

Social Work & Education

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Svatenkova, T. (2018). Development and correction of emotional intelligence of children of elementary school age in conditions of temporary children's group, *Social Work and Education*, Vol. 5, No. 2., pp. 107-120.

DEVELOPMENT AND CORRECTION OF EMOTIONAL INTELLIGENCE OF CHILDREN OF ELEMENTARY SCHOOL AGE IN CONDITIONS OF TEMPORARY CHILDREN'S GROUP

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УДК: 37.025

DOI: 10.25128/2520-
6230.18.2.11

Article history:

Received: April 15, 2018
1st Revision: April 30, 2018
Accepted: May 24, 2018

Abstract. Personality is constantly inclined to experience different emotions every day, but here it is not so easy to understand them. That's why it's so important to teach your baby to deal with their emotions correctly and be friends with them. Emotional intelligence or emotional factor (EQ) is "the ability of a person to identify, measure, control, and express emotions." This helps us to communicate with other people more successful, negotiate and produce clear thinking patterns.

The article describes the experience of correction and development of emotional intelligence of junior pupils in conditions of being in a temporary children's environment on the example of the recreation program "Children's Camp" Zefir ".

The special approach to organization of work with children is realized within the framework of the recreation program "Children's Camp" Zefir" for three years (2015-2018). It's based on the harmonious combination of socio-pedagogical and individual-psychological approach to the development of the child's personality. 622 children participated in the study, including 263 junior school age (6-10 years).

The optimal training program for the adaptation, increase and correction of the level of emotional intelligence of junior pupils was formed based on the results of the comprehensive diagnosis of each child during the first year of work. In addition to training, individual consultations with the psychologist (based on the results of the methodology) were conducted and the optimal forms of group work were selected based on the general level of group emotional intelligence and test results.

Given the results of the study, we have an effective program for working with the emotional intelligence of the child. The positive dynamics, confirmed by the results of three years, helped to develop a training program for working with children during the year, the purpose of which is to plan and harmonize the development of all competences of the modern child.

Key words: emotional intelligence; temporary children's group; socio-pedagogical approach; individual-psychological approach; adaptation training program; Self-consciousness; Self-control; communication skills; empathy; Self-motivation.

Introduction

The modern world is rapidly developing in the direction of social interaction, opening borders, developing technologies and friendly interethnic relations, information is becoming ever more accessible to people of all ages. Psychological peculiarities of personality development also change according to the circumstances and requirements of time. At the moment, we have psychologists' conclusions about raising the general level of aggression in the children's environment, boiling, alienation, child and adolescent suicide, and increased the number of cases of emotional disorders in childhood. Actuality acquires a new competence approach in the education and upbringing of the child. Given the above socio-psychological changes in society, the issue of development and correction of emotional intelligence of an individual is important.

Emotional intelligence or EQ – so scientists denote the ability of a person to understand and control their emotions and emotions of others (Mayer J.D., 2000, p.396). It is believed that EQ is a much more important factor contributing to human success than the "normal" intelligence - IQ. Thanks to it a person has the ability to comprehensively (personally and socially) develop, become a big businessman, top manager and an effective politician. This is emphasized by well-known psychologist I. Andreev and other modern psychologists (Andreeva I. N., 2001, p.78).

We can say that emotional intelligence is a relatively new concept in psychology, but the problem of "passion" and "intelligence" can be traced back to philosophical writings (Plato and Aristotle, B. Spinoza and R. Descartes, etc.). The mutual influence of cognitive and emotional processes was at the center of the attention of researchers only in the middle of the XX century, despite the fact that in 1908 J. Mayer raised the issue of the allocation of emotional thinking (Mayer J.D., 1993, p. 434).

Analysis of basic researches

Ukrainian psychology has enough knowledge about the influence of emotions on social cognition and intellectual activity in general. The influence of intellectual emotions on mental activity is manifested through emotional attachment, emotional support, emotional correction (I.A. Vasiliev, V.L.Popluzhnyi, O.K.Tikhomirov).

