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Conditions and methods of emotional intelligence development of primary school students

Introduction. It is important for a person to succeed in own further life. IQ plays an important role on the way to success by quoting our expertise, knowledge and skills. However, its role is relatively small in the context of EQ – the ability to pave the way to the desired goal. The emotional intelligence comprises the ability to control own emotions and use intuition, sociability, persistence and quietness in stressful situations.

In spite of the fact that, like any person's trait, the emotional intelligence, to some extent, predicted genetically and being the basis for complete utilization of this potential, is laid down in childhood; and a significant amount of required abilities and human qualities of person may be developed. The same applies to the emotional intelligence that develops throughout life. Moreover, when consciously focusing efforts on development, it is exposed to well-targeted training, and the social environment plays a significant role here too.

As the Doctor of Education L. Burkova states, the impact factors on the emotional intelligence development of a person have the following ratio:

- parental genotypes (40%);
- family education (10%);
- social environment (50%) [16, p. 13].

The emotional intelligence development begins to acquire a particular importance at *school age*, since during this period an active emotional attitude of an individual towards oneself and others is realized. The educational activity positively affects the improvement of self-consciousness, ability to self-analysis and decentralization (ability to perceive oneself at the place of a classmate or teacher, consider their needs and feelings) [16, p. 13].

The primary school age is a favorable stage in the development of the emotional sphere and culture of feelings of a personality. In parallel with the general intelligence of primary school students, the activity of their analyzer apparatus is improved. The hypersensitivity, i. e., sensitivity of younger students, is caused by the artistic type of their personality, characterized by: tendency to aesthetic and artistic activities, sensitivity, emotionality, imaginative perception, i. e., the qualities inherent in artists and talented readers, spectators, music listeners. The level of aesthetic experiences of children grows, their feelings are enriched and the general culture advances. The sensory openness, emotional sensitivity, particular susceptibility of younger students to the art become the basis for the development of their observational and aesthetic feelings required for the development of emotional culture [16, p. 14].

Recent researches show: that the high level of the emotional intelligence development enables full releasing of the potential form of a child. The emotional intelligence development of children from an early age promotes the formation of adequate self-acceptance, self-confidence, ability to adapt to new circumstances, communicate freely, develop relations with other persons.

To determine the level of emotional intelligence development of primary school children, it is expedient to use the following methods: the questionnaire "The nature of empathic reactions and behavior manifestations in children" (A. Shchetinina) [12], projective technique "Unfinished stories" (T. Gavrilova) [14], questionnaire (N. Artyukhin, A. Shchetinina) [13]. The expert estimate of the level of emotional intelligence development of children should be carried out by primary school teachers who work with them.

The questionnaire (A.Shchetinina) allows to determine the empathy levels of a child: high level (humanistic type: children have an interest in the state of others, they react emotionally to it and are identified with it, actively participate in the situation, try to help, calm other persons); mean level (egocentric type: children try to draw adult's attention to themselves, respond emotionally to feelings of other persons, but along with this they say: "But I never cry ...", etc., children only demonstrate compassion, empathy to another person, seeking to deserve praise, the approbation of an adult); low level (children do not express interest in the emotional state of others, weakly respond to their feelings, and take empathic actions only by the incentive of an adult).

Using the projective technique (T. Gavrilov), two types of empathy in children are identified: egocentric and humanistic. An unfinished story is offered to a child, which he/she must continue by answering questions. If the child solves the given situation in favor of the offended person, this demonstrates the humanistic nature of empathy; the situation solution by the child in own favor indicates the egocentric nature of empathy.

