

IR STI 15.31.31

M.V.BERLIBAYEVA

Kazakh National Pedagogical University named after Abai (Almaty, Kazakhstan)

m.berlibaeva@mail.ru.

<https://doi.org/10.51889/2021-1.2077-6861.24>

BASIC TECHNIQUES AND METHODS OF DEVELOPING EMOTIONAL INTELLIGENCE IN PRESCHOOL CHILDREN

Abstract

This article is devoted to the disclosure of the basic techniques and techniques for the development of emotional intelligence in preschool children. The work substantiates the need for the development of emotional intelligence in preschool children, its importance for the successful socialization of the child's personality. The author notes that the emotional intelligence of preschool children is a type of intelligence responsible for the child's recognition of his own emotions and the emotions of the people around him, as well as for controlling, managing his emotions and for influencing the emotions of other people. According to the author, at present, the number of preschool children with emotional instability has increased: aggressive, angry, conflict, which is why it is necessary to develop emotional intelligence at this age, but, unfortunately, many educators and parents do not pay due attention to this issue. Emotional intelligence is not an innate personality trait; the development of emotional intelligence is carried out in stages. At the first stage, emotion is perceived – this is the child's recognition of his emotions and the emotions of other people. At the second stage – understanding emotion – the ability to determine the reasons for the appearance of a particular emotion in oneself and in the people around him, establishing a connection between emotions and thoughts. At the third stage – managing emotions – the ability to suppress emotions, awaken and direct own and others' emotions to achieve goals. At the fourth stage – using emotions to stimulate thinking – awakening creativity in oneself, activating the brain with the help of one's own emotions. The article discusses various techniques and techniques for the development of emotional intelligence in preschool children.

Keywords: emotions; emotional intelligence; negative emotions; positive emotions; emotional instability; preschool children; technologies; exercises.

Introduction. Emotional intelligence is one of the types of intelligence that makes it feasible for a child to recognize, evaluate his own emotions and the emotions of surrounding people, he needs to be able to understand not only his own feelings, but also the experiences of other people [1].

The development of the emotional sphere of children in psychological and pedagogical research is considered as one of the leading features of child development [2]. Currently, the number of preschool children with emotional instability has increased: conflict, hostile, aggressive, anxious, and unable to interact in a team, which seriously complicates the child's relationship with the surrounding people. This is due to the instability of the environmental situation, the negative impact of the media,

the disunity of children, the inability to communicate with each other; modern children have become less susceptible to the feelings and emotions of other people.

Positive family functioning, which, in our opinion, is based on a high level of development of the emotional intelligence of parents and the style of emotional upbringing they implement, provides a high potential of the family [3].

Emotional instability also passes into the adult life of a child, which is why it is important to develop the emotional intelligence of children even in childhood. The ability to recognize emotions is an important factor in human ontogenesis and a necessary condition for the development of emotional intelligence and mental models [4].

Emotional intelligence is not an innate quality of children, it develops in the process of a child's life. It is unfortunate that parents do not take notice the importance of the development of their child's emotional intelligence, the development of his emotions, feelings, communication skills, while they pay more attention to the development of the child's cognitive intelligence.

John Gottman and J. Decker point out that the greatest impact on the long-term well-being of children is the implementation by parents of "emotional education" – consistent actions that help to create emotional bonds. According to the authors, a favourable style of emotional upbringing for parents with a developed emotional intelligence [5].

Many scientists assert that success in human life is about 80% dependent on the development of emotional intelligence and 20% on intellectual development.

Emotional intelligence is represented as a set of mental abilities to understand their own emotions and the emotions of other people and to control the emotional sphere [6]. The abilities that are part of the structure of emotional intelligence allow a person to effectively interact with other people and thereby increase his adaptive capabilities in society [7].

We have many people who pinned great hopes: erudite, excellent, and brilliantly graduated from school and university, with several diplomas, but, despite this, who could not find their place in life. On the other hand, there are many examples of C grade students who graduated from high school and university, but in life they became successful people.

Therefore it is significant to be able to communicate with the surrounding people, to be able to work in a team, to control, own, manage your emotions, achieve goals, be flexible, and correctly assess the situation. D. Goleman argues that the model of emotional intelligence is hierarchical and the ability to control emotions is born on the basis of understanding emotions [8].

