

DOI 10.31392/ONP.2786-6890.3(2).2022.08
UDC 37.091.12:37.091.212]:159.942-029:355.01

**SOCIAL WELL-
BEING OF CHILDREN
AND EDUCATORS:
PROBLEMS AND
PRACTICE OF SUPPORT
IN CONDITIONS
OF MILITARY
AGGRESSION**

Olena Matviienko

*Doctor of Pedagogical Sciences, Professor,
Head of the Department of Pedagogy and
Methodology of Primary Education,
National Pedagogical Dragomanov University,
Pirogova str., 9, Kyiv, Ukraine
<http://orcid.org/0000-0002-5746-4864>
e-mail: o.v.matviyenko@npu.edu.ua*

Taras Olefirenko

*Candidate of Pedagogical Sciences, Professor,
Dean of the Faculty of Pedagogy
National Pedagogical Dragomanov University
Pirogova str., 9, Kyiv, Ukraine
<http://orcid.org/0000-0002-3278-8125>
e-mail: t.o.olephirenko@npu.edu.ua*

Abstract. *The main goal of our research is the theoretical substantiation of the importance of emotional well-being for the full personal development of children. The challenges associated with the large-scale war unleashed by the Russian Federation against Ukraine have led to significant changes in the directions, forms and methods of professional activity of teachers, the content of vocational training. Emotional well-being is one of the basic qualities of human life, an important condition for maintaining physical and mental health. Its foundation is laid in childhood and is a prerequisite for the development of the child. Our study examines the main challenges facing the education system under martial law, such as: creating a safe educational environment for all participants in the educational process; the need to restore and effectively organize the educational process in educational institutions under martial law and in the post-war period; in solving the issue of psychological, methodological and informational support of all participants in the educational process of the education system. It is important to establish effective communication between participants in the educational process and suggest ways to solve them. The analysis of the scientific literature allowed us to conclude that the information field that surrounds the child is permeated with various feelings and emotions. Emotions make it possible to receive that important information material, without which human communication is unthinkable. The picture of the child's world is formed thanks to the feelings and emotions that he experiences during communication and observation. Emotions play a significant role in the development of personal development and provision mental well-being of the younger generation. Along with the study of the content of emotional development in childhood, researchers pay special attention to the study of conditions that contribute to or hinder the full formation of the child's emotional sphere. The works of the authors show that this process is not spontaneous, it occurs as a result of purposeful education, based on the mechanisms of ontogenesis. In this regard, it becomes obvious the role of an adult in the emotional development of the child. Summarizing the theoretical results of the study, we can assert that emotional well-being is a basic feeling of emotional comfort that provides trust and an active attitude to the world. Emotional well-being is ensured by the manifestation of adult care and demonstration to the child of his positive and emotional attitude towards him.*

Key words: *Emotions, emotional well-being, emotional state, play, emotional comfort, safe environment.*

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ЕМОЦІЙНЕ БЛАГОПОЛУЧЧЯ ДІТЕЙ ТА ПЕДАГОГІВ: ПРОБЛЕМИ ТА ПРАКТИКА ПІДТРИМКИ В УМОВАХ ВІЙСЬКОВОЇ АГРЕСІЇ

Матвієнко О. В.

доктор педагогічних наук, професор,
завідувачка кафедри педагогіки та методики
початкового навчання,
Національний педагогічний університет
імені М. П. Драгоманова,
вул. Пирогова, 9, Київ, Україна
<http://orcid.org/0000-0002-5746-4864>
e-mail: o.v.matviyenko@npu.edu.ua

Олефіренко Т. О.

кандидат педагогічних наук, професор, декан
педагогічного факультету,
Національний педагогічний університет
імені М.П. Драгоманова,
вул. Пирогова, 9, Київ, Україна
<http://orcid.org/0000-0002-3278-8125>
e-mail: t.o.olephirenko@npu.edu.ua

