

ARTISTIC POTENTIAL IN FORMATION OF JUNIOR SCHOOLCHILDREN EMOTIONAL INTELLIGENCE

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Summary

The article highlights the urgency of the problem of forming the emotional intelligence of junior school children in the context of global trends in education in the XXI century concerning paradigmatic changes in the goals and objectives of education, shifting the focus of priority from the field of subject knowledge to socialization and personal development of students, successful self-realization in society. The emphasis is placed on the fact that the current trend of world educational practice is the evidence of overcoming the technological educational paradigm and strengthening the principles of humanistic-oriented education, recognized as a priority vector for the development of national educational policy of Ukraine. It is emphasized that the state normative documents on the reform of the Ukrainian school use the concept of “emotional intelligence” in the sense of personal, socio-emotional skills required for successful entry, adaptation and self-realization in the society. The essence and key idea of the theory of emotional intelligence are revealed, the scientific preconditions of its creation are specified. It is emphasized that the establishment of humanistic-oriented education aimed at personal development of students, in particular, formation of emotional intelligence of junior school children, requires the search for new approaches to the methodological support of this process. In particular, the unique potential of musical art as a methodological tool for the formation of emotional intelligence of junior school children in the educational process is revealed by its unique nature, functional significance and strength of influence. The main shortcomings in teaching of music in a modern school are outlined. Methodical advice on the use of the potential of musical art in the formation of emotional intelligence of junior school children is formulated.

Keywords: emotional intelligence, junior school children, educational process, musical art, methodical advice.

DOI <https://doi.org/10.23856/5014>

1. Introduction

A characteristic trend of modern global educational practice is the strengthening of the emotional component of the educational process, as evidenced by the development and widespread implementation in the national education systems of many developed countries in Europe, America, the Middle East and Africa. Among such programs: SEL (Social-Emotional Learning); RULER (Recognizing Understanding Labelling Expressing Regulation Emotions); PATHS (Promotion Alternative Thinking Strategies); SEE (Social-Emotional Ethical Learning); Program 4 Rs (Reading, Writing, Respect, Resolution). The purpose and content of these programs is to focus the educational process on the formation of socio-emotional skills of the students needed for socialization, adaptation to dynamic and changing social life, their own mental health, further successful self-realization in society, happiness and welfare. The centre of

educational programs is not the acquisition of knowledge, skills and abilities in school subjects, which is characteristic of the knowledge-oriented model of education, but the inner world (of a student and others), emotions, attitudes, values, motives to be studied and cultivated. This approach to the organization of the educational process in many foreign countries shows a rethinking of classical educational paradigms and shifting the focus from priority in the field of subject, academic knowledge to socialization of students, cultivating their subjectivity and personal potential, ability to harmonize their inner world and relationships with the outside world. The radical re-orientation of the educational process to the acquisition of the skills necessary for students for entry and adaptation in modern society, successful self-realization in it, is the evidence of overcoming rationally oriented, technological educational paradigm and strengthening the foundations of humanistic-oriented education and technological approaches to its implementation. The pedagogical foundations of educational programs of socio-emotional content are based on the ideas of the theory of emotional intelligence of American scientists D. Goleman, D. Mayer, P. Salovey, D. Caruso.

The reformist changes of the modern Ukrainian school are in line with the latest trends in world educational practice and are associated with the preparation of a man for life in the XXI century (*Kremen, 2003*). The concept of “New Ukrainian School” with the leading principle of child-centeredness, provides for the creation of optimal conditions for development of subjective and personal potential (intellectual, emotional, volitional, motivational ones) of each student,

“The maximum approximation of education and upbringing of a particular child to its essence, abilities and life plans” (*Bibik, 2018:18*). The state normative documents of general secondary education provide for the purposeful formation of students’ emotional intelligence as a cross-cutting, socio-emotional skill, which formation is ensured by mastering each discipline.

The purpose of the article is to reveal the potential of musical art as a methodological tool in the formation of emotional intelligence of junior school children. Achieving the goal requires the solving of the following **tasks**:

- to reveal the essence of the theory of emotional intelligence;
- to characterize the content and manifestations of emotional intelligence of junior school children;
- to outline the potential of art as a means of pedagogical influence;
- to formulate methodical advice on the use of the potential of musical art in the formation of emotional intelligence of junior school children.

