INTELIGENCJA EMOCJONALNA STARSZEGO PRZEDSZKOLAKA: DIAGNOZA POZIOMU ROZWOJU

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Adnotacja. Celem tego badania było określenie poziomu rozwoju inteligencji emocjonalnej starszych dzieci w wieku przedszkolnym. W tym celu zastosowano metody, które okazały się niezawodne: Nguyena min Anya; składniki metody O. Izotovej; metody N. Soloviovej i I. Karelinoi, a także metodyka CST S. Denhama. W sumie w próbie wzięło udział 201 dzieci w wieku przedszkolnym. Diagnozę przeprowadzono na czterech kluczowych wskaźnikach inteligencji emocjonalnej: orientacji emocjonalnej dziecka, postrzeganiu oznak emocji, zrozumieniu treści emocjonalnych i zdolności do emocjonalnego reagowania na określone sytuacje. Wyniki pokazują, że większość badanych dzieci ma średni lub niski poziom inteligencji emocjonalnej. Ponadto w wyniku procedur diagnostycznych stwierdzono, że w tym wieku ogólny poziom rozwoju inteligencji emocjonalnej jest niezależny od różnic płciowych; dzieci z cechami rozwojowymi wykazują wyższe wskaźniki inteligencji emocjonalnej. Potwierdzono również fakt, że dzieci w wieku przedszkolnym lepiej przyjmują wizualne metody badawcze niż werbalne.

Słowa kluczowe: wiek przedszkolny, inteligencja emocjonalna, metody diagnostyczne, wskaźniki kluczowe, system pedagogiczny.

EMOTIONAL INTELLIGENCE OF OLDER PRESCHOOLERS: DIAGNOSTICS OF THE DEVELOPMENT LEVEL

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Abstract. The purpose of this study was to determine the level of development of emotional intelligence of older preschoolers. The following techniques were used: methods by Nguyen Minh Anh; components of O. Izotova's methods; methods of N. Solovyova and I. Karelina, and the method of CST by C. Denham. A total of 201 preschoolers were included in the sample. Diagnostics was performed on four key indicators of emotional intelligence: the emotional orientation, perception of emotional signs, understanding of emotional content and the ability to react emotionally to certain situations. The results show that most of the surveyed children have a medium or low level of emotional intelligence. In addition, as a result of diagnostic procedures, it was found independence of this level from gender differences; children with developmental disorders show slightly higher levels of emotional intelligence. The fact of visability thinking of preschoolers is confirmed.

Key words: preschool age, emotional intelligence, diagnostic methods, key indicators, pedagogical system.

ЕМОЦІЙНИЙ ІНТЕЛЕКТ СТАРШОГО ДОШКІЛЬНИКА: ДІАГНОСТИКА РІВНЯ РОЗВИТКУ

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Анотація. Метою даного дослідження було визначення рівня розвитку емоційного інтелекту дітей старшого дошкільного віку. Для цього були використані методи, які зарекомендували себе як надійні: Нгуєна Мін Аня; складники методики О. Ізотової; методики Н. Соловйової та І. Кареліної, а також методика CST С. Денхема. Всього до вибірки увійшла 201 дитина дошкільного віку. Діагностику проводили за чотирма ключовими показниками емоційного інтелекту: емоційна спрямованість дитини, сприйняття ознак емоцій, розуміння емоційного змісту

та здатність емоційно реагувати на певні ситуації. Результати показують, що більшість опитаних дітей мають середній або низький рівень емоційного інтелекту. Крім того, в результаті діагностичних процедур було виявлено, що в цьому віці загальний рівень розвитку емоційного інтелекту не залежить від статевих відмінностей; діти з особливостями розвитку демонструють дещо вищі показники емоційного інтелекту. Також підтвердився той факт, що діти дошкільного віку краще сприймають візуальні методи дослідження, ніж вербальні.

Ключові слова: дошкільний вік, емоційна розумність, діагностичні методики, ключові показники, педагогічна система.

