

**THE ROLE OF TEACHERS  
AND PARENTS IN THE DEVELOPMENT  
OF THE EMOTIONAL AND REGULATORY RESILIENCE  
RESOURCES IN PRIMARY SCHOOLCHILDREN  
IN THE CONDITIONS OF WAR**

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**INTRODUCTION**

One of the significant tasks of the organization of a psychologically safe educational space, which nowadays needs an urgent solution, is the search for factors for the restoration and development of the mental health of its participants. After the Covid-19 pandemic, the russo-Ukrainian War has led to the new life and professional challenges. In this regard, competencies in measuring the preservation of the ability to go through these challenges are becoming in demand today<sup>1</sup>. Therefore, the research devoted to the study of effective conditions and factors for introducing the resilience approach into the educational environment is becoming relevant. This problem is especially acute for the primary level of education because primary school age is a period that is quite often characterized by modern scientists, teachers, and practicing psychologists through the prism of emotional sensitivity to an emergency and at the same time sensitivity to the development of emotional intelligence. Therefore, the study of the features of the development of emotional and volitional resources of the resilience of primary school students can aim scientists at testing new pedagogical tools to accompany younger students.

The resilience approach is currently being actively studied by scientists both in the planes of difficult everyday situations and emergency traumatic events. Quite often, the phenomenon of resilience is studied in terms of competence, personality traits, and a defense mechanism, which provides

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<sup>1</sup> Романчук О. Витривалість у резиліентності. Як берегти і плекати психологічну стійкість в умовах тривалої війни. Український інститут когнітивно-поведінкової терапії: вебсайт. URL: <https://i-cbt.org.ua/resilience-endurance> (дата звернення: 1.06.2023 р.).

emotional resistance to stressful traumatic events<sup>2,3,4</sup>, etc., and also as a response to stress, the process of successfully adapting to emergency situations<sup>5,6</sup> etc., the ability to absorb their impact, restore and develop new adaptation resources<sup>7,8</sup> etc. It should be noted that the study of the resilience approach, which is relevant in terms of psychosocial support in emergency situations<sup>9</sup> is gaining activity in the field of education, in particular in the context of psychological and pedagogical correction of traumatic and stressful conditions<sup>10</sup>, training teachers for the development of stress resistance of children<sup>11</sup>, the formation of resilience in conditions inclusive education<sup>12</sup>,

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<sup>2</sup> Felcyn-Koczevska M., Ogińska-Bulik N. Psychologiczne czynniki sprzyjające wystąpieniu potraumatycznego rozwoju u osób w żałobie, [w:] *Zdrowie w cyklu życia człowieka / za red. N. Ogińska-Bulik, J. Miniszewska*. Łódź : Wydawnictwo Uniwersytetu Łódzkiego, 2012. S. 61–74. URL: <https://doi.org/10.18778/7525-700-7.05> (дата звернення 25.06.2023).

<sup>3</sup> Miller B. F., Seals D. R., Hamilton K. L. A viewpoint on considering physiological principles to study stress resistance and resilience with aging. *Ageing research reviews*. 2017. Vol. 38. P. 1–5. DOI: 10.1016/j.arr.2017.06.004

<sup>4</sup> Tan W., Beatty L., Koczwara B. Do cancer patients use the term resilience? A systematic review of qualitative studies. *Supportive Care in Cancer*. 2018. Vol. 27. № 1. P. 43–56. DOI: 10.1007/s00520-018-4456-y

<sup>5</sup> Stainton A., Chisholm K., Kaiser N., Upthegrove R., Ruhrmann S., Wood S. J. Resilience as a multimodal dynamic process. *Early intervention in psychiatry*. 2019. Vol. 13. № 4. P. 725–732. DOI: 10.1111/eip.12726.

<sup>6</sup> Sisto A., Vicinanza F., Campanozzi L. L., Ricci G., Tartaglino D., Tambone V. Towards a Transversal Definition of Psychological Resilience. *A Literature Review. Medicina (Kaunas, Lithuania)*. 2019. Vol. 55. № 11. 745 p. DOI: 10.3390/medicina55110745

<sup>7</sup> Гусак Н. та ін. Психосоціальна підтримка в умовах надзвичайних ситуацій : підхід резилієнс : навчально-методичний посібник / за ред. Н. Гусак. Київ : Нац. ун-т «Києво-Могилянська академія», 2017. 92 с.

<sup>8</sup> Гандзілевська, Г. Психолого-акмеологічний супровід вчителя початкової школи в час реформ. *Технології професійної підготовки фахівців у сучасному освітньому* : матеріали міжнародної наук.-практ. конф., м. Чернівці, 17 травня 2019 р. Чернівці, 2019. С. 254–257.

<sup>9</sup> Гусак Н. та ін. Психосоціальна підтримка в умовах надзвичайних ситуацій : підхід резилієнс : навчально-методичний посібник / за ред. Н. Гусак. Київ : Нац. ун-т «Києво-Могилянська академія», 2017. 92 с.

<sup>10</sup> Марціновська І. П. Резилієнс підхід у психолого-педагогічній корекції травматичних та стресових станів. *Актуальні питання корекційної освіти (педагогічні науки)*. 2019. Вип. 14. С. 205–219. DOI: 10.32626/2413-2578.2019-14.205-218.

<sup>11</sup> Богданов С. О. та ін. Підготовка вчителів до розвитку життєстійкості/ стресостійкості у дітей в освітніх навчальних закладах. Київ : Пульсари, 2017. 208 с. URL: <http://ekmair.ukma.edu.ua/bitstream/handle/123456789/11848/Bohdanov2017.pdf> (дата звернення: 14.06.2023).

