РАЗДЕЛ VIII. ПЕДАГОГИКА

Demina M.L., Pokrovskaya I.A.

Research and analysis of emotional intelligence in primary school children

(Russia, Irkutsk)

doi: 10.18411/scienceconf-09-2021-12

Abstract

The article presents the results of an empirical study of emotional intelligence in primary school children. The data obtained can be used in the system of psychological and pedagogical support of educational and upbringing processes in primary school.

Keywords: emotional intelligence, primary school age, emotional sphere, emotional development.

Аннотация

В статье представлены результаты эмпирического исследования эмоционального интеллекта у детей младшего школьного возраста. Полученные данные могут быть использованы в системе психолого-педагогического сопровождения образовательного и воспитательного процессов в начальной школе.

Ключевые слова: эмоциональный интеллект, младший школьный возраст, эмоциональная сфера, эмоциональное развитие.

In modern psychological science, studying the nature and components of emotional intelligence, its formation in primary school children is a complex, contradictory and at the same time demanded and relevant problem. Its complexity and contradictoriness can be seen in both theoretical and practical aspects. The relevance of the topic is determined by the need to study the structure of emotional intelligence in order to increase the effectiveness of the learning process at school and to raise the level of adaptation of schoolchildren to the educational process.

One of the main tasks of the contemporary education system is the formation of a competitive, independently thinking personality, adapted to the conditions of the market environment, capable of continuous self-education, self-control, and self-development. For example, at the secondary school of Leonov (Irkutsk, Russia), an empirical study of the emotional intelligence of primary school children was carried out (within the framework of the "Successful Us" project, the winner of the Presidential Grants Fund competition), which took place in three stages. The first stage (diagnostic) – October 5 to 9, 2020; the second stage (non-diagnostic, activity-based) – October 2020 to February 2021, the third stage (evaluative) – February 19 to 26, 2021.

The aim of the study was to analyze the development of the components of emotional intelligence in primary school children and to compare it. The sample consisted of 120 pupils (100%), pupils in grades 1–4 (nine classes). The subjects' age was 7 to 11 years old.

The first stage, the diagnostic one, implied the determination of the baseline level of emotional intelligence, the initial diagnosis. The initial diagnostic study reveals the level of development of the students' emotional intelligence, their current state. The results of the activity within the framework of this stage represent the determination of the level of emotional intelligence and the current state of each particular child.

The second stage, the activity-based one, consisted in the direct conduct of classes within the framework of the complex educational project "Successful Us", according to the program for the development of the schoolchildren's emotional intelligence, built on the game and lecture forms of teaching, including a distance format, namely, conducting offline classes

in the private educational institution "School of Leonov" and online classes on the portal "#УСПЕШНЫЕМЫ.РФ".

The third stage, the evaluative one, made it possible to determine the comparative characteristics of the identified indicators.

To determine the level of formation of emotional intelligence, the methods presented in Table 1 were used.

Table 1

Methods for determining the level of formation of emotional intelligence

<i>Method name</i>	<i>Purpose of use</i>
1. <i>The projective technique "Completing the drawing: the world of things – the world of people – the world of emotions" (grades 1–3)</i>	<i>to reveal the emotional orientation of the child – to the world of things or to the world of people.</i>
2. <i>The projective technique "Three desires" (grades 4)</i>	<i>to reveal the emotional orientation of the children towards themselves or towards other people</i>

All presented methods were checked for reliability and validity in the dissertation of Nguyen Minh Anh [Nguyen Minh Anh 2008].

The results obtained in the course of applying the above techniques are presented in Table 2.

Table 2

Results of applying the techniques

Diagnostic stage:

<i>Class No.</i>	<i>Level of emotional intelligence development</i>		
	<i>Low</i>	<i>Medium</i>	<i>High</i>
1	25%	62.5%	12.5%
2	26.7%	53.3%	20%
3	33.4%	41.6%	25%
4	43.75%	25%	31.25%
5	36.4%	54.5%	9.1%
6	84.6%	0%	15.4%
7	40%	27%	33%
8	75%	16.6%	8.4%
9	80%	10%	10%

Evaluative stage:

<i>Class No.</i>	<i>Level of emotional intelligence development</i>		
	<i>Low</i>	<i>Medium</i>	<i>High</i>
1	22.2%	72.2%	5.6%
2	15.4%	69.2%	15.4%
3	27.4%	36.3%	36.3%
4	13.3%	46.7%	40%
5	10%	60%	30%

6	86.6%	6.7%	6.7%
7	33.3%	33.3%	33.3%
8	80%	20%	0%
9	66.7%	11.1%	22.2%

The comparative analysis of the data presented in Table 2 allows concluding that the indicators have changed. Thus, out of nine classes of elementary school of the private educational institution "School of Leonov", three classes show positive dynamics. It is worth emphasizing that in five out of nine classes, the total indicators of the development of medium and high levels of emotional intelligence are higher compared to indicators demonstrating a low level of development of emotional intelligence in the same classes.

During the first stage of the psychodiagnostic study, the following was taken into account when processing the results and interpreting them.

First, the orientation of the responses to the fulfillment of both their own desires and those oriented towards the benefit of other people (in particular, technique No. 2) was determined – in particular, desires for the benefit of peers, educators, parents, brothers, sisters, etc., those pertaining to school life and broad "universal" ones ("I want people never to get sick", "I want no one to kill other people"). Thus, for example, since the very structure of the "Three desires" technique orients children, first of all, to actualize their own desires, the allocation of desires "for others" indicates a far-reaching motivation that goes beyond personal experience, the presence of broad sense-forming motives and/or the formation of a need for the benefit of other people. At the same time, the options were unfavorable when desires "for oneself" were completely absent.

Second, qualitative categories were determined that characterize the prevailing sphere of preferences. Most often, there were answers that spoke of the desire to have certain benefits ("money", "laptop", "phone", "headphones"), to have some new qualities, abilities ("to be able to fulfill desires"), to improve academic performance ("get high grades").

There were practically no answers (two respondents out of 120) about the desire of schoolchildren associated with friendship, for example, "to have friends", which indicates another leading activity (corresponding to primary school children) registered in the principles of Russian developmental psychology for the age period from six up to eleven years old, namely, the educational activity.

Noteworthy are the answers related to the family, parents ("let mother live forever", "family health", "mom and dad live forever", "let everyone in the family love each other"), etc.

The psychological analysis of the conducted methods also showed that the students' responses indicated the absence of unfavorable options, such as, for example, registering answers in the area of fulfilling the teachers' requirements, as well as very specific ("small") material benefits (for example, candy, ice cream, and gum).

The absence of drawings, the answer "I don't know" were unfavorable indicators, which may demonstrate both the weakness of the desires and needs of the schoolchildren and the underdevelopment of their reflection, the fact that the children were not used to giving themselves an account of their desires, as well as a kind of "rejection" of desires, their repression, and also a certain closedness in relation to adults, sometimes in the form of a negative protest. Which of the options takes place in a particular case, should be clarified in the process of supplemental, individual conversation.

Third, the degree of "length of desires" in time was determined ("let the summer never end", "I want summer").

Fourth, the nature of the statement ("I want", "I would like"), the use of the subjunctive mood may indicate the children's lack of confidence in their "right to desire", which is an unfavorable sign.

The psychological analysis of the data obtained showed that, in general, children of this age were characterized by the same desires: "to get only high grades at school"; "to have a pet". It turned out that almost all girls wanted to buy things for themselves personally ("hoodie", "ring lamp", "T-shirt", etc.) and a desire to stand out ("be popular in Likee", "gain popularity", "extend nails"), and there were also intentions about the desire to appeal to the opposite sex – "get a good guy – handsome, rich, giving presents". Boys indicate mainly the desire to buy a laptop, telephone, watch and play certain computer games.

It is worth noting an interesting fact revealed during the psychological analysis. Taking into account the epidemiological situation in the country and the world, the desires of children correspond to what is happening globally – "let the coronavirus disappear", "so that there is no coronavirus", "no COVID", "stop viruses", "no viruses", etc.

It is also worth noting that there were answers from schoolchildren with highly developed intelligence indicating universal human values (and not just material benefits) expressing the desire to protect nature, i.e. desires that are basically for "everyone" – "so that everyone on the planet is healthy", "so that there is no war", "so that everyone lives forever", "so that there is no litter on the planet", "zero deaths", "help animals", "peace", "so that no one gets sick", etc.

According to the method of "completing the drawing", the focus on the "world of things" prevails among the respondents.

