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DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL PUPILS

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Abstract

The goal of the article is to substantiating the program of psychological follow-up for the development of the emotional intelligence in primary school pupils in the educational process of primary school and analyzing the results of its empirical approbation. In order to verify the effectiveness of the elaborated program we have conducted a forming experiment and carried out a quantitative and qualitative analysis of the obtained results using the methods of mathematical statistics. 72 pupils (grade 4) were participated in the forming experiment, who were included in the experimental (n=36) and control groups (n=36). It was the same number of boys (18 people) and girls (18 people) in each of them, who had a low and an average levels of emotional intelligence. Diagnostic of the development of emotional intelligence of primary school pupils was carrying out with the help of the questionnaire «EmIn» by D. V. Liusin (Lyusin, 2006). After implementation of the program of psychological follow-up of the development of emotional intelligence in the pupils of the experimental group occurs not only an increase of its general level of the development, but also there are positive changes in its structural components and their indicators. The dynamics of the development of the types of emotional intelligence of primary school pupils after the forming experiment shows, on the one hand, the growth of the internal balance of its structural components, on the other – confirms our assumption about the possibility of its development in general. A developed author's program of psychological follow-up of the development of emotional intelligence of primary school pupils can be used by school psychologists, primary school teachers, parents in order to form the emotional competence of children and ensure the success of pedagogical interaction with pupils.

Keywords: emotional intelligence, psychological follow-up of the development, primary school pupils.

Introduction

Reforms in the primary education system are taking place these days in Ukraine. Implementation of the «New Ukrainian School» (NUS) concept implies not only gaining of knowledge by pupils, but also formation of practical knowledge and skills that they can apply in life in the future. The main purpose of the NUS is to educate a citizen who knows how to think critically, how to express his opinion, own his emotional state, effectively establish interpersonal relationships, interact and successfully work in a team. This leads to a change in the approaches to education and the content of education. A competency approach to the training of primary school pupils was defined as a key one; it provides for acquisition of key and intersubject competencies by students. The development of emotional intelligence in pupils plays an important role among them.

The specifics of emotional intelligence development in the primary school age in accordance with the provisions of the «New Ukrainian School» concept imply a transition from cognitive-informational (knowledge) to the personal-oriented education. We're referring to creating a developing environment for opening of personal and creative potential of a child, creating the educational situations, which actualize the emotional potential of pupils, provide the ability to understand and manage their own emotions, to show empathy to other people, to empathize. For this purpose, we have developed and tested a program of psychological follow-up for the development of emotional intelligence in primary school pupils.

The purpose of the article is in substantiating the program of psychological follow-up for the development of the emotional intelligence in primary school pupils in the educational process of primary school and analyzing the results of its empirical approbation.

The problem of psychological follow-up of education and the development of primary school pupils is disclosed in the works of scientists (M. R. Bitianova, I. V. Dubrovina, S. L. Korobko, R. V. Ovcharova, V. G. Panok, Ye. I. Rohov and others).

Analysis of the scientific literature on the research problem showed that the content of the term «follow-up» is still ambiguously determined by the scientists. In particular, it is defined as: a system of a psychologist's professional activity aimed at creating socio-psychological conditions for successful learning and psychological development of the child in situations of school interaction (Bytianova, 2000); systematically organized activities of a psychologist aimed at creating socio-psychological and pedagogical conditions for successful learning and development of a pupil (Korobko, 2008). Researchers emphasize that psychological follow-up, on the one hand, involves the support of already manifested abilities, advanced mental processes and states of personality, and on the other, it stimulates not yet discovered potential opportunities and even hidden capabilities, opens the prospects of personal growth (Bytianova, 2000; Maksymenko, 2010: 1–10; Mushkevych, 2011: 287–294). We adhere to the view that the psychological follow-up «is aimed at increasing the activity of the subject, opening his potential opportunities and activating the psychological resources of an individual» (Maksymenko, 2010: 7).