<sup>12</sup> Шугай Т. Особливості діяльності педагогічного працівника щодо формування резилієнсу в умовах інклюзивної освіти. *Психологічний супровід учасників освітнього процесу в умовах інклюзивної освіти* : матеріали наук.-практ. конф., 27 листопада 2018 р. Житомир : Житомирський ОІППО, 2018. URL: <http://dpsz2018.blogspot.com/2018/11/blog-post0.html> (дата звернення: 20.06.2023 р.).

stress resistance in adolescence<sup>13</sup>, resilience as meta-competence for the development of a future primary school specialist<sup>14</sup> etc.

It is important to note the research of the scientists of the National University of Ostroh Academy (Ukraine) and the University of Žilina Žilina (Slovakia), devoted to the study of barriers (procrastination) and resources (educational bilingualism) of resilience of Ukrainian and Slovak students – future teachers of the English language<sup>15</sup>, as well as Ukrainians who study abroad (Slovakia, Poland) or were forced to leave the territory of Ukraine due to Russia's aggression<sup>16</sup>. The obtained results testify to the importance of further scientific research in this direction, in particular, the study of the correlation between the resilience indicators of teachers and primary school students.

The issue of the characteristics of resilience and stress-protective reserves of the psyche (in particular, emotional intelligence) of children during the war is presented in sufficient detail in the works of S. Derevianko<sup>17</sup>. Based on the analysis of the works of scientists from different countries of the world (USA, UK, Israel, Canada, Germany, Ukraine), the scientist notes the active use of the resource approach by Ukrainian scientists to study the resilience of children and emphasizes the need to study this issue in war conditions. At the same time, scientists have observed that in foreign literature, the resilience of children is presented through adaptive abilities associated with emotional intelligence, which provides a child with a positive emotional attunement for later life. In addition, the author highlights a number of studies in which the conditionality of children's resistance to the influence of traumatic events of

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<sup>13</sup> Руда Т., Мицкан Т. Взаємозв'язок стресостійкості підлітків і їх психофізичних якостей. *Вісник Прикарпатського університету. Серія «Фізична культура»*. 2019. Вип. 34. С. 77–87. DOI: 10.15330/fcult.34.77-87.

<sup>14</sup> Федотова Т. В. Резильєнтність як одна із метакомпетенцій розвитку майбутнього фахівця початкових класів. *Вісник ЛНУ імені Тараса Шевченка. Серія «Педагогічні науки»*. 2018. Вип. 8. № 322. С. 159–164.

<sup>15</sup> Handzilevska H., Tkachuk O., Hundarenko O., Lelakova E. Psychological features of educationalbilingualism of Ukrainian and Slovak students through the prism of the resilience approach. *Inequality, Informational Warfare, Fakes and Self-Regulation in Education and Upbringing of Youth. Youth Voice Journal*. 2023. Vol. I. P. 39–48. ISBN (ONLINE):978-1-911634-78-2. URL: <https://www.rj4allpublications.com/product/psychological-features-of-educational-bilingualism-of-ukrainian-and-slovak-students/> (дата звернення 01.06.2023).

<sup>16</sup> Handzilevska H. B, Kostiuhyk V. P, Hundarenko O., Lalakova E. The role of resilience in preventing procrastination of students in the conditions of mastering a foreign language: Ukrainian-Polish-Slovak experience. *Наукові записки Національного університету «Острозька академія». Серія «Психологія» : науковий журнал*. Острог : Вид-во НаУОА, червень 2022. № 15. С. 37–44.

<sup>17</sup> Дерев'яно, С. П. Резильєнтність та емоційний інтелект дітей під час війни: огляд досліджень різних країн. *Наукові записки Міжнародного гуманітарного університету Одеси*. 2022. Вип. 37. С. 108–111. DOI: 10.32782/2663-5682/2022/37/24.

the war is determined by the developed abilities of their emotional intelligence and the psychological protection provided by their parents<sup>18</sup>. Such results emphasize the importance of research the role of significant adults in the development of emotional and regulatory resilience resources of younger schoolchildren, in particular their parents and teachers, who, according to the New Ukrainian School concept, form a partnership centered on the child<sup>19</sup>.

To date, foreign studies of the features of children's resilience are already known, as a constant training of the "teacher-child" relationship<sup>20</sup>, as well as in emergency conditions, in particular, during disasters. However, the study of this problem in the conditions of the russo-Ukrainian war requires new scientific research. Based on the works of the Ukrainian scientist A. Romanchuk<sup>21</sup>, where he identified five key components of resilience – "values" as an internal motivation; "action" with caring for others; "useful thinking"; "Emotional competence" which includes the regulation of emotions, and positive emotions in particular, and "social connections", in this study we focus on the emotional-regulatory processes of resilience, which scientists often interpret in the context of the control of negative emotions<sup>22</sup>. We will try to analyze the resources and barriers of this process in children by studying the characteristics of their emotional intelligence. So, exploring the psychology of emotional intelligence, E. Karpenko<sup>23</sup> notes that most Ukrainian researchers understand this phenomenon as the ability of a person to consciously control their own affects and subjugate emotions for the sake of constructive interpersonal interaction. The author himself, characterizing the relationship of emotional intelligence with the value-semantic sphere of the personality, analyzes emotional intelligence as a factor in personal life fulfillment, the components of which are organismic instinct (mechanism of understanding) and emotional competence (mechanism of

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<sup>18</sup> Дерев'янок, С. П. Резилієнтність та емоційний інтелект дітей під час війни: огляд досліджень різних країн. *Наукові записки Міжнародного гуманітарного університету Одеси*. 2022. Вип. 37. С. 108–111. DOI: 10.32782/2663-5682/2022/37/24.