Introduction. Recent research in various fields of science suggests that it is not enough to have good memory, developed logical thinking and high academic intelligence to succeed in life (Goulman, 2012). After all, intelligence consists not only of the logical (rational), but also of the emotional part (Gardner, 1983). Therefore, in order to deal with the development of mental abilities of the child, we must not forget about his emotional health. It is also necessary to develop emotional intelligence (EI).

The foundations of the development of emotional intelligence, as well as many other indicators of personality development, are founded at preschool age. It is at preschool age that a number of social competencies of a child are formed. The formation of the child's social competence is facilitated by the appropriate level of development of EI.

As noted by A. Burkova, despite the fact that emotional intelligence, to some extent, is genetically predicted, it can be developed throughout life, like many other abilities, but the basis for the full use of this potential is laid in childhood (Burkova, 2010).

The child at preschool age (from three to seven years) becomes separated from the adult, gets in various relationships with peers. During this period social development follows the path of dynamism on the part of emotions and feelings. Ability to control and regulate emotions appears during this period; also child becomes more empathic (Kozlova, 2018).

This is due to the fact that there is a movement of such a mental phenomenon as affect (the strongest type of emotional reaction) at preschool age (4th year of life), from the end of activity to its beginning. The mechanism of emotional prediction of the consequences of activities is included, which is the basis of emotional regulation of the child's actions (Molodushkina, 2012). It means that on physiological level the child is able to learn to control its emotions from this age.

Taking into account the above mentioned, the kindergarten teacher must be aware of the emotional sphere himself, and even more so, be able to teach the child emotional literacy. The success of the preschooler in the future life, and first of all – in school education depends on it.

It is logical to assume that the forming of the appropriate level of development of emotional intelligence should begin with determining of its level.

The level of development of a child's emotional intelligence depends on many factors. Most research in the field of EI focuses on such areas as personnel management, management in the organization of the enterprise, the organization of a successful business project. One of the founders of the theory of emotional intelligence, Daniel Goleman, also began his research on the organization of human resources in the production process (Goleman, 1998; Goleman, 2013), considering the management aspect. Later, in his book "Emotional Intelligence" (Goleman, 2007; Goleman, 2017), he also paid great attention to the development of emotional intelligence of children, without neglecting the emotional development of the preschooler. Note that the problem of development of emotional intelligence was considered mostly as a psychological phenomenon (Bar-On, 1997; Mayer et al., 2002; Andreeva, 2011; Derevyanko, 2016). To explain this phenomenon, the results of neuropsychological research were taken as a basis. A well-known researcher John Gottman turned to the subject of emotional intelligence from the perspective of emotional upbringing of a child. In his book, co-authored with Joan Deckler (Gotman & Deckler, 2018), the author presented his work in the form of advice for parents, explaining how to be an «emotional educator» for his child. Test methods were presented to determine the style of emotional upbringing chosen by parents, as well as the level of emotional awareness of adults.

Purpose. From a practical point of view, it is interesting the possibility of creating a pedagogical system for the development of emotional intelligence of preschoolers, which would satisfy:

– requirements of the government educational standards, preferences of parents of children of preschool age as customers of educational services,

– expectations of teachers of preschool education regarding the final result in the formation of the general level of development of the child;

– would take into account the individual characteristics of each child's development.

To achieve this goal it is necessary to have an idea of the existing level of development of preschooler's EI. To do this, methods of diagnosing emotional intelligence, developed by researchers on this issue in previous years may be used. Also, this is one of the necessary steps in assessing the effectiveness of the system after its implementation in the educational process of preschool education.

S. Prusakova, O. Sergienko, I. Karelina and Nguyen M. Anh were among the first who drew attention to the need for thorough diagnostic work on preschool children (Nguen, 2008; Karelina, 2017). They provided comprehensive research in the diagnosis of the level of emotional intelligence of preschoolers. The components of diagnostic methods of these authors were taken by us for research.

