

EMOTIONAL INTELLIGENCE DEVELOPMENT AS A NECESSARY EDUCATIONAL OUTCOME OF THE NEW UKRAINIAN SCHOOL

The article presents an analysis of the New Ukrainian School possibilities in terms of its influence on the development of students' emotional intelligence. Directions of its development have been set following the requirements of the personality-oriented approach focused on competence, communication and action, which are declared in the State Standard of General Initial Education as essential orientation points for renewing the content of education.

The singularity of personality-oriented education is focusing on creating circumstances for students' development through internal personality changes by shaping individual life experience in various fields of activity.

The developed life competencies are the predictable results of the competency approach implementation in shaping emotional intelligence in elementary school. These are the abilities to learn guided by one's intrinsic motivation and to efficiently communicate in various types of activities in real and virtual space. This kind of approach shapes one's social and cultural skills, awareness in the field of health protection and the knowledge how to influence one's own and other people's emotions to establish an effective partnership or entrepreneurship based on leadership skills.

The expected results of the action approach are the ability to acquire knowledge in the process of independent educational activity by shaping the habits of efficient cooperation with other people.

The communicative approach, declared in the concept of the New Ukrainian School as one of the essential requirement for the implementation of educational content, focuses on shaping students' ability to use language effectively in the cognitive process and communication in order to shape the necessary life experiences of exchanging information, viewpoints, emotions and feelings during interpersonal interaction.

The characteristics of the organization of integrated education for the development of emotional intelligence of younger students were analysed.

The distinctiveness of the organization of integrated education in the field of shaping emotional intelligence include:

- use of the content from different educational fields within a single research topic, which helps to form a valuable attitude to the subject and nurtured cognitive interest and motivation in further studies;

- use of knowledge, skills and competences in the field of related disciplines, for instance, the acquisition of musical and fine arts, recreating the emotions received in creative work or elements of choreography, which not only promotes the development of inventive activity but also understanding how emotions determine actions;

- combining knowledge, skills and competences into a single whole, for example, during the reception of fine and musical art or lyrical poetry, which will help understand the ways of expressing emotions, feelings or moods;

- studying the topic from different angles using resources from various educational areas, such as social, health, linguistic and literary to help demonstrate the effects of mood and emotions on health or communication effectiveness;

- integrating different forms of activity, such as fun and object-practical activities in the field of drawing, staging, choral singing with elements of dance, familiarization with the environment during which active interpersonal cooperation of students takes place, and finally - reflections to supplement the journal of notions.

It was concluded that concerning the State Standard of the New Ukrainian School requirements in the field of developing the emotional intelligence of younger students, it is necessary to pay attention to the following aspects:

- in the process of learning in all educational fields, it is essential to focus on communication lessons that involve working in a dialogic form;

- an effective form of dialogic education is the organization of integrated lessons, during which the development of emotional intelligence takes place in various types of activity, both linguistic, including listening, speaking, reading and writing, as well as non-communicative, during which students gain experience in multiple subject-practical activities, practice different kinds of art or join in creative and exploration activities;

- modelling and solving problematic language situations should be at the forefront in the lessons focused on the development of emotional intelligence; for example, analysis of communication behaviour, situational games and plays, research and exploration activities, team working methods or creative reflections;

- a practical way to develop students' emotional intelligence is interactive technologies and teaching methods that provide educational tasks in various types of play and school activities suitable for working in pairs or small groups;

The article specifies and defines the emotional part of the content in the educational areas of the primary school because the development of emotional intelligence is not a privilege of one or more school subjects. The shaping of emotional intelligence in younger students is an interdisciplinary concern, including school or classroom tasks and extracurricular work, it is realized in cross-sectional skills common to all educational subjects and correlates with separate key competences. In particular, cross-sectional skills as constructive emotional management, risk assessment, decision making, problem-solving, cooperation with other people, justifying one's opinion and critical thinking can only be shaped based on developed emotional intelligence.

The most focused on shaping emotional intelligence is the linguistic and literary, social, health and IT content. Although the basis for working with the implementation of that content in other educational areas is also enriching emotional experiences, developing cognitive interests, shaping internal motivation to learn, development the emotional-volitional sphere, critical thinking, reflection, self-control, creating a mentally comfortable environment or ensuring conditions for interpersonal cooperation of younger students.

In summary, the development of emotional intelligence is a cross-sectional content line, in other words, it is a necessary educational result, which is shaped by the resources of all academic areas and an indicator of qualitative changes in the primary education system.

Рецензія
на наукову статтю
«РОЗВИТОК ЕМОЦІЙНОГО ІНТЕЛЕКТУ МОЛОДШИХ
ШКОЛЯРІВ ЯК ОБОВ'ЯЗКОВИЙ ОСВІТНІЙ РЕЗУЛЬТАТ НОВОЇ
УКРАЇНСЬКОЇ ШКОЛИ»

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Рецензована стаття висвітлює результати аналітичного дослідження, спрямованого на визначення потенційної спроможності Нової української школи сприяти розвитку емоційного інтелекту учнів початкової школи.

У статті визначено актуальність проблеми для сучасної освіти, у тому числі й початкової школи.

Основний текст статті структуровано відповідно до вимог щодо такого виду наукових праць, у ньому системно та послідовно висвітлено змістові та процесуальні аспекти розвитку емоційного інтелекту молодших школярів відповідно до концепції Нової української школи.

Висвітлюючи концептуальні засади НУШ щодо розвитку емоційного інтелекту, авторка висвітлила можливості таких сучасних підходів до оновлення змісту початкової освіти, як компетентнісний, особистісно зорієнтований, діяльнісний, інтегрований, визначила, як вони орієнтують на забезпечення умов для реалізації в освітньому процесі програмових завдань з розвитку емоційного інтелекту молодших школярів. У матеріалах статті проаналізовано змістове наповнення чинних програм для початкової школи щодо формування емоційного інтелекту учнів, висвітлено методичні аспекти його реалізації на уроках різних освітніх галузей, навіть таких, як математична, інформатична, що, здавалося би, потребують суто точних знань.

Матеріали статті висвітлюють новий для педагогіки змістовий аспект початкової освіти, а відтак становлять значний інтерес для дослідження зазначеної проблеми.