The questionnaire (N. Artyukhin, A. Shchetinina) is intended to reveal particularities of the emotional state of a child. It will also allow

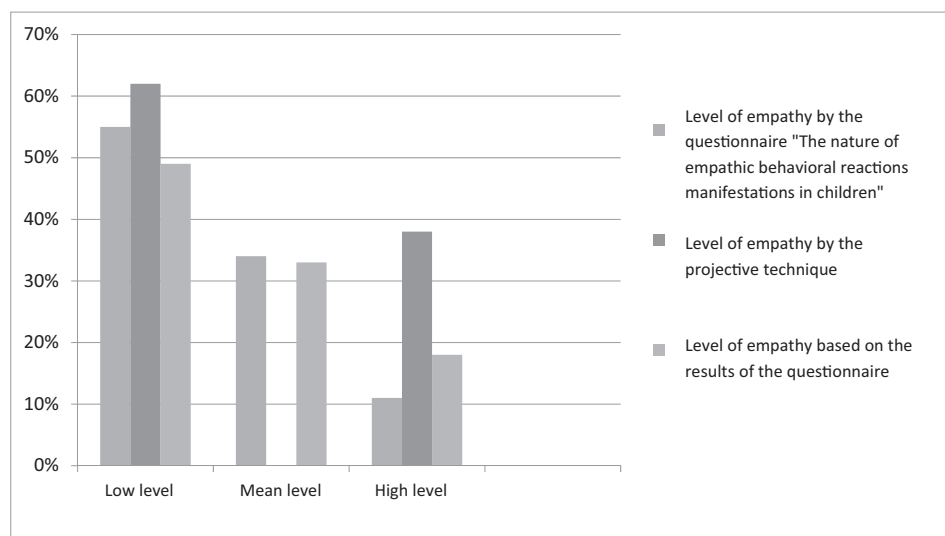


Fig. 1 Level of empathy in primary school students according to the results of the techniques applied

determining, whether a child is emotionally secured or not secured on the following levels: the child is emotionally secured, child is not completely emotionally secured, child is emotionally not secured.

On the basis of these techniques, the level of emotional intelligence development was determined in the first-grade students of the Kremenchuk Specialized School No. 21 and in the third class students of the Kremenchuk Teaching and Educational Complex No. 30, resulting in the fact that a significant proportion of children have low and mean levels of empathy, and have not really emotionally secured level (Fig. 1).

The results of the questionnaire "The Nature of empathic reactions and behavior manifestations in children" (A. Shchetynina) showed that 11% of children have a humanistic type of empathy. They are unindifferent to the feelings of other persons, they feel empathy and have a desire to help surrounding persons. 34% of students only demonstrate compassion, but they do not feel deep emotions related to problems of other people, have a mean (egocentric) type of empathy. 55% of children with a low level of empathy are indifferent to the emotional state of other persons, have no desire to help.

The results of the projective technique (T. Havrilova) showed that only 38% of the students interviewed have a humanistic character of empathy, which means that they are ready to recognize the need for the sympathy of their age mates and to come to help.

Following the questionnaire (N. Artyukhin, A. Shchetinina), it was determined that 18% of children were emotionally secured and 33% were not really emotionally secured.

Aim of the paper. Disclose the pedagogical conditions and methods of the emotional intelligence development of primary school students in the educational process.

Analysis of recent papers. At this time, the concept of "emotional intelligence" will surprise very few people, especially when it gains popularity now in the new Ukrainian school. And just recently, for the majority it was unclear how such concepts as "emotion" and "intelligence" are interrelated.

We are used to comprehending *emotion* as an inner excitement, anxiety, and *intelligence* as the ability to act rationally. Until recently, these concepts were used only in such combination as "intelligent emotions", i. e., emotions associated precisely with the cognitive activity of a person such as curiosity, joy in achieving success, amazement, inquisition, doubt and confidence in results [19, p. 15].

The term "*emotional intelligence*" was first used by the Israeli psychologist of American descent Reuven Bar-On in 1980 as a means of emotional intelligence measurement based on the model being developed by him and on the model itself. He comprehends the emotional intelligence as a complex of non-cognitive, i. e. social and emotional abilities, knowledge and skills that affect individual's ability to successfully meet the requirements of the environment and resist its pressure.