Practical verification of the selected methods and further analysis revealed their disadvantages and advantages.

The disadvantages of the methods used in general practice include the following:

– at earlier stages of the school year children are still not sufficiently focused on school life, and therefore the material used in the diagnosis is perceived at a low level;

– careful preliminary work and approbation of diagnostic tools is necessary (for example, selection of a video appropriate to emotions);

– the test is too cumbersome and unacceptable for use in a preschool institution;

– the test needs to be adapted for preschool age;

– although the method can be used to diagnose the understanding of emotions by older preschool children as one of the components of emotional intelligence, but is likely to be accompanied by certain difficulties in conducting it in preschool education. This primarily applies to the time spent on research, which does not significantly coincide with the organized activities of the kindergarten.

– the method requires a long-term concentration of the researcher, or the organization of a group of researchers at the time of the experiment. Therefore, it is difficult to conduct among preschool children, the amount of attention of which is significantly limited by their age;

– to validate the results obtained, it is necessary to carry out a number of methods.

A set of methods was developed based on the conclusions of this work, from which you can make an "emotional portrait" of a preschooler and identify the real level of emotional intelligence at a certain stage of its development.

Method. To determine the initial level of development of emotional intelligence of preschool children, 201 older preschoolers were diagnosed. The key indicators of this level were identified as follows:

1. emotional orientation of the child (to itself or others), as a prerequisite for the development of empathy;

2. perception of signs of emotions;

3. understanding of the emotional content;

4. the ability to respond emotionally in certain situations.

The following methods were used to identify the level of children's empathic abilities: "Drawing. The world of things – the world of people – the world of emotions" (Meth.1.1), "Three desires" (Meth 1.2) and "What? Why? How?" (Meth.1.3) by Nguyen Minh Anh (Nguen, 2008; Derevyanko, 2016).

To determine the level of perception of signs of emotions, the components of the method "Emotional identification" were used (Meth.2.1 and Meth. 2.2, author O. Izotova) (Karelina, 2017).

The third component was investigated using the method of "Associative experiment and selection of synonyms" (Meth.3.1 – N. Solovyova) and the component of "Emotional identification" by O. Izotova (Meth.3.2) (Karelina, 2017).

The fourth component was investigated using level differentiation I. Karelina (Meth.4.1) (Karelina, 2017) and methods of the group of authors CST (Challenging Situations Task, Meth.4.2) (Denham et al, 2012).

As an additional tool, used a survey of parents and educators. Given the simplicity of evaluating these questionnaires, this publication does not provide the results of the questionnaire. But the following information is provided. Using visual evaluation of the results and a simple calculation, it was found: the vast majority (about 90%) of parents consider their children to be emotionally intelligent, i.e. those who have a high level of emotional intelligence. The assessments of educators in almost 100% of cases coincide with the results of psychological and pedagogical diagnostics, which will be discussed below.

After receiving permission for diagnosis from the heads of the three preschool institutions, forms and stimulus material were prepared. The study was conducted during October 2020 directly in these institutions, in the breaks between the organized activities of the child.

Data processing was performed according to the recommendations of the authors of diagnostic methods. Three levels of development of EI of a preschool child were identified.

The normality of the data distribution was checked using the Pearson coefficient. Estimated data are shown in Table I.

Table I

Groups	The middle of the interval, x_m	quantity, f_i	$x_i \cdot f_i$	Accumulating frequency, S	$\lvert x - x_{cp} \rvert \cdot f_i$	$(x - x_{cp})^2 \cdot f_i$	Relative frequency, f_i/f
1 – 1.25	1.125	2	2.25	2	1.326	0.879	0.00995
1.25 – 1.5	1.375	14	19.25	16	5.781	2.387	0.0697
1.5 – 1.75	1.625	76	123.5	92	12.383	2.018	0.378
1.75 – 2	1.875	77	144.375	169	6.704	0.584	0.383
2 – 2.25	2.125	25	53.125	194	8.427	2.84	0.124
2.25 – 2.5	2.375	6	14.25	200	3.522	2.068	0.0299
2.5 – 2.75	2.625	1	2.625	201	0.837	0.701	0.00498
2.75 – 3	2.875	0	0	201	0	0	0
Generally		201	359.375		38.98	11.476	1

The probability of hitting the i-th interval p_i, the theoretical (expected) frequency f_i and other characteristics of the components of the Pearson coefficient are presented in Table II.