There were also D. Goleman, P. Salovey, J. Mayer, D. Caruso, G. Gardner, S. Hayn, R. Cooper, A. Swavf, R. Bar-On, who developed the concepts of emotional intelligence.

There were researches on the problem of conceptualizing this EQ phenomenon, its functions (E.Nossenko), the study of EQ as a determinant of internal freedom of person (G. Berezyuk) and the indicator of its holistic development (O. Filatov) in today's days of development of psychological science in Ukraine.

Methodology of the research

The purpose of this article is to highlight the problem of development and correction of the emotional intelligence of the child by involving it in a temporary children's environment, for example, the recreation program "Children's Camp" Zefir ". The organization of work with a child within the framework of this program is based on the implementation of a competent approach, taking into account the individual and

socio-psychological peculiarities of the development of the child in accordance with age, and is carried out under the supervision of a psychologist. This approach deserves special attention due to the unique combination of socio-pedagogical and individual-psychological approach to the development of personality and also 15-year experience of working with children of the heads of the program of the Ph.D. (psychological sciences) Svatenkova T.I. and Ph.D. (social-pedagogical sciences) Svatenkov O.V.

The acceptance and awareness of their internal position is the main personal characteristic of the junior pupil, which gives grounds to consider this age as a mature childhood (Philipova I., 2007, p.68). Although, there is an increase in negative tendencies in the development of children: neurotic reactions in behavior, inability to concentrate on work, manifestations of aggressiveness towards peers and strangers. It is probable that all this is due to socio-psychological problems of socio-economic restructuring of society. Many modern children are brought up in conditions of one child family and a part-time family, in families where there are no grandparents. This complicates the conditions for their socialization, impoverishes the inner life in all its dimensions.

Daniel Golman believes that there are five compulsory components of emotional intelligence (Goleman D., 2009):

Self-awareness. The ability to recognize and understand your own emotions is an important part of emotional intelligence. Self-awareness encompasses:

- emotional awareness
- accurate self-assessment
- self-confidence

It is wrong to think of emotions as either positive or negative. Instead, you should think of them as appropriate or inappropriate. Only by realizing their emotions you can know about the influence of your own actions, mood and emotions on other people. In order to develop self-awareness, you need to control your own emotions, recognizing various emotional reactions, and then correctly identify each specific emotion. For example, anger is usually associated with being a negative emotion. However, it can be a completely reasonable and appropriate emotion in certain circumstances – emotional intelligence allows us to recognize our anger and understand why this emotion has occurred.

Self-regulation or Self-management. In addition to realizing their own emotions and their influence on others, emotional intelligence requires the ability to manage feelings. Self-regulation includes:

- self-control
- trustworthiness
- conscientiousness
- adaptability
- innovation.

This does not mean that you want to block and hide your true feelings – it means waiting for a decent time and place to express them. Having learned to be aware of your emotions, the skill of self-regulation relates to managing them appropriately and proportionately. Self-regulation implies the expression of their emotions in an adequate manner. Self-management skills relate to the emotions you are feeling at any given time or in any given circumstance and how well you manage them. Self-control is a

fundamental part of this, but other aspects relate to what you then do: whether you behave in a way which is recognised as 'good' or 'virtuous' or not.

Communication skills or social skills. The ability to interact positively with other people is another important aspect of emotional intelligence. Social skills encompass a wide range of relationship and interpersonal skills. These range from leadership through to influencing and persuading, and managing conflict, as well as working in a team. The true understanding of emotions involves more than simply recognizing your own emotions and feelings of other people – you need this information to work at your interaction and communication with people every day. The term 'social skills' covers a wide variety of skills and competencies, many of which are rooted in self-esteem and personal confidence. By developing your social skills, being easy to talk to, being a good listener, being sharing and trustworthy, you also become more charismatic and attractive to others. Here are some important social skills: active listening, verbal communication skills, non-verbal communication skills, leadership and ability to persuade. This in turn improves self-esteem and confidence which makes it easier for positive personal dialogue and a greater understanding and acceptance of your own emotions.