A child with high emotional intelligence is someone who:

- understands and reveals his own emotions;

- knows what role feelings and emotions play in communicating with people;
- knows how to express his emotions in such a way as to establish and maintain friendly relations with people;
- seeks to learn and enrich his inner world;
- knows how to control and regulate emotions.

A child with a low level of development of emotional intelligence is someone who:

- is not capable of sympathy, he is not touched by someone else's sadness, or someone else's joy, who is indifferent to the surrounding people;
- is inaccessible to close relationships, friendship;
- does not know how to control his emotions, is conflicted, irritable;
- does not understand that his own uncontrollable emotions can lead to disastrous consequences, and in any unpleasant situation he blames other people, but not himself;
- does not know how to talk about feelings, cannot answer the question "What do you feel now?"

In order to be successful in the future, it is vital to develop the following qualities at preschool age:

- develop empathy and the ability to listen and hear others, be attentive, benevolent, sensitive, merciful;
- be grateful – the one who experiences gratitude and knows how to express it, disposes people to himself;
- developing self-respect – knowing his strengths and weaknesses, child must maintain self-respect;
- the ability to work in a team: interact, cooperate with team members, listen to their opinion, move together towards the goal;
- the ability to express emotions.

Main body. The essence of the theory of the development of emotional intelligence

consists in the passage of a child a long way from recognizing, understanding, evaluating his own emotions and the emotions of people around him.

Methods. Drawing and playing techniques have become an integral and main part of the development of emotional intelligence in preschool children. Play is a natural developmental environment for a preschooler [9]. The development of a child's emotional intelligence can be broken down into several steps:

Step 1. To introduce children to various types of emotions: anger, resentment, hatred, sadness, grief, indignation, fear, contempt, confusion, indignation, despair, surprise, joy, delight.

The following technologies can be used to familiarize preschool children with different types of emotions:

Visual material, pictures depicting various emotions are used, children get acquainted with all the diversity of the emotional world, learn the name of each emotion, as it is expressed, learn to distinguish one emotion from another, and understand the reason for its appearance.

Children can depict different emotions in their drawings.

A **“reflexive circle” technology** is a form of communication in which all participants sit in a circle and take turns speaking on a given or free topic, passing on an object to each other. The reflexive circle is one of the most effective means in the development of social feelings and the emotional world of a child [10].

Step 2. Perception and understanding of your emotions and the emotions of the surrounding people.

The development of emotional intelligence acquires particular importance and relevance in preschool and primary school age, since it is during these periods that the child's active emotional formation takes place, his self-awareness, the ability to reflect and the ability to take the position of a communication partner [11].

An exercise. To help the child learn to understand himself, adults speak aloud the emotions that the child is experiencing at the moment. After all, when a child is happy, angry

or afraid, he does not yet know that each of his states has a specific name. Time after time, realizing them, the child realizes that feelings are different, and he has the right to experience each of them.

Adults can ask the child the following questions:

1. How do you feel when you are angry?
2. Why are you offended by your brother?
3. Why are you angry? What are you experiencing now?

Feelings can be compared with fairy-tale characters, animals, natural phenomena, sculpted and painted – everything that could tell about emotion is useful for the development of the second stage of emotional intelligence.

It is very important to evaluate own emotions and the emotions of others. The following questions might be helpful:

- Why is the boy crying? What is he experiencing? How can I help him?
- Asking the child every day: “What is your mood today?”, “What did you feel today?”

Let's say that a boy's favourite toy is taken away from another boy on the playground. In response to this, he begins to scream, cry and might even get into a fight.

This situation can be analysed with the child in asking following questions:

- Why does the boy behave like that?
- Why is he crying, screaming?
- Why did he start a fight?
- What emotions does he feel?
- Does the boy understand his emotions?
- How should the boy solve the problem?

When a child does not recognize his own emotions, he begins to simply react to the situation, on the other hand, when the child understands his own emotions, he begins to try to solve the problem, and the attitude to the events taking place is completely different. In this case, the mind intervenes in a spontaneous process.

The child could contribute to the development of communication competence, the ability of establishing contacts, develops the ability to empathy, accept other people's

feelings by understanding the different emotions of the surrounding people.