<sup>19</sup> Нова українська школа: порадник для вчителя / за ред. Н. М. Бібік. Київ : Літера ЛТД, 2018. 160 с.

<sup>20</sup> Post P. B., Grybush A. L., Elmadani A., Lockhart C. E. Fostering resilience in classrooms through child–teacher relationship training. *International Journal of Play Therapy*. 2020. Vol. 29. № 1. P. 9–19. DOI: 10.1037/pla0000107.

<sup>21</sup> Романчук О. Витривалість у резилієнтності. Як берегти і плекати психологічну стійкість в умовах тривалої війни. Український інститут когнітивно-поведінкової терапії : вебсайт. URL: <https://i-cbt.org.ua/resilience-endurance> (дата звернення: 1.06.2023 р.).

<sup>22</sup> Асонов Д. Психокорекція резилієнсу ветеранів війни з травматичним ураженням головного мозку у віддаленому періоді: протокол дослідження та результати оцінки методології. *Психіатрія, неврологія та медична психологія*. 2021. Вип. 16. С. 43–49. DOI: 10.26565/2312-5675-2021-16-05

<sup>23</sup> Карпенко Є. В. Емоційний інтелект у дискурсі життєздійснення особистості : монографія. Дрогобич : ДВНЗ Прикарпат. нац. ун-т ім. В. Стефаника, 2020. 434 с.

interpretation), i.e. on the basis of her competencies, aimed at increasing the effectiveness of social interaction<sup>24</sup>. Such a position on the phenomenon of emotional intelligence aims our research at its study in primary school children as an indicator of the emotional and regulatory resource of their resilience, and the research of the means of its development through the analysis of the possibilities of psychodramatic and cognitive-behavioral practices.

**Aim** – is to empirically investigate the role of primary school teachers and parents in the development of emotional and volitional resources of the resilience of younger students; substantiate the possibilities of psychodramatic and cognitive-behavioral techniques in measuring the means of restoring and developing the emotional resilience of primary school children

**Objectives:**

1. To empirically investigate the level of emotional intelligence of younger students as an indicator of the emotional-volitional resources of their resilience

2. To reveal the correlation dependence of the indicators of emotional intelligence of younger students on the indicators of emotional intelligence of parents and teachers.

3. To suggest psychodramatic and cognitive-behavioral practices in measuring the development of emotional intelligence of primary school children

To achieve the aim and objectives of the study, in particular, to identify the emotional and volitional resources of the participants in the educational process, we used the questionnaire for diagnosing emotional intelligence “Emin” by D. Liusin (Ukrainian version of the questionnaire – by M. Yatsiuk)<sup>25</sup>, according to which the structure of emotional intelligence (EI) includes interpersonal EI (IEI) – subscales “understanding other people’s emotions” (UOPE), “management of other people’s emotions” (MOPE) and intrapersonal EI (IntraEI) – subscales “understanding your emotions” (UYE), “management of your emotions” (MYE), “expression control” (EC). For mathematical-statistical processing of empirical data was used Spearman’s Rank correlation coefficient.

The empirical sample included 515 respondents: primary schoolchildren of six comprehensive schools in Kyiv, Ivano-Frankivsk and Rivne regions (n=238) – students of the third (n=101) and fourth (n=137) grades, average age – M=8.8 (122) girls and 116 boys), their mothers (n=238, median age –

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<sup>24</sup> Карпенко Є. В. Емоційний інтелект у дискурсі життєздійснення особистості: монографія. Дорогобич: ДВНЗ Прикарпат. нац. ун-т ім. В. Стефаніка, 2020. 434 с.

<sup>25</sup> Яцюк М. Емоційний інтелект особистості (на хвилі Нової української школи): навчально-методичний посібник. Вінниця: Вид-во «Діло», 2019. 105 с.

M=32.7) and 49 teachers involved in the educational process of primary school (of which 13 main primary school teachers) (median age – M=37.5 years, experience – from 1 to 39 years (M = 15 years); 38 women and 1 man).

Research hypotheses:

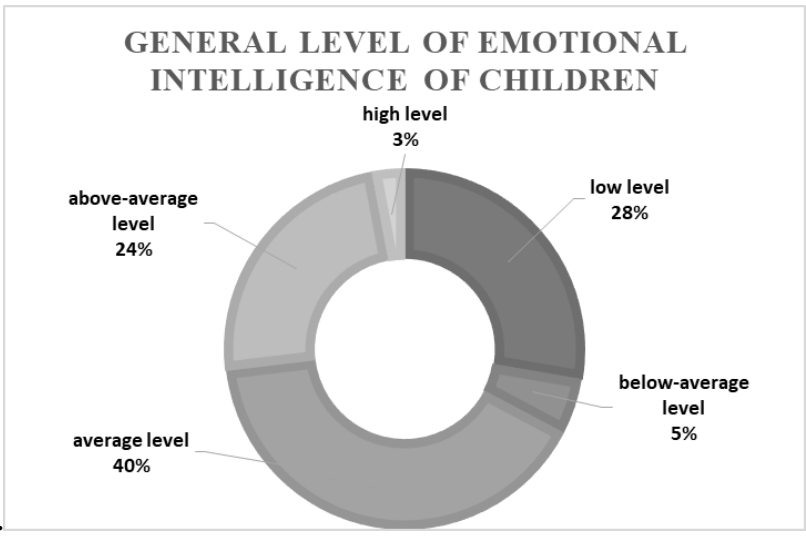
1. There is a correlation between the indicators of emotional intelligence of primary school students and the indicators of emotional intelligence of their parents

2. There is a correlation between the indicators of emotional intelligence of primary school students and the indicator of emotional intelligence of primary school teachers