The logic of scientific research was ensured by adherence to the original scientific positions, as well as the use of theoretical methods of scientific knowledge: the study of scientific literature on research, analysis, synthesis, comparison, generalization.

2. Fundamentals of the theory of emotional intelligence

The study of the phenomenon of emotional intelligence was initiated in Western psychology by the scientists D. Goleman, R. Baron, D. Mayer, P. Salovey, D. Caruso in the context of the general problem of psychology of a personality and based on scientific theories: social intelligence (E. Thorndike), multiple intelligence (G. Gardner), practical intelligence (R. Stenberg); cognitive theory of emotions (R. Lazarus); concepts of “emotional thinking” (G. Mayer) and “emotional thought” (R. Lipper). Modern scientists recognize the fact of underestimation of psychological science throughout the history of its development of the emotional factor in human life, downplaying its role and importance as a cognitive ability,

regulator of thinking processes and mental activity in general, motivational factor, harmonization of internal state and more. The generally accepted scientific position, characteristic of past times, on emotions as primitive, physiological reactions of the organism and their destructive influence on the mental state of man, corresponded to the ancient European tradition, historically from ancient Greek society – increasing the role of human reason in world cognition, emotional and sensory sphere. According to the accurate comparison of I. Andreyeva (*Andreyeva, 2011:13*) the relationship of mind and emotions are presented in ancient philosophy as the relationship between a master and a slave, which ideal is the idea of complete control of the educated mind over the destructive effects of emotions.

As a result of the long-term research by domestic and foreign scientists, new data from psychological science have emerged, which have confirmed the erroneous scientific views on the negative impact of emotions on human mental activity. Radically changed scientific ideas about the nature and significance of the emotional and sensory sphere in human life, the relationship and interdependence between emotions and reason led to a number of scientific theories and concepts that prove the existence of natural relationships between emotional and cognitive processes of the human psyche. In domestic science, these are the works of L. Vygotskiy, O. Leontyev, S. Rubinshteyn, and others.

Since the end of the twentieth century the theory of emotional intelligence of American scientists has gained wide popularity and recognition all over the world (P. Selovey); emotional intelligence as a mixed model that combines cognitive abilities with personal characteristics (D. Goleman); emotional intelligence as a mixed model that combines non-cognitive abilities and personal characteristics (R. Baron). However, scientists share an understanding of the essence of this phenomenon as the ability to “identify their own emotions and the emotions of others, understand their meaning, the relationship between them and use emotional information as a basis for thinking and making decisions and actions” (*D. Mayer and others, 2000*). The urgency of the problem of emotional intelligence of the individual, confirmed by numerous studies in various scientific fields, due to the current crisis in all spheres of public life, causing general emotional situation in society, exacerbates the problem of psycho-emotional stress, stressful effects on humans, which is extremely dangerous for the mental health of everyone and society as a whole. “Bringing the mind to emotions in a collective emotional crisis” (*Goleman, 2009: 9*) – the leading idea of the theory of emotional intelligence of American scientists. The concept of emotional intelligence is also associated with successful self-realization in the society due to the ability to communicate and interact effectively with others, understanding and considering their emotional states, experiences, being able to show empathy and tolerance, adapt to certain life situations. It is such an integral ability as emotional intelligence, its EQ coefficient, according to scientists, is more important in achieving personal and professional success than the generally accepted IQ. The research has shown that human intelligence in the traditional sense, the level of education, the amount of academic and professional knowledge, do not always help to achieve the goal and expected results. After all, a man, in the words of Aristotle, is a social animal (*Guberskiy and oth., 2006: 37*). Human life, social life, is associated with a complex system of social, industrial, interpersonal relationships that require the ability to communicate, share information, thoughts, interests, ideas, feelings and more. According to scientists, the outcome of the activity depends on how the communication takes place. And without communication it is impossible to develop a person as a person, subject of activity and individuality (*Skrypchenko and oth., 2011: 404*). Thus, according to the theory of emotional intelligence, a high level of EQ plays a more important role in achieving personal goals and expected results in the personal and professional spheres, which reflects the ability to communicate in interpersonal

