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M.B. Berlibayeva¹

¹*Abay Kazakh National Pedagogical University
(Almaty, Kazakhstan)*

DIAGNOSTICS OF THE LEVEL OF EMOTIONAL INTELLIGENCE DEVELOPMENT OF PRESCHOOL CHILDREN

Abstract

The purpose of this study is to identify the level of development of emotional intelligence of preschool children.

The article notes that in modern conditions, the problem of the development of the emotional intelligence of pre-schoolers is relevant, this is due to the fact that the process of globalization, changes in all spheres of life had a negative impact on the pre-schooler, subjected him to emotional tests that inhibit the development of emotional intelligence of preschool children.

The author of the article proves the importance of the development of emotional intelligence in preschool children. In his opinion, the preschool age has great opportunities for the development of the emotional intelligence of preschool children.

The main goal of the study was to identify the level of development of emotional intelligence in preschool children. The study involved 40 pre-schoolers of diverse ages: 3-4 years old, 4-5 years old, and 5-6 years old.

The indicators for the development of the emotional intelligence of pre-schoolers are: knowledge of various types of emotions, recognition of emotions, description of various emotions, identification of the causes of the appearance of emotions, awareness of their own and others' emotions, the ability to manage their own emotional state and the emotions of other people.

The above indicators helped to identify the following levels of development of the emotional intelligence of preschool children: high, medium and low.

The results of the study of the level of development of emotional intelligence indicate that:

- pre-schoolers have a very poorly formed emotional intelligence, there are no emotional and motivational attitudes towards themselves, people around them, peers,
- there are a lot of preschool children with a low and medium level of development of emotional intelligence, there are practically no children with a high level of development of emotional intelligence,
- children have deficiently developed communication skills in different life situations with peers, adults,
- the level of development of emotional intelligence in pre-schoolers is higher at the age of 6-7 years, very low at the age of three, i.e. the age of children, as well as temperament, influences, sanguine people have a high level of development of emotional intelligence, girls, compared to boys, have a high level of development of emotional intelligence.

Key words: *emotions, emotional intelligence, child, pre-schooler, preschool age, understanding emotions, managing emotions, diagnosing the level of development of emotional intelligence of preschool children.*

*М.Б.Берлибаева*¹

¹*Казахский Национальный Педагогический университет имени Абая*

(Алматы, Казахстан)

ДИАГНОСТИКА УРОВНЯ РАЗВИТИЯ ЭМОЦИОНАЛЬНОГО ИНТЕЛЛЕКТА ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

Аннотация

Цель исследования заключается в выявлении уровня развития эмоционального интеллекта детей дошкольного возраста.

В статье отмечается, что в современных условиях проблема развития эмоционального интеллекта дошкольников является весьма актуальной, это связано с тем, что процесс глобализации, изменения во всех сферах жизни оказали негативное влияние на дошкольника, подвергли его эмоциональным испытаниям, которые тормозят развитие эмоционального интеллекта детей.

Автор статьи доказывает значимость развития эмоционального интеллекта у детей в дошкольном возрасте. По его мнению, дошкольный возраст является важным периодом для развития личности ребенка, так как обладает большими возможностями для развития эмоционального интеллекта детей дошкольного возраста.

Основная цель исследования заключалась в выявлении уровня развития детей дошкольного возраста. В исследовании приняли участие 40 дошкольников разного возраста: 3-4 лет, 4-5 лет, 5-6 лет.

Критериями развития эмоционального интеллекта дошкольников являются: знание различных видов эмоций, распознавание эмоций, описание различных эмоций, выявление причин появления эмоций, осознание своих и чужих эмоций, умение управлять собственным эмоциональным состоянием и эмоциями других людей.

На основе вышеназванных критериев были выделены уровни развития эмоционального интеллекта детей дошкольного возраста: высокий, средний и низкий.

В исследовании были использованы следующие методы: наблюдение, опрос и беседа, анализ рисунков детей дошкольного возраста.