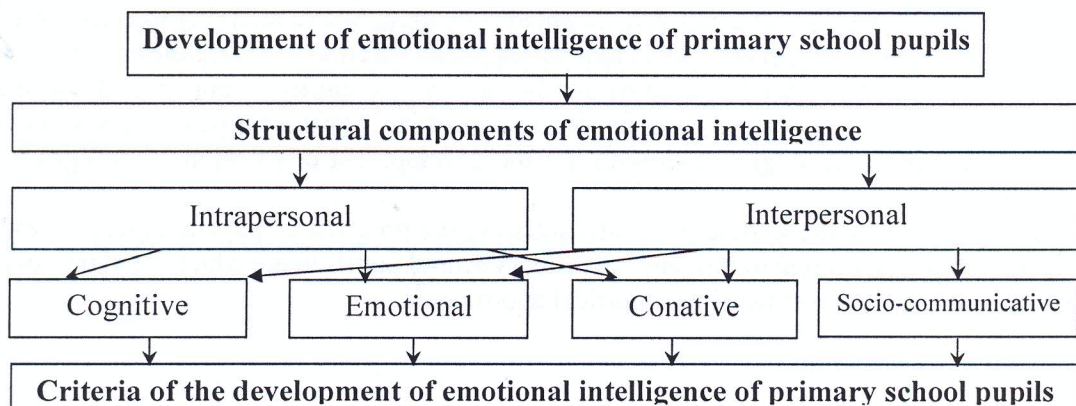
Methodology

Under the *psychological follow-up* of the development of emotional intelligence in primary school pupils, we consider the system of psychologist's professional activity, aimed at creating a psychopedagogical conditions for the development of the emotional intelligence of the pupils for their successful social interaction and communication with peers and adults, ensuring the psychological well-being of children in the educational environment as a whole. The program of psychological follow-up includes a set of interrelated measures for primary school pupils, teachers, parents and school psychologists, as well as psychological and pedagogical tools, methods and techniques of work, aimed at the development of emotional intelligence.

In the context of our study, the psychological follow-up of the development of the emotional intelligence in primary school pupils is executed in the educational process of primary school and is ensured, first of all, by the activities of a school psychological service.

The program of psychological follow-up of the emotional intelligence development in primary school pupils was built within the framework of humanistic paradigm and is implemented taking into account the system, subject-activity, personally oriented and competence approaches. These conceptual foundations of research and scientific approaches are, in our opinion, the leading ones in the study of the person's emotional intelligence and must complement each other.

The combination of the above-mentioned scientific positions gave M. M. Shpak (Shpak, 2016) the opportunity to substantiate our own scientific and methodological basis in the study of emotional intelligence of primary school pupils. In our opinion, the emotional intelligence is an integral feature of a personality that reflects the cognitive human ability to understand emotions and manage them by means of the cognitive processing of emotional information and provides psychological well-being of a personality and success of social interaction (Zhuravlova, 2015: 85–88; Shpak, 2016). Accordingly, we have developed a program of psychological follow-up of the emotional intelligence development in competence approaches (fig. 1).



