distress and the cause of school maladjustment.

A teacher with a low level of development of emotional intelligence is capable of causing a state of emotional distress in younger schoolchildren by his actions and behavior. Note that a child of elementary school age lives with emotions. She is not only emotionally dependent on her first teacher, but also especially sensitive to his emotional reactions and sudden mood swings. As noted by O. Lelyukh-Stepanchuk [6], younger schoolchildren have the ability to feel emotional hunger - the need for positive emotions from the teacher. If his emotional needs are not met, the student tries to compensate for them in class by communicating with peers, distracting himself from studying the topic. In addition, students of primary school age have a clearly expressed ability to imitate the manners and behavior of their teacher. Given

their age-related imperfection in perceiving and understanding their own and the surrounding people's emotions, they copy the teacher's emotional reactions. In this regard, children often resemble their teacher in their communication styles. If she is cheerful, moderate in the manifestation of emotions, moderately expressive, balanced, then the same expressive signs are observed in younger schoolchildren. Conversely, if the teacher is too dynamic, strict, shows excessive negativity to the class, students are characterized by the same emotional manifestations.

A primary school teacher is responsible for his own emotions and their expression. Immaturity of emotional intelligence skills, that is, inability to recognize and realize one's own emotions in time, lack or insufficient development of self-control and self-regulation skills, inability to ecologically express one's own negative emotions, inability to "read" students' emotional states by external signs and take them into account in pedagogical interaction, inability to build relationships based on trust and empathy, lead to negative results in pedagogical activities. A teacher's emotional intelligence depends on his adherence to ethical behavior, resolution of conflict situations, creation of a positive atmosphere for learning, and maintenance of discipline in the classroom.

- Inadequate emotional reactions of the teacher are always accompanied by a violation of the norms of pedagogical tact and pedagogical ethics. Among the irritants that can cause a state of emotional tension in an elementary school teacher and lead to improper ethical and pedagogical behavior in the future, there are external and internal ones. External stimuli include:

- related to the sphere of interaction with students (discipline violations by students in class, children's mischief, disobedience of students, failure to follow the teacher's orders and instructions, distracting children during the lesson, fights during breaks, difficulties in learning, using mobile phones during the lesson, etc.). Many of these children's disorders are related to the imperfection of the emotional and volitional sphere of younger schoolchildren and individual psychological characteristics: hyperactivity, high emotionality, impulsivity, scattered attention, low level of control of one's behavior and emotions, tendency to anger and aggression, etc.;

- related to the sphere of interaction with parents of students, colleagues, administration (exaggerated demands of parents; unfair criticism of management, uneven distribution of workload among teaching staff; difficult moral and psychological climate in the teaching staff; difficult relationships with colleagues; psychological overload; low financial motivation etc.).

The internal factors that can cause the appearance of intense emotional reactions include: individual and typological features of the teacher's personality (emotionality, temperament, stereotypes of thinking and behavior, age, gender); inconsistency of actions or the situation with the teacher's value orientations and value system; pedagogical experience and level of pedagogical skill of the teacher; insufficient preparation for pedagogical activity (lack of communication and classroom management skills, inability to shift the attention of younger students, low level of expression and artistry, lack of sense of humor, overcrowded classes, etc.); family troubles, health problems and others.

Emotions are an internal physiological mechanism that a person cannot get rid of. However, it depends on the person how he will react to certain emotional stimuli. In addition, emotions are a short-term mental process that lasts from a fraction of a second to several minutes. Emotional states that combine feelings, moods, affects, desires, urges, stresses, frustrations, passions have a longer duration. Their duration is measured in hours, days and even weeks. However, with undeveloped emotional intelligence, a person "spills" his own negative emotions on the people closest to him. Feelings of dissatisfaction, anger, anger, inability to control oneself at the right moment are often expressed in a primary school teacher in intemperance, loud shouts, insulting remarks and humiliating comments about students, intimidation, humiliation, sarcasm. This is a signal of the teacher's own inability to cope with internal irritation, with his emotional state and situation. He sees in his students echoes of his problems, which he is powerless to cope with. If such a situation is repeated time and time again, it indicates pedagogical violence. A teacher who practices such forms of violence with his students, especially with younger students, teaches them to be afraid. Fear causes a desire to hide one's emotions and feelings from adults. This inevitably leads to the formation of inadequate, first of all, low self-esteem, uncontrolled auto-aggression, inability to achieve success. It is known that public humiliation forms a child's indifference and cruel attitude towards himself and others; the teacher's unfair attitude towards the student - disrespect, anger and disgust towards people and the world; the indifferent and cold attitude of the teacher causes problems in behavior and the desire to attract his attention with inappropriate actions.