Итоги результатов исследования уровня развития эмоционального интеллекта свидетельствуют о том, что:

- у дошкольников очень плохо сформирован эмоциональный интеллект, отсутствуют эмоционально-мотивационные установки по отношению к себе, окружающим людям, сверстникам;

- детей дошкольного возраста с низким и средним уровнем развития эмоционального интеллекта достаточно много, практически нет детей с высоким уровнем развития эмоционального интеллекта;

- у детей недостаточно развиты навыки общения в различных жизненных ситуациях со сверстниками, взрослыми;

- уровень развития эмоционального интеллекта у дошкольников выше в возрасте 6-7 лет, очень низкий в трехлетнем возрасте, т.е. влияет возраст детей, а также влияет темперамент детей, у сангвиников высокий уровень развития эмоционального интеллекта, у девочек, по сравнению с мальчиками, высокий уровень развития эмоционального интеллекта.

Ключевые слова: эмоции, эмоциональный интеллект, ребенок, дошкольник, дошкольный возраст, понимание своих эмоций, управление эмоциями.

М. Б. Берлібаева ¹

¹Абай атындағы Қазақ ұлттық педагогикалық университеті

(Алматы, Қазақстан)

МЕКТЕП ЖАСЫНА ДЕЙІНГІ БАЛАЛАРДЫҢ ЭМОЦИОНАЛДЫ ИНТЕЛЛЕКТІНІҢ ДАМУ ДЕҢГЕЙІН ДИАГНОСТИКАЛАУ

Андатпа

Бұл зерттеудің мақсаты - мектеп жасына дейінгі балалардың эмоционалды интеллектісінің даму деңгейін анықтау.

Мақалада қазіргі жағдайда мектеп жасына дейінгі балалардың эмоционалды интеллектісін дамыту мәселесі өзекті болып табылады. Қазіргі жаһандану кезеңінде өмірдің барлық салаларындағы өзгерістер мектеп жасына дейінгі балаларға өз әсерін тигізуде. Дәл осы процесс мектеп жасына дейінгі балалардың эмоционалды интеллектінің дамуына кедергі келтіретін эмоционалды сынақтарға ұшыратып отыр.

Мақала авторы мектеп жасына дейінгі балалардағы эмоционалды зияткерлікті дамытудың маңыздылығын сенімді түрде дәлелдейді. Оның пікірінше, мектепке дейінгі жастағы балалардың эмоционалды интеллектісін дамыту үшін үлкен мүмкіндіктер бар.

Зерттеудің негізгі мақсаты мектеп жасына дейінгі балалардың эмоционалды интеллектісінің даму деңгейін анықтау болды.

Зерттеуге әр түрлі жастағы мектеп жасына дейінгі: 3-4 жас, 4-5 жас, 5-6 жас аралығындағы 40 бала қатысты.

Мектеп жасына дейінгі балалардың эмоционалды интеллектісін дамыту критерийлері: эмоциялардың әртүрлі түрлерін білу, эмоцияларды тану, әртүрлі эмоцияларды сипаттау, эмоциялардың пайда болу себептерін анықтау, өздерінің және басқа адамдардың эмоцияларын білу, өздерінің эмоционалды күйлерін және басқа адамдардың эмоцияларын басқара білу.

Жоғарыда аталған критерийлер негізінде мектеп жасына дейінгі балалардың эмоционалды интеллектінің даму деңгейлері анықталды: жоғары, орташа және төмен.

Эмоционалды интеллекттің даму деңгейін зерттеу нәтижелерінің нәтижелері мынаны көрсетеді:

- мектеп жасына дейінгі балаларда эмоционалды интеллект өте нашар қалыптасады, өздеріне, айналасындағы адамдарға, құрдастарына қатысты эмоционалды және мотивациялық көзқарастар жоқ;

- эмоционалды интеллекттің даму деңгейі төмен және орташа мектеп жасына дейінгі балалар көп, эмоционалды интеллекттің даму деңгейі жоғары балалар іс жүзінде жоқ;

- балаларда әртүрлі өмірлік жағдайларда құрдастарымен, ересектермен қарым-қатынас жасау дағдылары жеткілікті дамымаған;

- мектеп жасына дейінгі балаларда эмоционалды интеллекттің даму деңгейі 6-7 жаста жоғары, ал баланың 3 жасында өте төмен, яғни балалардың жасына, сондай-ақ темпераментіне әсер етеді, эмоционалды интеллекттің даму деңгейі жоғары, қыздарда ұлдармен салыстырғанда эмоционалды интеллекттің даму деңгейі жоғары болады.