interaction, understand and regulate one's emotional state and the emotional state of others, choosing forms of communication that take into account the mood, motives, behaviour and intentions of others; ability to cooperate in a team, empathizing with others and preventing conflict situations, directing efforts to achieve a collective, common goal. It is these indicators and are qualitative characteristics of emotional intelligence as a personal education and a special kind of intelligence. In the context of our study, the position of the theory of emotional intelligence on the possible development of EQ at any age is important, in contrast to the IQ, which is mostly caused genetically.

3. Pedagogical bases of formation of emotional intelligence of junior schoolchildren

According to scientific research of domestic scientists, the interest in the phenomenon of emotional intelligence, the study of its essence and features of manifestation, is actively growing since the beginning of the XXI century. As a psychological phenomenon, it is studied mainly in various branches of psychological science. Although in recent years, this phenomenon has attracted increasing attention of the educational community due to the use of the concept of "emotional intelligence" in the modern normative documents on the reform of general secondary education. Pedagogical research, based on the data of psychological science on the nature, structural structure, functional significance of this personal formation, focuses on providing optimal, organizational and methodological conditions for the formation and development of emotional intelligence as a cross-cutting skill of students of different ages in the educational process and methodologically justified approaches and means of its formation and development.

Thus, according to the concept of M. Shpak (*Shpak, 2018*), emotional intelligence is an integral property of an individual, which reflects the cognitive ability to understand and manage emotions through cognitive processing of emotional information and ensures psychological well-being and successful social interaction. Exploring the psychological foundations of the development of emotional intelligence of junior school children, the researcher concluded that the psychological well-being of junior school children depends on the level of development of their emotional intelligence, in which structure the main mental formations are reflection and empathy. The researcher proposed a special program of training sessions and a program of psychological support for development of emotional intelligence of junior school children in order to successfully integrate them into the educational and social environment.

Psychological and pedagogical support for development of emotional intelligence of junior school children is offered in the study of K. Kuznetsova (*Kuznetsova, 2011*), who understands the emotional intelligence of younger students as a set of interrelated reflexive, cognitive, communicative and behavioural abilities that have an intrapersonal and interpersonal orientation and are manifested in a positive mood, empathy, identification, control and reflection, choosing a way to achieve the goal in interaction with others, the use of emotional information in communication.

The researcher T. Kotyk (*Kotyk, 2020*) identifies such indicators of the optimal level of development of emotional intelligence of junior school children as: self-identification of their own emotional state in familiar and unfamiliar situations; trying to understand the emotional state of other beloved ones; possession of reflexive abilities and ability to analyse the motives of other people's actions; independent control of one's emotional state; use of different ways to achieve the goal according to the situation; persistence in achieving the goal; use of the received information about emotions of other people in communication with them;

stable positive mood regardless of difficulties; stable internal guidelines for communication; stable empathic attitude towards others. The researcher (*Kołyk, 2020:137*) proposes to use methods that are not typical for educational process, namely: art therapy, fairy tale therapy, puppet therapy, colour therapy, music therapy, psychogymnastics, breathing practices, etc. in order to develop emotional intelligence by younger pupils, the formation of qualitative positive changes in their attitudes towards themselves and others. The leading method in this process, she considers, is dramatization, theatrical action as the most social form of art, which allows students to transform into a particular character, staying in their image for a long time, feel and convey their mood, emotions, feelings in interpersonal communication.

Thus, research on the formation and development of emotional intelligence of junior school children, determining its essential characteristics and forms of manifestation, are based on basic models of emotional intelligence, which indicators are grouped by the following characteristics: self-knowledge, self-control, ability to adapt and communicate. We join this understanding of the essence of emotional intelligence of junior school children and believe that these approaches of scientists to transfer the concept of emotional intelligence from theoretical discourse to the plane of practical educational process, deserve attention and dissemination. However, the field of practical use of pedagogical tools to influence the formation and development of emotional intelligence of junior school children, in our opinion, can be significantly expanded due to the unique potential of music, which is studied in primary school from the 1st till the 4th grades.