In psychology, there is a concept of "displaced aggression", which operates according to the principle of hierarchy: the stronger person displaces his negative emotions on a weaker or more accessible object. Within the framework of authoritarian, dominant pedagogy, displaced aggression provokes a chain reaction: the school director displaces his own aggression on teachers; a teacher who cannot afford to direct aggression at the source of his negative emotions redirects it to students; a student - on a friend weaker than himself, who

cannot resist and stand up for himself, or on animals. Displaced aggression is one of the causes of destructive processes and bullying.

Yelling is verbal aggression. It is the most common tool for relieving emotional stress among teachers. In order to give vent to their own aggression, anger, other negative emotions or fatigue and to attract, in their opinion, one hundred percent of the child's attention, teachers often resort to shouting. Some of them, being emotionally indignant or disappointed by the behavior and educational achievements of students, are at a loss for words. Unlimited power over younger students adds to the teacher's confidence in the correctness of his actions. British politician and statesman, former Prime Minister of Great Britain W. Churchill wrote: "School teachers have power that prime ministers can only dream of" [1].

A teacher's yelling has a strong psychological impact on a student's mind and feelings and is the equivalent of physical punishment. It always contains a tinge of fear that drowns out all other emotions. When the teacher shouts, the child, depending on individual psychological characteristics, either gets scared, or falls into a stupor, or cries and throws a tantrum. Unpleasant words addressed to yourself and the intonation with which it is conveyed to her do not solve the problem by any means. They settle in the child's memory, distort her idea of her own value. Regular raising of the voice not only does not contribute to the emotional well-being of younger schoolchildren, but can also lead to negative consequences: emotional trauma, behavioral problems, inability to concentrate and remember information, loss of motivation to study, withdrawal and aggressive behavior, loss of trust in the teacher. A teacher who shouts, insults, deprives a child of the most important thing in school life - the joy of learning. So, shouting is a wrong and harmful tactic, it is the imposition of fear on the child. Even if a younger student made a mistake, this does not give the teacher the right to snap at him and humiliate him in front of his classmates. A teacher's loud voice without aggression and anger is permissible only in the event of a warning against danger.

Thus, the primary school teacher is responsible for the manifestation of his own emotions and the consequences of his behavior, their impact on students. It is in primary school age that personality is formed, moral principles and social attitudes are established. In order to prevent this from happening, the primary school teacher, starting from the period of professional training for the future profession, should take care of the development of his own emotional intelligence.

It will help students master the skills of emotional intelligence by combining theoretical material with its practical application. Theoretical training is aimed at acquiring knowledge about emotions, their manifestations and types, the mechanism of occurrence, functions of

emotions. Future elementary school teachers will learn what happens to the body when a person feels emotions, what emotional intelligence is and what its components are, what processes occur in the brain when emotional information is received. Questions about the dependence of health on emotions, the emotional component of educational activities, the importance of a teacher's emotional intelligence in building a partnership with students and other participants in the educational process, its impact on the health of teachers and students, and many other issues that expand vision of the topic.

In order for students to better understand the definition of "emotional intelligence", they are introduced to the concept of "window of tolerance" - a concept that allows to understand the nature of psycho-emotional processes and determine the place of emotional intelligence in them. The concept of the "window of tolerance" was developed by the American professor of psychiatry D. Siegel in 2010. It visually reflects a person's ability to withstand emotions and cope with stressful situations. The "window of tolerance" consists of three zones. The central zone, which is in the middle of the scheme, is the zone of optimal arousal (zone of stability, "window of tolerance") in which a person is able to function effectively in everyday life. Being in this zone, a person feels calm and emotionally comfortable. Her psyche and nervous system are optimally activated, which enables a person to think rationally, make decisions calmly and calmly, maintain personal boundaries and adequately manage their own emotions. In this zone, parts of the brain and other organs of the body work harmoniously. The personality can face challenges, seek support or offer help to others, resolve conflicts, find compromises. In this zone, a person feels safe and can enjoy the joys of life. The width of the "window of tolerance" zone, or the zone of optimal arousal, is different for each person. It depends on the individual and psychological characteristics of a person, on his experience, on the conditions of upbringing in childhood and other factors. If in childhood her emotional needs were not met, she did not feel safe in relationships with loved ones or received a prohibition from adults to express emotions, in adult life it is difficult for her to regulate her emotions and her "window of tolerance" is narrow. As a result, she reacts too sharply to minor stressful stimuli, and perceives everyday life events as serious problems. In addition, the size of the "window of tolerance" also depends on the level of development of emotional intelligence. Experiencing negative emotions, a person relies on it, uses internal resources and strategies to stay within this "window" and remain relatively calm. However, there are situations when negative intense emotions easily push a person out of the stability zone. This is especially characteristic of cases when a person is tired, burdened with thoughts. Then she is more easily influenced by irritation, anger, and anger and is able to leave the "window of tolerance" more quickly. Emotional

