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DEVELOPMENT OF PRIMARY STUDENTS' EMOTIONAL INTELLIGENCE: ANALYSIS OF FOREIGN EXPERIENCE

ABSTRACT

The article is devoted to the development of primary school students' emotional intelligence. The concept of "emotional intelligence" is quite new to pedagogical science, it was first introduced in the 1990s in the studies of American psychologists J. Mayer and P. Seloway. It was analysed that the understanding of scientists of emotional intelligence is based on the emotional component of personality and is the ability to understand own and others' emotions, the ability to control them and interpret them correctly through non-verbal signals. It has been found that the American journalist D. Goleman's approach to understanding emotional intelligence is based on a combination of cognitive abilities and personal characteristics of the individual. The author reveals the main results of education that need to be considered in the process of developing the content of emotional intelligence education in educational institutions, such as: awareness of their own emotions, self-control or control of their own emotions, personal motivation, empathy, management of social relations. Examples of tasks that can be used in primary school to develop students' emotional intelligence are presented in the article. The views of foreign scientists on the development of emotional intelligence of primary school students are given. The international educational program of social and emotional learning (SEL) aimed at the implementing of emotional learning in general secondary education institutions and the results of its work are analysed. The purpose of SEL is to form five basic competencies in the field of emotional education, namely: self-awareness, self-organization, social consciousness, building relationships and making responsible decisions. Early school age is characterized by sensitivity and emotionality, which is a favourable condition for the development of emotional intelligence. It is proved that the child's understanding of their own emotions has a positive effect on the socialization and self-realization of students, as well as on their academic success.

Keywords: *emotional intelligence, development of primary school children's emotional intelligence, social and emotional learning, SEL, primary school students, emotions, empathy, intelligence.*

АНОТАЦІЯ

У дослідженні обґрунтовано необхідність виховання емоційного інтелекту учнів початкової школи. Поняття «емоційний інтелект» є досить новим для



педагогічної науки, вперше його було введено у 1990-х роках у дослідженнях американських психологів Дж. Майєра та П. Селовея. Проаналізовано погляди науковців на сутність емоційного інтелекту та зроблено висновок, про те, що емоційний інтелект будується на емоційній складовій особистості та являє собою вміння розуміти власні та чужі емоції, контролювати їх та правильно інтерпретувати завдяки невербальним сигналам. З'ясовано, що у американського журналіста Д. Гоулмана підхід до розуміння емоційного інтелекту базується на поєднанні когнітивних можливостей та персональних характеристик особистості. Автор розкриває основні результати виховання, які потрібно враховувати у процесі розробки змісту виховання емоційного інтелекту у закладах освіти, а саме: усвідомлення власних емоцій, самоконтроль або контроль власних емоцій, особиста мотивація, емпатія, управління соціальними відносинами. У статті розглянуто приклади завдань, які можуть бути використані у початковій школі, для виховання емоційного інтелекту учнів. Наведено погляди зарубіжних учених на виховання емоційного інтелекту учнів молодшого шкільного віку. Проаналізовано міжнародну освітню програму соціального та емоційного навчання (SEL), націлену на впровадження емоційного навчання в закладах загальної середньої освіти та результати її роботи. Метою SEL є формування п'яти основних компетентностей у сфері емоційного виховання, а саме: самоусвідомлення, самоорганізація, соціальна свідомість, побудова стосунків та прийняття відповідальних рішень. Молодший шкільний вік характеризується чутливістю та емоційністю, що є сприятливою умовою для виховання емоційного інтелекту. Доведено, що розуміння дитиною власних емоцій позитивно впливає на соціалізацію та самореалізацію учнів, а також на їх академічну успішність.

Ключові слова: емоційний інтелект, виховання емоційного інтелекту молодших школярів, соціальне та емоційне навчання, SEL, учні початкової школи, емоції, емпатія, інтелект.

INTRODUCTION

At the present stage of education reform in Ukraine, the question about formation of social and emotional skills of new Ukrainian school students arises. These skills are the key to successful socialization of students, and preparation for individual life.

