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РОЗВИТОК ЕМОЦІЙНОГО ІНТЕЛЕКТУ МОЛОДШИХ ШКОЛЯРІВ ЯК МІЖДИСЦИПЛІНАРНА ПРОБЛЕМА НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

Анотація. Розвиток такої особистісної якості учнів, як емоційний інтелект, набула особливої актуальності в сучасному світі, у тому числі в Новій українській школі. У статті висвітлено результати аналізу програмового забезпечення розвитку емоційного інтелекту молодших школярів, поданого в чинних типових освітніх програмах та Державному стандарті загальної початкової освіти України відповідно до всіх освітніх галузей початкової школи. Зроблено висновок, що зміст початкової освіти включає такі елементи життєвого досвіду, необхідні для реалізації важливих соціальних функцій, як досвід пізнавальної діяльності, представлений у вигляді результатів знань; досвід способів діяльності, який фіксується як необхідні вміння учнів діяти за моделлю; досвід творчої діяльності як уміння нестандартно діяти в нестандартних ситуаціях; досвід формування емоційно-ціннісного ставлення як ціннісного ставлення до набутих знань, умінь, навичок та довкілля. Автори наголошують, що розвиток емоційного інтелекту молодших школярів є наскрізною змістовою лінією, тобто обов'язковим освітнім результатом, що формується засобами всіх освітніх галузей і слугує показником якісних змін у системі початкової освіти. Типові освітні програми для початкової школи у змісті освіти враховують такі важливі положення сучасної психолого-педагогічної науки, як заборона будь-яких проявів дискримінації; про провідну роль діяльності, зокрема ігрової, у навчально-виховному процесі початкової школи; про забезпечення радості пізнання через залучення дітей до дослідницької, проектної, творчої діяльності, без обмеження рухової активності; про розвиток самооцінки та впевненості учнів за допомогою та підтримки вчителя, виховання самостійності та критичного мислення; про створення умов для психоемоційного розвитку та атмосфери довіри та взаємоповаги, яка унеможливує насильство та булінг.

Ключові слова: Нова українська школа, емоційний інтелект, молодші школярі, сучасні підходи до навчання та їх емоційно-ціннісне спрямування.

DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF YOUNGER SCHOOL STUDENTS AS AN INTERDISCIPLINARY PROBLEM OF THE NEW UKRAINIAN SCHOOL

Abstract. The development of such a personal quality of students as emotional intelligence has become especially relevant in the modern world, including in the New Ukrainian School. The article highlights the results of the analysis of software for the development of emotional intelligence of younger schoolchildren, presented in current standard educational programs and the State Standard of General Primary Education of Ukraine in accordance with all educational branches of primary school. They came to the conclusion that the development of the emotional intelligence of younger schoolchildren is a cross-cutting content line, that is, a mandatory educational result that is formed by the means of all educational branches and serves as an indicator of qualitative changes in the primary education system.

Keywords: New Ukrainian school, emotional intelligence, younger schoolchildren, modern approaches to learning and their emotional and value orientation.



INTRODUCTION

The problem formulation. In accordance with the New Ukrainian School Concept, the State Standard and typical curricula for primary school a new paradigm has arisen for educational priorities and tasks corresponding to global trends of a democratic civil society development and they need new methodical and technological approaches for their implementation in the school environment.

One of the peculiarities of such innovations is competency-based training and the requirement to pay special attention to the development of emotional intelligence as an important component of life or key educational competencies.

Analysis of recent research and publications. In the new version of the Law of Ukraine "On Education" the following definition is provided for such an important concept as "competence" for a modern school: "Competence is a dynamic combination of knowledge, ways of thinking, views, values, skills, abilities and other personal qualities that determines a person's ability to conduct successfully the professional and/or further educational activities" (Zakon Ukrainy, 2017).

M. Shpak noted that emotional intelligence should be considered in the context of the "activity" category, since it develops and manifests itself in activity: in the communication process, interaction with other people. Therefore, emotional intelligence, or EQ, is an indicator of the ability to communicate, the skill to be aware of one's own emotions and to understand the other people's feelings; it is the interaction of emotional, cognitive, behavioral and motivational features of an individual, aimed at understanding one's own emotions and the other people's emotional experiences, the submission of emotions to the mind, which contributes to self-knowledge and self-realization through the enrichment of emotional and social experience (Shpak, 2011).