An exercise “*How I Feel Today*”. The essence of the game is that adults every day ask the child to choose the emotion of today.

For example, “*Today I felt joy, sadness, curiosity, anger when...*”. To do this, you need to print out some examples of emotions of the child’s favourite character, which he chooses to indicate his experiences. This game teaches child to recognize and understand different types of emotions.

Another exercise which is called “Show emotions” will help to child to convey different emotions such as: irritation, anger, joy, sadness, hatred, with the help of facial expressions, gestures and posture. At the end parents have to guess the emotion.

A unique game “*Compass of emotions*” that not only acquaints the child with different kinds of emotions, but also shows what feelings a person might feel in a certain situation.

The essence of the game is that everyone receives a set of 8 cards: joy, fear, interest, inspiration, doubt, surprise, trust, anger. The guessing player comes up with a word-concept situation and choosing a suitable emotion for it he puts the card in a closed circle. Other players should guess the emotion. For example, a mother can choose a card “joy” for the concept of “September 1st”, and daughter might choose “fear”. Children find it difficult to talk about their emotions, and in this game they reveal them.

Art technology is a form of changing the emotional state that many people use to relieve mental stress and focus. Art therapy is a great way to express and deal with emotions.

Fairy tale therapy is a method that uses a fairy tale form to expand consciousness, integrate the personality, develop creative abilities, and improve interactions with the world around the child [12].

But the main uniqueness of fairy tale therapy lies in the fact that a child, embodying his thoughts through toys, a hero or speech, opens, often without noticing it himself, those emotions and experiences that he himself would never say openly. Personality realizes itself as the “creator

of its own external and internal world”, which “determines human subjectivity” [13].

The forms of working with a fairy tale when working with preschool children for the development of emotional intelligence are diverse:

- use of fairy-tale characters in the daily activities of preschooler, for a walk, in the artistic activities of children, any joint activity with the teacher;
- organization of role-playing games, dramatization games, travel games, holiday activities based on the material of fairy tales;
- use of works of a fairy tale genre in the process of familiarizing preschooler with fiction, in everyday life and in specially organized classes.

Adults can read fairy tales to children and watch cartoons with rich emotional content, after watching the cartoon, you can ask the children the following questions:

1. What emotions does this or that hero of the fairy tale experience?
2. How does he feel?
3. How would you behave in the same situation?
4. Are there any ways to help the hero in overcoming anger and resentment?

Isotherapy technology is one of the innovative health-preserving technologies that helps a child cope with negative emotions and relieve neuropsychic stress [14].

Through drawing children could easily perceive different events that are painful for them, for example in the family, with other children, or in adaptation period. Expressing themselves through drawing children could give an outlet to their feelings, desires, dreams, rebuilds their relationships in various situations and painlessly comes into contact with some frightening, unpleasant, traumatic images.

For drawing, paints (gouache, watercolor), pencils, charcoal, pastels, wax crayons are used - everything that leaves a mark on the paper and is able to create a drawing or print. Invite the child to draw a “Dream House” where he would like to live. Describing his drawing, the child

will be able to talk about his true desires and reasons for discontent and negative emotions, anxieties, worries.

Isotherapeutic techniques aim to correct negative emotions of preschool children by drawing with different colors, there is a further correction of the relationship of a child with the world [15].

Multicolored sheets are used to improve the elements of self-regulation, training the sequence of actions, extinguishing negative emotions. The child is invited to alternately paint the sheets of paper (red, yellow, blue, green) with paints and then, in the same sequence, hang the sheets on the wall covering one with the other.

Clay drawing could help to relieve stress, extinguish negative emotions, tactile stimulation, help to develop imagination. The child is invited to dip their fingers in clay (finger paints) and draw on paper (plexiglass).

Free drawing in a circle helps to harmonize the emotional state, establishing communication and unity. Children are invited to take turns to paint the roads in a circle (a large sheet of paper in the form of a circle).

Water firework activity promotes the development of imagination as well as correction of fear, anxiety and stress relief.

Instructions: ask the child to paint on water, look at and analyze the resulting figures.

Crayons – Race activity could help to correct different types of emotions, such as resentment, anger, aggression. This task could be helpful to stress relief and harmonize the emotional state.