Empathy. Empathy or the ability to understand what others feel, is one of the key factors of emotional intelligence. Empathy is an awareness of the needs and feelings of others both individually and in groups, and being able to see things from the point of view of others. Empathy means more than just the ability to recognize the emotional state of other people, it also includes a response based on this information. Empathy helps us to develop a stronger understanding of other people's situations. It includes understanding others, developing others, having a service orientation, leveraging diversity, and political awareness. When you feel that someone feels, for example, sadness or hopelessness, it will mean that you have taken over the feelings of this person. Empathy can often be difficult to achieve. Learn to listen effectively to both the verbal and non-verbal messages of others, including body movements, gestures and physical signs of emotion. Use questions to find out more about other people and what they are feeling, and feedback to clarify that you have correctly understood their feelings. Acknowledge and respect the feelings of others even if you disagree, and avoid making comments or statements that are judgmental, belittling, rejecting or undermining.

Self-motivation. Internal motivation also plays an important role in emotional intelligence. Self-motivation includes our personal drive to improve and achieve, commitment to our goals, initiative, or readiness to act on opportunities, and optimism and resilience. People are emotionally rich, guided by something outside of just external stimulate, such as fame, money, recognition and approval. Instead, they have the passion for fulfilling their inner needs and goals. They are looking for something that leads to internal rewards, they absorb this activity, and they seek extreme experiences. Self-motivation and personal time management are key skills in this area. Do not make unreasonable demands on yourself, learn to be assertive rather than just saying, 'Yes' to the demands of others.

The special approach to the organization of work with children is implemented within three years (2015-2018) on the base of the recreation program "Children's Camp" Zefir", based on the harmonious combination of methods of influencing the

development of the child's personality. During these years 622 children took part in the research, including 263 junior school age (6-10 years).

Pre-trained psychologists and social workers who are selected during the year and receive special training in mentor courses is the support. The diagnostic toolkit consists of the following techniques:

- 1) Sociometric survey (Dzh.Moreno) (Dzh.L.Moreno., 1958);
- 2) Diagnosis of "emotional intelligence" (N. Hall) (Sergienko E.A., 2010);
- 3) Methodology for diagnosing the level of aggressiveness (adapted version of the method Bassa-Darkov) (Grinova O.M., Tereshchenko L.A., 2015, p.88);
- 4) The method of diagnosing the child's self-esteem "Stages" (Grinova O.M., Tereshchenko L.A., 2015, p. 34)
- 5) Method of diagnosing the emotional state of the child "Cactus" (Grinova O.M., Tereshchenko L.A., 2015, p. 123);
- 6) An integrated method for diagnosing the child's psychological characteristics "Constructive drawing of men from geometric shapes" (Grinova O.M., Tereshchenko L.A., 2015, p. 167).

Stage first – psychological diagnostics. Research of psychological peculiarities of each child. It was the second day of the children's stay in the team. We used the above tests.

Stage two – analytical. We selected each team appropriate psychological exercises and tasks corresponding to age for the development of appropriate psychological characteristics. We compiled psychological and pedagogical recommendations for tutors how to work individually with each child and in group interaction.

Stage third – forming. The tutors, together with the psychologist, did many different tasks throughout the period of stay, such as training in teams, individual counseling with children, exercises on creativity development, cohesiveness, increasing communicative and emotional competence, mutual support – all important competences of the child.

Stage four – control. Diagnosis of the child's psychological characteristics using the methods described above. We conduct it in the last day of staying children in a temporary team. The results give us an opportunity to evaluate the quality of the work performed.

Stage fifth – analytical and correctional. Analyze the results of the tests and the work done. We adjust the further program of work with children.