D.Goleman presented his vision of holistic concept components of "emotional intelligence", expanding and deepening the understanding of this phenomenon with such concepts as empathy, compassion, self-knowledge, self-motivation, self-regulation, which are powerful factors in establishing effective relationships in various fields of human activity (Goulman, 2019).

RESEARCH AIM AND TASKS

New conceptual approaches, introduced for effective primary school reform, have found their implementation in primary education software.

Let us find out what place in the primary education content is given to the development of the students' emotional intelligence.

RESEARCH METHODS

Research methods: a set of general scientific research methods was used to organize the study. Theoretical: contributed to the generalization and analysis of psychological and pedagogical literature, regulatory framework, which helped to identify key aspects of the problem; empirical: methods of collecting research material (questionnaire of students, surveys of teachers, study of the regulatory framework), interviews with teachers of higher education institutions concerning their readiness to implement ideas, forms and models of blended learning technologies in the educational process.

RESULTS OF THE RESEARCH

All the competences defined by the concept of NUSH constitute the backbone or the basis of the primary education content, which priorities are the formation of students' life experience on the basis of acquired knowledge, skills and abilities. It means that students will not just acquire knowledge but learn to apply it in practice.

The content of primary education includes the following elements of life experience necessary for the implementation of important social functions:

- cognitive activity experience presented in the form of knowledge results;
- activity ways experience which is recorded as the necessary students' skills to act according to the model;
- creative activity experience as the ability to act non-standard way in non-standard situations;
- the experience of forming an emotional and valuable attitude as a valuable attitude towards the acquired knowledge, abilities, skills and the surrounding environment.

The experience provided in the education content and learned by students creates a basis for the formation of students' ability to master educational and key competencies. Key competences are supra-subject, universal, because they are realized not within the limits of separate educational subjects, but in different life situations, they are also called "vital". Key competence is an integrative characteristic of the students' learning quality, connected with the ability of purposeful, meaningful application of a knowledge complex, abilities, skills, ways of activity in relation to an interdisciplinary range of problems.

Scientists usually attribute multifunctionality to the main features of key competences that makes it possible to carry out various tasks important to an individual and solve problems; interdisciplinarity, as it serves not only the educational process, it is used in relationships outside school and in the family; multicomponent; as well as the fact that these competencies promote the development of critical thinking, reflection and focus on the integration of personal and social life.

Therefore, the development of emotional intelligence as a component of life competencies is not the prerogative of only one or several educational subjects. Its formation in junior school students is an interdisciplinary problem that covers classroom and extracurricular, school and out-of-school work and is implemented in cross-cutting skills that are common to all educational subjects and are correlated with certain key competencies.



In particular, the cross-cutting skills such as to manage emotions constructively, assess risks, make decisions, solve problems, cooperate with other people, justify one's own position, express an individual opinion, think critically can be formed only on the basis of developed emotional intelligence.

The formation of comprehensive skills as the indicators of vital competences of younger schoolchildren is the goal of primary education and an important prerequisite for the personal realization of students in their present and future lives, the basis for becoming a citizen and specialist.

The State Standard of General Primary Education states that in order to realize the goal of the New Ukrainian School, a component of which is the development of students' emotional intelligence, it is necessary to recognize the uniqueness of each child, which makes any form of human discrimination impossible. Taking into account the age characteristics of primary school students, the need for mandatory use of research, play and creative activities in the educational process, which directly affect the development of cognitive, moral and aesthetic emotions, is emphasized. To reduce the level of anxiety and develop self-confidence, limiting the amount of homework and increasing the time for motor activity is provided. The need to ensure the emotional well-being of the child at school and in the family is emphasized, that involves creating an atmosphere of trust and mutual respect, preventing violence and bullying, providing the necessary assistance, ensuring the right to a healthy life, freedom of choice and freedom of speech, etc.

The requirements of the State Standard regarding the content of the primary school educational process are covered in more detail in typical educational programs edited by R. Shiyan and O. Savchenko and are concluded in the following educational fields: linguistic and literary, mathematical, natural, technological, informative, social and health-preserving, civic and historical, artistic, physical culture.

There is no special section on the formation of emotional intelligence in the programs, but the content of each educational field provides for the development of various aspects of emotional intelligence, that in common gives an opportunity for the formation and development of its necessary parameters already in elementary school.