Instruction: the child at different rates (from slow to fast) makes strokes on the sheet with crayons.

Multicolored stones activity promotes the development of creative imagination, stress relief and tactile stimulation. The child is asked to color the sea stones the way he wants.

A family activity. Purpose: to identify the emotional state of the child, feelings and ideas associated with child-parent relationships.

Instruction: the child is asked to color the patterns of the figures (female, male, children's), if desired, comment on his work.

My fear activity. Purpose: correction of fears, stress relief, development of creative imagination. Instructions: the child is invited to draw his fear (what it looks like), comment on his work and hide it in the chest, then wrinkle the drawing and throw it into the trash bin. At the end, the child should make funny picture by adding some amusing details.

Smudge activity. In the literal sense “smudge” means “to stain”. This is non-traditional drawing technique is effective in correcting aggressiveness and anger of preschool children. The definition of “smudge” was chosen due to the unstructured images, lack of plot, a combination of abstract forms and color spots. In addition to the external similarity of images, there is a similarity in the way they were created: the rhythm of the hand movement, the compositional randomness of strokes, smearing and splattering paint, applying many layers and mixing colors. Smudge in appearance sometimes looks like destructive actions with paints, crayons. However, the play shell draws attention away from actions that are not accepted in ordinary life, allows the child to satisfy destructive drives without fear.

Blotography activity. The sheet is folded in half and laid out on the table. On one side of the fold, paint spots are applied (randomly or in the form of a specific image). “Framed expression” is the creation of symbolic images that ensure successful self-expression and communication [16].

Drawing with fingers, palms activity. Even without ever drawing with your fingers, you can imagine the special tactile sensations that a child experiences when he puts his finger in gouache - dense, but soft, stirring the paint in the bottle, picks up a certain amount, transfers it to the paper and leaves the first stroke. Not all children, on their own initiative, switch to drawing with their fingers. Some, having become interested and tried this method, return to a brush or a sponge, as to more familiar means of image. Some kids find it difficult to start drawing with their fingers. As a rule, these are children with rigid social attitudes of behavior, focused on early cognitive development, as well as those in whom parents see “little adults” from

whom they expect mature behavior, restraint, and reasonable opinions. It is for these children that “playing with mud” serves as prevention and correction of anxiety, social fears, and depression.

Painting on a wet sheet technique helps to relieve stress, harmonize the emotional state.

Drawing with dry leaves, bulk materials and products. Dry leaves bring a lot of joy to children; they are natural, smell good, weightless, fragile and rough to the touch. With leaves and PVA glue, children could create various images. A drawing is applied to a sheet of paper with glue, which is squeezed out of a tube. Then dry leaves are pounded between the palms into small particles and scattered over the glue pattern. Excess, not adhered particles are shaken off. Images on tinted and textured paper look spectacular. Children could also create different images using small bulk materials and products: cereals (semolina, oat and other flakes, buckwheat, millet), granulated sugar, vermicelli, etc. In particular, if there is a sandbox in the psychologist’s office, there are cases of proactive use of sand. This technique of creating images is suitable for children with pronounced motor awkwardness, negativism, stiffness, promotes the process of adaptation in a new space, and gives a feeling of success.

Drawing with objects of the surrounding space is a drawing with crumpled paper, cubes, sponges, toothbrushes, cotton swabs, threads, cocktail straws, erasers, matchboxes, candle, corks. This technique is widely used to correct the emotional sphere of preschool children. Children’s initiative to use atypical objects to create images is always welcome, unless, of course, it is sabotage in its purest form, does not infringe on the rights of other children.

Doodle technique helps to correct negative emotions, such as anger, resentment, hatred, aggression, anger. Doodles help to relieve emotional stress by creating drawings without paints, using pencils and crayons. Scribbles are defined as chaotic or rhythmic drawing of thin lines on the surface of the paper. Lines could appear illegible, sloppy, clumsy, or conversely, drawn and accurate. An image could be formed from individual scribbles, or the combination

can appear in an abstract manner.

«*Magic ball*» technique relieves the emotional stress of preschool children. Balls of thread of different colors, a sheet of Whatman paper or a piece of wallpaper are needed. This is an alternative to painting, where there is no “good” or “bad” work. Child could work both individually and in pairs.