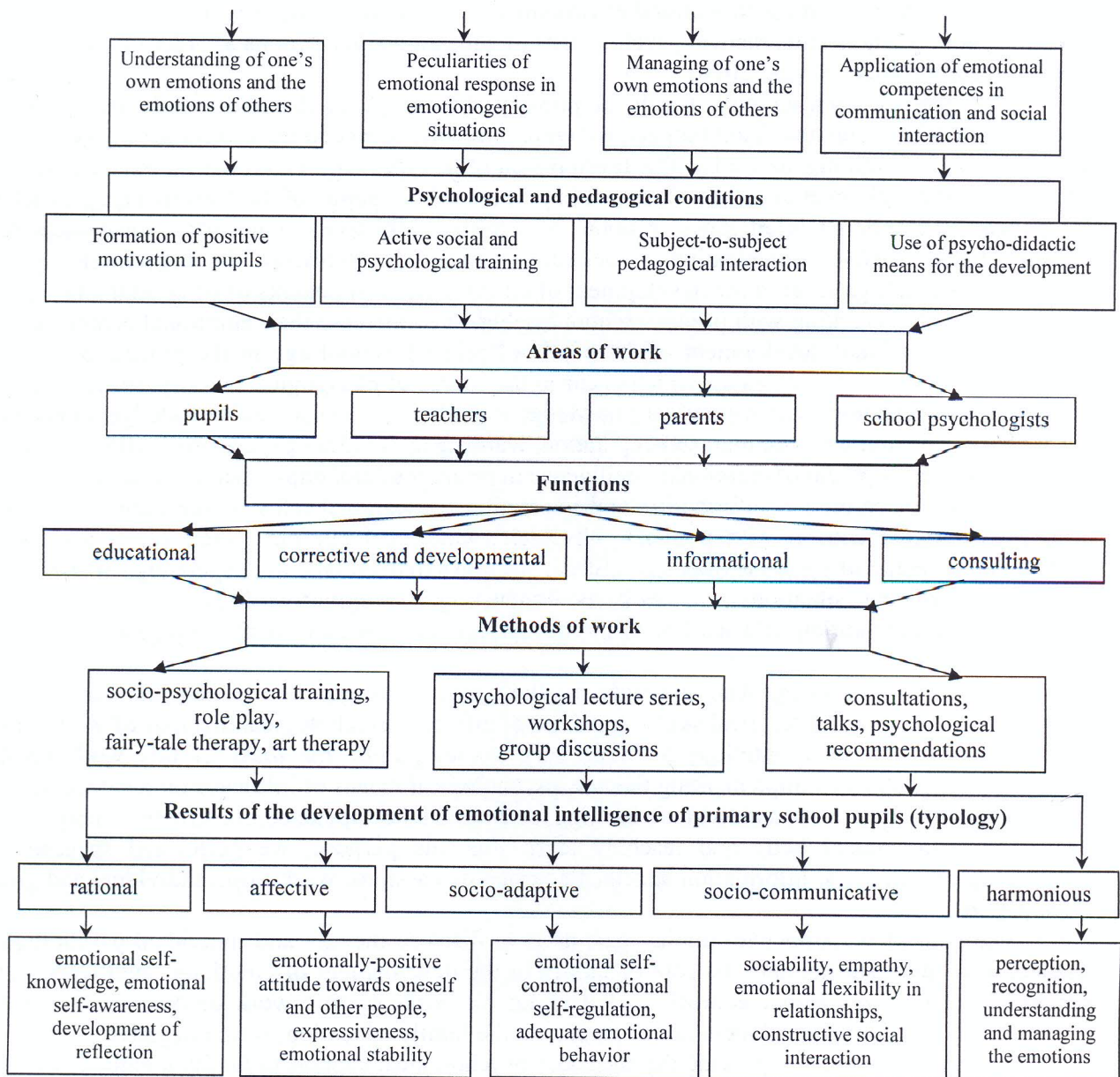


Fig. 1. The program of psychological follow-up of the development of emotional intelligence of primary school pupils

During the course of the study, the *subjects*, who ensured the implementation of psychological follow-up of the emotional intelligence development in primary school pupils, were an experimenter-researcher, elementary school teachers, school psychologists, who were endowed with specific competencies, functional responsibilities and had clearly defined tasks and areas of activity. *Objects* of the psychological follow-up are pupils of primary school age.

The program of the development of emotional intelligence in primary school pupils was implemented in four *areas*: 1) *educational work* with primary school teachers, practical psychologists at school and pupils' parents on the deepening of their knowledge about the phenomenon of emotional intelligence, tools and methods of its development in children; 2) *socio-psychological education* of the pupils of primary school age, aimed at developing of the knowledge, abilities and skills in them regarding emotional self-knowledge, emotional self-control, emotional self-regulation, showing empathy; 3) *corrective and educational work* with pupils to develop constructive forms of emotional behavior in situations of social interaction and communication with peers and adults, showing the correct emotional

reactions in accordance with socio-cultural environment; 4) *consulting activity* with pupils, their parents, primary school teachers and practical psychologists of educational institutions in order to increase their emotional competence (Shpak, 2016).

The goal of working with pupils of primary school age is the purposeful and systematic development of intrapersonal and interpersonal emotional intelligence in the conditions of active social and psychological training, as well as the development of its types (fig. 1), which we have emphasized on the basis of a high level of the development in primary school pupils of the corresponding structural component of emotional intelligence (rational – cognitive, affective – emotional, socio-adaptive – communicative, socio-communicative – socio-communicative). Herewith, the harmonious type is characterized by a high level of the development of all structural components of emotional intelligence.