Анотація. Метою нашого дослідження є теоретичне обґрунтування значимості емоційного благополуччя для повноцінного особистісного розвитку дітей. Виклики пов'язані з широкомасштабною війною, розв'язаною Російською Федерацією проти України, спричинили суттєві зміни у напрямках, формах і методах професійної діяльності педагогів, змісті професійної підготовки. Емоційне благополуччя – одна з базових якостей життя людини, важлива умова збереження фізичного та психічного здоров'я. Його фундамент закладається в дитячому віці та є необхідною умовою розвитку дитини. У нашому дослідженні розглянуто основні виклики які стоять перед системою освіти в умовах воєнного стану як-то: створення безпечного освітнього середовища для всіх учасників освітнього процесу; необхідність відновлення та ефективної організації освітнього процесу в закладах освіти в умовах воєнного стану та у повсякденний час; вирішення питання психолого-методичного та інформаційного забезпечення всіх учасників освітнього процесу системи освіти; проблема налагодження ефективної комунікації між учасниками освітнього процесу та запропоновано шляхи їх вирішення. Проведений аналіз наукової літератури, дозволив зробити висновок, що інформаційне поле, яким оточена дитина, пронизано різними почуттями та емоціями. Емоції дають можливість отримувати той, важливий інформаційний матеріал, без якого неможливе людське спілкування. Картина світу дитини, формується завдяки саме почуттям та емоціям, які вона переживає під час спілкування та спостережень. Емоції відіграють значну роль у становленні особистісного розвитку та забезпеченні психічного благополуччя підростаючого покоління. Поряд з вивченням змісту емоційного розвитку в дитячому віці дослідники особливу увагу приділяють вивченню умов, які сприяють або перешкоджають повноцінному становленню емоційної сфери дитини. В роботах авторів показано, що цей процес не є стихійним, він відбувається в результаті цілеспрямованого виховання, що спирається на механізми онтогенезу. У зв'язку з цим стає очевидним роль дорослого в емоційному розвитку дитини. Узагальнюючи теоретичні результати дослідження можемо стверджувати що, емоційне благополуччя – базове відчуття емоційного комфорту, що забезпечує довіру й активне ставлення до світу. Забезпечується

емоційне благополуччя проявом турботи дорослого й демонстрацією дитині свого позитивно-емоційного ставлення до неї.

Ключові слова. Емоції, емоційне благополуччя, емоційний стан, гра, емоційний комфорт, безпечне середовище.

Introduction and current state of the research problem. The challenges associated with the large-scale war unleashed by the Russian Federation against Ukraine have caused significant changes in the directions, forms and methods of teachers' professional activity, as well as the content of professional training.

The main challenges for the education system in the conditions of a large-scale war unleashed by the Russian Federation against Ukraine are:

1. Creation of a safe educational environment for all participants in the educational process.
2. The need to restore and effectively organize the educational process in educational institutions under martial law and in the post-war period.
3. Solving the issue of psychological, methodological and information support for all participants in the educational process of the education system.
4. The problem of establishing effective communication between the participants of the educational process.

Educators play a very important role in strengthening and protecting children's mental health and psychosocial well-being, especially in conditions of military aggression. In our opinion, it is very important how teachers interact with children, what kind of educational environment they create can affect the psychosocial well-being of children, because the personal life of the child and the teacher, their emotional well-being develops in the process of upbringing, interaction and social influences.

Psychologists point to the enormous importance of positive emotions for a person's mental health [1; 3; 5]. The information field that surrounds the child is permeated with various feelings and emotions. «Emotions provide an opportunity to receive that important informational material without which human communication is unthinkable. The picture of the child's world is formed thanks to the feelings and emotions that he experiences during communication and observations» [4]. Emotions play a significant role in the formation of a person and ensuring his mental well-being, because together with information we convey to others an emotional subtext, which, most often, turns out to be more important than the information itself. Therefore, one of the most important tasks of modern education, in our opinion, is the creation of conditions for the emotional well-being of children and teachers in conditions of military aggression.

Purpose, tasks and research methods. The purpose of our research is the theoretical substantiation of current problems and practices of supporting the emotional well-being of children and teachers in conditions of military aggression by means of analysis, synthesis and generalization of scientific and methodological literature and practical experience.

Presentation of the main research material. The problem of emotions is considered a priority in pedagogy, because emotional well-being is formed under the influence of education and training and during the acquisition of individual life experience. When educators use basic skills to support children, such as empathy, open-mindedness, etc., it helps children feel safe and continue learning. In addition, when teachers focus not only on the educational achievements of children, but also on the development of social, emotional, cognitive, creative, physical spheres, cross-cutting skills, it helps children gain life experience to cope with difficult life situations.

A child's emotions are characterized by variety, openness, merging and frequent changeability, mobility and unawareness. The development of the emotional sphere is possible only under the condition of a careful approach to the formation of personal feelings, taking into account the psychophysiological features of each age stage.