So, the intrapersonal sphere as the ability to understand and control oneself comprehends the self-analysis, assertiveness (ability to have and express own opinion, directly show own emotions without violating other people's rights and mental territory; it provides for sincerity, openness and confidence in relationships with other people; this is respect not only to other people but also to oneself and own rights), independence, self-esteem and self-realization (as much as a possible solid manifestation of own capabilities). The interpersonal sphere characterizes the ability to interact with other people and includes three scales: empathy (awareness of the psychological state of another person), social responsibility and interpersonal relationships. Such scales as the assessment of reality, flexibility and ability to solve problems, constitute the sphere of adaptability. The fourth stress management sphere, as the ability to resist stress and control impulsivity, includes two scales: stress tolerance and impulsivity control. And the final sphere of general feeling has such scales as optimism and satisfaction with life [19, p.15-16].

D. Mayer and P. Salovey give the following definition of emotional intelligence: "... the ability to analyze own emotions in order to improve the thinking process. It covers the ability to perceive emotions accurately, evaluate and form them so as to assist in thought, comprehend emotions and identify them, as well as reflexively target emotions in order to promote own emotional and intellectual growth" [19, p. 17].

D. Goleman notes that the concept of "emotional intelligence" covers properties that are different from academic, i. e. educational abilities (see Table 1.3) [20, p. 6].

Statement of the basic material. Under the education reform, which one of principal tasks is a child-rearing which quickly orients in life situations and job-related problems, is able to demonstrate activity and take-up the running, is optimistic with opportunities to achieve success, has courageous and balanced approach to planning and implementing works, is capable to push the matter to a logical conclusion, improve oneself if necessary. It is necessary to create a number of pedagogical conditions

for the emotional intelligence development of primary school students.

The teacher plays the main role in the emotional intelligence formation of a younger school child, since one of the pedagogical conditions for the emotional intelligence development is *comprehension by teachers of the content of the emotional intelligence concept, its importance in educational activities*. We include in this condition the knowledge and comprehension by teachers of emotional intelligence as a personality ability that affects the self-perception and perception of surrounding persons, communication skills, personal life, professional activities, assist in overcoming problematic and stressful situations. To achieve that, it is necessary to introduce training sessions, workshops related to the study of the concept of emotional intelligence and ways of its development for primary school teachers.

In our opinion, the following pedagogical condition required for the emotional intelligence development is *a reflection of own emotional state of teachers and students*. Teachers shall know personally and teach children to analyze their emotions, i.e., find answers to such questions:

- What emotions did they feel in one or another situation (joy, fear, sadness, anger)?
- What physical feelings accompanied them during the experience of certain emotions (pain in throat, chest, stomach, cramp in legs, hand tremor)?
- What is the cause of one or another emotion occurrence?
- Was it possible to dominate and control own emotions?
- How was it necessary to act in a situation of emotional stress?
- What shall I do to control my own emotions or perceive adequately the emotional state of another person?

Children may master skills of analyzing their own emotional state when discussion activities and life situations, in conversations organized by the teacher, etc.

We believe that *introduction of methods of the emotional intelligence development into the educational process of the educational institution* is a precondition for the emotional intelligence development of students.

The high level of emotional intelligence of students may be formed only provided that they attend an educational institution with a favorable emotional environment. Therefore, we believe that one of the pedagogical conditions for student's emotional intelligence development is *the creation of the educational environment in the educational institution favorable for emotional intelligence development*. The concept of

"environment" is understood as a set of elements, which in the ratio to each other constitute" space and living conditions of a person" [22, p. 14]. V. Yasvin considers the educational environment as a system of influence and conditions for a personality formation according to a certain pattern; as well as opportunities for its development, available in a social and spatial-objective environment. Along with other characteristics, it is expedient to consider the emotionality of educational environment. The favorable psychological climate and positive emotional and psychological atmosphere of students and pedagogical staff provide the opportunity for emotional intelligence development of students.