It is worth telling about the peculiarities of working with children during their stay in the temporary group. The basis of the work is an individual approach to each individual, harmonious development and disclosure of abilities of each based on the results of psychological diagnostics of the individual. The basic method of diagnostics is chosen sociometric testing. It gives an opportunity to immediately show the sociometric status of each child in the new team, the preferences and antipathies of children, identify leaders and outsiders. It is known that the level of emotional intelligence (according to D. Gouldman) has a decisive influence on the level of human adaptability in a team and the quality of its social contacts (Goleman D., 2009; Salovey P., Mayer J.D., 1990). The plan of work with a team and a separate person is formed on the basis of this information about the child.

The results of the diagnosis of the level of emotional intelligence are the basis of an individual approach to working with the child. Other methods provide information about the emotional state of the child, level of self-esteem, abilities, orientation and overall level of development of each person's personality. We gathered results on the peculiarities of working with children of different ages in our country for three years – 27 periods of staying children in temporary groups.

The optimal training program for adaptation, increase and correction of the level of emotional intelligence of junior pupils was formed on the basis of diagnostic data during the first year of work. This program consists of 3 lessons of 9 hours (3 hours each) spent in the first three days of the child's stay in a new team. Individual consultations with the psychologist (based on the results of the methodology), in addition to training, are conducted and the optimal forms of group work are selected based on the general level of group emotional intelligence and test results.

I think it is necessary to briefly submit a plan of trainings with a younger group of children:

Introductory lesson 1.

Purpose: to create a positive atmosphere in the group.

Tasks:

- introduce yourself and get acquainted,
- create a positive first impression of yourself,
- to remove the anxiety and fears of parting with the house in children,
- introduce children to each other.

Team building 2.

Purpose: to make relations in the group comfortable and friendly.

Tasks:

- get acquainted with the best qualities of each other;
- learn to solve problems together;
- to learn to empathize and support each other;
- to find or create "something special" of the team (what unites this group and distinguishes it from all other children of the camp).

Lesson 3. Developing relationships in a group

Purpose: to consolidate friendly relations in the group, to find ways of development in the group for everyone.

Tasks:

- adjust participants to positive;
- to continue acquaintance with the qualities of each other;
- learn how to express your emotions correctly;
- learn to be "different" and "important."

Each lesson ends with a so-called "inspiration story", through which the coach motivates children, inspires positive change, leads to important reflections and prompts interactions with others. For example, one of these stories.

Firefly

Taking a small bug in his tiny palm, the kid asked:

- Mom, what's this bug?
- This is a firefly. Despite the fact that he is small, he can emit light.

The kid thought and asked:

- Why does it light up?

- A firefly is a child of light, but it shines only at night. When the other bugs sleep, he stands guard over the light, illuminating the path to those who need it.

Fireflies are not so much to light up the night, but when they light their flashlights, people think that these are precious stones scattered on the ground.

- It's good to be a firefly! – clapped joyfully the kid in hands. – I would so like to become a firefly, – he added sadly.

- Do not be sad, my sun, – she said, taking her son's hand softly in her hand, – when a person does good and gives love, he brings light, the much good things he does, the more the light flares up in him.

It is difficult to see such people among other people, they can be felt by heart, because their flashlights are their hearts, and the fire in them is bright and warm.

Create love and goodness and become a firefly.

So, based on the model of emotional intelligence D. Holman, the development of all 5 components is included in the training program of adaptation, a separate component of self-awareness develops in the individual work of the child and mentor accompanied by a psychologist, as well as through the participation of children in forum theaters and psychodrama production.

It is in group settings that you can develop and correct self-control of emotions of the child, self-motivation, empathy and expand the range of communication skills.

Separately, specially created programs of social and psychological games for children of all ages (based on the game "Mafia"), which last for a day and motivate children to control emotions, identify and recognize the emotional state of another, stimulate the development of communicative skills of the child in the team. Children develop emotional intelligence, communicative competence, general intelligence and empathy using co-operation and interaction, observation, verbal and non-verbal means of communication.