Stone therapy is an affordable and effective way of psychotherapeutic influence on the emotional sphere of a child. It allows you to learn how to convey your feelings and develop positive emotions. In the process of working with stones, children involuntarily get the opportunity to express their feelings and emotions.

Strengthening psychological stability through visualization. Help your child imagine an unpleasant situation, completely overcome it through positive emotions. Accompany everything with words, use graphics. Choose the form of communication in accordance with the age of the baby. The older he is, the more independence he will show during exercise.

Step 3. Managing emotions.

Exercise «Repeat a phrase». The adults name the phrase: “I found a dog”, which children must repeat, depicting different emotions: joy, surprise, anger, fear.

Breathing exercise. Children sit on chairs, relax as much as possible, then they are asked to take a deep breath through the nose, filling the chest to the limit and exhale slowly through the mouth, usually ten breaths are enough to relieve the peak of tension.

«*Emotion coloring page*” activity. Children are given a task to find and decorate the following types of emotions: sadness, fear, resentment, anger, hatred, surprise, joy.

Ways to boost your mood activity. Discuss with a child how you can boost your own mood, try to come up with as many of these ways as possible (smile at yourself in the mirror, try to laugh, call to mind something good, do a good deed for another, draw a picture of yourself etc.).

«*Magic bag*” activity. Before this game, the child is discussed what his mood is now, what he feels, maybe he is offended by someone.

Then the child is invited to put all negative emotions in a magic bag: anger, resentment, sadness, hatred, aggression. This bag, with all the bad things in it, is thrown away. Expansion and ordering of children's emotional experience occurs when children learn the concept of "non-verbal" means of expressing emotions, i.e. that different moods are expressed in specific postures, gestures, facial expressions, movements. Children evaluate non-verbal means of expressing emotions, compare the successful emotional incarnations of children. Children could depict different animals with their typical habits and character. The child is transformed into the depicted animal, and the children guess which animal the child portrayed and evaluate the quality or details of the image, and also indicate what kind of animal it was – terrible, kind, cunning or evil.

Step 4. Using emotions to stimulate thinking - awakening creativity in yourself, activating the brain with the help of your own emotions.

Music therapy is a technology that is widely used to relieve emotional stress and to develop thinking. Music develops human expression – motor, speech and facial [17]. Specially selected pieces of music make it possible to "train" the emotional world of the child in doses and develop critical thinking.

Music affects many areas of a child's life through three main factors: vibrational, physiological and mental. Sound vibrations stimulate metabolic processes in the body at the cell level. These vibrations are capable of changing various body functions (respiratory, motor, cardiovascular). Thanks to the associative connections that arise in the process of perception and performance of music, the emotional state of the child also changes. One of the components of music art therapy is vocal and breathing trainings, movements to music.

"Music and emotions" – after listening to a musical excerpt, children describe the mood of the music, what it is: funny – sad, contented, angry, bold – cowardly, festive – everyday, sincere – aloof, kind – tired, warm – cold, clear – gloomy. This exercise contributes not only to the development of an understanding of the emotional state, but also to the development of

imaginative thinking. Prevailing over volitional processes, emotions to a greater extent organize the vital activity of children in preschool age, lay the foundation for the child's health, his personal growth and creative self-expression [18].

Cooperative board games. During the game, children master the skills of joint conflict-free communication and their thinking is developing. Various board games are used, which provide for the game both individually and together, for example the game "Constructor" that invites the children together or three to assemble some kind of figure. In the course of the game, adults help children to solve conflicts that would arise.

Dance therapy relieves children's emotional stress, could form positive emotions, develop emotional intelligence, attention, memory, thinking, creativity and speech. This therapy could also expand child's vocabulary, as well as improve communication skills, and coordinate the movements.

Conclusion. The problem of the development of emotion is currently attracting more interest. The development of emotional intelligence begins in preschool age and cannot be underestimated.

Purposeful development of the emotional sphere contributes to the development of both the personality in general and its ability to cognitive activity in particular [19]. The development of emotional intelligence has an impact on cognitive processes, the effectiveness of interpersonal interaction, increases the culture of communication, promotes the development of empathic behavior and reflection, which determines the overall success of the child in the future [20].