For the development of emotional competence and modulation of emotions, it is important to improve the processes of perception and emotional assessment of reality. The main way of emotional intelligence development consists of stimulation of fantasy and imagination of a child, *using games as the basic method of developing EQ*. Psychologists state that it is impossible to miss the play stage of a child development where the foundations of EQ development are formed. "The game is a huge bright window through which the healthful stream of ideas and concepts of the environment flows into the child's spiritual world" – is convinced the well-known teacher V.A. Sukhomlinsky.

The game is one of the forms of education when in the process of game children (and adults) obtain the knowledge and improve those skills and attitudes that will be involved in life in the future. Children are most inclined to play, but play moments are also often kept in a veiled form at later ages [4].

The game is the first activity that plays a particularly significant role in the development of personality, forming its properties and enriching its internal content, moral and volitional qualities [5].

Studying the development of children we see that all mental processes are developed more efficiently in the game than in other activities.

The game is social, in its origin and nature, historical formation, caused by the development of society and its culture. It represents a special form of a child's life in society, and activity wherein children play a role of adults in conditions of game reflecting their life, work and relationships.

When a child plays a certain role, he/she is not just fictitiously turned to another personality; assuming the role and getting into it, he/she expands it, enriches, deepens own personality. In this attitude of the child's personality to own role, the significance of the game is based for

development not only of imagination, thought and will, but of the child's personality generally [5].

The French sociologist Roger Caillois in the book "Les jeux et les hommes" ("Games and People") determined the game as an activity which surely has further characteristics: joy (activity attracts with its light character), isolation (time and place of the game are clearly determined), uncertainty (the result of the activity cannot be predicted), unproductivity (participation in the game has none useful consequence), rules (such activities have rules unlike daily life), fabulousness (accompanied by the perception of other reality) [3].

The game, although it takes place within the rules, generates space for fantasy, improvisation. It provides an opportunity to discover also those positive features that are imperceptible in everyday life. The game is chosen by the organizer at the level of capabilities of children; and, therefore, everyone may reach perfection and success, while in educational activities success and recognition do not always come.

Participants in the game constantly interact and communicate with each other that requires compliance with certain rules and norms. In such a way, the child accumulates social experience of behavior. If game activity prevails in the lives of junior students, it serves to develop their attitude to cultural behavior. On the other side, the optimistic tone of communication in the game, positive emotional attitude, as well as familiar play activity contribute to the naturality of a child's actions and activities, allowing the teacher to analyze the level of student's cultural behavior formation and see deficiencies.

So, in the process of cultural behavior formation, the following functions of the game may be distinguished: modeling, informing, forming, correcting and stimulating.

- Modeling: provides awareness of children with various kinds of activities of people and relations arising between them. It serves to prepare children for future social development.
- Informing: provides familiarization of children with the rules and norms of behavior, the formation of knowledge, concepts and ideas about ethical norms, forms and modes of behavior, of socially recognized moral qualities of an individual.
- Forming: in the course of the game the experience of cultural behavior is accumulated; and after frequent repetitions the attitude is formed to behave culturally. The game serves the child's moral qualities formation. Significant emotional stress caused

by any interesting well-organized game is a guarantee of stable knowledge formation of the norms and requirements of social morality; it contributes to the development of the intellectual component of cultural behavior.

- Corrective: provides identification of the level of cultural behavior formation, making possible to identify deficiencies caused by the teacher's choice of training subjects, forms and methods of work, as well as methods of educational impact on each individual student.
- Stimulating function provides for an optimistic tone of communication, creates a positive emotional state.

Therefore, the game is an essential phenomenon in a child's life, since it is a manifestation of the physical need for activity wherein the child perceives and transforms the surrounding reality, world of things, people, oneself, while simultaneously developing own abilities [7].

The play activity of a child is a peculiar form of his/her activity manifestation, wherein, at the level of own knowledge and skills, the child reflects actions of adults and interrelations between them, learns more about objects and their functions, the social reality of own environment, and communicates.