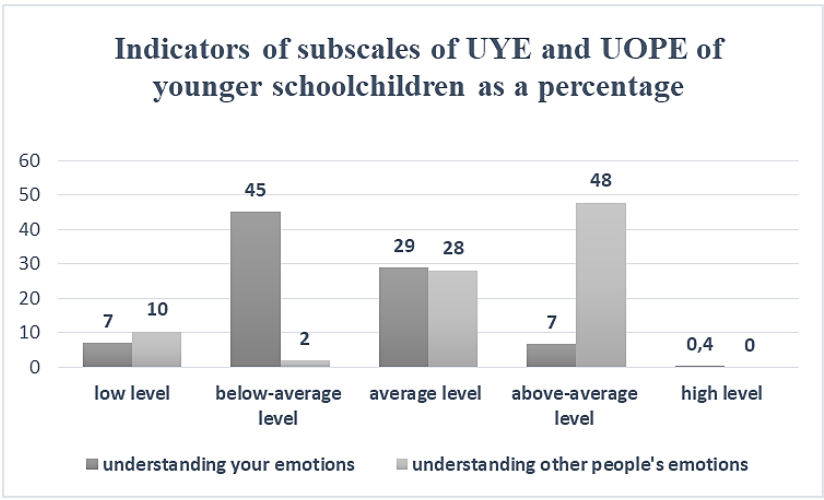
### **1. Peculiarities of the emotional and regulatory resilience resources in primary schoolchildren: an empirical research**

The use of the questionnaire of emotional intelligence “Emin” by D. Liusin made it possible to reveal the advantage of the average level of the indicator of emotional intelligence among primary school students (40 %). Above the average level of emotional intelligence was found in 24 % of primary school students. 28 % of students are characterized by a low level, while below average – 5 %. A high level of emotional intelligence was found only in 5 % of students (Fig. 1). Thus, according to the results, the vast majority of the studied primary school students are able to reflect their emotions and experiences, however, they experience difficulties in forming appropriate conclusions regarding the causes of their occurrence based on the analysis of their feelings.

It should be highlighted the differences in the indicators of the level of formation of the EI components, reflecting the subscales “understanding your emotions” and understanding other people’s emotions”. According to the obtained results, below the average and low levels of the subscale “understanding your emotions” is characteristic of 45 % and 7 % of students, respectively. While in 48 % of the respondents the level of “understanding other people’s emotions” is above average (Fig. 2). It is obvious from the results that the respondents better understand the emotional states of other people, which can be facilitated by external phenomena such as facial expressions, intonation, meaning, the context of the language, etc., and at the same time understand their own emotional states worse. In turn, these results confirm the importance of creating a development program aimed at increasing the level of understanding your own emotions and feelings, their identification in the body and the causes of their occurrence.

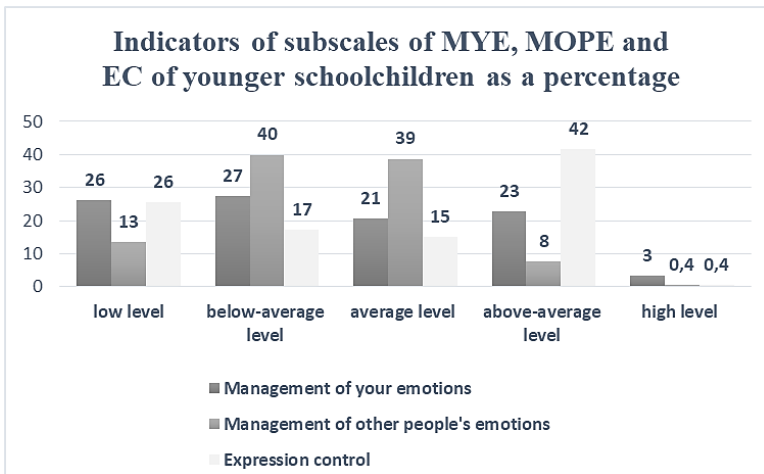


**Fig. 1. Indicators of the general level of EI of primary school students**



**Fig. 2. Indicators of EI components of younger schoolchildren (subscales of UYE and UOPE)**

As for the indicators of the “management of your emotions” subscale in the studied younger schoolchildren, we observe an advantage of low (26 %) and below average (27 %) levels, which can be explained based on previous results, according to which children of this age have difficulties in identifying and understanding their emotions. Such results may also indicate insufficiently formed self-regulation, the ability to emotionally balance and adapt in frustration or crisis situations, which is important in the formation of resilience. At the same time, it should be noted that there are indicators above the average level (23 %) and the average level (21 %) of the “management of your emotions” subscale. The high level of this indicator is typical only for 3 % (Figure 3).