The observed value of Pearson's statistics does not fall into the critical area, so there is no reason to reject the main hypothesis. Thus, testing the hypothesis by Pearson's agreement showed that there is no reason to reject the hypothesis of a normal distribution law.

Table II

$x_i \div x_{i+1}$	f_i	$x_1 = (x_i - x_m)/s$	$x_2 = (x_{i+1} - x_m)/s$	$\Phi(x_1)$	$\Phi(x_2)$	$p_i = \Phi(x_2) - \Phi(x_1)$	Expected frequency, $201p_i$	Components of Pearson's statistics, K_i
1 – 1.25	2	-3.2893	-2.2457	-0.49966	-0.4881	0.01156	2.3236	0.04506
1.25 – 1.5	14	-2.2457	-1.202	-0.4881	-0.3869	0.1012	20.3412	1.9768
1.5 – 1.75	76	-1.202	-0.1584	-0.3869	-0.0636	0.3233	64.9833	1.8677
1.75 – 2	77	-0.1584	0.8853	-0.0636	0.3133	0.3769	75.7569	0.0204
2 – 2.25	25	0.8853	1.9289	0.3133	0.4732	0.1599	32.1399	1.5861
2.25 – 2.5	6	1.9289	2.9726	0.4732	0.4986	0.0254	5.1054	0.1568
2.5 – 2.75	1	2.9726	4.0162	0.4986	0.4999	0.00139	0.2794	1.8586
2.75 – 3	0	4.0162	5.0599	0.49999	0.4999	0	0	0

Results. Here is a description of the levels of development in accordance with the key indicators of emotional competence of the child of older preschool age:

1. emotional orientation of the child (on itself or on others), as a prerequisite for the development of empathy;

Low level (L) – the child is focused only on itself and its needs; does not understand the needs of others, seeks to satisfy only its desires.

Intermediate level (I) – the child has an unstable attitude towards itself or others; understands both its own and others' needs, but seeks to achieve its desires first.

High level (H) – the child is focused on others; understands the needs of others and seeks to find ways to implement them.

2. perception of signs of emotions;

Low level (L) – the child finds it difficult to perceive the signs of emotions, names incorrectly or confuses emotions by their signs, even after providing help in the form of tips or clarifying questions;

Intermediate level (I) – the child experiences minor difficulties in perceiving the signs of emotions, after getting help it corrects itself;

High level (H) – the child names all the emotions according to their characteristics confidently and without help.

3. understanding of the emotional content;

Low level (L) – the child can not name the emotion and describe the reasons for its occurrence, or provides a negative answer to all questions;

Intermediate level (I) – the child names the emotion, but finds it hard to describe the causes of its occurrence; after getting one or two types of assistance provides an adequate and plausible response;

High level (H) – the child provides a specific answer, describes in detail the causes of emotion.

4. the ability to respond emotionally in certain situations.

Low level (L) – the child does not know or does not understand how to act in situations where it is necessary to help someone else;

Intermediate level (I) – the child has difficulty in choosing actions to help others, but after the prompt chooses one of the appropriate options for action.

High level (H) – the child confidently, without prompting chooses an adequate course of action in situations of helping others.

Thus, the general indicator of the level of development of emotional intelligence can be described by integrating all components for each of the indicators.

If we determine the low level (L) as 1, intermediate (I) as 2 and high (H) as 3, we can calculate the total average value of the EI level of each child by all methods. Then, using statistics according to the interval series, you can analyze the data and identify certain patterns.