The student's personal qualities are most intensively formed in the play activity. In the game, other activities are also formed, which subsequently acquire an independent expression. So, the play activity in its content and forms leads in the development of younger students; the foundation of all moral qualities and personality attributes that will contribute to the successful socialization of a child in modern conditions [2].

An effective tool of the s students' emotional intelligence development is the innovative technology introduction in the educational process – storytelling. "Verbal creativity is a powerful tool of the intellectual development of a person to whom the world opens. Since the word becomes a new instrument of a child for new beauty creation, the child escalates the vision of the world, reaches a qualitatively new stage in own spiritual development. The child wants to express with words his/her passion, the amazement of the world's beauty", – wrote V. Sukhomlynsky.

Storytelling (in English, *story* means a story, and *telling* – to tell; therefore, storytelling is a telling of stories) is an art of exciting telling of stories and delivery of the required information with its help in order to influence on the emotional, motivational, cognitive spheres of the listener.

David Armstrong, chairman of Armstrong International Company, developed not only this technique but has successfully tested it in his own experience.

In the process of creating the storytelling, David Armstrong considered the well-known psychological factor: stories are much easier perceived, they are more exciting and interesting than rules or directives. When a person listened to you, he/she begins trusting you, and in your turn, it becomes easier for you to convince or motivate this person.

Teachers and psychologists all over the world are interested in storytelling, since the explanation of material in the form of telling stories develops students' imagination and logic, and improves the level of cultural education. The storytelling may be used anywhere and anytime. Stories allow telling about how decisions are made and relationships are built. By exchanging stories, creating emotional connections, students and teachers form correct and better relationships [18].

The ability to speak and express own thoughts is among essential life skills of each person.

Speech is a complex psychological process that cannot be developed or evaluated apart from thinking or perception. The storytelling is an emotional, exciting process that is well memorized. So, the storytelling as a fable of fairy-tales and stories is well suited for the formation of students' oral speech, their emotional intelligence [17].

The following types of storytelling are considered: cultural, which tells about values, morality and beliefs; social is a people's story about each other (it is possible to tell stories to children related to the life of famous people, which can become an example for them for building their lives), myths, legends – they reflect the culture and remind us what should be avoided in the life to be happy; "Jump story" – everyone loves to listen to stories about mystical creatures, when an unexpected end forces to jump in a chair with fear; family – family legends keep our ancestors' history; friendly – these stories unite friends, because they recall a certain experience that they have experienced together; personal – personal stories tell about own feelings and experiences. This is an important type of storytelling, since such stories help to understand oneself and begin developing [17].

The basic functions of storytelling are: motivational (this is a way of convincing students, which inspires them to take the initiative in the learning process); unifying (stories are a tool for developing friendly, collective interpersonal relationships in a class, group); communicative (stories can improve communication effectiveness at various levels); a tool of influence (allows non-directive influence on students and form their socially useful beliefs); utilitarian (one of the easiest ways to communicate to others the content of a task or project) [17].

It is expedient in the educational process to use the technology of scribing (from English scribe – to make a sketch, essay) to develop the emotional intelligence of primary school students – this is a method of narration or explanation, which is accompanied by a graphic illustration of the main content of what was said. This is a kind of parallel imitation effect, i. e., we listen to a story about something and at the same time we see a graphic correspondence to what was heard.

The main goal of scribing is to help in better learning the content and remembering the meaning of new information through the involvement of visualization. The main goal of this technique is to convey information in the most comprehensible and attractive format for a listener.

To create a vivid picture it is necessary to use a variety of image types – drawings, icons, symbols, individual keywords (inscriptions, slogans), diagrams, charts, etc. [10].

The main advantages of scribing include: brightness, conciseness, informativity, the creativity of information presentation.

The scribe-visualization is used to allow the listener to reproduce the story he heard in memory at least in general terms [10].

Scribing is not just short drawn videos. Almost every teacher practices illustrations in the class, enforcing the explanation with appropriate schemes or drawings on the blackboard.

