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Psychopedagogical conditions for forming emotional intelligence in preschool children through role-playing games

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Abstract

Relevance. The relevance of this study is driven by the need for the well-rounded development of the preschool child. The development of empathic abilities holds a significant place for successful societal adaptation, so teachers today face an important and challenging task of not only imparting necessary knowledge and skills, but also fostering benevolent relationships among children. Role-playing games, as a method of organizing the educational process in preschools, can fully satisfy this need.

Purpose. The aim of the article is the interrelation of role-playing games with the development of empathy levels in senior preschool children. The object of the research is a role-playing game as a way to develop empathy in preschool children. The subject is psychological and pedagogical conditions of forming emotional intelligence in preschool children through a role-playing game.

Methodology. Both theoretical (analysis, synthesis, generalization, comparison, classification) and practical research methods were utilized. The empirical study involved 53 children from a preschool in Almaty, Kazakhstan. Validated techniques were used to assess the cognitive, emotional, and behavioral components of empathy, including methods by Uruntaeva, Kosheleva, and Gavrilova.

Results. The results reveal that the majority of the children displayed average levels of empathy development. Qualitative analysis showed difficulties in correctly identifying emotional states, adequately portraying emotions, and demonstrating humanistic rather than egocentric empathy. These findings confirm the need for targeted pedagogical work to develop all components of empathy, which can be facilitated through role-playing activities.

Conclusions. This research opens up new possibilities for building the educational process in a preschool institution and will be useful for teachers, psychologists, and parents.

Keywords: pedagogy; empathy; mental development; personality; emotional sphere.

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Introduction

The relevance of this study is due to the need for the all-round development of the preschool child. For successful adaptation in society, the development of empathic apparatus takes a significant place, so teachers today have an important and difficult task [1]. They not only need to impart the necessary knowledge and skills to the children concerning one activity or another but also to establish a benevolent relationship with one another [2]. This need is fully satisfied by role-playing as a method of building the educational process in the preschool. Role-playing is a particular kind of activity, in the course of which a child masters skills of interaction with the surrounding world, develops awareness of adults and their functions, and develops their general knowledge, mental functions, and emotional potential. Play is the child's main activity from an early age; only the forms and complexity of play change with age. At first, the child manipulates objects and learns their shapes, colours, and sizes [3]. Role-playing games reach their peak in the middle of preschool age. Older preschool age is sensitive to the development of relationships with other people, moral emotions, for managing one's own feelings, experiences, i.e., the development of empathy. Empathy is a certain property of the personality, which is expressed in the ability to put oneself in the place of another person, the ability to voluntary emotional responsiveness to the experiences of another person [4]. In turn, they define empathy as a behavioural ability that manifests itself in helping, contributing, altruistic behaviour in response to the experiences of another [5]. The central issue of this article is the consideration of role-playing as a means of developing emotional intelligence, in this case, empathy [6].

The aim of this study is the relationship between role-playing games and the development of empathy in older preschool children. The object of the research is the role-playing game as development of empathy in preschool children. The subject of the research is psychological and pedagogical conditions of formation of emotional intelligence in preschool children employing role-playing games. To achieve the goal of the research, a number of tasks were defined for implementation, in particular, to analyse the theoretical basis concerning empathy development through role-playing games; to conduct empirical research concerning the level of empathy development in senior preschool children; to determine the relationship between role-playing and empathy development in children; to draw conclusions and recommendations on the results of the research.

Emotions are considered an integral part of a person's social and communicative development. The emergence of social emotions occurs in early childhood, in relationships with peers and adults [7]. During this period, children are sensitive to the functional need to satiate feelings, which is transformed into a desire to share experiences of their own relationships with different objects and phenomena of reality and becomes an important determinant of their personality orientation [8]. Nowadays, there are plenty of methods of teaching children (verbal methods, storytelling, theatrical activities, means of visual arts), but role-playing helps to develop the child more comprehensively [9]. After

all, by trying on various roles, the child learns new functions, developing both cognitive and emotional processes. When introducing children to adult professions, it is important to point out how a person in a certain profession contributes to the lives of others and that all human activities have results [10]. By playing adults and imitating their professional activities, preschool children form their own picture of the world. The more profound children's knowledge about professions and their purpose, the broader their outlook [11].