Түйін сөздер: эмоциялар, эмоционалды интеллект, бала, мектеп жасына дейінгі бала, мектепке дейінгі жас, олардың эмоцияларын түсіну, эмоцияларды басқару, мектеп жасына дейінгі балалардың эмоционалды интеллектінің даму деңгейін диагностикалау.

Introduction

The State Educational Standard of Preschool Education and Training of the Republic of Kazakhstan emphasizes the development of the emotional intelligence of preschool children as one of the priorities, this is no coincidence, since in our country in recent years the number of emotionally disadvantaged preschool children has been increasing.

The process of globalization, changes in all spheres of life had a negative impact on the preschooler, subjected him to emotional tests that hinder the development of children's emotional intelligence.

Modern preschool children are emotionally unstable, aggressive, hostile, anxious, do not know how to establish contacts with both adults and their peers, do not empathize, do not sympathize with loved ones, do not understand the emotional state of another person, do not understand their own emotions, cannot manage them, do not know how to express their feelings, they are not aware how to rejoice at the achievements of the people around them, are very vindictive and touchy.

L.Vygotsky noted that emotions “are the central link” of the mental life of a person, and above all of a child [1].

Preschool age is a favourable period for organizational work on the development of emotional intelligence, since emotions control all aspects of a child's life.

The well-known physiologist N. Shchelovanov wrote in this regard: “Emotions not only constitute the most valuable psychological content of a child's life, but also have an important physiological significance in the life of the organism. Emotions are indestructible. They do not disappear, but are deposited in the subconscious. They form the character of the child and significantly influence the determination of the life positions of an adult. It is from here that good and evil, cheerful and sad, open and closed people are formed.

It is very important to teach a child to overcome fear, anger, greed, it is also sufficient to teach to be surprised and care, to be sad and happy, to sympathize and be proud”[2].

The question arises: why is serious attention being paid to the development of the emotional intelligence of preschool children today?

This is because the development of emotional intelligence gives children the opportunity to harmoniously build their relationships with people around them, with their peers, to self-actualize more successfully in activities, to better engage in educational and cognitive situations, to be successful in life in the future. A person who does not know how to regulate his emotions, unable to understand his emotions and the emotions of other people, to correctly assess the reactions of people around him, faces various obstacles in life, therefore, it is necessary to develop the emotional intelligence of children from early childhood.

Emotional intelligence helps us better understand our goals and pursue them with confidence. Emotional intelligence implies knowing and understanding our strengths and the ability to compare usual behaviour with this standard [3].

Scientists note that a person's success in life depends not only on the development of intellectual abilities, but also on the ability to feel, be in harmony with oneself, the capability to control emotions, the ability to analyse the emotions of other people, to establish contacts with them, to cope with difficulties, to make the right decisions, to act in any situation in cold blood, the aptitude to work in a team.

From the above, we can make the following conclusion: the importance of the development of the emotional intelligence of preschool children is great in shaping the personality of the child, thereby, the child learns to communicate with people around, establish contacts, control his behaviour, regulate his emotions, and understand the state of feelings of another person.

Based on the foregoing, we set the task: to identify the level of development of emotional intelligence in preschool children.

Before starting our research, we tried to reveal the concept of "emotional intelligence" and show the history of the appearance of this term.

The concept of "emotional intelligence" in psychological and pedagogical science appeared recently; for many years, no attention was paid at all to the development of a child's emotional intelligence.

This term was first introduced into scientific use in 1990 by American psychologists John Mayer and Peter Salovey, defining it as a person's ability to perceive and express their own and other people's emotions, assimilate thoughts and emotions, understand and explain emotions, and regulate their own emotions and the emotions of the people around [4].

