

Children's literature as a means of pedagogical influence on the way to the emotional intelligence development of preschool children

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Abstract. The article provides a theoretical analysis of the fiction influence on the emotional intelligence and creative imagination development of preschool children. The paper reveals the peculiarities of the relationship between fairy tale therapy and emotional intelligence, which are developed in preschoolers together with reflection and creative potential. The study describes the adult's expediency giving examples of their own behaviour in various life situations when communicating with children. It is revealed that the process of developing emotional intelligence has its own characteristics, but its main structural elements begin to develop in older preschool age and are improved throughout the entire school period of study. The focus is on the fundamentals of emotional intelligence development as one of the key elements of the development of preschoolers' imagination, which include children's fiction, stories, and fairy tales. It is proven that the development of emotional potential in preschool age will help regulate their own mood and behaviour, teach how to cooperate with adults and peers.

Keywords: *children's literature, emotional intelligence, reflection, socialization, self-awareness, self-regulation, empathy, fairy tale therapy.*

Introduction

In the context of modernity, at the stage of the information society development, the determinants issue of the formation and development of each individual creative potential is particularly acute. The beginning of the XXI century is recognized by scientists as extremely productive for significant discoveries in the field of psychological and pedagogical research, it was during this period that scientists managed to more thoroughly investigate the role of emotional intelligence in the life of each individual. The work of researchers in the past allows us to define emotional intelligence as the ability to social adaptation, the ability to use, understand the emotions of others. Emotional intelligence is a tool for human self-regulation, stress reduction, effective communication, showing empathy for other people, the ability to respond to life's challenges and resolve conflicts.

1. Analysis of recent research and publications

According to the observations of Dr. J. Gottman, who in the book “Emotional intelligence of the child. A practical guide for parents” found that parents who show compassion and empathy in their interactions with children, thereby help them fight their own negative feelings, and contribute to a better values assimilation and the spiritually enriched personalities growth [3].

Modern scientist in the field of psychology V. Zarytska in her works interprets the concept of emotional intelligence as a tool for understanding the environment, social relationships, and one's own inner world. It develops simultaneously with such vital psychological concepts as reflection, introspection, emotional competence, identification, and self-analysis [4].

L. Burkova believes that emotional intelligence is an extremely important manifestation of an individual's mental activity, as it has a dual functionality. On the one hand, it helps to interact with the inner world and counteract one's own conflicts, on the other hand, it contributes to the process of socialization, adaptation in society, helps to interact with others through effective communication and a clear analysis of the interlocutor emotions [1].

Thus, emotional intelligence is a way and form of behaviour and a person's attitude towards himself/herself and others. This is the ability to accurately determine and analyse the emotions expressed by others, as well as to predict their consequences. Therefore, it is important for each individual to understand not only his own feelings, but also the emotions of other people, which are often associated with both internal and external manifestations of behaviour. The emotional intelligence of both adults and children can be developed through painting, art, literature and game.

2. Formulation of the objectives of the article

The purpose of the article is to carry out a theoretical analysis of the emotional intelligence phenomenon in the context of the development of preschool children creative imagination, to substantiate the influence of children's literature on the development of emotional intelligence and creative potential, to identify the relationship between the emotional intelligence of preschool children and their ability to reflect.

3. Presentation of the main material

The main task of children's literature, which contributes to the development of emotional intelligence and reflection in preschool age, is the continuous contemplation of the world around the child on the basis of his/her creative potential development. The early manifestations of child's mental activity should be provided with information in an arbitrary form, for example, fairy tales. This will help him/her develop associative thinking, form axiological guidelines. In preschool age, the child needs constant saturation with new information, which will initially serve as a kind of basis for world perception, and in the future will contribute to the development of creative imagination.

It is also worth mentioning that the development of creative imagination is impossible without improving sensory-figurative thinking, which is an integral part for the formation of a child's creative potential. Informative accumulation allows a child to cope more easily with intrapersonal conflicts and the future crisis associated with the child's beginning to attend school. The process of developing emotional intelligence has its own characteristics, but its main structural elements begin to develop in senior preschool age and are improved throughout the entire school period of study. It's already in the senior grades, a child-adolescent has the opportunity to achieve such a high level of emotional intelligence development that in adulthood he/she can successfully continue his/her studies and establish communication with unfamiliar people in new social conditions.

The child's ability to distinguish himself/herself in the world begins from the moment of his/her integration into society. The formation of a preschool child's own "I" depends entirely on the influence of the cultural heritage of the environment in which he/she grows. Not only success, but also the pace of the socialization process depends on it. From early childhood, adults begin to introduce a child to the world of fairy-tale heroes. Because it is a fairy tale, due to its accessibility for understanding, that allows a child to be as a part of society, instils axiological guidelines, explains the comparison of the

positions of "good" and "evil". It is worth noting the influence of this type of creativity as a form of psycho-emotional guideline for an individual, which allows a child to distinguish between both positive and negative manifestations and actions on the example of fairy-tale heroes.