Therefore, depending on the playback time, the following types of scribing are distinguished: scribing-facilitation – real-time story accompaniment with schematic drawings, graphs, diagrams, etc in real-time. Such format is the most often practiced by teachers at lessons. Video scribing is a short, vivid video explanation of certain issues that are accompanied by schematic drawings; the classic example of such visualization is the principle of teaching on YouTube channels "Nauchpok", "Interesting Science", etc. [10].

Depending on the forms of clarity attraction, the following types of scribing are distinguished: drawing (schemes and drawings made by hand on any surface); application (finished images are pasted or overlaid on the background); magnetic (an image is fixed on the surface with magnets); flannel graphics (finished images are hooked to a fuzzy surface with adhesive tapes, etc.); 3D-scribing (three-dimensional drawings created using a 3D-pen) [10].

It is expedient to use exercises in the educational process for the emotional intelligence development of younger students.

The exercise is a systematically organized, consciously comprehended multiple repetitions of certain actions and techniques that are complicated in order to form, consolidate and improve practical skills and abilities of students. The following types of exercises are used: preparatory (designed to prepare students for a new knowledge perception and ways to practically use them); introductory (contribute to the new material adoption on the basis of distinction of related concepts and actions); trial (the first usage of just learned knowledge); training (contribute to skills acquisition by students in standard conditions); creative (contribute to skills formation of the knowledge application in real life situations); controlling (predominantly educational).

The procedure for exercises performance, depending on the purpose and scope, is certainly different. However, the general conditions may be determined that contribute to their successful application:

- responsible preparation of teacher, his ability to consider individual psychology of students;
- students' understanding of the exercise objective, its content and its execution sequence;
- maintenance of students' unfailing interest in the exercise, conscious attitude to repetitive execution of monotonous actions;
- observance of affordable rhythm, methodically correct alternation of actions requiring of students' intense mental and physical tension;
- consistency and systematicity in the performance of exercises; the gradual growth of students independence in their practicing;
- gradual complication and modification of exercises execution conditions;
- systematic monitoring of the course of exercises and appropriate continuous support of students in overcoming difficulties and mistakes;
- formation of students' self-control and self-assessment skills of actions performed, etc. [21].

The psycho-gymnastics promotes emotional intelligence development of primary students. The term "psycho-gymnastics" may have a broad and narrow meaning. The psycho-gymnastics in the narrow sense is understood as games, sketches, based on the use of kinetic expression as the main communication tool in the group. Such psycho-gymnastics is aimed at problems solution of the group psychocorrection: formation of contact, stress relief, feedbacks creation, etc.

In a broad sense, the psycho-gymnastics is a course of special exercises aimed at the development and correction of various aspects of the human psyche, both in the cognitive and emotional-personal sphere.

The psycho-gymnastics as a non-verbal method of the group working, it supposes expression of experiences, emotional states, problems assisted by movements, facial gestures, pantomimically; it allows children to express themselves and communicate without words. [11, p. 2].

The objective of the course of psycho-gymnastics is:

- learning elements of the technique of expressive movements;
- using expressive movements in the education of emotions and high feelings;
- acquiring skills of auto-relaxation;
- training of emotions recognition using external signals;
- formation of moral ideas in children;
- behavioral correction by using role-playing games;
- reduction of emotional stress;
- training psychomotor functions [15, p. 10].

The art therapy is one of methods of the emotional intelligence development in children.

The proper performance of exercises and art therapy techniques contributes to the development of self-analysis, better understanding by a child of own motives, values and behavioral strategies; harmonization of the emotional state; solution of inner conflicts; development of emotional-volitional sphere, emotional intelligence, understanding of own emotional states and feelings; discovery of the personal potential of a child.

A big variety of art therapy exists: isotherapy, fairy-tale therapy, puppet therapy, music therapy, work with plastic materials (clay, plasticine), sand therapy, animation therapy, dance therapy, photo therapy, etc. [1].