Explain the potential of the child's daily group dialogs – the results of the day. They are held in a comfortable, trusting form, which gives the opportunity to be heard and not convicted to anyone. An experienced mentor proficiently manages the process of conversation and motivates the manifestation of emotions, teaches to recognize and identify their own emotions and emotions of others, express them in a situation that allows the child to increase his own emotional intelligence and to be able to reveal his abilities and talents in the group.

Results. As the topic of the article is chosen development and correction of emotional intelligence, it will be appropriate to reveal the results of methods of sociometry and level of emotional intelligence. So, the test took place at the beginning of work with children (on the 2nd day of arrival) and on the last day (11 or 12 days) the stay of the child on rest. According to the results of the first testing during the whole three years, we have:

1) According to sociometric tests: 93 children out of 263 had a low sociometric status (36%); 102 - satisfactory and within the limits of the norm (39%), 33 - above the average (12%), and only 35 had a high sociometric status (13%).

2) According to the indicators of the level of emotional intelligence (integrative level) we have: 135 respondents had a low level of emotional intelligence (51%); 91 -

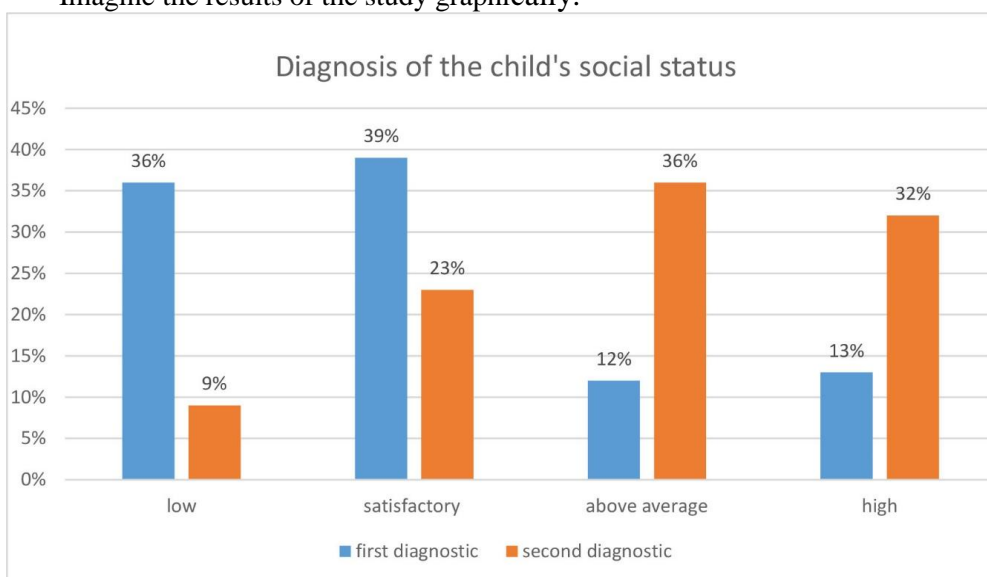
the average level (35%) and only 37 respondents had a high level of emotional intelligence (14%).

The regular systematic work with children was conducted on a daily basis in accordance with our program. After implementation of the program of competence approach in the field of emotional intelligence of junior pupils we have significant changes. The results of the last testing (at the end of the being in the temporary group) through the whole three years:

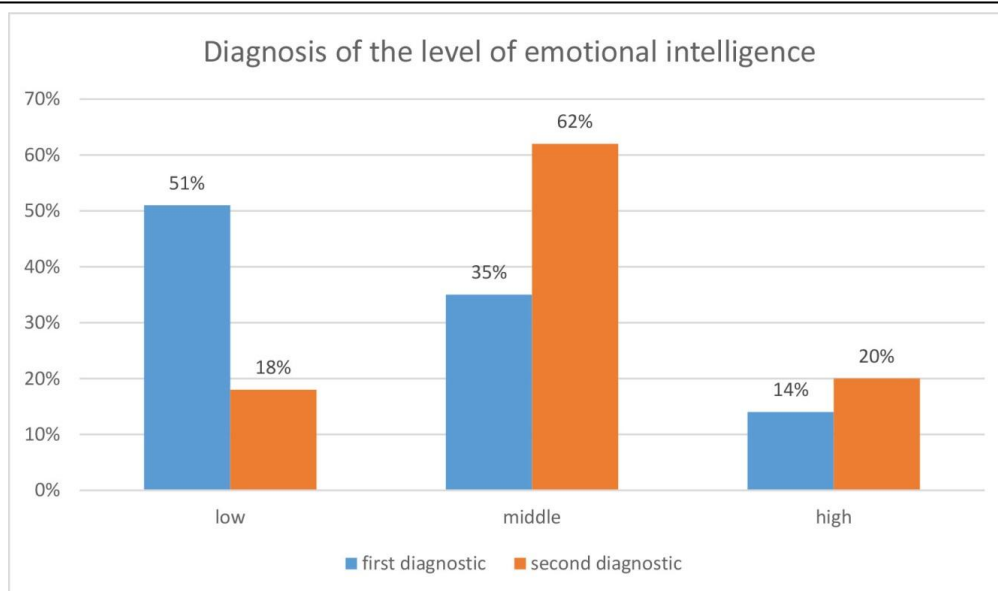
1) According to the sociometric test: only 24 children have not satisfactory (lower norm) sociometric status in the group (9%); 62 - satisfactory and average (23%); 95 - above average (36%) and 82 - high sociometric status (32%).

2) According to the indicators of the level of emotional intelligence (integrative level), we also have positive changes: only 48 respondents remained with a low level of emotional intelligence (18%); 163 developed the level of emotional intelligence to the average (62%) and 52 had a high level of emotional intelligence (20%).

Imagine the results of the study graphically.



Pic.1 Diagnosis of the child's social status



Pic.2 Diagnosis of the level of emotional intelligence

Conclusion

We have an effective program of working with the emotional intelligence of the child given the results of the study. The positive dynamics, confirmed by the results of three years, helped to develop a training program for working with children during the year, the purpose of which is to plan and harmonize the development of all competences of a modern child. The results of this program can be presented only at the end of the year, because it only comes to life.

We consider the combination of several factors in working with children of junior school age is very actual. They are: preliminary systematic training of mentors (psychologists and social workers) working directly with children; a combination of socio-pedagogical and individual psychological approaches in working with a person and a team; a successful combination of different methods of influencing the personality (group and individual) and the use of different forms and methods of working with children; competent approach and use of diagnostic methods in work.

All of this allows us to record the results of work, to respond promptly to the needs of the individual and the peculiarities of its development in the new collective, to develop dynamically and to adjust the program in accordance with the requirements of the time and features of the group, to keep in focus the harmonious development of the individual and to help each child on the path to self-realization.

It is important to take into account optimism in the work of a practical psychologist with junior school students, their ability to see foremost well, that their desire to maintain a positive Self-image, the right to high self-esteem did not begin to slow down the development of the individual and did not become a source of

unreasonable harassment. Care should be taken on the harmony between what they want, what they claim (assessment, attitude, etc.), and their real actions, that is the meaning and way of manifestation of activity in life.

The desire to change, to imitate, to learn is most clearly and emotionally Only in this age. Therefore, it is necessary to construct the work of a practical psychologist so that this age requirement becomes a reality and became the basis for further transformation of it into a stable quality of personality. Also expressed is the desire of children for active activities, to new roles in the team, so they always willingly respond to all the proposals for the innovation of senior mentors.

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РОЗВИТОК І КОРЕКЦІЯ ЕМОЦІЙНОГО ІНТЕЛЕКТУ МОЛОДШОГО ШКОЛЯРА В УМОВАХ ТИМЧАСОВОГО ДИТЯЧОГО КОЛЕКТИВУ

Тетяна Сватенкова, кандидат психологічних наук, старший викладач кафедри загальної та практичної психології Ніжинського державного університету імені Миколи Гоголя
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Анотація. Сучасний світ бурхливо розвивається у напрямку соціальної взаємодії, відкриваються кордони, розвиваються технології і дружні міжнаціональні стосунки, інформація стає дедалі доступнішою для осіб будь-якого віку. Психологічні особливості розвитку особистості теж змінюються відповідно обставинам і вимогам часу. Актуальності набуває новий компетентнісний підхід у навчанні та вихованні дитини. З огляду на вище вказані соціально-психологічні зміни у суспільстві, важливим є питання розвитку та корекції емоційного інтелекту особистості.