intelligence in this case also helps a person to control himself, his thoughts and emotions, his actions, helps relieve stress and overcome difficulties.

Frequent and prolonged stay outside the "window of tolerance" zone causes depression, anxiety, and other mental health problems that can develop into somatic diseases. Severe stress knocks a person out of the usual rut. Her nervous system begins to work outside the "window of tolerance": either in the zone of hyperarousal or in the zone of hypoarousal.

Hyperarousal is a state of heightened emotional arousal that occurs under the influence of stress when a person feels in danger. She experiences feelings of excessive concern, anger, anxiety, possible manifestations of panic, heightened vigilance, expectations of the worst, intrusive memories and images. A rapid flow of thoughts is observed, while the ability to think rationally and critically decreases. Her reptilian brain gives the command: "Fight or flight!". At the physiological level, heart rate increases, blood pressure rises, breathing speeds up, muscles tense up.

Hypoarousal is an emotional state of a person, when the level of his emotional tension is below optimal. Being in this zone, a person feels separated from his thoughts and feelings, as if detached from the situation, himself and other people, loses the ability to self-control, which is manifested in his insecurity and "numbness". She loses the ability to concentrate and remember, to think and speak rationally. There is a lack of energy, drowsiness, her reptilian brain tells her to "die!". Sometimes numbness helps protect a person from unbearable emotional pain.

The development of emotional intelligence in future primary school teachers helps to strengthen emotional tolerance, that is, to expand their zone of optimal excitement. The first step on this path is self-knowledge, awareness and understanding of the features of one's "window of tolerance", analysis of the strengths and weaknesses of one's "I" and one's behavior at the time of emotional excitement. In order not to transfer their emotional arousal to other people, first of all to their pupils, future primary education specialists master the algorithms of behavior in such a situation. First of all, you need to learn to recognize and be aware of your emotions, thoughts and needs, determine the degree of stress, be aware of bodily sensations due to the action of emotions, identify emotional triggers that "throw" out of the "window of tolerance". Acquiring these emotional intelligence skills is an important step in being able to control and manage your own emotions. For this, students study breathing exercises, mindfulness practices, meditation, practice body practices, exercises and techniques for relieving emotional tension, physical activities, learn to listen to the signals of their own body,

etc. All these exercises are aimed at bringing your emotional state to a state of calm. So, to calm down, you need, first of all, to calm down the lower parts of the brain and your body.

To get out of the zone of hypoarousal, you need to activate and stimulate the nervous system. Stimulating your senses helps with this. To this end, students learn "quick-help strategies" or grounding techniques: smell different smells, touch different textures, look around and name what you see out loud or mentally, chew something or drink water, etc. This allows you to reconnect with the present moment and activates the intellectual part of the brain.

An important conclusion that future primary school teachers come to is this: a teacher, like any person, has the right to emotions, but he does not have the right to express them in a destructive way and offend other people. When emotions arise, it is not necessary to react to them. The main thing is to recognize and feel them. They are not a clear reflection of reality, they are only human feelings.

Conclusions

Thus, the emotional intelligence of an elementary school teacher has a significant impact on the emotional well-being of younger students. The emotional comfort of the child at school, the moral and psychological climate in the classroom and, in general, the development of a growing personality depends on how the teacher shows his emotions, how he broadcasts them to his students, how he behaves under the influence of intense negative emotions. The process of developing emotional intelligence is intensified during the period of acquiring the future profession of an elementary school teacher. It provides both theoretical training, which consists in acquiring emotional education and mastering practical tools, and practical training, which helps to test the effectiveness of the acquired knowledge in practice and to strengthen and increase one's own emotional intelligence.

We see the prospect of further research in the empirical study of the influence of the emotional intelligence of an elementary school teacher on other areas of life of younger schoolchildren.

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