Fig.1.1 – Fig. 1.4 reflects the results of the initial diagnosis of older preschool children (The vertical axis displays the percentage)
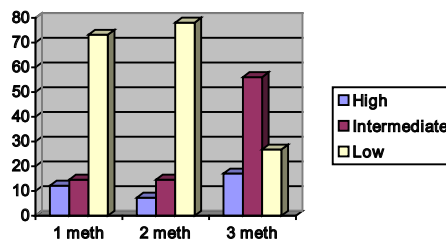

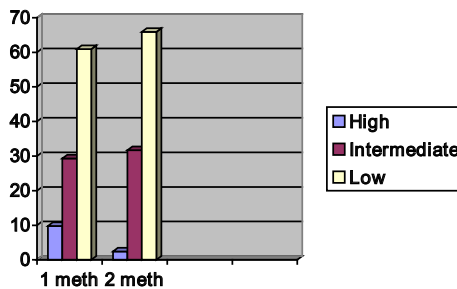**Fig. 1.1. Emotional orientation of the child (Methods 1.1, 1.2, 1.3)**

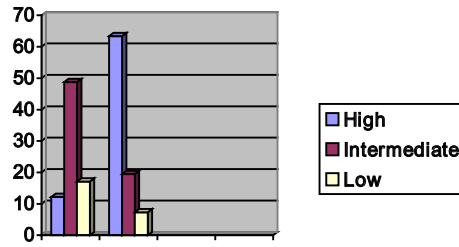**Fig. 1.2. Perception of signs of emotions (Methods 2.1 and 2.2)**

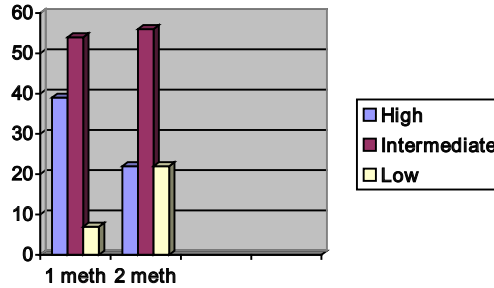**Fig. 1.3. Understanding the emotional content (Methods 3.1 and 3.2)**

Fig. 1.4. Ability to respond appropriately in certain situations (Methods 4.1 and 4.2)

According to the obtained data, we can state that projective drawing techniques show a low level of empathy for the studied children. The interview technique reveals the average level of empathy in the same children (Fig. 1.1). Both methods of the indicator of children's perception of signs of emotions clearly indicate a low level of formation of this component (Fig. 1.2). The display of the plot picture results in almost half of the subjects at the middle level and almost as many at the low level. The use of associative methods has led to high results of a low level of the indicator (Fig.1.3). The last, fourth component was studied using communicative visual techniques that showed the average level of situational expression of emotions (Fig.1.4). Thus, the way how older preschool

Table III. Result for group (1)

Level EI	Key indicator 1 Emotional orientation of the child, %			Key indicator 2 Perception of signs of emotions,%		Key indicator 3 Understanding the emotional content, %		Key indicator 4 The ability to respond appropriately in certain situations, %	
	Meth 1.1	Meth 1.2	Meth 1.3	Meth 2.1	Meth 2.2	Meth 3.1	Meth 3.2	Meth 4.1	Meth 4.2
High	13,04	04,35	13,04	13,04	04,35	8,70	60,87	21,74	26,09
Intermediate	17,39	17,39	47,83	30,43	30,43	47,83	8,70	69,57	47,82
Low	69,57	78,26	39,13	56,52	65,22	43,48	30,43	8,70	26,09

Table IV. Result for group (2)

Level EI	Key indicator 1 Emotional orientation of the child, %			Key indicator 2 Perception of signs of emotions,%		Key indicator 3 Understanding the emotional content, %		Key indicator 4 The ability to respond appropriately in certain situations, %	
	Meth 1.1	Meth 1.2	Meth 1.3	Meth 2.1	Meth 2.2	Meth 3.1	Meth .3.2	Meth 4.1	Meth 4.2
High	09,09	18,18	09,09	0,00	0,00	18,18	54,55	81,82	18,18
Intermediate	0,00	18,18	81,82	36,36	27,27	45,45	45,45	18,18	63,64
Low	90,91	63,64	09,09	63,64	72,73	36,36	0,00	0,00	18,18