L.S. Vygotsky in his research also argued about the movement of play development towards professional subjects. He wrote that in the game the "first foundations of professional activity originate – a child up to the age of 3 does not understand at all what it means to be a doctor, a captain (i.e., functions of them), but only functions of things close to them: in play, the child learns adult activity and work in general..." [12]. The emergence of play, according to Vygotsky, is connected with the development of the affective sphere of the child: he/she has more or less stable experiences that are not connected with the momentarily perceived situation (L.S. Vygotsky called them generalised affects). The desire to act in accordance with the desire generates action with real people and objects based on a different (desired) situation, i.e., the discrepancy between the real and imagined plan – play [13].

Materials and Methods

Both theoretical and practical methods were used in the work. The theoretical research methods include analysis, synthesis, generalisation, comparison, and classification. Analysis and synthesis are two interrelated logical methods of scientific research, which are the processes of mentally or factually decomposing the whole into its constituent parts and combining the parts into a whole. The method of analysis is valuable in that it decomposes a complex phenomenon into simpler elements to separate the essential from the inessential and to reduce the complex to the simple. The method of synthesis, on the other hand, allows you to compose the parts and learn the phenomenon under study as a whole. Comparison is characterised by comparing the object or phenomena of reality to establish similarities or differences between them and find common factors. The method of comparison is always an important prerequisite for generalisation, which highlights characteristic features of objects and allows grouping objects into types, groups, and other features (classification).

The base for the empirical study was the Municipal Autonomous Pre-school Educational Institution, "Kindergarten No. 96", Almaty, Republic of Kazakhstan. Fifty-three children took part in the research. To diagnose the level of empathy of preschool children, the following techniques were chosen: the "Understanding of emotional states" method by G.A. Uruntaeva; the "Study of emotional manifestations of children" method by A. D. Kosheleva; the "Unfinished stories" method by T.P. Gavrilova [14].

The "Understanding of emotional states" method by G.A. Uruntaeva is designed to study the understanding of emotional states of people who are depicted in a picture.

For diagnostics, pictures of children and adults with basic emotions (joy, fear, anger, sadness, grief) were used. The child is also given story pictures that depict the positive and negative actions of children and adults. This methodology was tested in two stages. In the first stage, a child had to describe the picture by answering questions such as “Who is shown in the picture?”, “How does the hero feel?”, “How did you understand this?”. Then, in the second stage, the children had to describe the picture by answering the questions: “What are the children (adults) depicted doing?”, “How exactly are they doing it?”, “How did you figure it out?”, “Who do you think is good and who is bad?”.

The method by A.D. Kosheleva allows for studying the emotional expression of children and the level of their ability to express their emotions verbally and nonverbally. The technique was conducted in two stages. In the first stage, the teacher describes familiar and understandable life situations to the children and offers to represent them non-verbally, i.e., with the help of gestures, mimicry, pantomimicry. The second stage allows one to study the level of children's ability to verbalise emotions when playing out story scenes. The teacher again describes to the children the situations they have already played and asks them to describe in words the emotional state of each character.

T.P. Gavrilova's [14] “Unfinished stories” methodology helps to determine whether empathy is egocentric or humanistic in nature (ability to sympathise and empathise, implemented in behaviour). The research was conducted individually with the use of cards on which

three unfinished stories were described. The child was asked to listen to the stories and answer questions after the story.

Results

Role-playing games are one of the effective ways to teach children new social interaction skills, to teach them certain moral and ethical norms, and they also help to develop the emotional potential of a preschool child. The results of this study allow determining the level of empathy formation in children through the use of role-playing games in the educational process. According to the results of the method “Understanding of emotional states”, which is aimed at studying the cognitive component of empathy, the following quantitative indicators were identified, in particular, 7 children (30% of the entire sample) had a low level. The low level was characteristic of children who identified a small number of emotional states and required the assistance of a teacher in the process. An average level of understanding of emotional states was revealed in 11 children (48% of the entire sample). The average level is characteristic of children who independently determine the majority of people's emotional states. Five children (this is 22% of the whole sample) have a high level. The high level is characteristic of children who independently and adequately define the emotional states of their peers. That is, the majority of children in the sample have an average level of development. Graphically the results are presented in Figure 1 [5].