The goal of working with primary school teachers is to increase their emotional competence on the issues of emotional development of the pupils of primary school age in the process of learning activity, their own emotional states, which occur in the course of pedagogical activity; *the tasks* of this work involve deepening their theoretical knowledge regarding emotional self-knowledge, developing the skills to carry out an emotional self-regulation, learning the modern psycho-instructional methods and means of development of emotional intelligence in primary school pupils (lecture course), using the active methods of emotional information and interaction (educational talks on the topic of «How to establish emotional contact with pupils?», «Teacher's emotional burnout», etc., group discussions «Emotional potential of school textbooks», «Stress and ways to overcome it», psychological analysis of conflict pedagogical situations), as well as conducting a seminar-workshop on the topic of «Psychological preparation of a teacher to the development of the emotional intelligence in primary school pupils».

The goal of working with practical psychologists is to expand, deepen and acquire new theoretical knowledge and practical skills on the use of effective psychological methods of work for the development of emotional intelligence in primary school pupils; *the tasks* of this work involve strengthening the skills of implementing the new psychological means of influence on the development of emotional intelligence of an individual, forming the emotional competence, constructive interpersonal interaction with student body and teaching staff. For this purpose, we performed speeches on methodological seminars, information statements, group discussions, workshops, individual and group consultations.

The goal of working with pupils' parents is to disclose the age and individual-psychological features of a child, substantiate the role of family in the development of emotional intelligence of a personality and an emotional education of a child; *the tasks* of this work involve analyzing the psychological and pedagogical mistakes of parents in the family education, which negatively affect the emotional state of a child and provide the necessary psychological support to family members. For that purpose, we made presentations at parent meetings, psychological lecture series for parents, individual and group counseling.

Psychological follow-up includes the following *forms* of work: individual and group work with primary school pupils, primary school teachers, practical psychologists of the school and pupils' parents.

The development of emotional intelligence in primary school pupils is carried out through direct and indirect influence. Direct effect involves the purposeful organization of active socio-psychological study through performance by pupils of the system tasks and exercises aimed at development of structural components of emotional intelligence – the cognitive, emotional, conative and socio-psychological. The main *method* of work with pupils of primary school age is socio-psychological training. Indirect influence involves creating psychological-pedagogical conditions for the development of the emotional intelligence in primary school pupils during educational activity with the goal of mastering them with the necessary knowledge, skills, and is provided through a joint interaction of pupils, their teachers, parents, and school psychologists. In particular, the selection of emotiogenic content of educational material, ways of organization of educational activity of pupils at a lesson and providing emotionally-positive psychological climate in a school and family. An essential tool of the mediated influence on pupils is subject-to-subject pedagogic interaction and personally oriented communication.

In our opinion, the development of emotional intelligence in primary school pupils should be performed in the process of learning activity as a leading activity in the primary school age, supported by psychological new growths that arise and develop in primary school pupils according to the formation of the training activity (arbitrary, reflection, internal action plan).

With that in mind, we identified the following *psychological and pedagogical conditions* for development of emotional intelligence in primary school pupils: 1. Formation of positive motivation in pupils to the development of intrapersonal and interpersonal emotional intelligence. 2. Development of emotional intelligence in primary school pupils in the process of active social and psychological training. 3. Ensuring the subject-to-subject pedagogical interaction with consideration of age and individual psychological characteristics of pupils. 4. Use of psycho-didactic means for the development of pupils' emotional intelligence in the process of learning activities (emotionogenic content of educational material, methods of providing emotional training, etc.).

The psychological and pedagogical conditions that were outlined by us are interrelated and imply their inclusion in a complex, since only together they ensure the development of emotional intelligence in primary school pupils.

In order to verify the effectiveness of the elaborated program of psychological follow-up of the development of emotional intelligence of primary school pupils, we have conducted a forming experiment and carried out a quantitative and qualitative analysis of the obtained results using the methods of mathematical statistics. 72 pupils (grade 4) were participated in the forming experiment, who were included in the experimental (n=36) and control groups (n=36). It was the same number of boys (18 people) and girls (18 people) in each of them, who had a low and an average levels of emotional intelligence. Diagnostic of the development of emotional intelligence of primary school pupils was carrying out with the help of the questionnaire «EmIn» by D. V. Liusin (Lyusin, 2006: 3–22).

Results

It is determined that the indicators of emotional intelligence of the under study experimental and control groups did not differ before the conduction of the forming experiment (according to Student's t-test).

