

білік және дағдыларды меңгеру; кәсіби мәселелерді шешу жолдарын зерттеу; кәсіби іс-әрекет саласында студенттердің өз бетінше дамуын ынталандыратын психологиялық-педагогикалық жағдаяттарды құру [7].

Студенттердің дұрыс ұйымдастырылған кәсіби бағытталған оқу қызметі оларды таным, еңбек және жалпылау субъектісі позициясына айналдырады, бұл өз кезегінде жартылай субъективті (диалогтік) тәсілді жүзеге асыруды талап етеді, студент субъект ретінде әрекет етеді. үйрену. Оқытудың диалогтық сипаты, бір жағынан, «жеке іс-әрекет адамның әрекет субъектісі ретінде қалыптасуында, оның оған деген өзіндік көзқарасы қалыптасып, оны жүзеге асырудың жеке стилін жасағанда көрінеді» деп болжайды, екінші жағынан, оқытушы университетте кәсіптік оқытудың белсенділікке бағытталған жүйесін ұйымдастырады, ол студенттердің мамандықты меңгерудегі субъективтілігін дамытуға және ондағы өзін-өзі жүзеге асыруға бағыттайды, бұл тұлғаның тиімді дамуын және кәсіби дамуын қамтамасыз етеді. студенттерді ынталандыру, және мұғалімдерді оқытуға ынталандыру.

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#### THE ROLE OF EMOTIONAL INTELLIGENCE OF PRESCHOOL AGE CHILDREN

**Abstract.** This article actualizes the role of the formation of emotional intelligence of preschool age children, highlights the main psychological and pedagogical conditions and technologies that contribute to the effective formation of emotional intelligence of preschool age children.

**Key words:** intelligence; emotions; emotional intelligence; preschool organization.

**Аннотация.** В данной статье актуализируется роль формирования эмоционального интеллекта детей дошкольного возраста, выделяются основные психолого-педагогические условия и технологии, способствующие эффективному формированию эмоционального интеллекта детей дошкольного возраста.

**Ключевые слова:** интеллект; эмоции; эмоциональный интеллект; дошкольная организация.

Modern preschool education is a complete stage of general education. Preschool organization is a

sensitive stage in a child's development, so it is important to start developing emotional intelligence as early as possible. It is important to know that emotions are not inherited genetically and play an important role in preschool education and socialization. Thus, the development of emotional intelligence helps to cope with the problems of preschool age and contributes to a better understanding of himself, his own emotions and the emotions of other people, as well as learning to manage his emotions.

Being aware of their emotions, the child learns to interact with other children and adults at a new level and develops such important qualities as empathy, honesty, healthy behavior, and the ability to negotiate, avoid, and resolve conflict situations. Awareness of one's own feelings increases stress tolerance and the ability to work. All of this helps the preschooler to start a new stage of development and turn into a school-aged child who is easier to adapt than other children [1].

The development of emotional intelligence in preschool children is primarily the responsibility of teachers and educational psychologists, since children spend most of their time in preschool. In this context, the importance of family education should not be forgotten. Preschool children are characterized by a special emotional connection and attachment to a family member. Parents and close relatives, who are the authority and role model for the preschooler, provide a model for the proper emotional state which is transferred to communication in adulthood. Only a family can provide emotional comfort, a sense of security and trust. The basis of emotional attachment is parental love, attention, and positive feelings. Therefore, work on children's emotional intelligence should be a threefold process: teacher - parents (legal representatives) – children [2].

The study of the development of emotional intelligence in preschool children revealed the most effective psychological and pedagogical conditions for the organization of preschool education, namely:

1. Organization of a system of developmental activities aimed at the development of specific skills related to the child's emotional intelligence (soft skills: the ability to be aware of one's own emotions and the emotions of others, the ability to control one's own emotions and the emotions of others).

The system of developmental activities for the development of emotional intelligence should be aimed at solving problems in the emotional and behavioral spheres of the child. Instruction should include exercises aimed at understanding, awareness of emotions and managing them.

2. Create an environment conducive to the development of emotional intelligence of preschool children based on a favorable environment both in the group and in the preschool organization.

All children, regardless of age, are at different stages of the development of their emotional intelligence. As mentioned earlier, the factors affecting the level of emotional intelligence are mental and physical development, social environment, the level of emotional intelligence of parents, inherited predisposition and family environment.

3. Interaction of teachers, parents and children in a tripartite balance system that takes into account the individual trajectory of the child's development and provides a variety of developmental and general development programs.

Since the family and kindergarten provide the child's social experiences in different ways, their priority is to interact with each other and strive to create a common space for the child's development [4].

The interaction of parents with teachers can take various forms: conversations with parents, surveys on various topics, research in the field of reading and observation of teachers. Parents should be involved in joint activities with their children through homework, joint activities, groups and devices.

Psychological and pedagogical support at the emotional level consists of interaction between adults and children, which requires emotional comfort, mutual understanding and acceptance of the child.

This type of support is essential for preschool children, as emotions are the most important measure of a child's life. The child's functioning, communication, perception, and reflection of reality depend on the child's emotional state. Emotional support from teachers and psychologists is crucial for children whose parent-child relationship is disturbed or weak. The following algorithm should guide school psychologists in developing preschool children's emotional intelligence. First, the child should be taught to understand what emotions are, their classification, and their basic components. Then, the ability to accept emotions instead of suppressing or rejecting them is an important point. The next stage is the ability to understand the cause of the emotion. In the last stage, it is very important to develop the child's ability to decide how to express his emotions and, if necessary, how to get out of a conflict situation with the least possible harm.

Since play is the main activity of preschool children, the most important forms and techniques for developing children's emotional intelligence are playful activities. Through play activities, children learn to interact with other people, and with practice, they learn to understand and interpret their own emotions and those of others. Through play activities, an educational psychologist can identify a range of problems in a preschool child's emotional behavior, the level of the child-parent relationship, and the social status of a group of children [3].

In addition to the game, artistic methods can be used as a method of developing emotional intelligence (story therapy, isotherapy, game therapy, stone therapy, modeling, etc.). In story therapy, there are several ways to use stories to develop the emotional intelligence of preschool children, namely the collection of personal stories that focus on a specific area of correction or development, as well as reading and analyzing folk tales and literary stories of specific authors. Reading and discussing specially selected children's literature contributes to the development of language, communication, emotional and artistic skills. Examples: "I got so Angry" by M. Meyer, "Carlin is Stubborn" by R.S. Berner, "How to Tame Wolves" by K. Andress, "Kitty Alice and the World of Feelings" by J. Dremin. A story for children aged 3 to 6 years. This technique helps the child to act out various behaviors, identifying himself with a certain character. Isotherapy helps to reveal the hidden emotional states of the child and relieve nervous and mental stress [2].

It can be concluded that the emotional intelligence of preschool children is a priority in modern society. The ability to recognize and understand not only their own emotional states, but also the emotional states of other people, resolve conflict situations and cope with emotions is necessary for the personal development of the child, future career and success. And professionalism requires teachers to be innovative and flexible, as well as to be aware of current events in their subject. At the same time, they should be able to determine people's values.

They should be able to respond to the diverse needs of students and create a rich environment for their development. The dream of a learning society can become a reality only if teachers have moral, professional, emotional, intellectual, practical and communicative skills. Therefore, teachers should make special efforts to develop the emotional intelligence of adolescent students. Teachers should create conditions for the development of emotional intelligence and atmosphere in the classroom.

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