The fairy-tale therapy is one of the types of art therapy. Fairy-tales accompany a person throughout the entire life, help to be socialized and realize the basic moral norms and rules. A fairy-tale for a child is a peculiar reality in the world of feelings, so it is not surprising that just the fairy-tale therapy is one of the effective methods of the emotional intelligence development.

Its essence consists in the creation of a special fabulous atmosphere, that makes the child's dreams come true, allows a child to overcome own fears and complexes.

The best way is to use it to overcome a high level of anxiety, various fears, aggression, to adapt the child in different groups, as well as, when working with insecure, shy, deceitful children, and when treating psychosomatic diseases.

Just the fairy-tale therapy enables a child to realize, analyze own problems and find ways for their solution.

So, the fairy-tale therapy helps through an example of fairy-tales to recognize what is bad and what is good. The example of good characters inspires learning to be good; and negative characters causes a negative reaction.

The therapeutic fairy-tale is distinctive in that it is invented specifically with the account of child's problems, his/her particularities. In other words, its central character is similar to a child, experiencing the same emotional states. E. g., he/she is trying to get over own fear of darkness, and his/her activities and actions serve as an example for the child.

The primary goal of fairy-tales is that fairy events show to a student the situation on the other side, suggest an alternative solution to the given [8].

The puppet therapy is another effective type of activity. It uses a puppet as a basic technique of psychocorrective influence and as an intermediate object of interaction between a child and adult. The child in the situation created projects own inner state onto a puppet and perceives real feelings that are diagnosed and corrected by a psychologist.

Using this method we do not just treat a certain symptom or a set of symptoms, we try to penetrate a child's innermost feelings, understand causes of these symptoms occurrence, where the root of the problem is located, which embarrasses the child's life.

The puppet therapy consists in that the child identifies himself with a favorite hero of fairy-tale or cartoon, or with a favorite toy. The child, perceiving the real world, its social connections and relationships, actively projects them into a game situation [6].

The phototherapy is one of new but no less useful types of art therapy.

The phototherapy is a unique method of self-expression, self-cognition, socialization, and emotional-sensual education of a person. It allows working with finished material or creating original own images.

Therefore, the main content of the photo therapy is the creation and/or perception of photographic images, which is accompanied with discussion and various types of creative activity (expressive activity, movement and dances, dramatization, artistic description, etc.) [9].

Emotional reflection allows children to learn how to distinguish and understand their own emotions.

Viewing cartoons and videos about relationships, feelings and tolerance directly encourages children to empathize, feel and perceive various emotions intuitively.

Conclusions. Therefore, as a result of the application of the methods of theoretical analysis, synthesis and generalization, observation over educational and pedagogical activities, questioning and testing of younger students, the psychological and pedagogical conditions and methods of the emotional intelligence developing of primary school students are justified and characterized. We consider that formulation of a model of the emotional intelligence development of primary school students is promising.

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Abstracts

DEŃHA NATALIA. **Warunki i sposoby rozwijania inteligencji emocjonalnej uczniów szkół podstawowych.** *W oparciu o zastosowanie metod analizy teoretycznej, syntezy i uogólnienia autor artykułu określił, uzasadnił i scharakteryzował warunki psychologiczno-pedagogiczne (świadomość nauczycieli co do znaczenia pojęcia inteligencji*

emocjonalnej, jej znaczenia w działalności edukacyjnej; refleksja nad własnym stanem emocjonalnym nauczycieli i uczniów, wprowadzenie środków rozwijania inteligencji emocjonalnej w placówkach edukacyjnych, stworzenie środowiska edukacyjnego w placówkach edukacyjnych, sprzyjającego rozwojowi inteligencji emocjonalnej), a także środki rozwoju inteligencji emocjonalnej uczniów szkół podstawowych (gry i ćwiczenia rozwijające inteligencję emocjonalną; wprowadzenie do procesu edukacyjnego technologii innowacyjnych – storytelling, trasowanie, psychogimnastyka, arteterapia, oglądanie kreskówek i filmów, czytanie opowiadań i bajek z dalszą dyskusją).

