

## DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN CHILDREN

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**Abstract:** This article is about the development of emotional intelligence.

**Keywords:** Emotional intelligence, society, children, development of emotional intelligence.

Soviet psychologist L. S. Vygotsky wrote, "the emotional development of preschool children is one of the most important areas of professional activity of a teacher. Emotions are the "central link" of the mental life of a person, and above all a child."

A special interest on the part of society in the theory of emotional intelligence in 1995 was caused by the work "Emotional intelligence: why it can mean more than IQ" by American journalist and psychologist D. Goleman, in which the structure of emotional intelligence, the components included in this structure are revealed.

The study of the problem of the development of emotional intelligence has not been in the field of view of researchers for a long time. M. A. Nguyen, who is one of the main researchers of the EI of preschoolers, defined EI in his writings, developed diagnostic tools to identify the level of EI of preschoolers, described the components of EI. In his opinion, the EI of preschoolers should be considered as "the readiness of a child to focus on another person, take into account his emotional state and, based on this knowledge, regulate relations with him and find solutions to emerging problems."

A. O. Kurakina believes that, in essence, EI contains emotional, cognitive and behavioral components. The emotional component helps to orient oneself in the value

of objects, the cognitive component serves for evaluation through judgments and concepts, and the behavioral component is aimed at emotional self-regulation.

E.A. Sergienko, T.S. Kiseleva, E.A. Khlevnaya consider a child's EI as the ability to thoroughly comprehend, evaluate and express emotions; the ability to understand their emotions and emotional knowledge; acceptance of the emotions of others, as well as the ability to manage emotions, which contributes to the emotional and intellectual growth of the individual.

According to A. I. Savenkov, the process of EI development is characterized by increased curiosity of preschool-age students who are interested in everything around them, often ask questions and strive to explore the world. Thus, the relations of objects and phenomena are no less important to a preschooler than the subject side. In addition, the development of EI helps to determine the emotional attitude to others.

The analysis of theoretical research and practical experience revealed contradictions:

- between the need to develop EI in older preschool children and the insufficient formation of psychological and pedagogical conditions, and the lack of a scientifically based approach to the organizational and methodological support of this process in the conditions of a predominantly traditional system of education and development in a preschool educational organization;

- between the level of development of EI in older preschool children and the competence of teachers in this field in the implementation of methods and technologies for the formation of EI.

Research problem: What pedagogical conditions contribute to the development of emotional intelligence in older preschool children?

The purpose of the study was to identify the features of the emotional development of intelligence in older preschool children and the essence of its manifestation, taking into account external and internal factors, which include gender-role characteristics, social environment, etc.

Our research is based on the hypothesis that the development of emotional intelligence of older preschoolers will be successful if a set of pedagogical conditions is implemented in the educational activities of preschool educational institutions:

- criteria and levels of development of emotional intelligence are identified;

- a system of educational activities aimed at developing the emotional intelligence of older preschoolers is being implemented in the developing environment of preschool educational institutions;

- various types of activities aimed at the development of emotional intelligence are implemented in educational activities.

At the ascertaining stage of the pedagogical experiment, the method "Group express diagnostics of components of emotional intelligence in older preschoolers with

ONR", proposed by N. V. Miklyaeva, O. A. Tikhonova, consisting of 4 subtests, was used. In total, according to the results of 4 subtests, preschoolers could score a maximum of 16 points.

The purpose of the ascertaining experiment is to identify the initial level of emotional intelligence of older preschool children with ONR.

After analyzing the study, low indicators of the level of emotional intelligence were revealed in older preschool children with ONR. Most of the children were unable to determine the relationship between emotions and actions, and also failed to navigate the social situation correctly. This indicator is not even close to any child. Only 2 people from the whole group earned the highest score compared to other subjects. All other children have indicators ranging from 5 to 8 points. From this we can conclude that the level of development of emotional intelligence in children at this stage of the study is low. Children have difficulty adequately correlating emotions with gestures and can identify the relationship between emotions and thoughts.

Based on the analysis of psychological, pedagogical, scientific and methodological literature and the results of the ascertaining experiment, games and exercises were selected that were included in the formative experiment.

The formative experiment involved 5 people with a low level of emotional intelligence. This experiment was based on the "Methodology for the development of emotional intelligence and social competence of a child by means of play and artistic activity", proposed by Z. V. Parkhimovich and T. D. Savenkova. This methodology is based on the concept of A. I. Savenkov's social competence, which includes three groups of criteria: cognitive, emotional and behavioral. With precise pedagogical accents, the proposed methodology is able to actualize all the basic parameters of emotional intelligence and social competence and, therefore, can serve as a tool for the development of these mental constructors.

All games were based on voluntary participation only. Some children at first just watched from the sidelines, but later willingly joined in the process and engaged with everyone together. This was how the team rallied. Classes were held exclusively in the afternoon. Freedom of movement and action was limited only by the space where the games were held. After the lessons, the children shared their emotions and impressions, and also told their parents about the experience they had gained.

The control experiment was aimed at identifying the effectiveness of the proposed system of games and exercises for the formation of the level of development of emotional intelligence in older preschool children. In order to diagnose the level of EI development, the same technique was chosen as at the stage of the ascertaining experiment. After the conducted research, positive dynamics in the development of emotional intelligence was revealed. The guys with whom the classes were conducted according to the methodology began to answer the questions more confidently, more

positive answers were revealed than during the first experiment. Three of them had significantly increased scores, their number was 15 out of 16 points. Several children scored 14 points each and three people scored 9. The results of the children who did not participate in the formative experiment remained at the same low level as during the first stage.

Games played in the classroom with children contribute to the development of emotional intelligence, normal interpersonal relationships within the team. They are a stable internal characteristic of a person and largely determine the moral value of his personality. According to S. L. Rubinstein, "a person's heart is all woven from his relationships with other people, and what he is worth is entirely determined by what kind of relationships he strives for, and what kind of relationships he is able to establish." Relationships with other people not only determine the value of a person, but also are the main content of her inner life, give birth to the most powerful and meaningful experiences. The first experience of such relationships, acquired at preschool age, becomes the foundation on which the child's personality is built, and largely determines his future fate.

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