Table V. Result for group (3)

Level EI	Key indicator 1 Emotional orientation of the child, %			Key indicator 2 Perception of signs of emotions,%		Key indicator 3 Understanding the emotional content, %		Key indicator 4 The ability to respond appropriately in certain situations, %	
	Meth 1.1	Meth 1.2	Meth 1.3	Meth 2.1	Meth 2.2	Meth 3.1	Meth .3.2	Meth 4.1	Meth 4.2
High	14,29	0,00	42,86	14,29	0,00	14,29	85,71	28,57	14,29
Intermediate	28,57	0,00	42,86	14,29	42,86	57,14	14,29	57,14	71,42
Low	57,14	100,0	14,29	71,43	57,14	28,57	0,00	14,29	14,29

children perceive emotional content depends on the method of studying of this indicator. This proves once again that preschool children are more receptive to information through the use of visual aids.

The study found that children who participated in the diagnosis belong to different groups of the institution: generally developed children (1), children with speech disorders (2) and children with psychological disorders (3). Taking into account this fact, I decided to make a comparative analysis of the relevant groups according to the level of development of emotional intelligence. The results of the comparison are presented in table III-V.

If we compare generally developed children and children with developmental disorders, it turns out that the initial average level of EI the latter is higher, although the difference is not significant – only 0.11 (Fig. 2). In this and the following figures, the vertical axis reflects the level correspondence in relative units.
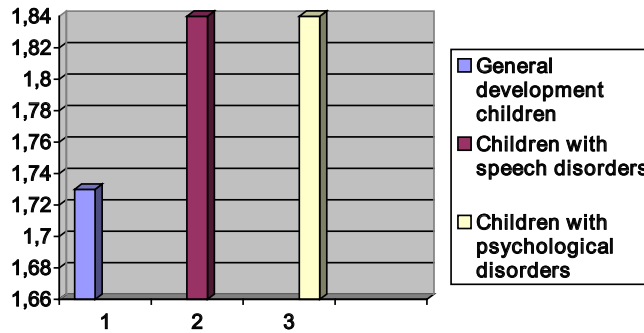

**Fig. 2. Comparative analysis of the initial level of EI of generally developed children (1)
and children with developmental disorders (2 and 3)**

Also, the distribution of the subjects was made by gender – the results for boys (Table VI) and girls (Table VII) were singled out.

Table VI

Level EI	Key indicator 1 Emotional orientation of the child, %			Key indicator 2 Perception of signs of emotions,%		Key indicator 3 Understanding the emotional content, %		Key indicator 4 The ability to respond appropriately in certain situations, %	
	Meth 1.1	Meth 1.2	Meth 1.3	Meth 2.1	Meth 2.2	Meth 3.1	Meth 3.2	Meth 4.1	Meth 4.2
High	11,54	7,69	19,23	3,85	0,00	15,38	65,38	42,31	15,38
Intermediate	11,54	15,38	61,54	19,23	42,31	42,31	23,08	50,00	53,85
Low	76,92	76,92	19,23	76,92	57,69	42,31	11,54	7,69	30,77

Table VII

Level EI	Key indicator 1 Emotional orientation of the child, %			Key indicator 2 Perception of signs of emotions,%		Key indicator 3 Understanding the emotional content, %		Key indicator 4 The ability to respond appropriately in certain situations, %	
	Meth 1.1	Meth 1.2	Meth 1.3	Meth 2.1	Meth 2.2	Meth 3.1	Meth 3.2	Meth 4.1	Meth 4.2
High	13,33	6,67	13,33	20,00	6,67	6,67	60,00	33,33	20,0
Intermediate	20,00	13,33	46,67	46,67	13,33	60,00	13,33	60,00	76,0
Low	66,67	80,00	40,00	33,33	80,00	33,33	26,67	6,67	04,0