In their opinion, emotional intelligence is the correlation of the cognitive and affective spheres, which contributes to the effective solution of life tasks.

Later, J. Meyer, P. Salovey, D. Caruso developed the concept of emotional intelligence, in which emotional intelligence is considered as a basis of social intelligence, including the ability to recognize one's own emotions and emotions of other people, own emotions, distinguish them and use this information to control one's own thinking and behaviour.

The model of emotional intelligence which was proposed by J. Meyer and P. Salovey, D. Caruso, consists of four components that reflect four spheres of emotional intelligence:

1. Perception, identification of emotions, their expression.

This element points out the presence of the ability to perceive, determine emotions. In addition, it denotes the ability to differentiate between true and false expressions of emotions, and is also responsible for the reliable expression of emotions.

2. Using emotions in order to improve the efficiency of mental activity.

This component indicates the ability to evoke a certain emotion, to control it. Thanks to this ability, a person can continue to work with the same productivity or even increase it, despite a negative or anxious emotional state. Different emotional states affect the solution of specific problems and tasks in different ways.

3. Comprehending emotions.

This element specifies the presence of the ability to understand emotions, connections between emotions, the reasons for the emergence of one or another emotion, transitions from one emotion to another, the analysis of emotions, the capability to explain and sort emotions.

4. Managing emotions.

This ability is associated with controlling emotions. Reflexive regulation of emotions occurs through awareness of emotions. The capability to experience negative and positive emotions.

The problem of the evolution of emotional intelligence was investigated by G. Gardner, he singled out personal and interpersonal intelligence, which are directly related to emotional intelligence, and he interprets intrapersonal intelligence as “access to his own emotional life, to his affects and emotions: the ability to instantly distinguish feelings, name them, translate into symbolic codes and use as a means to understand and control their own behaviour” [5, p. 145].

D. Goleman made a significant contribution to the development of the problem of emotional intelligence and he included five components in the structure of emotional intelligence:

- recognition of emotional states, understanding the relationship between emotions, thinking and action,

- management of emotional states - control of emotions and replacement of unwanted emotional states with adequate ones,

- the capability to enter emotional states that helps to achieve success,

- the ability to identify the emotions of other people, be sensitive and manage the emotions of others,

- the capability to enter into and maintain satisfying interpersonal relationships with others.

Later, the author modified the presented structure of emotional intelligence, including the following components: self-awareness, self-control, social understanding, relationship management, realizing that the identification of emotions is a prerequisite for managing them, the successful solution of the assigned tasks largely depends on the ability to competently manage their emotions.

Scientists have revealed the essence of the above concept and its structure, the importance of the development of emotional intelligence in the formation of personality.

A theoretical analysis of the problem of emotional intelligence led to the following conclusion:

- emotional intelligence is the capability to process information contained in emotions: to determine the meaning of emotions, their connection with each other, to use information as a basis for thinking and decision-making.

The structure of emotional intelligence includes:

- understanding oneself: the ability to distinguish one's own mood, emotions and influence the emotions of other people,

- self-regulation (control of impulsivity),

- self-motivation,

- empathy (way to understand the emotional state of another person and interaction with him),

- social skill: the ability to effectively build your relationships with people around you.

In our study, we relied on the above provisions, with a special emphasis on the expansion of the emotional intelligence of preschool children. The basics of the child's future personality are laid in preschool age, in this regard, we tried to show the importance of preschool age in the development of emotional intelligence.

Preschool age is a short period in a child's life, but, despite this, it is of exceptional importance for his further development. It is the period from three to six to seven years, the beginning of this stage corresponds to the crisis of three years.

During this period, the development of the pre-schooler proceeds more violently and rapidly than ever: the child's body weight and height, the volume of the brain increase, and higher nervous activity develops.

The leading activity of a pre-schooler is a role-playing game, in addition, at this age, new types of activity appear, such as design, visual activity, application, modelling and elements of labour activity.

Pre-schoolers successfully master moral concepts, forms of behaviour in society, the child's cognitive activity, interest in learning the world around them, and self-awareness, self-esteem and self-control develop,

At preschool age, significant changes occur in the mental development of the child: the rudiments of logical thinking appear, visual thinking, voluntary attention, perception, imagination, memory, speech develop.