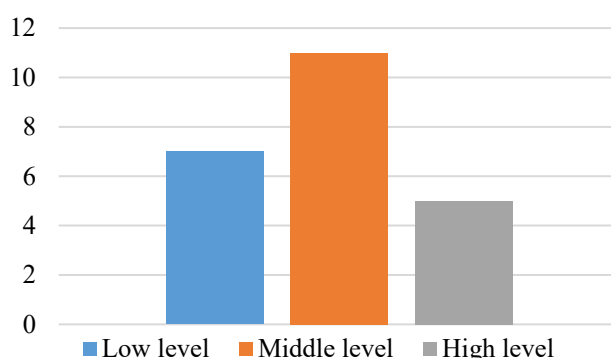


Figure 1. Graphical representation of the results of the “Understanding of emotional states” method

According to the results of A.D. Kosheleva's method of “Studying children's emotional expressions”, which is aimed at determining the development of the emotional component of empathy, the following indicators were determined, in particular, 9 children (17% of the entire sample) had a low level. A low level is characterised by difficulties in portraying an emotional state even after an adult's explanation. That is, when trying to portray a condition, the child has a limited set of expressive and mimic means of communication. Thirty children (57% of the entire sample) were identified at the average level. The average level is characterised by the portrayal of an emotional state adequate to the given situation, but only after an adult has explained the specific emotional state. In this case, the child uses expressive and mimic means of

communication to a limited extent. The child can independently name the emotional states of only some of the characters, the others are identified with the help of the teacher. Fourteen children (26% of the entire sample) have a high level. The high level is characterised by the fact that the child can represent an emotional state adequate to the given situation without the help of an adult, using various expressive and mimic means of communication. The child can also independently and correctly name the emotional states of characters in different situations. That is, at the majority of participants the average level of development of the emotional component of empathy is defined. Graphically the results are presented in Figure 2 [5].

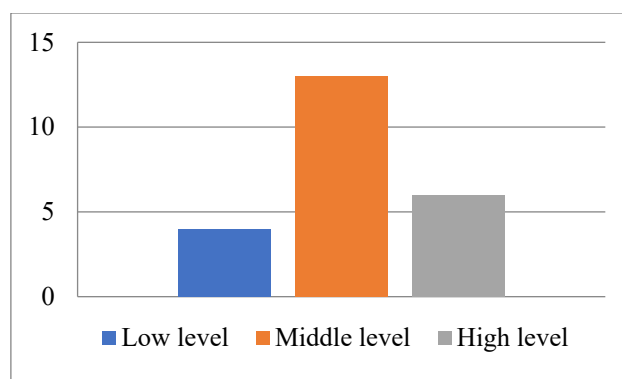


Figure 2. Graphical representation of the results of A.D. Kosheleva's "Studying children's emotional expressions" methodology

According to the results of T.P. Gavrilova's [14] "Unfinished stories" methodology, which is aimed at determining the behavioural component of empathy, found the following indicators, in particular in 14 children (which is 26% of the whole sample) the low level prevails. The low level is characterised by the humanistic nature of empathy, where the child resolves situations in his or her favour. Twenty-three children (44% of the sample) had an intermediate level of development. The average level is

characterised by both humanistic and egocentric attitudes, where the child does not solve all situations in favour of the other. Sixteen children (30% of the whole sample) had a high level. A high level was characterised by a humanistic character of empathy, that is, a child solves situations in favour of someone else, but not himself/herself, as in the case of an egocentric character. Graphically the results are presented in Figure 3 [5].

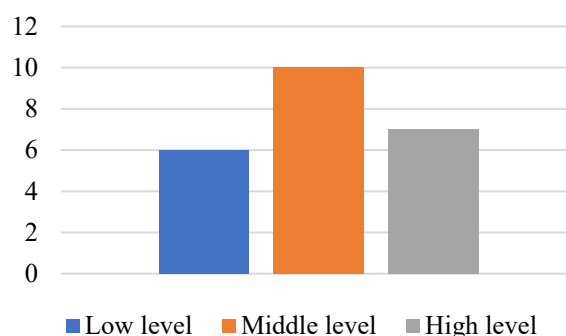


Figure 3. Graphical representation of the results of the "Unfinished stories" methodology by T.P. Gavrilova

By comparing the results of all three methods and by drawing the overall level of empathy development (including cognitive, emotional, and behavioural components) the following dynamics were identified, in particular, 14 children (representing 26% of the whole

sample) had low levels of empathy. 25 children (48% of the whole sample) had an average level of empathy development. 14 children (representing 26% of the sample) had a high level of empathy. Graphically the results are presented in Figure 4.