4. Harmonizing potential of art

Art, in particular, music, is recognized as an indispensable means of pedagogical influence as a special, sensory form of knowledge of reality, which encourages personal perception, emotional experience, empathy. Valuable in the context of our study is Vygotskyi's opinion on the creative and harmonizing essence of art, which he endues with the meaning of "social method of feeling" (*Vygotskyi, 1986*), designed to balance the emotional and rational spheres of the human psyche. Emotional and intellectual factors are equally necessary for creativity, as the feelings, like thought, drive human creativity, said the scientist (*Vygotskyi, 1986*).

Many years of experience in the system of school art education and postgraduate pedagogical education, allows us to state that, unfortunately, in the work of teachers of art disciplines informational and cognitive side of educational material like disciplines of basic sciences, in the process of mastering teaching still dominates. Cognitive activity of students at the lessons of art focuses on knowledge of historical dates, biographical data on the life and work of composers, mastering the elements of musical literacy, general art terminology, performing skills and more. The emotional and spiritual content of musical works, which constitutes their essence and uniqueness in the transmission of emotional and value experience accumulated by mankind throughout the history of its development, which is inherited and assimilated through his emotional experience, remains usually out of teacher's attention. Acquaintance and analysis of a musical work is traditionally associated with the analysis of the nature of music and means of its expression without connection with the subjective, personal feelings of children, their impressions, emotional and value attitudes to the listened musical works. Underestimation of the unique educational, cognitive, developmental, communicative, hedonistic, suggestive, etc. potential of art, limiting traditional, simplistic approaches to teaching art at school not only does not encourage and attract students to the treasury of world classical art as a source of high spirituality and deep feelings. but also greatly impoverishes their inner world, values, life

orientations and personal meanings, limiting the bright and unique, deep emotional impressions, moral and aesthetic experiences that form the basis of spirituality and vividly transmitted by works of art. After all, the information contained in the works of art is read not by the mind, but by the dynamic state of soul, co-intonation (V. Medushevskiy). Music is inherently more of an expressive art than a pictorial one. The image of a musical work allows to know and feel not only the beauty of the outside world. As an expressive art with a specific mechanism of “intonation”, which is similar to the human voice, music is able to convey the full depth and diversity of human experiences: joy and anger, pleasure and anxiety, elation and sadness and more. In this regard, B. Nemenskiy (*Nemenskiy, 1989:106*) writes: “We need a clear and well-understood answer – what are art objects at school for? What are they indispensable? These are anthropological subjects that can build relationships with the world in the unity of feelings and thoughts. Remember that a child is closer to unity of thought and feeling than pure thought. There are no other teaching aids at school so far, except for art subjects, which, as subjects, would contain this unity. No subject, not even the humanities, contains a unity of feeling and thought. Any science is a priority of logic. Science presupposes the objectivity of knowledge. Art is the unity of the objective and the subjective. Science provides knowledge with the facts and objective laws of the universe. The arts reveal how humanity experiences its connection with this world, how it relates (does not know, namely, relates) to the real events and facts of this world ”(*Nemenskiy, 1989:106*). In these thoughts of the famous teacher a common position on understanding the purpose of art in the educational process is expressed. The lack of such an understanding of a teacher, likening the art lesson to the lessons of mastering the basics of science, is the evidence of the low level of professionalism of the teacher, the inability to effectively solve educational problems by means of artistic potential. It is worth mentioning that the primary meaning of the ancient Greek word “aisthesis” means “feeling”, which indicates the purpose of aesthetic education as the education of feelings and emotions. The art of music teaches to listen, feel, empathize, understand the experiences of others. By learning to understand and care for another person’s experience through a piece of music, a child will transfer this feeling into the relationship with the outside world. The history of world musical art is a manifestation of the organic relationship between emotional and rational in human nature, expressed through the richness of different musical styles, genres, forms, which acquaintance and study are provided in the curriculum of “Music” and “Art” of a primary school.