The formation of key new formations of the emotional sphere occurs mainly in preschool childhood, which makes the emotional sphere of a preschooler child the most loaded and competent, acting as a regulator of most important vital functions, a factor in the formation of a complex system of the child's emotional outlook [21].

Thus, recent studies show an increase in the number of children with signs of anxiety and aggression, a decrease in emotional intelligence,

emotional responsiveness, the ability to take into account the feelings of others, empathize with failures, enjoy the success of others, and adequately express their feelings [22; 23; 24; 25].

Emotional intelligence is the foundation for the further development of a child's personality, largely determines his behavior, attitude to the world and his well-being among people.

The importance of play should not be underestimated, since play is an activity interconnected with the communicative side of communication, therefore, it contributes to the development of the verbal component of emotional intelligence, that is, the ability to name emotions [26].

Various techniques and techniques can help make the process of developing emotional intelligence effective. They will teach children to express their emotions, learn new facets of their emotions, manage their emotions, recognize the emotions of the surrounding people and influence their emotions. It is not so important how many basic and non-basic, main and non-main emotions a person has: whatever they have, they can be a source of success and defeat, happiness and discomfort. Emotions arise from the very birth and do not leave us for a minute. We feel something all the time and, if we are not given instructions, we try to deal with our feelings on our own. It is vital to teach children to recognize, name, accept and carefully live their emotions.

References

- [1] Vygotskij L.S. Pedagogicheskaya psihologiya /Pod red. V.V. Davydova. – M.: Pedagogika-Press, 1996. – 340 s.
- [2] Lapteva Yu.A., Morozova I.S. Razvitie emocional'noj sfery rebenka doshkol'nogo vozrasta //Vestnik Kemerovskogo gosudarstvennogo universiteta. – 2016. – №3. – S. 51 – 55.
- [3] Koval' O.A. Svyaz' psihologicheskogo razvitiya doshkol'nikov, imeyushchih rechevuyu patologiyu, i urovnya razvitiya emocional'nogo intellekta roditel'ej //Klinicheskaya i special'naya psihologiya. – 2020. – T.9. – №1. – S.142–168.
- [4] Sergienko E.A., Lebedeva E.I., Prusakova O.A. Model' psihicheskogo v ontogeneze cheloveka. – M.: Institut psihologii RAN, 2009. – 415 s.
- [5] Gottman Dzh., Dekler D. Emocional'nyj intellekt rebenka. – M.: Mann, Ivanov i Ferber, 2015. – 288 s.
- [6] Andreeva I. N. Emocional'nyj intellekt: issledovaniya fenomena /I.N. Andreeva //Voprosy psihologii. – 2006. – №3. – S.78–86.
- [7] Orme G. Emocional'noe myshlenie kak instrument dostizheniya uspekha /G. Orme. – Moskva: KSP, 2003. – 272 s.
- [8] Goulman D. Emocional'nyj intellekt. – M.: Mann, Ivanov i Ferber, 2018. – 544s.
- [9] Grozina V.A. Vozmozhnosti igrovyyh i risunochnyh tekhnik dlya razvitiya emocional'nogo intellekta starshih doshkol'nikov //Psihologicheskie issledovaniya emocij. – 2012. – Vyp.6.
- [10] Grishaeva N.P. Sovremennyye tekhnologii effektivnoj socializacii rebenka v doshkol'noj obrazovatel'noj organizacii. – M.: Ventana-Graf, 2016. – 181 s.
- [11] Lyusin D.V. Sovremennyye predstavleniya ob emocional'nom intellekte //Social'nyj intellekt. Teoriya, izmerenie, issledovaniya /Pod red. D.V. Lyusina, D.V. Ushakova. – M., 2004. – S.29-39.
- [12] Osipova A.A. Obshchaya psihokorrekcija. – M.: Sfera, 2002. – 510 s.
- [13] Vachkov I.V. Skazkoterapiya. Razvitie samosoznaniya cherez psihologicheskuyu skazku. – M.: Os'-89, 2007. – 144 s.
- [14] Matvienko N.A. Metody i tekhnologii formirovaniya emocional'nogo intellekta detej doshkol'nogo vozrasta // Voprosy doshkol'noj pedagogiki. – 2020. – №1 (28). – S.1-4. URL: <https://moluch.ru/th/1/archive/150/4745/> (data obrashcheniya: 10.12.2020).
- [15] Bazhenova E.L. Obogashchenie emocional'nogo mira doshkol'nikov v DOU cherez metodiku «Risunok cvetom» /E.L.Bazhenova, M.S.Korotina //Molodoj uchenyj. – 2017. – №15.2 (149.2). – S.18-20. URL: <https://moluch.ru/archive/149/41592/> (data obrashcheniya: 10.12.2020).
- [16] Nazarova N. Izuchenie vozmozhnostej art-terapii v razvitii emocional'nogo intellekta pri psihicheskikh rasstrojstvah //Iscelyayushchee iskusstvo: Mezhdunarodnyj zhurnal art-terapii. – 2017. – T.20. – №3. – S. 23-43.