The concept of the New Ukrainian School (2016) is aimed at personality-oriented learning, the formation of the child's personality, character, attitude to the world. The reformed content of education focuses not only on the child's knowledge of the outside world, but also on the processes of interaction with the world, understanding the meanings of their own activities. Therefore, an important component of the process of education is self-understanding, the development of emotional intelligence, which is the ability to accurately identify emotions and related needs outside of thoughts, physical condition, appearance, behaviour.

In the State Standard of General Primary Education (2018) the content guidelines for the harmonious development of the primary school students' personality are defined, and cross-cutting skills are formulated, namely: problem solving, critical and creative thinking, cooperation, effective communication, development of own emotional intelligence, research, organization of own activities, reflection, thoughtful reading. Thus, the development of primary school children's emotional intelligence is one of the priorities of modern education.



THE AIM OF THE STUDY

The article aims to analyse the development of primary students' emotional intelligence based on the views of foreign researchers.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The notion of "emotional intelligence (EI)" is used in science relatively recently. The concept and theory of emotional intelligence (ability), emotional competence as an important condition for the success of the individual has been used since 1990 by P. Salovey and J. D. Mayer. Since then, numerous studies have been carried out to conceptualize the topic, develop an EI measure, and explore EI as a key competency in education and training to improve performance in different areas. However, there are several approaches to defining the concept of "emotional intelligence", which indicates the complexity of this concept.

P. Salovey and J. D. Mayer (1990) define emotional intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p.189). Their understanding is aimed at comprehending the content of emotions. In their model of emotional intelligence, a number of components that emphasize the ability to know and analyse emotions are represented: 1) to perceive and determine emotions; 2) evoke and control a certain emotion; 3) interpret the meaning of emotions, analyse the causes of their occurrence; 4) reduce the intensity of negative emotions, manage emotions and control emotional states (Mayer, Di Paolo & Salovey, 1990).

Researchers identify four components of emotional intelligence.

- Perception of Emotion. It is important to understand the emotions (one's own and others') related to both internal changes and external events. It is the ability to identify emotions by thoughts, physical condition, appearance, and behaviour.

- The use of emotions to facilitate thinking. How and what we think depends on how we feel. Emotions affect the mental process and prepare us for certain actions. This ability helps to understand how to use emotions and think more effectively. By controlling emotions, person can look at the world from different angles and solve problems more effectively.

- Understanding of emotion. This means that a person is able to identify the source of emotions, classify them, recognize the relationship between emotions and words, interpret the meaning of emotions, understand complex feelings, transitions between emotions and their further development.

- Emotion management. Emotions affect thinking, so they must be taken into account when solving problems, making decisions, and choosing behaviour. The ability to manage one's own and others' emotions allows people to use information (provided by emotions), as well as to cause or remove from them (Brackett, Delaney & Salovey, 2021).

The structure of emotional intelligence of D. Goleman (1996) is characterized by a combination of cognitive abilities with individual personality traits: persistence, the ability to enter into emotional states that contribute to success. Important personal characteristics, identified by D. Goleman (1996), are the ability to enter into interpersonal relationships with other people and to be sensitive to their emotions, to use empathy.

American researcher emphasises that the optimal functioning of emotional intelligence in relation to the optimal functioning of intellectual intelligence is the key to the success of primary school students. The development of two types of intelligence has a positive effect on the socialization of the child in society and the formation of understanding of their own feelings.



According to the model created by D. Goleman (1996), educational programs focused on the development of emotional intelligence should take into account the following results:

- the awareness of own emotions (the ability to recognize and name them, the ability to determine the causes of emotions, the ability to anticipate possible behaviour and actions);
- the self-control or control of one's emotions (the ability to control negative emotions, the ability to adequately express emotions, the ability to charge yourself with positive emotions, the ability to cope with stress to your own favour, the ability to avoid depression and anxiety);
- the personal motivation (the ability to productively use emotions, the ability to concentrate on task, the ability to manage your impulsivity);
- the empathy (the ability to understand the thoughts, emotions and actions of others, the ability to listen to the others with all your senses);
- the management of social relations (the ability to understand interpersonal relationships, solve conflicts, the ability to be open, assertive and positive, to cooperate).

The following methods were used to realize the aim of the study: analysis and synthesis of psychological and pedagogical scientific sources, generalization, and systematization of the obtained results.