Thus, in the course of the first stage of the diagnostic study, the following was established: the majority of primary school children were characterized by a low level of emotional intelligence development and its components.

It is worth emphasizing that a theoretical analysis of the literature has shown that children of this age rarely demonstrate a high level of emotional intelligence.

Further work was to be done on the development of emotional intelligence within the framework of the "Successful Us" project in order to develop the components of emotional intelligence in primary school children, as well as to analyze the productivity (effectiveness) of such activities.

The third stage of psychodiagnostic research showed the following. Positive dynamics were revealed in three out of nine classes; in six out of nine classes, insignificant changes in the indicators of the level of emotional intelligence were revealed. The positive dynamics can be associated with the expected result of the activity-based stage of the project, namely, an increase in the level of emotional intelligence of children through classes aimed at developing these abilities. Thus, during the initial testing, a low level of emotional intelligence prevailed in five out of nine classes. Meanwhile, after a relatively short period (five months), a positive trend was revealed. Thus, in three out of nine classes, a low level of development of emotional intelligence was revealed.

The psychological analysis of the data obtained showed that, in general, children of this age were characterized by the same desires, which were mostly constant (the desire to buy a telephone, have a pet, etc.), they often expressed the desire to "be rich" – to have a "villa", a plant, a lot of money, "live with a friend in the Maldives", etc. Also, some of the respondents wanted to buy things for themselves ("a dress", "robot", "hoodie", "rollers", etc.) and expressed the desire to stand out ("to become popular on the YouTube platform"), indicated mainly the desire to buy a laptop, phone, watch and play certain computer games (more common in boys' answers).

There were also unusual, intangible desires "for oneself" – "I want to be an expert on the universe", "a champion in athletics", "learn to be a cook", "get good grades so that my parents admire me", "get married to Paul", "have a boyfriend", etc.

Emotional responses of schoolchildren were also identified, which require individual work with a psychologist, for example, such statements as "revive the dog", "I want to cry less at night", "I do not want to hide emotions", "I want children in our class to play quietly", etc.

The children's desires still correspond to what is happening in the world (as in the initial testing), many students also indicate that they would like no "viruses", "no COVID". It is worth noting that there is a positive trend in the responses about desires "for others", for example, health for their loved ones, including personalized desires – water, "so that he is all right", "a pet for my grandmother", "let my parents live longer", "money for all my relatives", "let my friend's headache leave her", etc.

In general, the results of the evaluative stage are focused on determining the level of emotional intelligence and the current state of each schoolchild.

Thus, for the development of the emotional intelligence of primary school children, it is necessary to systematically conduct specially organized classes to develop the ability to express various emotional states, identify and understand the emotions of others.

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Malakova N.S.

Organization of educational practice on the anthropological ideas

*Leningrad state University named after A. S. Pushkin
(Russia, St.Peterburg)*

doi: 10.18411/scienceconf-09-2021-13

Abstract

The article is devoted the problem of human solved under the conditions of education. Demonstrated ways of implementation activities: «Human health», «Human and inner world», «Human and outer world». Examples of schools in the city of St. Petersburg, Leningrad and Pskov regions show the «points of growth» anthropological practice. The formation of health-saving way of school life; the disclosure of the value of health meanings of education; developing individual-oriented systems and programs; support for children's giftedness; the establishment of children's organizations, giving the opportunity to find friends, to demonstrate their abilities in socially significant activities. The problem of human all more than fills the field of educational research that speaks about the rise of the anthropological trends in modern education. At the same time, the building of human in education is constrained by factors: the growing ideological vacuum, the formation of a utilitarian approach to the person, destruction of the purity of childhood. Necessary methodological basis for the emerging anthropological practice. The main role should play the teacher, conscious of his high mission of formation of human potential.

Keywords: anthropological ideas, organization of educational practice, Human health, Human and inner world, Human and outer world.

The development of Russian education is carried out in the scale of the challenges, reflecting complex and contradictory process of changing the appearance of civilization, comprehend the key issues of human existence. Modern education is developing in the conditions of civilizational crisis. People should give response to the challenges of the time, but he is the cause of negative changes in the world. He loses spiritual values, the meaning of life. It reflects the drama of the twentieth century with its world wars, totalitarian regimes, economic crises.