- [17] Artpedagogika i artterapiya v special'nom obrazovanii: Uchebnik dlya stud. sred. i vyssh. ped. ucheb. zavedenij /E.A. Medvedeva, I.YU. Levchenko, L.N. Komissarova. – M.: Akademiya, 2001. – 236 s.
- [18] Vygotskij L.S. Psihologiya iskusstva. – M.: Pedagogika, 1987. – 344 s.
- [19] Huhlaeva O.V. Tropinka k svoemu YA: kak sohranit' psihologicheskoe zdorov'e doshkol'nikov. – Moskva: Genezis, 2004. – 175 s.
- [20] Nguen M.A. Razvitie emocional'nogo intellekta //Rebenok v detskom sadu. – 2007. – №5. – S.80–87.
- [21] Lapteva Yu.A., Morozova I.S. K probleme izucheniya osobennostej emocional'nogo razvitiya sovremennyh doshkol'nikov //Sovremennaya nauka: opyt, problemy i perspektivy razvitiya: Materialy mezhdunarod.nauchno-prakt.konf. – Neftekamsk: Nauka i obrazovanie, 2015. – S.56-59.
- [22] Grebenschikova T.V. Pedagogicheskie usloviya emocional'no-ekspressivnogo razvitiya detej doshkol'nogo vozrasta //Sibirskij pedagogicheskij zhurnal. – 2010. – №6. – S.163-270.
- [23] Lapteva Yu.A. Emocional'noe blagopoluchie detej doshkol'nogo vozrasta na etape realizacii FGOS doshkol'nogo obrazovaniya //Sovremennij rebyonok i obrazovatel'noe prostranstvo: problemy i puti realizacii: Materialy region.nauchno-prakt.konf. (23.05.2014). – Novokuzneck: RIO KuzGPA, 2015. – S.63-67.
- [24] Lapteva Yu.A., Fyodorova N.I. Monitoring emocional'nogo blagopoluchiya doshkol'nikov v sisteme psihologo-pedagogicheskogo soprovozhdeniya v doshkol'noj obrazovatel'noj organizacii //Evrazijskij soyuz uchyonyh. – 2015. – №7. – Ch.6. – S.73-76.
- [25] Fyodorova N.I. Monitoring psihicheskogo razvitiya detej doshkol'nogo vozrasta v usloviyah krupnogo promyshlennogo goroda //Sibirskij pedagogicheskij zhurnal. – 2010. – №7. – S.134-143.
- [26] Muhina V.S. Vozrastnaya psihologiya: fenomenologiya razvitiya, detstvo, otrochestvo: Ucheb. dlya stu-ov vuzov. 4-e izd., stereotip. – Moskva: Akademiya, 1999. – 456 s.

Мектеп жасына дейінгі балалардың эмоционалдық ой-өресін дамытудың техникалары мен тәсілдері