**Fig. 3. Indicators of the EI components of younger schoolchildren (subscales MYE, MOPE, EC)**

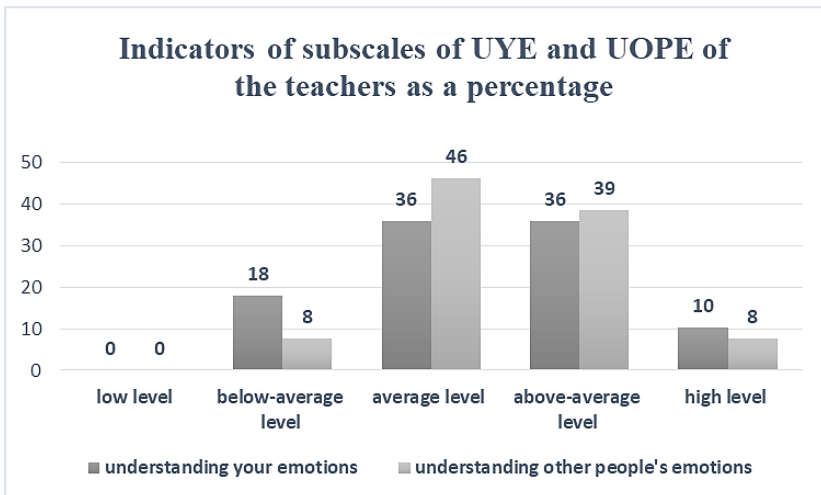
As for the indicator of the formation of the intrapersonal component of EI subscale “expression control”, we observe that most students (42 %) are characterized by above its average level, 15 % – the average. Such results indicate that most children aged 8–10 are able to control the external manifestations of their emotions, and sometimes not show their emotions to others even if they do not understand them. At the same time, such socialization skills need further development toward the child’s understanding of “what is happening to them and why”. After all, in the current conditions, some feelings are the norm of typical reactions, for example, to a traumatic experience, which you need to be able to track in order to help yourself or seek help (Figure 3).



## 2. The role of teachers and parents in the development of the emotional intelligence of primary schoolchildren

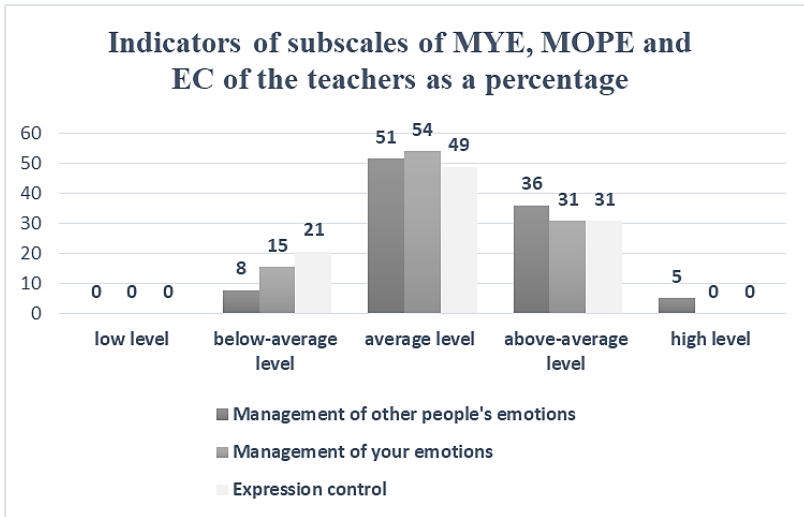
The next stage of the research deals with the study of the role of teachers and parents in the development of emotional intelligence of younger schoolchildren. This made it possible to identify the average (36 %) and above average (36 %) levels of emotional intelligence among teachers involved in the educational process of the studied younger schoolchildren. It should be noted that a high level of emotional intelligence is characteristic of only 13 % of teachers, while a low level is 2 %, and below average is 13 %. Similar results are also observed by parents of children of primary school age, the vast majority of whom are characterized by an average and above-average level of emotional intelligence (27 % and 33 %, respectively). A high level was determined only in 7 % of parents. At the same time, we observe both low and below-average levels of this indicator (17 % and 16 %, respectively) among parents of children of primary school age.

As for the EI components of teachers, Figure 4 shows that the overwhelming majority of respondents are characterized by average (46 % and 36 %, respectively) and above-average (39 % and 36 %, respectively) levels of UOPE and UYE. A high level is characteristic only of 8 % and 10 %, respectively.



**Fig. 4. The results of the indicators of the components of EI of the teachers (subscales of UOPE, UYE)**

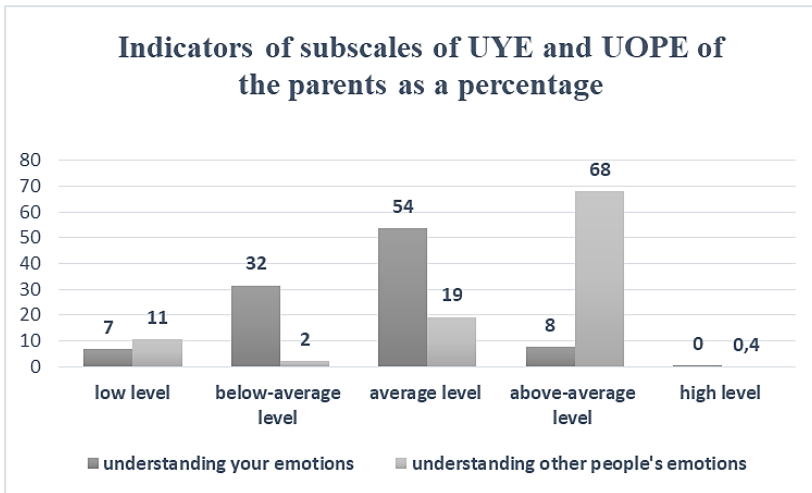
51 % of the teachers have an average level, and 36 % have an above-average level of the interpersonal component of EI (sub-scale of MOPE). The same levels prevail in the indicators of the intrapersonal component of EI (subscales “MYE”, “MOPE” and “EC”) (Figure 5). The results indicate that the teachers have the skills to manage both other people’s and their own emotions, but at the same time, it is obvious that the components of EI are needed to be developed.