5. Methodical advice on the use of the potential of musical art in the formation of emotional intelligence of junior school children

The concept of the “New Ukrainian School” (*Bibik, 2018*) provides for the formation of common, cross-cutting skills by younger pupils, combining a set of defined key competencies. Among them is “the ability to use emotional intelligence.” The state normative documents of general secondary education (*State Standard, etc., 2018*) define the state requirements for education of pupils, compulsory learning outcomes and competencies, in particular, at the level of primary education. Among the skills common to all key competencies are the following: critical and systematic thinking, ability to constructively manage emotions, cooperate with others. The requirements for compulsory learning outcomes are specified by educational fields, in particular, art. Analysis of the content of “Education of Art” shows that among the results of learning in art disciplines are those that directly characterize the components of emotional intelligence: self-knowledge, self-control, ability to adapt and communicate. The applicant, recorded in the State Standard of Primary Education (*State Standard, 2018*), learns about

art, analyses, interprets and evaluates it; gains experience of emotional experiences; shows emotional and value attitude to art; gets to know himself/herself through artistic and creative activities and art; interacts with others through art; regulates one's own emotional state by means of art; defends his/her own opinion and the right for self-expression; participates in collective creative projects, discusses the impressions of the perception of art and creative activity with others, respecting the choices of others; recognizes own emotions from perception of works of art; chooses works and types of artistic and creative activities in accordance with his/her mood; explains what he/she enjoys in his/her own work.

Thus, the mandatory learning outcomes of art disciplines, defined by regulations, correlate with indicators of emotional intelligence of junior school children as a cross-cutting social skill, which indicates the identity of the tasks of teaching art (music) and personal qualities united by the concept of "emotional intelligence". We formulate methodical advice for teachers on the use of the potential of music in the formation of emotional intelligence of junior school children, which compliance, in our opinion, will contribute to effective mastery of children's skills of self-knowledge, self-control, adaptability and interpersonal communication in music:

- awareness of the tasks of formation of the emotional intelligence of junior school children, knowledge of its essence, structure, features of manifestation;
- understanding of the nature of musical art, its potential, and thus – the specifics of its study as a school subject and methodological tools for the formation of components of emotional intelligence of pupils;
- knowledge and consideration of the differences between artistic cognition as a sensory-rational, in which the objective and the subjective intersect, from the scientific as a purely objective;
- each art lesson, each selected musical work according to its artistic qualities should excite students and bring them spiritual joy and emotional and aesthetic satisfaction (hedonistic potential);
- teach students to understand that every piece of music has the meaning as an expression of a certain mood and human experiences (cognitive potential);
- to achieve the realization of the influential emotional action of art at each lesson in order to surprise students, interest, bring a sense of joy from meeting music; direct the knowledge of music to its emotional well-being and singing sensation (suggestive potential);
- to use musical lessons of different genres (operas, ballets, miniature works, etc.) of children's, fairy-tale themes with the dominance of a personalized approach in the analysis of music; learn to feel the moods and experiences of fairy-tale characters, to express their own attitude to them (*cognitive, educational, developmental potential ones*);
- to involve students in various forms of collective music making (singing, music and plastic activities, making music on children's instruments), directing them to co-creation and achieving a common goal (communicative potential).

6. Conclusion

The article highlights the conceptual principles and current objectives of the New Ukrainian School, including the formation of emotional intelligence of junior school children. Modern scientific approaches in pedagogical research on understanding the essence, structure, forms of manifestation of emotional intelligence of junior schoolchildren and methodological support of the process of its formation in the educational process are analysed. The potential possibilities of musical art as a methodological tool for the formation of emotional intelligence

at music lessons of general secondary education are revealed. The provided methodical advice on effective formation of components of this social skill of junior schoolchildren takes into account the specifics of music as a form of art, its rich and irreplaceable potential: cognitive, educational, developmental, hedonistic, suggestive, communicative one, etc. Further research is needed on the choice of the most appropriate didactic and methodological arsenal (content, forms, methods, technologies), which will ensure the effective formation of emotional intelligence of junior students by means of musical art.

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