М.Б. Берлібаева

*Абай атындағы Қазақ ұлттық педагогикалық университеті
(Алматы, Қазақстан)*

Андатпа

Мақала мектеп жасына дейінгі балалардың эмоционалдық ой-өресін дамытудың техникалары мен тәсілдерін ашуға арналған. Жұмыста мектеп жасына дейінгі балалардың эмоционалдық ой-өресін дамытуды негіздеудің қажеттілігі айтылып, баланың жеке басын табысты түрде әлеуметтендірудің маңызы көрсетілген. Автордың айтуынша мектеп жасына дейінгі балалардың эмоционалдық ой-өресі дегеніміз, баланың жеке басының эмоциясы мен төңірегін қоршаған адамдар эмоциясын, сондай-ақ өзінің эмоциясын бақылау мен басқару және басқа адамдардың эмоциясына әсері. Автордың болжауынша қазіргі кезде мектеп жасына дейінгі балалардың ішінде эмоционалдық тұрақсыздар санының өсімі байқалуда: қатыгездік, өшпенділік, шиеленісушілік, міне осындай оғаш қылықтарға байланысты осы жастағы балалардың эмоционалдық ой-өресін дамыту қажет, алайда қазіргі көптеген педагог-тәрбиешілер мен ата-аналар бұған өз мәнінде көңіл бөлмей отыр. Эмоционалдық ой-өресі дегеніміз туа бітпейді, эмоционалдық ой-өресінің дамуы біртіндеп болатын құбылыс. Бірінші кезеңде эмоцияны қабылдау үрдісі жүреді – бұл дегеніміз, баланың өзінің жеке басының эмоциясы мен төңірегін қоршаған адамдар эмоциясын қабылдауы. Екінші кезеңде эмоцияны түсіну үрдісі жүреді – эмоцияны түсіну – жеке басының эмоциясы мен төңірегін қоршаған адамдар эмоциясының пайда болу себептерін анықтай білу, эмоция мен ойлау арасында байланыс орнату. Үшінші кезеңде – эмоцияны басқару – эмоцияны баса білу, қойылған мақсаттарға жету үшін өзінің және басқаның эмоциясын оятып, бағыттау. Төртінші кезеңде – эмоцияны ойлауға ұмтылу үшін пайдалану- өзіндік шығармашылықты ояту, өзінің эмоциясына сүйеніп, мидың белсенді жұмыс істеуі. Мақалада мектеп жасына дейінгі балалардың эмоционалдық ой-өресін дамытудың түрлі тәсілдері мен тәсілдері қарастырылған

Түйін сөздер: эмоция; эмоциялық ой-өрес; жағымсыз эмоция; үйлесімді эмоция; эмоцияналды тұрақсыздық; мектеп жасына дейінгі балалар; технологиялар; жаттығу.

Основные техники и приемы развития эмоционального интеллекта у детей дошкольного возраста

М.Б. Берлибаева

*Казахский национальный педагогический университет имени Абая
(Алматы, Казахстан)*

Аннотация

Данная статья посвящена раскрытию основных техник и приемов развития эмоционального интеллекта у детей дошкольного возраста. В работе обосновывается необходимость развития эмоционального интеллекта у детей дошкольного возраста, его значение для успешной социализации личности ребенка. Автор статьи отмечает, что эмоциональный интеллект детей дошкольного возраста – это вид интеллекта, отвечающий за распознавание ребенком собственных эмоций и эмоций окружающих людей, а также за контролирование, управление своими эмоциями и за влияние на эмоции других людей. По убеждению автора, в настоящее время увеличилось количество детей дошкольного возраста с эмоциональной неустойчивостью: агрессивных, злобных, конфликтных, именно поэтому в этом возрасте необходимо развивать эмоциональный интеллект, но, к сожалению, многие педагоги-воспитатели и родители этому вопросу не уделяют должного внимания. Эмоциональный интеллект – это не врожденное качество личности, развитие эмоционального интеллекта осуществляется поэтапно. На первом этапе происходит восприятие эмоции – это распознавание ребенком своих эмоции и эмоции других людей. На втором этапе – понимание эмоции – умение определить причины появления той или иной эмоции у себя и у окружающих людей, установление связи между эмоциями и мыслями. На третьем этапе – управление эмоциями – умение подавлять эмоции, пробуждать и направлять свои и чужие эмоции для достижения поставленных целей. На четвертом этапе – использование эмоции для стимуляции мышления – пробуждение в себе креативности, активизация работы мозга с помощью собственных эмоций. В статье рассмотрены различные техники и приемы развития эмоционального интеллекта у детей дошкольного возраста.

Ключевые слова: эмоции; эмоциональный интеллект; негативные эмоции; позитивные эмоции; эмоциональная неустойчивость; дети дошкольного возраста; технологии; упражнения.

Received 03.01.2021