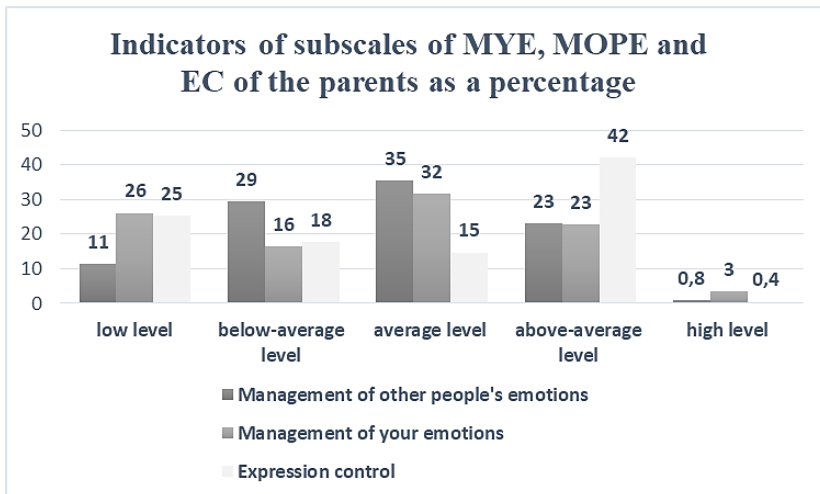
**Fig. 5. The results of the indicators of the components of EI of the teachers (subscales “MYE”, “MOPE” and “EC”)**

Concerning the results of the study of the components of EI of the parents of younger schoolchildren, the greatest difference was found in the subscales of UOPE and UYE at the average level of indicators (68 % and 8 %, respectively) (Figure 6). Such results may indicate that the skills to understand oneself, feel and be aware require additional attention in the creation of a development program for parents, which may become promising for further research prospects.

In addition, it should be taken into account the existing and low levels of EI subscales in the parents of younger students, in particular MYE (26 %) and EC (25 %) (Figure 7). It is likely that the conditions of the war had a rather important influence on such results. However, this hypothesis is needed further research.



**Fig. 6. Indicators of EI components of the parents of primary school children (subscales of UYE, UOPE)**



**Fig. 7. Indicators of EI components of the parents of primary school children (subscales of MYE, MOPE and EC)**

At the next stage of the study, using Spearman's Rank correlation coefficient, a direct correlation was revealed between the indicators of the general level of EI of parents and their children, as well as between its individual subscales. No correlation was found between the indicators of the subscales of MOPE EI of younger schoolchildren and UYE EI of their parents (Table 1). Such results may indicate that it is natural for the children of this age period to imitate their parents and, at the same time, it is difficult to manage their emotions. However, this thesis is needed further research. As well as the conclusion that the children whose parents have a low level of emotional intelligence require more attention from teachers in the dimension of development of emotional intelligence.

Table 1

**The results of correlation analysis between the indicators of emotional intelligence of younger students and their parents**

1	EI	UOPE	MOPE	UYE	MYE	EC
	2					
EI	0,914**	0,715**	0,455**	0,562**	0,,884**	0,849**
UOPE	0,651**	0,611**	0,203**	0,548**	0,575**	0,636**
MOPE	0,511**	0,302**	0,717**	0,113	0,429**	0,271**
UYE	0,789**	0,584**	0,445**	0,537**	0,708**	0,726**
MYE	,851**	,727**	,387**	,455**	,929**	,793**
EC	,886**	,732**	,348**	,548**	,892**	,908**

Notes: \*\* – significance at the level  $p \leq 0,01$ ,

1 – EI indicators of younger schoolchildren; 2 – EI indicators of the parents of younger schoolchildren

By means of Spearman's Rank correlation coefficient the research hypothesis regarding the correlation between the indicators of emotional intelligence of primary school students and their teachers was disproved. Manifestly, such results indicate the importance of further scientific research in this direction with an increase in the sample. Concurrently, the results at this stage of studying the issue demonstrate the importance of teachers using not only the "imitation" technique, which is relevant to the interaction of children and parents, but also additional resources and efforts for the development of emotional intelligence, and hence the resilience resources of younger students.

Therefore, it is essential to provide teachers with tools for interacting with children in the direction which is being studied. In this regard, we will analyze the relevance and possibility of using psychodramatic and cognitive behavioural practices at morning meetings by the teacher for the development of children's emotional intelligence.

### **3. Psychodramatic and cognitive-behavioural practices in the dimension of the resilience resources development in primary schoolchildren**

In our previous studies<sup>26</sup>, we have already noted the relevance of the teacher's use of cognitive-behavioral and psychodramatic techniques at "morning meetings" with students at school to positively adjust children to the learning process and the formation of non-violent communication skills. Such practices are also useful for developing students' emotional intelligence, due to the fact that they assist participants realize how their thoughts and behavior can affect their own emotions and social environment, as well as unlock creativity and spontaneity, teach students to relax and calm down, redirect. As H. Handzilevska<sup>27</sup>, noted earlier, the traditional structure of the morning circle includes the same components that are characteristic of a psychodramatic meeting. Each stage has an objective, which can be implemented by using different practices. In this context, H. Handzilevska and E. Škorvagová<sup>28</sup> analyzed the psychodramatic exercises "I am-color", which helps students to present and better know themselves in interaction, and the cognitive-behavioral exercise "Dolls", which helps children understand their actual and desired emotional state. Another exercise "Lamp", shows students the opportunities in their lives, not just the fears, problems, and negativity; and the exercise « Goldfish", which teaches children not only how to articulate desires, but also encourages them to safely express their needs and emotions. These exercises can also be useful for developing children's emotional intelligence, which a teacher can creatively adapt. More details about these practices can be found in previous publications<sup>29</sup>.

To develop the ability to express and show emotions and to be aware of their impact on behavior, which is important for maintaining relationships in the classroom, the teacher can offer children such a cognitive behavioral

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<sup>26</sup> Гандзілевська Г., Škorvagová E. Організація саногенних ранкових зустрічей у школі: психодраматичні та когнітивно-поведінкові практики. *Початкова освіта в парадигмі Нової української школи: виклики часу* : матеріали Всеукраїнської наук.-практ. конф. / за заг. ред. О. Вишник. м. Глухів, 27 квітня 2023 р. Глухів, 2023. С. 26–28.