Let us now consider comparative results by gender differences. (Fig. 3). As you can see, the averages for different methods have different values according to gender. But if we take the average value of all methods, we will see that the level of girl's and boy's EI is the same. This is shown in Fig. 4.
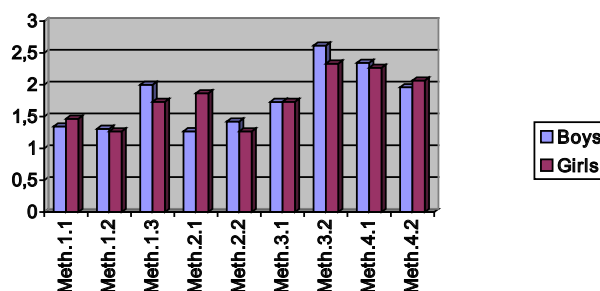

Fig. 3. Comparison of results of methods on gender differences

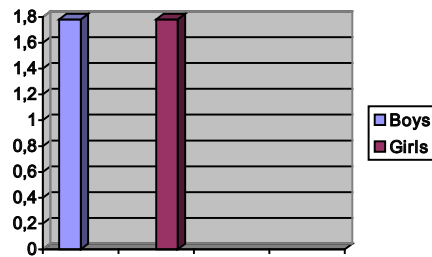© Knowledge, Education, Law, Management

Fig. 4. The average result for all methods according to gender differences

Fig. 5 presents generalized results regarding the level of EI, taking into account all these methods (Table VIII).
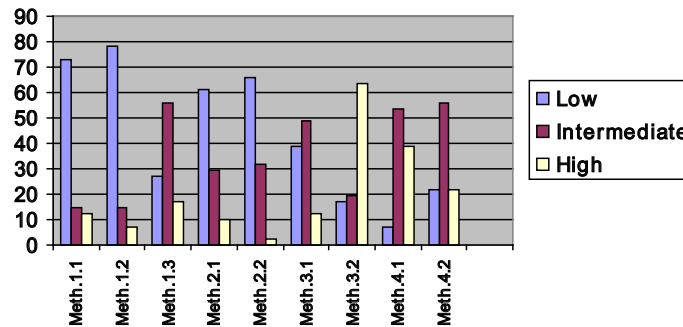

Fig. 5. Generalized results (%) taking into account all methods

Table VIII

Level EI	Key indicator 1 Emotional orientation of the child, %			Key indicator 2 Perception of signs of emotions,%		Key indicator 3 Understanding the emotional content, %		Key indicator 4 The ability to respond appropriately in certain situations, %	
	Meth 1.1	Meth 1.2	Meth 1.3	Meth 2.1	Meth 2.2	Meth 3.1	Meth 3.2	Meth 4.1	Meth 4.2
High	12,20	7,32	17,07	09,76	02,44	12,20	63,41	39,02	21,95
Intermediate	14,63	14,63	56,10	29,27	31,71	48,78	19,51	53,66	56,10
Low	73,17	78,05	26,83	60,98	65,85	39,02	17,07	07,32	21,95

Discussion. The results of the diagnosis allow us to draw the following conclusion. Most of older preschoolers have low or medium levels of emotional intelligence. If we compare the generally developed children and children with developmental disorders, the generally developed children have a lower level of EI. Moreover, it does not matter what specific features of development – speech or psychological. This can be simply explained. Constant communication in a group of children where everyone has some features of development, forces children to unconsciously take them into account and thus develop their emotional flexibility. This situation also applies to educators. This moment is positive. Teachers learn by themselves, and therefore can also teach children of the group to be emotionally intelligent. Another interesting conclusion comes from the fact that emotional intelligence does not depend on gender differences. This may finally dispel the myth that girls are more emotional and "boys don't cry". Until recently, this position was prevalent among adults, and sometimes still occurs both among parents and some teachers. As for the methods themselves, the work confirms the so-called «visibility of thinking» of preschool children – methods using cards, photos and plot pictures were more adequate to identify the real level of emotional intelligence in preschoolers. Additional diagnostic tools (questionnaires for parents and teachers) revealed an interesting fact. Most parents rate their children as individuals with a high level of EI, while both caregivers generally evaluate their group's children as individuals with a low or medium level of EI, which is true and confirmed by diagnostic tests.