Fairy-tale therapy is a direction in practical psychology that, using the metaphorical resources of a fairy tale, allows people to develop self-awareness and build special interaction with each other for a further full life [5]. Fairy-tale therapy is a relatively new direction, but one of the most effective methods of psychological help and support, since the first stories appeared simultaneously with the emergence of language. Stories and tales were created on the basis of repeatedly told by people in order to transfer and assimilate knowledge, experience, examples of man and nature interaction. The mankind experience, examples of feelings, heroes' actions, options for interaction with the outside world i.e. all this was and is the ontogenesis of the word and language, with this help the society created a fairy tale as a means of therapy. Fairy tale therapy is also a system of education allowing you to didactically form ideas about basic life values. It is also worth analysing the deep connection between a fairy tale and the human subconscious. Stories and narratives used in fairy tale therapy are saturated with symbols, images and metaphors, which in turn encourage the listener to make associations i.e. this is one of the fairy tale therapy functions, which allows you to realize what the consciousness has pushed into the subconscious and what it has refused, that is, its self-awareness develops. Gradually, everything acquires signs of control and is naturally integrated into a person's real experience, therefore, the self-regulation process occurs. In stories, based on examples of the heroes' actions, one's own experience is acquired, which is integrated into the human consciousness and will further contribute to the development of social sensitivity, the ability to regulate relationships, and the development for new ways of interacting with oneself and the world around them. Therefore, it is difficult to overestimate its significance in the education of preschool children.

The fairy tale key functionality is the reproduction of the associative process and the improvement of creative imagination, which arises through the individual analysis of the main characters and the fairy-tale world interaction (sensory and figurative perception of the story by the child). In the process of illustrations examination, associative thinking and the ability to compare is developed. Comparing himself with the main character, the child is able to program himself at an unconscious level in terms of positive or negative behavioural guidelines. In other words, he/she takes an example, imitates actions, learns to recognize morality and immorality. This process is quite complex, but embodies the first steps towards the intellectual improvement of the individual.

The ability to identify with the heroes of a fairy tale allows a child to associate good with good deeds in his/her early years, and evil with villainy, injustice, cruelty. Thus, with the help of fairy tales, he/she tries to understand such moral maxims of society as responsibility, nobility and generosity from an early age. Therefore, preschool children in real life try to reproduce the fairy tale hero's behaviour through the game. Returning to the analysis of the fairy tale functionality and the isolation of the main influence of fiction on children, it is advisable to note that this type of creativity allows a child, using his own attention and imagination, to analyse and compare the actions of the story heroes, to establish cause-and-effect relationships between the actions of the characters, and to learn to draw his/her own conclusions. This type of intellectual load is able to develop mechanisms for self-awareness and identification. If a child copes with the identification process quickly enough, then the reflection beginnings appear only in preschool age. That is why it is worth devoting more time to fairy tales and fiction, this is a kind of investment in the individual future.

According to Ya. Ponomarev, reflection is one of the main characteristics of creativity, when a person becomes an object of control for himself/herself. Reflection is like a mirror that reflects all personal changes. In this context, reflection is the main means of self-development, a condition and a way of transforming mental abilities. The child is not sufficiently aware of his/her own mental operations and therefore is not able to fully master them. He/she is not yet fully capable of in-depth analysis and introspection. Only under the influence of discussions, contradictions and objections does the child try to find other, more complex ways to transform information. In addition, researchers

explain the reflection concept as the ability of the subject to “isolate, analyse and correlate his own actions with the objective situation”. In this case, reflection is considered in its intellectual aspect.

In general, scientists distinguish four main types of this psychological phenomenon i.e. cooperative, communicative, personal, intellectual.

What is important in all of the above concepts is that in their totality they determine the diversity of contents that act as objects to which reflection can be directed. This phenomenon is best observed on children's literature example: fairy tales develop the child's ability to formulate certain beliefs about the inner world of fairy tale characters, explain the reasons for their actions i.e. this is communicative reflection; fiction allows us to analyse the relationships system using the example of the interaction of characters i.e. cooperative reflection; the properties, qualities, behavioural characteristics, and status of a fairy tale character are attributed to personal reflection; another function of children's stories is the development of the individual's intellectual abilities, which are manifested in the process of solving various problems and the ability to analyse.