<sup>27</sup> Ibid.

<sup>28</sup> Ibid.

<sup>29</sup> Ibid.

technique by E. Škorvagová “The Glasses of Emotions”<sup>30</sup>. During this exercise, the child can create their own “magical” glasses that will help them learn how to express and demonstrate their emotions, to be aware of their influence on thoughts and behavior. “These are glasses of joy: whoever puts them on sees positively, with “happy eyes”. It is important for the teacher to emphasize it. Children sit down in a circle and each in turn puts on the glasses. They tell each other how they feel, what makes them happy, how they spent their happy day, how they will spend their happy day, what they will do, how they will feel, with whom they will spend their happy day, etc. Variations can be “the Glasses of Anger”, “the Glasses of Fear”<sup>31</sup> etc. By using this technique, the teacher, in a playful way, stimulates the spontaneity and creativity of the children in managing reactions and perceiving their own emotions and the emotions of others, in adequately satisfying internal needs, in particular: a) the need for reliable attachment to others (needs for security, stability, care and acceptance), b) needs for autonomy, competence, own identity, c) the need for boundaries and their observance, d) the need to freely express their emotions and needs, e) the need for spontaneity, playfulness<sup>32</sup>.

The teacher can accompany this exercise with questions on which the child answers projectively (modified by Farrell, Reiss, & Shaw, 2021<sup>33</sup>), for instance, what are your glasses called? Why do you need your glasses? How do you see the world through these glasses? When and with whom do you wear them? How do these glasses affect when you put them on at home? At school? In different situations? Separately, you can ask which of the people most influences the emotions of the child? (e.g. parents, friends, adults). Which situations are emotionally stressful for them, and which bring them joy or sadness<sup>34</sup>? Also, the teacher can experiment with the glasses, for example, the child creates the positive glasses against the negative ones and vice versa, and then evaluates their advantages and disadvantages for the relationship.

Periodically it may be helpful to look at a problem situation from different perspectives. “Putting on different glasses” can help make this process more conscious. So, the teacher can offer the children to look at the problem

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<sup>30</sup> Škorvagová E. Preventívne a intervenčné programy v kontexte sociálno-patologických javov – preventívny program Slniečnice nádeje, druhé rozšírené vydanie. Žilina: Edis – vydavateľské centrum ŽU. 147 s. ISBN 978-80-554-1696-0.

<sup>31</sup> Hricová T. Aktivity na rozvoj emocionálnej inteligencie. Bratislava: Metodicko-pedagogické centrum, 2014. 37 s. S. 28 DOI: 10.2147/PRBM.S380689.

<sup>32</sup> Young, 1994; y: Šlepecký M., Praško J., Kotianová A., Vyskočilová J. Třetí vlna v kognitivně-behaviorální terapii: nové směry. Praha: Portál, 2018. 232 s. S. 143. ISBN 978-80-262-1340-6.

<sup>33</sup> Farrell J. M., Reiss N., Shaw I. A. Schematerapie. Příručka pro terapeuta. Praha: Triton, 2021. 364 s. ISBN 978-80-7553-943-4.

<sup>34</sup> Hricová T. Aktivity na rozvoj emocionálnej inteligencie. Bratislava: Metodicko-pedagogické centrum, 2014. 37 s. S. 28. DOI: 10.2147/PRBM.S380689.

situation because of the special glasses which are equipped with additional features. For example, it can be “the Glasses of resources” through which only the strengths and abilities of a person are visible. There are also “the Glasses of Hope” (in the sense of reformatting) when a situation that is perceived as difficult is transformed into a positive one. For instance, the teacher might ask: What good is it to feel like you are at an impasse? After that, children can put on imaginary or real glasses and try to experience their emotions and feelings. The glasses are like a magnifying glass or a glass ball, whereby the child can get a look from a completely different point of view<sup>35</sup>.

An alternative exercise for use at “morning meetings” at school can be the psychodramatic game “Optics” (an adaptation of H. Handzilevska the “Magic Shop” exercise). The teacher who “takes on” the role of a doctor, can offer help to the children in choosing glasses that each of them would like to have to improve a positive mood or relationship. However, in order “to purchase” them, the so-called “payment” must be a prerequisite – the student must give something that prevents him from seeing the world in such glasses (for example, an opinion that “poisons the mood”, a certain pattern of behavior that interferes, negative, destructive emotions, etc.). At the end of the exercise, the teacher can invite the children “to become” the glasses they have bought in order to appropriate the desired emotions. You can complete the exercise with the common dance “Sculpture”, as well as write a group fairy tale about the importance of different emotions and a sense of proportion for each of them. There are different variations of writing a group tale. For example, the teacher might ask stimulating questions for the children or narrate it while drawing a shared picture. Children can also create a fairy tale on their own, in turn coming up with three sentences. At the end of the exercise, it is important to discuss the writing process with the children, and also ask again how the children took on the roles (easy or simple, familiar or not), and what this role/fairy tale teaches.

Students often cannot differentiate between their emotions and feelings, so the teacher can help this, in particular, on a large sheet of paper, write all the feelings and the corresponding situations where children can experience these feelings, or provide students with cards with the names of feelings or emotions to talk about their own experiences, so each student could choose the appropriate<sup>36</sup>. In addition, it is precisely at “morning meetings” the teacher can develop students’ ability to non-violent communication according to the

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<sup>35</sup> Caby F., Caby A. Přehled psychoterapeutických technik pro práci s dětmi a rodinou. Praha : Portál, 2019. 246 s. ISBN 978-80-262-1548-6.