Słowa kluczowe: świadomość emocjonalna, inteligencja emocjonalna, empatia, środki rozwoju inteligencji emocjonalnej, środowisko edukacyjne, warunki psychologiczno-pedagogiczne, refleksja nad własnym stanem emocjonalnym, rozpoznawanie emocji innych ludzi, zarządzanie swoimi emocjami.

ДЕНЬГА НАТАЛІЯ. Умови та засоби розвитку емоційного інтелекту учнів початкових класів. На основі застосування методів теоретичного аналізу, синтезу та узагальнення автором статті визначено, обґрунтовано та схарактеризовано психолого-педагогічні умови (усвідомлення вчителями змісту поняття емоційного інтелекту, його значущості в освітній діяльності; рефлексія власного емоційного стану вчителів та учнів; впровадження в освітній процес навчального закладу засобів розвитку емоційного інтелекту; створення освітнього середовища навчального закладу, сприятливого для розвитку емоційного інтелекту) та засоби розвитку емоційного інтелекту учнів початкових класів (ігри та вправи на розвиток емоційного інтелекту; впровадження в освітній процес інноваційних технологій – сторітелінг, скрайбінг, психогімнастика, арт-терапія, перегляд мультфільмів та відеофільмів, читання оповідань та казок з подальшим обговоренням) .

Ключові слова: емоційна обізнаність, емоційний інтелект, емпатія, засоби розвитку емоційного інтелекту, освітнє середовище, психолого-педагогічні умови, рефлексія власного емоційного стану, розпізнання емоцій інших людей, управління своїми емоціями.

ДЕНЬГА НАТАЛЬЯ. Условия и средства развития эмоционального интеллекта учеников начальных классов. На основе применения методов теоретического анализа, синтеза и обобщения автором статьи определены, обоснованы и охарактеризованы психо-

лого-педагогические условия (осознание учителями содержания понятия эмоционального интеллекта, его значимости в образовательной деятельности; рефлексия собственного эмоционального состояния учителей и учеников, внедрение в образовательный процесс учебного заведения средств развития эмоционального интеллекта, создание образовательной среды учебного заведения, благоприятной для развития эмоционального интеллекта) и средства развития эмоционального интеллекта учеников начальных классов (игры и упражнения на развитие эмоционального интеллекта, внедрение в образовательный процесс инновационных технологий – сторителлинг, скрайбинг, психогимнастика, техники арт-терапии, просмотр мультфильмов и видеофильмов, чтение рассказов и сказок с последующим обсуждением).

Ключевые слова: эмоциональная осведомленность, эмоциональный интеллект, эмпатия, средства развития эмоционального интеллекта, образовательная среда, психолого-педагогические условия, рефлексия собственного эмоционального состояния, распознавание эмоций других людей, управление своими эмоциями.

DENGA NATALIA. **Conditions and methods of emotional intelligence development of primary school students.** *Based on the application of methods of theoretical analysis, synthesis and generalization, the author determined, substantiated and characterized psychological and pedagogical conditions (teachers' comprehension of the meaning of the emotional intelligence concept, its significance in educational activities, reflection of own emotional state of teachers and students; introduction of methods of the emotional intelligence development in the educational process of educational institution; creation of the educational environment of educational institution favorable to the emotional intelligence development) and methods of the emotional intelligence development of primary school students (games and exercises for the emotional intelligence development; implementation of innovative technologies in the educational process: storytelling, scribing, psycho-gymnastics, art therapy, viewing cartoons and videos, reading stories and fairy-tales with further discussion).*

Keywords: emotional awareness, emotional intelligence, empathy, methods of emotional intelligence development, educational environment, psychological and pedagogical conditions, the reflection of own emotional state, emotion recognition of other people, control of own emotions.