Typical educational programs for primary school in the content of education take into account such important provisions of modern psychology and pedagogical science as the prohibition of any manifestations of discrimination; about the leading role of activity, in particular play, in the primary school educational process; about ensuring the joy of cognition through the involvement of children in research, project, creative activities, without restriction of motor activity; about the development of students' self-esteem and confidence with the teacher's help and support, fostering independence and critical thinking; about creating conditions for psycho-emotional development and an atmosphere of trust and mutual respect that makes violence and bullying impossible.

Let us find out what place is given to the development of the emotional component of the schoolchildren's personal development in the educational branches content in primary school.

As it turned out, the most aimed at the emotional intelligence formation is the content of linguistic, literary, social, healthcare and informatics educational fields, although the enrichment of emotional and sensory experience, the development of cognitive interest, the formation of internal motivation for learning, the development of the emotional and volitional sphere, critical thinking, reflection, self-control, the creation of a comfortable emotional environment, the provision of conditions for interpersonal interaction of younger schoolchildren, etc. are also at the basis of the work on the implementation of all other educational fields content.

So, for example, the mathematical educational branch, although aimed mainly at the development of logical thinking of younger schoolchildren, involves the formation of competencies necessary for life and ensuring the ability to learn successfully. Therefore, in the auxiliary tasks of the educational field, the need to develop a conscious value attitude to mathematical knowledge is indicated, that is possible only on the basis of the formed internal motivation, which arises due to cognitive interest on a positive background. So, during mathematics lessons students should acquire knowledge not out of compulsion but out of curiosity, carrying out research projects, solving plot problems with the help of plot-role play situations, puppet shows, etc. The development of memory, creative imagination, mental development are always superimposed on the emotional development, therefore, every math lesson should be equally intellectual and emotional due to the joint search for truth that takes place in the students' interactive activity, the co-creation of the teacher and students, the use of vitagen learning based on the actualization of the individual's life experience, his intellectual and psychological potential for educational purposes.

Significant opportunities for the formation of the younger schoolchildren's emotional intelligence are provided in the linguistic and literary educational field, the goal of which presupposes that mastering the native language and enriching the emotional and sensory students' experience is the main prerequisite for success in personal and social life. The standardized language and literature education, according to the State Standard 2018, provides for the following areas of students' activity for learning their native language, which are called content lines in the programs:

- interaction with other people orally, perception and use of information;
- perception, analysis, interpretation, critical evaluation of information in texts of various types, media texts and using it to enrich one's experience to achieve life goals in various communicative situations which contribute to the student's linguistic personality formation;
- expression of thoughts, feelings and attitudes, interaction with other persons in writing and in real-time mode, compliance with the norms of the literary language;
- research of individual speaking, use of language for one's own linguistic creativity, observation of linguistic phenomena, their analysis (Derzhavnyi standart, 2018);



The specified content lines in educational programs acquire a slightly different wording than in the State Standard, but their essence remains unchanged (Typova... . O. Ya. Savchenko, 2022.; Typova ... R. B. Shyiana, 2022).

At the lessons of the linguistic and literary field of education, it is necessary to form communicative and reading competence as well as to lay the foundation for the formation of a linguistic personality, which is the final result of language learning.

It is necessary to teach language in close connection with the formation of younger schoolchildren's emotional intelligence which is declared in the leading tasks and content lines of the educational field.

The content line "Interact orally" emphasizes the need to create real situations of students' direct communication in groups, microgroups, pairs during conversations, discussions, consideration of educational tasks and problem situations during their training. Simultaneously it goes about the formation of the ability to analyze and evaluate oral information which is presented with the help of verbal and non-verbal means, to describe one's own emotions and the collocutor's feelings, to use the acquired skills in one's own speech in various communicative situations. The formation of the ability to achieve certain life goals in communication with other people is provided.

To gain experience of indirect influence on the interlocutor in the content lines "Interacting in writing", "Reading", "Exploring media" it is provided for the formation of the ability to analyze, critically evaluate text information, explore expressive means of speech, interpret and edit the text in accordance with the needs of communication, express one's thoughts and feelings in writing. In addition, it is necessary to teach students to express their attitude to matters they read, which is possible only on the basis of their own emotions awareness from the perception of text information. The comprehension and awareness of the literary work content evokes the children's appropriate feelings, emotions, experiences, affects their behavior. Younger schoolchildren adopt the hero's position of the work easily and actively express their attitude towards him that is outwardly expressed in facial expressions, gestures, responds and statements. The child virtually fights with his enemies, adversaries, imitating the character's individual actions with gestures. Therefore, studying highly artistic literary works, children learn to evaluate the other people's actions and behavior correctly and objectively, they acquire an emotional-sensual social experience and develop moral and aesthetic feelings.