Емоційний інтелект або EQ – так учені позначають здатність людини розуміти й контролювати свої емоції та емоції оточуючих. Вважається, що EQ є набагато важливішим фактором, який сприяє успіху людини, ніж «звичайний» інтелект – IQ. Саме завдяки йому особистість має змогу всебічно (особистісно і соціально) розвиватися, стати великим бізнесменом, топ-менеджером та ефективним політиком.

Метою даної статті є висвітлення проблеми розвитку та корекції емоційного інтелекту дитини шляхом залучення її до тимчасового дитячого середовища на прикладі програми відпочинку «Дитячий табір «Зефір»». Даний підхід заслуговує на особливу увагу через те, що є унікальним поєднанням соціально-педагогічного та індивідуально-психологічного підходу до розвитку особистості та 15-річного досвіду роботи з дітьми керівників програми кандидата психологічних наук Сватенкової Т.І. та кандидата соціально-педагогічних наук Сватенкова О.В.

Протягом трьох років (2015-2018) в рамках програми відпочинку «Дитячий табір «Зефір»» реалізовується особливий підхід до організації роботи з дітьми, що базується на гармонійному поєднанні методів впливу на розвиток особистості дитини. За ці роки у дослідженні прийняло участь 622 дитини, з них 263 молодшого шкільного віку (6-10 років). Опорою є заздалегідь підготовлені фахівці психологи та соціальні працівники, які відбираються протягом року і проходять спеціальну підготовку на курсах наставників.

Основою роботи обрано індивідуальний підхід до кожної особистості, гармонійний розвиток і розкриття здібностей кожного на основі результатів психологічної діагностики особистості. Основною методикою діагностики

обрано соціометричне тестування. Воно дає можливість відразу показати соціометричний статус кожної дитини у новому колективі, вподобання і антипатії дітей, виявити лідерів і аутсайдерів. Відомо, що саме рівень емоційного інтелекту (за Д.Гольманом) має визначальний вплив на рівень адаптивності людини у колективі і якість її соціальних контактів. На основі даної інформації про дитину формується план роботи з колективом і окремою особистістю.

Після реалізації програми компетентнісного підходу у сфері емоційного інтелекту молодших школярів маємо суттєві зміни:

1) За показниками соціометричного тесту: лише 24 дитини мають не задовільний (нижчий норми) соціометричний статус у групі (9%); 62 – задовільний і середній (23%); 95 – вище середнього (36%) і 82 – високий соціометричний статус (32%).

2) За показниками рівня емоційного інтелекту (інтегративний рівень) маємо теж позитивні зрушення: лише 48 опитуваних залишилися з низьким рівнем емоційного інтелекту (18%); 163 розвинули рівень емоційного інтелекту до середнього (62%) і 52 мали високий рівень емоційного інтелекту (20%).

З огляду на результати дослідження, маємо ефективну програму роботи з емоційним інтелектом дитини. Позитивна динаміка, підтверджена трирічними результатами роботи, дала змогу розробити тренінгову програму для роботи з дітьми протягом року, мета якої – планомірний і гармонійний розвиток усіх компетенцій сучасної дитини. Результати роботи даної програми можна буде представити тільки наприкінці року, адже вона тільки втілюється у життя.

Ключові слова: емоційний інтелект; тимчасова дитяча група; соціально-педагогічний підхід; індивідуально-психологічний підхід; тренінгова програма адаптації; самосвідомість; самоконтроль; комунікативні навички; співпереживання; самомотивація.

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Стаття надійшла в редакцію: 21 квітня, 2018