Fiction stories processing by preschool children helps to improve brain activity. Discovering the world of books, the child begins to get acquainted with the norms of society, becomes more mobile in making socially responsible decisions, therefore, has every chance of going through the socialization process more dynamically. It is worth noting that the influence of fairy tales on the child is quite abstract in nature, but this influence is quite noticeable. After all, from an early age, a child who tried to find answers to his/her own questions in fiction, at a more mature age, copes more easily with the tasks of adult life. A creative approach to solving tasks that the child is accustomed to from an early age will contribute to the more appropriate use and development of his/her own creative potential in the future.

In most cases, the driving force and source of personality development is his/her creative potential. This problem was highlighted in the works of such scientists as V. Andrushchenko, M. Boychenko, V. Zablotsky, M. Mykhalchenko, etc. They reveal the very concept of the individual creative potential, considering it at the level of studying the potential and actual characteristics by a person. The main idea in the works of scientists is that creative potential is interpreted as a form of the individual creative activity. Creative potential is a dynamic structure that includes a complex of creative inclinations that manifest themselves in the individual creative activity and is driven by creativity. Creative activity on the culture general scale leads to the uniqueness of a person in the cultural and historical aspect and his/her phenomenality. Thus, the person himself/herself is a culture phenomenon himself/herself and as a result, his/her creativity becomes important in a wide social space. The creative uniqueness of such a person is both a condition and a result of the creative process. In addition, under such a condition, there is a possibility of a person's conscious choice for a creative life position and the development of his/her creative potential.

4. Research Methods

Analysing the works of the above-mentioned scientists, we assume that creative abilities are closely related to intelligence. The theory is reinforced by the concept of ten thousand hours of work by M. Gladwell. The famous modern American sociologist in his book “Geniuses and Outsiders” describes the phenomenon of successful people who have become virtuosos in their field through constant improvement, hard work and introspection. The author emphasizes the importance of systematic work as a professionalism and genius guarantee, giving the example of such famous people as B. Gates, B. Joy, R. Oppenheimer, W. Mozart, P. McCartney.

The assumption is that to achieve success in any area of life and to achieve a high level of skill with the status of a world-class expert, about one hundred thousand hours of practice are required. And this condition applies to all professions without exception. Ten thousand hours is about three hours of work per day, or twenty hours per week for ten years. This does not explain why some people find classes more useful than others, but so far there is no known case when the highest level of skill would

be achieved in less time. It seems that this is exactly how much time the brain needs to absorb all the necessary information. M. Gladwell's idea is to adapt a person to a systematic mental load, which later allows him to be more successful in his chosen professional field of activity [2].

A child who is accustomed from an early age to perceive and process a relatively large amount of information, subsequently expands these boundaries to the point of creating his/her own creative product of imagination. The American researcher considers the concept of genius not to be an innate gift, but success, which is due to hard work, systematic improvement, and constant intellectual enrichment. It is worth noting this as the main condition for success. If the mental activity of an individual from preschool age has a systematic progressive character, then in adulthood it will have a number of advantages, in particular, competitiveness, which is significantly noticeable among peers.

Therefore, if a child's attention, imagination, memory, and thinking are developed from an early age, then he or she will be suitable for more intensive intellectual work in the future. The fundamental basis of these abilities for an individual is his or her understanding of social processes, cause-and-effect relationships, and norms of behaviour that are embedded in the distorted form of the fairy-tale world.

5. Conclusion

Thus, we can conclude that at the current stage of society's development, in the period of information technologies rapid development, the personal potential development, self-improvement and work on oneself are extremely important. In the field of psychological science, it is known that the most effective is the individual development of the preschool children intellectual potential, because the persistent mental activity of children will definitely come in handy during the socialization process. Modern science is trying to more thoroughly investigate mental activity at the early stages of the formation of individual properties of intelligence. Thanks to the fruitful efforts of scientists, we understand the interdependence of the success of the individual and emotional intelligence, creative potential, reflection and introspection. The earlier a child begins to realize himself/herself, feel his/her own unique inner world, work on mistakes, develop an immanent (internal) moral core, the easier the process of socialization and successful adaptation in society. The child's fascination with fairy tales can play a key role in the independence of socially responsible decisions made by him/her, because a fairy tale with its moral central message strengthens the moral and ethical guidelines of the individual. Thanks to the development of reflection and introspection, the child learns to analyse the problems of the fairy tale world at a theoretical level, transfer this knowledge to reality and apply it in practice, because many fairy tales have an educational, training and cognitive nature, often demonstrate examples of socially desirable behaviour, for example, familiarization with ethical norms.

Instead, emotional intelligence is a more comprehensive concept that includes not only self-awareness, but also an understanding of the interlocutor's emotions and feelings. The ability to quickly and skilfully read the mood of others helps a child in the process of resolving various life situations and establishing socially important contacts.

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