At preschool age, the child masters speech, which leads to the development of communication with people around him to a higher level, communication takes place about personal, cognitive, moral problems, stable relationships with peers are formed.

Pre-schoolers have new interests and needs that affect their emotional development.

At the preschool age, the evolution of emotional intelligence acquires particular relevance, since during this period there is an active emotional formation of the pre-schooler, the development of mental functions, personality formations and qualitative changes in the development of psychological processes.

The formation of a pre-schooler's personality is a complex process of interaction of intellectual and emotional development, therefore, emotional intelligence plays an important role in a child's life.

Unfortunately, the development of emotional intelligence is not given the right attention, children are not taught emotional literacy: to understand their own and other people's emotions, to find the reasons for the appearance of negative emotions, to manage emotions.

In older preschool age, selectivity of friendly contacts with peers appears. Older pre-schoolers begin to see the beauty in the surrounding reality, in the grace of the dance, in the musical melody, they are impressed by the beauty of landscapes and natural phenomena.

Aesthetic and moral feelings are closely interconnected: the child approves of good and beautiful, condemns evil.

The cognitive activity of the child influences the formation of intellectual feelings, in particular, curiosity, bright positive emotions when learning new things, surprise have a beneficial effect on him.

In older preschool age, the child masters social forms of expression of feelings, the importance of emotion in the child's activity changes, emotional anticipation is formed, higher feelings (moral, intellectual, aesthetic) are formed, the ability to foresee the emotional results of their activities appears, the child turns into a subject of emotional relationships, he can empathize with the people around him, make a compromise, overcome negative emotions, is able to control himself, knows how to support a friend.

At preschool age, a sense of duty is formed, at the beginning there is a sense of duty towards peers and adults, later towards children, in older pre-schoolers a sense of duty is manifested towards a wide range of people.

Pre-schoolers at this age strive for personal success, recognition of their own achievements.

Emotions in preschool age are tempestuous, but not persistent, children quickly move from one emotional state to another, are influenced by emotions experienced by other children.

In preschool age, an emotional anticipation is formed, which makes the child worry about the possible results of his activity, to anticipate the reaction of the people around him to his actions, therefore the importance of emotions in the child's activity is constantly changing. The emotional world of a pre-schooler is very rich and diverse, from basic emotions (joy, fear) he moves to a more complex range of feelings (happy and angry, jealous and sad), on average, in senior preschool age, children understand by their look, gesture, facial expressions, voice intonation the emotional state of another person.

Emotional anticipation makes the child worry about the results of the activity, think about the reaction of the people around him to his behaviour. In preschool age, the "intelligence" of his feelings develops.

Children of preschool age have various emotional reactions associated with the development of new types of activity, the complication of relationships with adults and peers, the development of moral, aesthetic, cognitive feelings. Feelings become meaningful, emotional experiences are caused by deep inner meaning.

The emotional sphere of a pre-schooler has a significant impact on in his development, helps to perceive the surrounding reality more deeply, to react correctly to it.

With the correct upbringing of a child in preschool age, you can successfully develop emotional intelligence, teach him to understand his inner world, develop ideas about his own mental states and the mental states of people around him. Emotional intelligence must be formed taking into account the age characteristics of preschool children.

For the successful development of the emotional intelligence of preschool children, it is necessary for loved ones to create emotional well-being around the child. Therefore, various feelings can be compared with fairy-tale characters, animals, natural phenomena - this is useful to evolve the emotional intelligence. It is important for a child to see an adult not only being joyful and happy, but also tired, upset, sometimes angry and worried. Therefore, it is important for a parent to be "natural" so that the child can recognize himself with all his own weaknesses. It is necessary to voice your emotions: "I am glad when you are happy", "I am so proud of your successes", "I am very angry when they indulge".

