

*OKSANA TSIUNIAK, Doctor of Pedagogical Sciences,
Professor, Professor of the Chair of Pedagogy of Primary
Vasyl Stefanyk Precarpathian National University, Ukraine*
*SVITLANA DOVBENKO, Candidate of Pedagogical Sciences,
Associate Professor, Associate Professor of the Chair of Pedagogy of
Primary Vasyl Stefanyk Precarpathian National University, Ukraine*

THE PROBLEM OF SOCIAL-EMOTIONAL INTELLIGENCE DEVELOPMENT FUTURE TEACHERS OF PRIMARY SCHOOL IN THE PERIOD OF WAR

The article is devoted to the problem of the development of social-emotional intelligence of future primary school teachers during the war. In particular, the essence of the concepts "emotional intelligence", "social intelligence", "social-emotional intelligence of future primary school teachers" was revealed.

Nowadays, the term "emotional intelligence" is often used and has gained popularity. It is worth noting that emotionality reflects a wide variety of feelings, while intelligence is associated with logic, reasoning, thinking, etc. Intelligence is considered a relatively stable structure of human mental abilities. It includes experience, acquired knowledge and the ability to quickly and appropriately use them in new situations, as well as in the process of solving complex tasks. In addition, intelligence is defined as a system of such cognitive abilities of an individual as perception, memory, thinking, imagination and feeling.

In our opinion, emotional intelligence is the integral ability of a person to understand, distinguish and express emotions, to take into account the emotional state of other people in the process of interpersonal interaction. We believe that education engages the emotional sphere of a person, contributes to his value attitude to knowledge, other people, the world. Emotional intelligence plays an important role on the way to success in professional activity, to achieving the desired goal in personal life and professional activity.

Specific feature of the professional training of future primary school teachers in higher education institutions during the war is that the assimilation of the complex

of necessary general theoretical knowledge, abilities and skills for the successful performance of professional functions should take place with the use of various reflection, exercises and techniques aimed at on the formation of empathy, a trusting attitude of all participants in the educational process towards each other. The development of the socio-emotional intelligence of future primary school teachers is connected with the optimization of the motivational sphere, the formation of the ability to self-regulate, the strengthening of adaptive possibility social activity, professional skill, purposefulness, motivation for the quality performance of professional duties in various conditions, in particular during the wartime period.

We believe that the development of the socio-emotional intelligence of future primary school teachers during the war contributes to the formation of their emotional and valuable attitude towards themselves and other people, the ability to perceive failures as an opportunity to analyze mistakes and start over, not to dwell on the negative, to solve difficult life situations, increases motivation for learning and creative solving of professional problems; contributes to the growth of the quality of knowledge in educational subjects; forms stress resistance, etc.

Key words: intelligence, emotions, emotional intelligence, social intelligence, social-emotional intelligence, future primary school teachers, higher education institution.