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## **EMOTIONAL DEVELOPMENT OF FUTURE PRIMARY SCHOOL TEACHERS IN THE PROCESS OF PROFESSIONAL TRAINING**

The professional standard “Teacher of primary school of a general secondary education institution” defines the purpose of a teacher's professional activity as “the organization of education and upbringing of students during their acquisition of a full general secondary education by forming in them key competencies and worldview based on universal and national values, as well as development of intellectual, creative and physical abilities necessary for successful self-realization and continued education” [1].

Therefore, primary school teachers face the task of ensuring comprehensive education and harmonious development of primary school students, in particular emotional. That is why the problem of forming the emotional and ethical competence of future primary school teachers, which is “the ability to be aware of personal sensations, feelings and emotions, needs, to manage one's own emotional states; the ability to interact with the participants of the educational process; the ability to realize and appreciate the interdependence of people and systems in a global world” becomes especially important [1].

Students' professional training of the educational and professional program “Primary Education” involves the formation of a wide range of their professional competencies, which allow them successfully realize themselves in the chosen profession. An important place among them is the readiness to educate the emotional intelligence of schoolchildren, which is acquired in the process of studying professional disciplines and passing pedagogical practices.

The problem of emotional intelligence development arouses the interest of a wide range of scientists. Psychologists D. Goleman, J. Meyer, D. Caruso, and J. Stein worked on the study of the phenomenon of emotional intelligence. The structure of emotional intelligence was studied by I. Andreeva, D. Lyusyn, O. Nosenko.

The results of scientific research devoted to the analysis of the emotional sphere of the individual testify that a developed emotional intelligence contributes to the achievement of an individual's personal goals and is the basis of his successful professional activity: about 80% of success in the social and personal spheres of life is determined by the level of development of emotional intelligence – EQ, and only 20% – commonly known IQ [3].

On the basis of our research, it was concluded that the problem of forming the emotional intelligence of future primary school teachers is not purposefully solved within the educational disciplines of professional training.

Under these conditions, for the development of the emotional intelligence of students of higher education, we consider it necessary to introduce the discipline



“Emotional Intelligence in Education” into the educational and professional program (3 ECTS credits / 90 hours).

The goal of the course is to provide future primary school teachers with the knowledge, skills and abilities to use emotional intelligence and develop it in primary school students.

The aim of the course is to form the ideas about the essence of “emotional intelligence” and its relationship with the professional environment; to ensure awareness of the external and internal components of “emotional intelligence” and the peculiarities of their detection as a dynamic system; to form an idea of the role of “emotional intelligence” as a decisive factor in the success of self-realization of the individual; mastering technologies for the development of emotional intelligence.

Thus, the professional training of primary school teachers must be organized according to the requirements for teachers of the New Ukrainian School [2]. Therefore, future primary school teachers need to develop the ability to adapt to changes, understand their own emotions, manage their own emotional state for successful professional self-realization, and be ready to educate the emotional intelligence of primary school students.

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