Emotional well-being is important for every person. «Emotional well-being is one of the basic qualities of human life, an important condition for maintaining physical and mental health» [6]. «Emotional well-being is a basic feeling of emotional comfort that ensures trust and an active attitude to the world» [10]. It manifests itself in the predominantly positive background of the mood, in the style of experiencing the results of actions, successes and failures in the development of cognitive motivation, in the attitude towards the assessment of an adult, in the development of self-control, and in experiencing the family situation.

According to the studies of L. A. Abrahamian, M. I. Lysina, T. A. Repina, «emotional well-being» can be defined as a child's stable emotional and positive well-being. A. D. Koshelev, V. I. Perehuda, I. Ya. Iliina, G. A. Sverdlov, E. P. Arnautov defines emotional well-being as a persistently positive, comfortable emotional state of a person, which is the basis of his attitude to the world and affects the features of experiences, cognitive sphere, emotional-volitional, style of experiencing stressful situations, relations with society.

A high level of emotional well-being is formed with an emotionally accepting and supportive type of interaction. They usually understand a high level of emotional development: the desire to enter into communication, to interact for a long time; successful performance of leadership and passive roles, the ability to resolve conflict, give in or insist on one's own, respect for the world of people's feelings and the objective world, the ability to occupy oneself, mastery of adequate ways of expressing one's inner state, etc.

Using methods of studying the emotional well-being of a child at different ages, scientists have established that it is manifested not only in a predominantly positive mood background, but also in the style of experiencing the results of actions, successes and failures, the development of cognitive motivation, the development of self-control, the style of experiencing the situation of separation from a close adult, experiencing a family situation, etc. [7].

In preschool and elementary school age, the state of emotional well-being is defined as a basic feeling of emotional comfort, which ensures a trusting and active attitude to the surrounding world, formed self-control, orientation towards success in achieving goals, emotional comfort in the family and outside the family.

Thus, each stage of the child's development as a person and personality must be fully experienced, thereby laying a solid foundation for the next stage of development [11]. Otherwise, there are negative consequences.

Thus, limiting the child's sensory sensitivity, or sensory deprivation (lack of auditory, visual and tactile sensations) leads to a lag in cognition and lack of interest in the environment, reduced activity, lethargy, apathy, including in communication. «Emotional deprivation – the absence or insufficient satisfaction of the need for recognition, love and communication, which is expressed in the lack of affection, love and physical contact – disrupts the formation of self-perception of existence and emotional manifestations» [2].

Ways to satisfy the child's emotional needs: eye contact; physical contact; example of adults; ensuring independence [9].

In order to know whether the child feels comfortable, the teacher must be able to distinguish the manifestations of emotional well-being, which is expressed in the following traits: trust in the world; the ability to show humane feelings; the ability to

empathize and feel the state of another person; the presence of positive emotions and a sense of humor; ability and need for physical contact; a sense of wonder; variability of behavior; the ability to positively reinforce oneself and one's own actions; self-confidence; the ability to find a common language with other people and malaise (traits that signal a child's emotional malaise: tendency to be offended; vulnerability; greed, selfishness; fears, anxiety; aggression, cruelty; uncontrollability; isolation; indifference; lack of interest in anything) [8].

Emotional well-being is ensured by an adult's care and demonstration of his positive emotional attitude towards the child.

Adherence to certain simple rules helps to create an atmosphere of emotional well-being of the child: acceptance of the child with his positive and negative qualities; creation of a safe atmosphere filled with positive emotions; encouragement and stimulation of the development of all the child's abilities; supporting the child's success; expressing one's feelings; manifestation of love in the form of physical touches: hugs should be at least 4, and preferably 8 times a day.

The process of activating the emotional state of children includes games, classes, moments of surprise. The game actively forms or restructures mental processes, starting from the simple ones and ending with the most complex ones. Game interactions are an effective way to meet the psychosocial needs of children who are going through difficult life experiences (war, violence, forced displacement, etc.). The introduction of the game into the educational process contributes to effective learning and comprehensive development of children, and also increases the chances of maintaining mental health and psychosocial well-being when faced with life's difficulties.

The game helps children recognize their own emotions, express them and build positive relationships with peers, family members, etc. It helps them manage anxiety, focus and focus on what's important to them. Gaming experiences help restore a sense of normalcy and hope for a bright, positive future.