The features of the emotional development of preschool children include:

- the content of the emotional sphere of the pre-schooler becomes more complicated,
- the general emotional background of the child's mental life is formed,
- the child learns social forms of expression of feelings,

- the importance of emotions in the child's activity changes, emotional anticipation is formed,

- feelings become more conscious, generalized, reasonable, voluntary,
- higher feelings are formed: intellectual, moral, aesthetic.

But along with this, there are problems in the development of the emotional sphere of preschool children:

- increased sensitivity of the child to the content of his "own I" - the concept makes him vulnerable to any influences of surrounding adults and peers,
- the capability to understand and manage their emotions, the ability to understand the emotional state of a nearby person is not sufficiently developed in children of this age,
- they have no idea of how to react to different emotional states,
- most children are characterized by an inability to sympathize and empathize with another person, even close people.

Preschool children do not have enough life experience, so the main task of adults is to help them to develop their emotional intelligence.

The expansion of emotional intelligence depends on many features, such as upbringing, the benevolent attitude of adults towards children, a favourable psychological climate in the family and in kindergarten, being surrounded by affection, attention, and the establishment of bodily emotional contacts.

In our opinion, the development of the emotional intelligence of preschool children must be carried out thoughtfully, purposefully, in cooperation with the parents of children and teachers, but at the same time without harming the child. Sometimes improper communication with people around can lead to a weakening of the need for communication with peers, to one-sided attachment to one person, to fear, anxiety, and excitement.

J. Perez found a positive interrelation between parental warmth as reported by the early adolescents and the early adolescents' emotional intelligence [6].

Parental emotion dismissing practices, including minimization, punitive, and distress parental reactions to children's display of negative emotions, have also been negatively related to children's emotion knowledge [7].

On this occasion, Peter Salovey wrote: "I like the very idea that people can be taught a deeper understanding of their own emotional life and help them achieve their goals, but what I don't like at all is the education of comfort!"

I am afraid that any campaign to increase emotional self-control in children will end up being coached for the "only correct" emotional response in relation to this situation - laughing at a holiday, crying at a funeral, and so on" [8].

For a long time, many people share the opinion that intelligent behaviour does not always conform to high intelligence quotient (IQ). [9]. Thus, preschool age is a very favourable period for the development of the emotional intelligence of children, but, unfortunately, it does not always successfully affect the development of the emotional intelligence of preschool children. In our study, we tried to identify the level of development of emotional intelligence in pre-schoolers.

Research methods.

The study involved 40 pre-schoolers of different ages: 3-4 years old, 4-5 years old, and 5-6 years old.

The criteria for the development of the emotional intelligence of pre-schoolers are: awareness of various types of emotions, recognition of emotions and the causes of its appearance, depiction of different emotions, awareness of their own and others' emotions, the capability to manage their own emotional state and the emotions of other people.

Based on the data above, we have identified the levels of development of the emotional intelligence of preschool children.

A high level of emotional intelligence is characterized by a deep knowledge of various types of emotions, recognition of emotions by facial expressions, intonation, the accuracy of interpreting own emotions, the emotions of other people, identifying the reasons for the manifestation of positive and negative emotions, the ability to manage own emotional state and the emotions of other people.

The average level of emotional intelligence is characterized by recognition of emotions, the ability to define one's own emotions, but the child does not always recognize the emotions of the people around him, and cannot always control his own emotions and the emotions of other people.

A low level of emotional intelligence is determined by a weak ability to recognize one's own and other people's emotions, to manage one's emotions; impulsivity, low self-control are characteristic.

When identifying the level of development of the emotional intelligence of preschool children, we used the following methods:

- observation,
- interview,
- conversation,
- analysis of children's drawings.

Below is a detailed consideration of each of the diagnostic methods:

The observation method was used for a purposeful, deliberate study of the level of development of emotional intelligence in preschool children.

Objective of observation:

Reveal:

- the emotional state of the child during the day,
- what is the mood with which he comes to kindergarten,
- the reason for the change in the emotional mood of the child,
- is the child happy to meet with peers, educator,
- what emotions the child experiences most often,
- is the child able to establish contacts with peers and people around,
- emotional manifestations of the child in different life situations.

Observation of children took place in a natural setting: in a group, on a walk, during the arrival of a child in kindergarten and leaving it.

