
CONFERENCE ARTICLE

Scientific And Methodological Foundations For Assessing The Level Of Formation Of Affective-Emotional Intelligence Based On Working With Literary Works

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ABSTRACT

This article highlights the scientific and methodological foundations for assessing the level of formation of affective-emotional intelligence of primary school age pupils based on working with literary works. The structural components of affective-emotional intelligence, the criteria for identifying them, indicators and assessment levels are analyzed. In addition, the methods and techniques of conducting diagnostics based on literary texts, as well as the possibilities of identifying pupils' empathy, skills of understanding and managing emotions, and reflection are revealed. The research results show that systematic work with literary works makes it possible not only to develop affective-emotional intelligence, but also to reliably assess the level of its formation.

Keywords: Affective-emotional intelligence, literary work, diagnostics, assessment criteria, empathy, reflection, primary education, pedagogical diagnostics.

INTRODUCTION

The introduction of the competency-based approach in the education system requires the assessment of not only pupils' knowledge and skills, but also their emotional, social and personal development. The primary school period is a stage of active formation of affective-emotional intelligence, and it is precisely during this period that a child's abilities to understand and manage his or her own feelings and to understand the emotions of others develop.

Literary works are considered an important didactic tool that enriches pupils' emotional experience, forms moral values, and develops empathy and reflection. Therefore, the development of a scientifically based methodology for assessing pupils' affective-emotional intelligence in the process of working with literary works is considered a relevant scientific problem.

Affective-emotional intelligence in primary school pupils consists of the following components:

- understanding emotions;
- managing emotions;
- empathy;
- motivation;
- communicative competence;
- reflection.

These components are interconnected, and the level of their development has a positive impact on a person's social adaptation and learning activity.

Assessment of affective-emotional intelligence is based on the following principles:

- systematicity;
- objectivity;

- continuity;
- individualization;
- competency-based approach;
- consideration of age characteristics.

In the assessment process, the content of a literary work provides an opportunity for pupils to naturally express their emotional reactions.

Assessment criteria and indicators:

1. Understanding emotions

- being able to identify the emotions of the character;
- being able to explain the cause of emotions;
- using words that express feelings.

2. Empathy

- expressing sympathy for the character;
- understanding the emotions of others;
- readiness to provide help.

3. Managing emotions

- being able to control oneself in problematic situations;
- controlling negative emotions;
- proposing a constructive solution.

4. Reflection

- being able to justify one's opinion;
- evaluating one's own behavior;
- drawing a conclusion from the event.

Assessment levels:

High level – the pupil fully understands the emotions of the characters, shows empathy, justifies his or her opinion and is able to manage emotions.

Medium level – the pupil mainly identifies emotions correctly, but has difficulty explaining the causes in some situations.

Low level – the pupil faces difficulties in distinguishing emotions, expressing sympathy for characters and justifying his or her opinion.

Based on working with literary works, the use of the following diagnostic methods is considered effective:

analysis of the character of the protagonist;

the task “If you were in the place of the character...”;

role-playing games;

emotion map;

reflective essay;

observation card;

pupil portfolio;

expert assessment.

The effectiveness of assessment depends on the following conditions:

– taking into account pupils’ age and individual characteristics;

– creating an emotionally safe educational environment;

– using interactive methods;

– purposeful selection of literary works;

– conducting regular diagnostics and monitoring.

Literary works are considered an effective pedagogical tool for developing the affective-emotional intelligence of primary school age pupils and assessing the level of its formation. The use of scientifically based criteria, indicators and diagnostic methods makes it possible to objectively assess pupils’ emotional development and improve the educational process. Assessment results serve the teacher in planning an individual approach, identifying pupils’ emotional needs and supporting their personal development.

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