When children experience war (or other life challenges), they may stop playing with their friends, peers, siblings, or even alone. Or vice versa – children can start to focus on the war: pretend that they are in a shelter, at a checkpoint, imagine rockets, explosions, evacuation, the Armed Forces of Ukraine, etc. Educators can support children by re-engaging them in the game. The teacher can include playful interactions in the educational process or help direct children's free play in a different direction.

Therefore, it is almost impossible to overestimate the importance of play in the development of a child's emotionality: play provides a favorable environment that helps children overcome stress; game interaction is a powerful tool for supporting children's mental health and psychosocial well-being; the game develops social and emotional skills and creates a positive psychological environment for children.

Games that help optimize the child's emotional and sensory sphere:

- games to accumulate emotions; games for the child's emotional communication with peers and adults;
- games to overcome negative emotions; games for relieving emotional tension, relaxation;
- games for developing empathy in children.

For the development of children's emotional well-being, some scientists have developed gymnastics classes, which are recommended for use in educational institutions. Psychogymnastics is a special class (sketches, games, exercises) aimed at the development

and correction of various aspects of the child's psyche (his cognitive and emotional and personal spheres).

These measures are especially needed for children with excessive fatigue, exhaustion, restlessness, who are irritable or withdrawn. But it is no less important to abandon such complexes of exercises with healthy children as psychophysical relaxation and prevention. It is also necessary to include a psycho-gymnastics complex on days when classes with high intellectual or psycho-emotional loads are planned.

The main goal of psycho-gymnastics classes is to master the skills of managing one's emotional sphere: the development of children's ability to understand, to be aware of their own and other people's emotions, to experience them correctly and fully.

For this, every teacher needs to solve the following methodological tasks: fix the child's attention on other people's expressions of emotions; imitate and reproduce other people's emotions; fix attention on your muscle sensations as manifestations of these emotions; analyze and verbally describe muscular manifestations of emotions; reproduction of emotions in given exercises.

Classifications in psychogymnastics can be carried out both according to the content of one of the types of children's activities: visual, musical, language, games, etc., and in the integration of several types of children's activities. To organize these forms of work with children, various exercises are offered that contribute to the development of emotions and feelings in children: pantomime riddles, game imitations, game tasks, games.

The structure of the organization of this form of work should include several stages that contribute to the creation of conditions for the child's emotional and sensory development. These are the steps:

The initial stage – (a conversation with children, an artistic word, a riddle, a bright colorful toy, a moment of surprise).

The stage of living the actions – practicing basic movements or gymnastic exercises.

The stage of organizing emotional communication is the training of general abilities of verbal and non-verbal influence of children on each other. The content of a child's communication with an adult or with a peer includes such exercises as exchanging the roles of communication partners, evaluating their emotions and the partner's emotions. In such exercises, the child trains to accurately express and experience his feelings, as well as to understand the feelings, emotions, actions, relationships of other children, and learns to empathize.

The stage of organizing controlled behavior – training children's ability to regulate their behavioral reactions; methodical tasks: showing and playing typical situations with psychological difficulties; selection and recognition of typical forms of adaptive and maladaptive behavior; acquisition and consolidation of stereotypes of acceptable behavior for a child and ways of resolving conflicts; development of skills of independent choice and construction of appropriate forms of reactions and actions by children in various situations. Various exercises related to children's behavior: game situations with typical incidents; responding to children's internal negative experiences that occurred earlier; riddles to resolve conflict situations; independent fantasy games with the projection of new emotional problems and current proposals; homework to activate positive emotional manifestations, to consolidate new forms of emotional response.

The final stage is consolidation of the content of the proposed material, consolidation of a positive effect, stimulation and regulation of mental and motor activity of children, bringing their emotional state into balance, improvement of well-being and mood.

It is worth emphasizing that the decisive role in creating an emotional atmosphere belongs to the teacher, his own mood, the emotionality of his behavior. False or

stereotyped beliefs that mental health support for children can only be provided by medical professionals, psychologists or psychiatrists.

But teachers can also provide psychosocial support to children by adapting the way they interact with them, creating a psychologically safe and supportive environment in which children can express their emotions and experiences. Also, the teacher can implement game psychosocial activity in the educational process. Of course, educators cannot replace school psychologists and health workers who work with mental disorders, but educators can contribute to a child's mental health and psychosocial well-being.