Researching linguistic phenomena, which is provided in the content line "Exploring language/speech", younger schoolchildren master the means of expression of their native language that helps them to form their own individual style of speech, to enrich it with expressive emotional lexical, grammatical, phonetic means. Considering the fact that the Ukrainian language is becoming more pragmatic and practical, losing emotionality instead, it is important to fill students' speech with idioms that can be used in everyday life.

The content line "Theatralizing" involves familiarization with the theater as a place where, thanks to the actors' talented play, a person experiences bright emotions and feelings, which form the audience's emotional and valuable experience, the sympathy and empathy experience. Thanks to their own stage creativity, schoolchildren gain experience in managing various communication situations and the ability to mobilize others, choose appropriate communicative strategies and the most appropriate options for speech behavior. During theatrical improvisations and didactic dramatization, children explore and analyze the impact of verbal and non-verbal means of communication on interlocutors, gain experience in their use for fruitful cooperation with other people.

So, the language and literature field of education content is aimed both at the formation of a linguistic personality and at the active systematic application of interrelated pedagogical actions for the formation of various components of the younger schoolchildren's emotional intelligence.

In modern society the main condition for the every person's well-being is the knowledge acquired with the help of information and communication technologies and the ability to apply it, process and distribute it.

This is a new historical stage in the development of civilization which is called "information society", "a new type of society", which is formed as a result of the global social revolution and the explosive development of information and communication technologies. The use of material and spiritual benefits of information civilization ensures a dignified life, economic prosperity and the necessary conditions for the personality's free development. The creation of a global infospace gives rise to the people's informational interaction which in a virtual society should take place on the basis of democratic and social values, formed social and communicative competences.

That is why the goal of the informatics educational field is the formation of the ability for safe and responsible activity in the informative society with the help of digital devices and information and communication technologies. To achieve the defined goal the formation of skills to distinguish information of various types, including true and false in all its manifestations, to establish virtual communicative cooperation for learning, play, creative activities, to present oneself and the results of one's own and joint work on the ethical, benevolent basis of social interaction in a real and virtual environment is provided.

Therefore, at informatics lessons it is necessary to teach schoolchildren to interact in a team effectively and cooperate offline and online in order to find solutions to problems jointly and achieve success, and it creates conditions for gaining experience in managing one's own emotions and listening to the others' feelings, conducting effective negotiations, understanding and taking into account common interests, finding compromises with different people, distributing responsibilities correctly, preventing conflicts, bargaining. Learning without the development of the emotional intelligence component will make effective interaction in an informative society impossible, as well as the realization of life and professional needs.

The modern educational environment of the New Ukrainian School is oriented to the students' needs in the educational process that is why it is extremely important to ensure the conditions for preserving the child's physical, mental, social



and spiritual health, that is directly depends on the state of his emotional well-being and the development of emotional intelligence.

The social and health-preserving educational branch is focused on the formation of a students' healthy lifestyle, the content of which involves the formation of a valuable, caring and responsible attitude to life, health and their own safety and the people around them. The implementation of such tasks in the education field as the development of the need for self-knowledge and self-improvement, the ability to make decisions in everyday situations with the benefit for safety and health, as well as the formation of sustainable motivation for a healthy lifestyle, a conscious desire to adhere to safe, healthy and ethical behavior to improve well-being, the ability to learn without harming health focus on the formation of such aspects of emotional intelligence as the ability to identify one's own emotions and control one's own feelings and desires, activate thinking, understand and manage one's own and other people's emotions.

Despite the fact that in two different typical programs (Typova... . O. Ya. Savchenko, 2022; Typova ... R. B. Shyiana, 2022) the social and health-care educational field is integrated with other fields in different ways, its content is oriented maximally towards familiarizing younger schoolchildren with the realm of human emotions and the impact they have on well-being and achieving life success.

In the content of the artistic educational field, the need is indicated teach younger students to analyze, interpret and evaluate works of art, gaining experience of emotional feelings; to get to know oneself, own feelings through artistic and creative activity and interaction with art; gain experience in interpersonal interaction through participation in collective creative work; to regulate one's own emotional state with the help of art means.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, the development of younger schoolchildren's emotional intelligence is a cross-cutting content line, that is, a mandatory educational result, which is formed by the means of all educational branches and is an indicator of qualitative changes in the primary education system.

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