<sup>36</sup> Krížo V., Kúdelová E. Ranné kruhy vo vyučovaní. Krátky sprievodca rannými kruhmi a nenásilnou komunikáciou. Bratislava : Inklucentrum – Centrum inkluzívneho vzdelávania, 2021. 16 s. ISBN 978-80-974157-7-8. URL: [https://inklucentrum.sk/wpcontent/uploads/2021/02/INKLUCENTRUM\\_bulletin\\_ranne-kruh-y.pdf](https://inklucentrum.sk/wpcontent/uploads/2021/02/INKLUCENTRUM_bulletin_ranne-kruh-y.pdf) (дата звернення: 21.06.2023).

stages identified by V. Križo and E. Kúdelová<sup>37</sup>, in which students learn how to describe without judgment what they see (behavior of other people) (“Observation” stage (“Camera Eye”); name the feelings that this or that situation causes (stage “Feelings”); express feelings about unsatisfied needs, the consequences of observations and experiences (stage “Needs”); highlight your desires, make proposals for resolving the situation (stage “Requests”).

At the end of the “morning circle”, the teacher, together with the students, can choose the color of the day and interpret it with “notes” of a positive plan for further work. After that, they lay out decorative pebbles in turn, meaning there is a specific task for each student.

## CONCLUSIONS

The algorithm of the work of primary school teachers at morning meetings with younger schoolchildren is summarized. It can be built according to the algorithm for the restoration and development of resilience resources by H. Handzilevska<sup>38</sup>, which is metaphorically designated by her as “Faith-Hope-Love-Sophia”. Each stage of this algorithm is aimed at activating the healthy function of psychological defense mechanisms. The results of our research demonstrate that the vast majority of children of primary school age are characterized by an average level of emotional intelligence, as well as that younger students better understand other people’s emotional states than their own and experience difficulties in managing their own emotions. In the context of this, the first and last stages of the specified algorithm and, accordingly, the psychological defense mechanisms “Egotism” (the ability to self-reflection) and “Confluence” (fusion) are of great importance. Metaphorically, these steps can be denoted by the category “Love”, because the innate ability to love, as well as to knowledge, according to the works of E. Karpenko, develops emotional intelligence<sup>39</sup>. Unblocking the healthy function of these mechanisms is important both for developing the ability to be present in time “here and now”, and for the formation of self-regulation, the ability to choose the duration and amount of emotional support. You can

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<sup>37</sup> Križo V., Kúdelová E. Ranné kruhy vo vyučovaní. Krátky sprievodca rannými kruhmi a nenásilnou komunikáciou. Bratislava : Inklucentrum – Centrum inkluzívneho vzdelávania, 2021. S. 7. ISBN 978-80-974157-7-8. URL: [https://inklucentrum.sk/wpcontent/uploads/2021/02/INKLUCENTRUM\\_bulletin\\_ranne-kruh\\_u.pdf](https://inklucentrum.sk/wpcontent/uploads/2021/02/INKLUCENTRUM_bulletin_ranne-kruh_u.pdf) (дата звернення: 21.06.2023).

<sup>38</sup> Гандзілевська Г. Б., Кондратюк В. В. Ресурси та бар’єри інформаційно-психологічної безпеки вчителів початкових класів в умовах онлайн-навчання: резилієнс підхід. *Наукові записки Національного університету «Острозька академія». Серія «Психологія»* : науковий журнал. 2021. № 12. С. 35–40.

<sup>39</sup> Карпенко Є. В. Емоційний інтелект у дискурсі життєздійснення особистості : монографія. Дрогобич : ДВНЗ Прикарпат. нац. ун-т ім. В. Стефаника, 2020. 434 с.



read more about this algorithm in the previous publication<sup>40</sup>. According to the results of this research, we also tracked the fact that the majority of parents of students of primary school age and primary school teachers are characterized by an average level of emotional intelligence. This, in turn, indicates the importance of its development for all participants in the educational environment and creation an appropriate developmental program, taking into account the identified correlation between the indicators of emotional intelligence of primary school students with the indicators of their parents and its absence with the indicators of primary school teachers, which aims the prospect of further our researches. The list of psychodramatic and cognitive-behavioral techniques presented may well be supplemented by others that can lead to improved functioning of the group and individuals, strengthen bonds between students in the class. The study was carried out as part of a fundamental research project on the topic “Socio-psychological rehabilitation of veterans and persons affected by hostilities through the formation of metacognitive monitoring” with state registration number 0123U101555

### **ABSTRACT**

The study focuses on the issue of resilience of primary school students. The level of emotional intelligence is determined as an empirical indicator of the emotional-regulatory resource of this phenomenon. The article explores that the vast majority of primary school students in conditions of the russo-Ukrainian War are characterized by an average level of emotional intelligence. It appears that younger students better understand other people’s emotional states than their own, and experience difficulties in managing their own emotions. The relevance of developing the resilience of parents of primary school students and primary school teachers is highlighted. A correlation was found between the indicators of emotional intelligence of primary school students with their parents, as well as its absence with the indicators of primary school teachers. The relevance of the use of psychodrama and cognitive-behavioral practices by primary school teachers at “morning meetings” at school through the prism of the development of the emotional-regulatory resource of resilience of younger schoolchildren is substantiated.

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<sup>40</sup> Гандзілевська Г. Б., Кондратюк В. В. Ресурси та бар’єри інформаційно-психологічної безпеки вчителів початкових класів в умовах онлайн-навчання: резилієнс підхід. *Наукові записки Національного університету «Острозька академія». Серія «Психологія»* : науковий журнал. 2021. № 12. С. 35–40.

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