When planning their work, teachers should strive not only to teach something necessary and useful for a child, but also to make every child truly cheerful and joyful, so that good events always await him throughout the day.

By his example, the teacher shows children examples of a good attentive attitude towards others, supports and encourages positive actions of children. She organizes various situations that help children learn the necessary social experience, the ability to work together, such as: encouraging children to make decisions, for example, regarding the organization of the classroom space or planning a holiday; encouraging children to organize a physically safe space in the classroom; Game activities during the educational process, aimed at the development of social skills; giving children the opportunity to perform the duties of a class teacher every week, to take responsibility; giving children feedback, emphasizing their unique values, when children support or help others) making self-care plans with your children (eg asking children what they do to take care of themselves when they are sad/scared, etc.); game activities aimed at building self-confidence.

In our opinion, the training course «Well-being of children and teachers: effective tools and support practices» is very effective in the process of preparing future teachers to organize a safe environment. This psychosocial support course for pre-school and general secondary teachers was developed by the LEGO Foundation's research partner MHPSS Collaborative, which is a global center for research, innovation, training programs and communication campaigns to support the mental health of children and adults. The course is a component of the holistic ecosystem training of Ukrainian teachers of preschool and general secondary education institutions. Teachers of the Faculty of Pedagogy of the National Pedagogical Dragomanov University actively participated in this course to improve their qualifications. The developers of the program are Rena Deitz, a professor at New York University; Ashley Nemiro, Doctor of Philosophy, Executive Director of the MHPPSS Collaborative (Kingdom of Denmark).

The purpose of the course is to ensure the continuous professional development of teachers of preschool educational institutions, primary and basic schools in matters of psychosocial support of children, their well-being in the educational institution in emergency situations. The main tasks are: to promote the development of the value attitude of teachers towards the implementation of psychosocial support for children in emergency situations, in particular through learning through play.

The uniqueness of the program lies in the use of game and activity approach as key mechanisms of psychosocial support of children and teachers, their well-being in the educational institution in emergency situations. The main topics covered during the course are: the well-being and education of children in emergency situations; psychosocial support and play; the impact of stress on children's well-being and learning; the role of the educator in supporting children's well-being: six key strategies; creating a safe educational environment; maintaining positive behavior; promoting a socially interactive

environment; development of social-emotional skills and the ability to overcome stress through play; the well-being of teachers.

During the training, participants can perform practical tasks, participate in role-playing games, activities, discussions in session rooms in the format of «Brainstorming», using a virtual classroom (Google Classroom), perform tasks on the virtual board Padlet, Mentimeter.

The daily schedule, which was introduced at the beginning and at the end of classes, contributed to the expression of emotions and a positive attitude to work. During the training, teachers have the opportunity to express their own attitude to the discussed problems, to share the emotions that arise in the process of working with students who are in stressful situations. They exchanged experience on how to cooperate with parents, school psychologists, and doctors.

Through communication and exchange with colleagues, teachers can improve their teaching skills, prevent emotional exhaustion and stress at work through information and educational activities, as well as when discussing personal and professional problems with teachers.

Interaction not only with children, but also with colleagues can bring pleasure and satisfaction from work, contribute to the development of socio-emotional skills of teachers.

Conclusions and perspectives. The conducted research allows us to conclude that in order to create a safe educational environment for all participants in the educational process, it is necessary to resolve the issue of psychological and methodological support for all participants in the educational process of the education system and establish effective interaction between participants in the educational process. Education through emotional influence is a very delicate process. The main task of a teacher-educator is not to suppress and eradicate emotions, but to direct them correctly. Emotions are not subject to unfounded formation, but arise, live and die depending on the attitude to the environment, which changes in the course of a person's life. One cannot arbitrarily, by command, cause this or that feeling: feelings are not subject to the will, they are arbitrary children of nature. But feelings can be indirectly directed and regulated through the activity in which they are both manifested and formed. It is important to note that paying attention to the mental health and psychosocial well-being of children, the teacher does not replace school psychologists and medical workers. But the teacher can strengthen the connection and strengthen targeted psychological help. The use of tools to support children's mental health and their psychosocial well-being during the educational process should be mandatory when children experience difficult life situations or lose the opportunity to study altogether. The educational space should become a protective environment that promotes the restoration of a «sense of normality», promotes the return to everyday life and its restoration, especially if certain events have negatively affected children.

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