The survey and conversation method was applied to obtain information based on verbal communication.

Purpose of the survey and interview:

To figure out:

- the child has knowledge and ideas about emotions;
- the child's ability to recognize the emotional state of another person by facial expressions, intonation;
- the child's ability to describe his emotional state;
- the ability to find the reason for the appearance of signs of positive and negative emotions and people around;
- the ability to restrain negative emotions;
- is the child able to sympathize, empathize with people around him, literary and television characters;
- does he know how to influence the emotional state of another person;
- is the child able to communicate with his peers, surrounding adults;
- using the cards to compose a story about the emotional states of the heroes.

The method of analysing the drawings of children made it possible to identify the emotional state of the child.

Target:

Reveal:

- the capability to determine the emotional state of the literary hero by the image of the face of a literary hero;
- the ability to reflect his own emotional state in the drawing;
- the ability to show various emotions in a drawing: joy, sadness, surprise, anger, resentment, anger, envy, fear;
- the ability to draw a cheerful, sad, angry, surprised person.

Research results.

During the study, the following results were obtained:

The observation method, the method of questioning and conversation, the method of analysing the drawings of children gave us the opportunity to obtain the following information:

The emotional state of many children of three years old is changeable, during the day they experience many different emotions (the child can be cheerful, cry unexpectedly, sometimes fight), they come to kindergarten reluctantly, often aggressive, stubborn, capricious, impulsive, they are not particularly happy meeting with peers, children of 3 years old do not particularly need to communicate with peers and adults, they are more pleased to spend time with toys.

Children of three years old are not aware of emotions, it is difficult to recognize various emotions, they do not know how to control their emotions, to influence the emotions of other people.

From the age of four, the situation changes: children recognize some emotions, but not all, they begin to better recognize positive emotions than negative ones, they can explain their emotions and the emotions of others, there is a need to communicate with people around them, in particular, with peers.

At the age of 5, children are well aware of their emotions and the emotions of others, they can name the reason for the appearance of a positive emotion, restrain their emotions.

At 6-7 years old, children become calmer, their emotions are controllable, children of this age are well versed in their own and others' emotions, they can express them, tell in detail about their emotions, even identify the causes of positive and negative emotions, they recognize by intonation, facial expressions emotions of people around, manage their emotions, know how to sympathize, empathize with another person, evaluate their behaviour, know how to cooperate with peers and people around them.

In the course of the study, it was noticed that the level of emotional intelligence in sanguine people is much higher than in choleric people, phlegmatic people, melancholic, and it was also noted that girls of preschool age have a higher level of emotional intelligence than boys.

The study revealed that:

Age of children	High level	Medium level	Low level
3 years old – 10 children	no	2	8
4 years old – 10 children	no	5	5
5 years old- 10 children	2	5	3
6-7 years old- 10 children	3	4	3

Conclusion.

The results of the study of the level of development of emotional intelligence indicate that:

- pre-schoolers have a very poorly formed emotional intelligence, there are no emotional and motivational attitudes towards themselves, people around them and peers,

- there are a lot of preschool children with a low and medium level of development of emotional intelligence, there are practically no children with a high level of development of emotional intelligence,

- children have deficiently developed communication skills in different life situations with peers, adults,

- the level of development of emotional intelligence in pre-schoolers is higher at the age of 6-7 years, very low at the age of three, i.e. the age of children, as well as temperament, influences, sanguine people have a high level of evolution of emotional intelligence, girls have a higher level of emotional intelligence rather than boys.

- many children are poorly versed in their own emotions as well as the emotions of other people around them; pre-schoolers are not aware how to manage emotions, influence other people's emotions, sympathize and empathize with loved ones.

Emotional intelligence seems to have positive effects and it seems to be sensitive to environmental influences, it is sufficient to study how children can develop greater emotional intelligence. While abilities can be trained, personality dispositions may need more subtle nurturing through human interaction. For children the most vital human interaction happen with their parents.

The outcomes of the study will facilitate as the basis for further development of a program for the development of emotional intelligence in preschool children.

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