RESULTS

The development of emotional intelligence becomes especially important in the early school years, because during this period there is an active emotional growth of the individual. Learning activities help to improve self-awareness and the ability to reflect. The school period of life is characterized by significant sensitivity and flexibility of mental processes, as well as a deep interest in the inner world.

Hypersensitivity of primary school students is a result of the artistic type of their personality, which is characterized by: a tendency to aesthetic and artistic activity; susceptibility, emotionality, visual perception. The level of children's aesthetic experiences also grows, their feelings are enriched, and the general culture increases. Sensory openness, emotional sensitivity, special receptivity of primary school students to art become the basis for the development of their observation, aesthetic feelings, which is necessary for the development of emotional culture.

Exercises for the development of primary school students' emotional intelligence do not take much time and can become everyday habits in the learning process. E. Mulvahill (2021) in her article "Simple Ways to Integrate Social-Emotional Learning Throughout the Day" gives such examples of actions:

1. Teachers may start the day with a check-in. It doesn't need to be a time-consuming or elaborate procedure. It could be as simple as giving a warm greeting to welcome each person as they arrive in the morning or asking a question, even if you are teaching online.

2. Do lots of partner activities. Working with a partner helps kids learn to cooperate and builds community in your classroom.

3. Practice lots of role-playing. Sometimes you have to put yourself in someone else's shoes to truly understand a situation. Taking time to role-play tricky or troubling situations helps kids develop empathy and understand other people's feelings.

4. Build social-emotional vocabulary. It gives students positive phrases they can use to foster their resilience and overcome failure.



5. Set up a calm-down corner. a special place in classroom for kids to take a break when they are upset or angry or need to calm themselves. This space should have a peaceful atmosphere and might include comfy pillows to sit on, noise-canceling headphones and calming images.

To develop emotional intelligence in early school age it is necessary to start with the basic emotions and gradually move to their shades. Teachers can perform the following tasks:

- read books with an analysis of the mood and feelings of the characters;
- use different types of theaters;
- use game exercises “Guess the mood”;
- analyze situations in children’s lives;
- show photos, drawings of people with basic emotions and later with shades of emotions;
- draw “own mood”, as well as relatives, friends and analyze the causes of mood;
- watch and analyze the emotions of cartoon characters.

Based on research conducted by D. Goleman at Yale University (New Haven, Connecticut, USA) and the University of Illinois at Chicago (Illinois, USA), the SEL (Social and Emotional Learning) program was developed. SEL is defined as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Social-emotional learning describes the mindsets, skills, attitudes, and feelings that help students succeed in school, career, and life. At its core, SEL focuses on students’ fundamental needs for motivation, social connectedness, and self-regulation as prerequisites for learning. SEL develops five core competencies:

1. Self-Awareness: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose.

2. Self-Management: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

3. Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

4. Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

5. Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This



includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being (Buckle, 2020).

Thorough research shows that SEL programs promote academic achievement and positive social behavior, reduce behavioral problems, substance abuse, and emotional stress. SEL is a methodology that helps students from an early school age better understand their emotions, fully experience those emotions, and show empathy for others. It is then used to help students make positive, responsible decisions; create conditions to achieve their goals and build positive relationships with others.

Although SEL is not a separate subject, such as history or mathematics, it can be introduced into the structure of the school curriculum. Teachers should make lessons more personal and accessible to students, and students would be more interested in participating and less likely to be mentally overwhelmed when studying subjects. By cultivating a sense of empathy, self-awareness and security in the classroom, SEL has a positive impact that will last a lifetime.

According to the research of J. Peyton (2008) the results of SEL programs, which were implemented in the educational process and conducted in extracurricular activities, showed that these programs significantly affected a wide range of results in various fields in children with identified emotional and behavioural problems, and without them. These programs achieved significant results in all six categories studied: improved emotional learning skills; attitude to oneself and others; formed positive social behaviour; reducing behaviour problems; emotional distress; and improved academic achievement by 11 percent (p. 16).

CONCLUSIONS

Therefore, studies of emotional intelligence in foreign sources show that the introduction of emotional intelligence education in primary school should be connected with the development of intellectual abilities of students, which, according to American scientists, not only improve students' academic achievement but also helps them build social ties and prepare children for further life.

Further research should be dedicated to a more detailed study on the peculiarities of applying abroad experience of developing primary school students' emotional intelligence in general educational system of Ukraine.

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