Comparative analysis of the indicators of the development of emotional intelligence in the experimental group before and after the experiment (table 1) shows, that it has increased a general level of emotional intelligence ($t=6,58$ at $p \leq 0,001$) as well as the levels of the development of its structural components in pupils of the experimental group.

Table 1

Comparative analysis of the indicators of the development of emotional intelligence of pupils of the experimental group before and after the experiment

Indicators of the EI	EG			KG		
	before the exp.	after the exp.	critierion	before the exp.	after the exp.	critierion
	\bar{x}	\bar{x}	Student's t-test	\bar{x}	\bar{x}	Student's t-test
Understanding of one's own emotions	16,36	21,89	2,47*	16,36	17,11	1,73
Managing of one's own emotions	12,89	17,31	4,23**	12,64	13,50	0,49
Understanding the emotions of others	18,22	24,61	8,00***	20,17	20,00	1,46
Managing the emotions of others	17,06	20,33	3,60**	16,5	17,03	0,47
Expression control	10,14	13,47	2,82*	10,08	11,17	0,99
Understanding the emotions	34,42	44,97	11,19***	35,56	37,44	1,89
Managing the emotions	40,61	44,11	5,28**	39,19	40,47	2,13
Intrapersonal intelligence	39,36	46,39	5,24**	39,08	39,81	1,19

Interpersonal intelligence	35,25	43,19	4,50**	36,94	37,64	0,74
A general level of the EI	74,61	89,58	6,58***	76,03	77,44	1,68

Notes: EG – experimental group, KG – control group, EI – emotional intelligence, \bar{x} – average value, Student's t-test, * – $p \leq 0,05$, ** – $p \leq 0,01$, *** – $p \leq 0,001$

As can be seen from table 1, the most significant changes occurred in the indicators of understanding the emotions ($t=11,19$ at $p \leq 0,001$) and managing the emotions ($t=5,28$ at $p \leq 0,01$).

It is determined that among the types of emotional intelligence of primary school pupils, after conduction of the experiment, affective type undergoes the most significant changes – the number of people decreased by 52,8%. At the same time in the experimental group after the psychological influence the number of people with rational type has increased of 19,5%, the amount of people with socio-adaptive type has increased of 11,1% and the number of people with socio-communicative type has increased of 13,9%. In addition, the conduction of socio-psychological training contributed to the emergence of a group of pupils (8,3%) with a harmonious type. In order to verify the significance of the disclosed differences, we have applied the ϕ^* -criterion of Fischer's angular transformation (table 2).

Table 2

Dynamics of the development of the types of emotional intelligence in pupils of experimental group before and after the formation experiment

Types of emotional intelligence	The number of pupils		Fischer's criterion	
	before the experiment (y %)	after the experiment (y %)	ϕ^*	p
Rational	8,3	27,8	2,23	0,05
Affective	75	22,2	4,72	0,01
Socio-adaptive	11,1	22,2	1,29	0,1
Socio-communicative	5,6	19,5	1,86	0,05
Harmonious	0	8,3	2,48	0,01

As can be seen from table 2, the calculation of the ϕ^* -criterion of Fischer's angular transformation shows, that significant changes in all types of emotional intelligence occurred after the formation experiment in pupils of the experimental group. In pupils of the control group did not establish any significant changes in regard to the indicated types of emotional intelligence and indicators its development before and after the experiment.

Conclusion

The results obtained in the process of approbation of the program of psychological follow-up of the development of emotional intelligence of primary school pupils prove its effectiveness.

We recognize the practical significance of the elaborated program in the purposeful and systematic development of emotional intelligence of primary school pupils in the process of learning activities at primary school and in the context of school psychological service activity.

After implementation of the program of psychological follow-up of the development of emotional intelligence in the pupils of the experimental group occurs not only an increase of its general level of the development, but also there are positive changes in its structural components and their indicators. The dynamics of the development of the types of emotional intelligence of primary school pupils after the forming experiment shows, on the one hand, the growth of the internal balance of its structural components, on the other – confirms our assumption about the possibility of its development in general.

A developed author's program of psychological follow-up of the development of emotional intelligence of primary school pupils can be used by school psychologists, primary school teachers, parents in order to form the emotional competence of children and ensure the success of pedagogical interaction with pupils.

We see the prospects for further research in the creation of educational programs for the development of emotional intelligence in primary school pupils within the framework of the primary education content with a purpose of their successful integration into the social environment.

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