It may follow that parents (in the majority) are really unable to assess the emotional abilities of their children adequately. This in turn indicates a low level of their personal emotional intelligence. Therefore, the obligatory component of the system of work on the formation of preschooler's EI in primary education should be educational psychological and pedagogical work with parents regarding age and individual characteristics of the emotional sphere of preschool children and ways to develop emotional intelligence – their own and their children. It can include not only conversations and consultations, but also trainings, round tables and other interactive ways of interacting with the parent community, through which they and their children would be able to gain practical skills in developing emotional intelligence. Also, the situation with the spread of the COVID-19 virus and the restrictions imposed in this regard, along with the negative consequences, opened a new way for teachers to interact with parents. It's about online communication. The first attempts to organize communication in this way took place before the introduction

of quarantine. This was prompted by the fact that modern parents, as part of today's society, began to spend more time on social networks; they would rather read a short chat message than pay time and attention to direct contact with the teacher. So, experts have begun to carry out appropriate work in cyberspace. With the onset of the pandemic, this way of communicating became almost the only way to interact with the parent team.

As for educators, their assessment of the child's emotional development may indicate a more adequate perception of children in the group. There are several reasons for this. The first – impartial attitude to each child, which is one of the indicators of professional competence of the educator, which is also fueled by a purely psychological factor of subjectivity of thinking – as they say, "visible from the outside"; second – the specifics of work in a preschool institution requires the educator to be an emotionally flexible person, which is also inherent in other helping professions (psychologist, social worker, teacher, doctor, etc.); thirdly, there is always a practical psychologist in a preschool institution. The main job of psychologist is educational work-trainings and other activities that in one way or another help to increase the level of development of teacher's EI. Of course, there are other reasons that can be identified in further research on this issue.

Conclusion. According to the results of the analysis, there is a need to create a certain system for the development of preschooler's emotional intelligence in the conditions of primary education. The motivational basis for this system was: establishing a mechanism of interaction of all participants in the educational process, organizing effective communication between specialists in preschool education, laying the foundations for further implementation of educational tasks of the Basic component and priority areas of preschool education; to improve the habilitation capacity of the preschool institution (as an institution) for the successful socialization of the preschooler, including in the direction of preparing the child for school life.

After testing and implementation of this system, it is planned to re-diagnostics children according to the generally accepted methods of scientific research. An interesting result of such work should also be the analysis and conclusions based on the results of the study.

Also, the next logical step in this direction should be to update existing educational programs in accordance with the tasks of forming an emotionally aware personality. The practical result of these studies should be the introduction of the system of development preschooler's EI in the educational process of preschool education institutions. This fully coincides with the recommendations of the new version of the Basic component of preschool education, which governs the activities of all preschool education institutions in our country, which was updated and approved in January 2021. And it, in its turn, meets the standards of education of the European Community.

Due to the fact that the child will become emotionally aware at preschool age, he will be competent to solve and not run into problems that appear in later life. We are talking primarily about schools in which we increasingly encounter, in particular, such a phenomenon as bullying. By learning to control their emotions, notice and distinguish their own and others emotional states, to act adequately in certain life circumstances, a child, when he becomes an adult, will be able to emerge skillfully from conflict situations that occur not only in personal life but also in professional activities. Consequently, he will become a successful, harmoniously developed personality. A long-term effect is a successful country, a mentally (and therefore physically) healthy nation and a society that functions harmoniously.

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