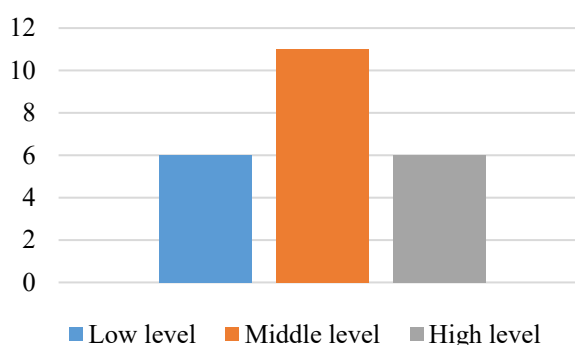


Figure 4. Comparison of results for all three methods

By analysing the qualitative characteristic of the results, the following conclusions are formed. The first group (children with a high level of empathy) is

characterised by the fact that these children have the ability to identify correctly, accurately, independently, and adequately all the emotions of both adults and peers in the

situation depicted. Children correctly perceived the situations presented to them graphically. They correctly interpreted both positive and negative actions of adults and peers. The children also demonstrated a high level of their ability to verbalise emotions when acting out plot scenes. They determined the ability to portray an emotional state that is adequate for the described situation without the teacher's help but only by using various expressive and mimic means of communication. The second group (children with an average level of empathy) is characterised by the fact that they have a sufficiently developed ability to identify and understand the emotional states of people depicted in stimulus pictures, such as anger, joy, or sadness. Their ability to understand emotions such as surprise, admiration, and resentment is insufficiently developed. Older preschoolers with an average level of empathy development depict an emotional state adequate to the described situation after an adult explains the emotional state of the characters, they use expressive and mimic means of communication to a limited extent. They independently name the emotional states of only some of the depicted characters, the rest were identified with the help of the teacher. The orientation of empathy in children with an average level of empathy development is less humanistic and more egocentric. The third group of children (children with low levels of empathy development) is characterised by the fact that these children misunderstand the emotional states of the people depicted in the stimulus pictures or they identify a limited number of emotional states with the teacher's assistance. They also inadequately perceive the situations depicted in the pictures, having difficulties in depicting emotional states even after an adult has explained them. When trying to portray a particular emotion, emotional state, a sharply limited set of expressive and mimic means of communication is noted. It was determined that older preschool children with a low level of empathy development did not show the ability to empathise with another person, to share their emotions.

Hence, it was found that the level of empathy development of preschool children is at an average level of development. The study revealed the following features of empathy in children, including the inability to correctly understand the emotional states of people who are depicted in front of the child, and in some cases inadequate perception of empathic situations. Children also find it difficult to portray emotional states even after an adult has explained them, and they use a limited set of expressive and mimetic means of communication. They are unable to empathise with the other person, especially in situations of joy, success, while displaying an egocentric character of empathy. This study confirms the need for targeted pedagogical work to develop empathy in the direction of the development of all its components with the help of the role-playing game.

After analysing the results, it is clear that the level of empathy among preschool children is within the average. To develop it, teachers need to introduce activities aimed at developing empathy in the learning process. This can take place in the form of role-play. The work with the children can be structured in three stages. The first stage will develop the ability to correctly understand people's emotional states; develop the ability to adequately

understand empathic situations. The second stage develops the ability to verbalise emotions, to express them using mimicry and pantomimicry; teaches children to see another person's state of mind, to reflect on his or her experiences, to have identical feelings about one or another. The third stage includes learning to understand the success of other children, to rejoice, and to develop the humanistic character of empathy in preschool children [5].

Discussion

The child's personal qualities, including empathy, are formed in the process of his or her active activity. At each age stage of a child's life, a certain type of activity is the leading one, determining his or her interests, peculiarities of his or her reality and interaction with the surrounding world. During the preschool period, the child's leading activity is play, through which the child enters the adult world and can actively learn about it. By playing, the child acquires certain spiritual values, assimilates new experiences, and acquires new skills, attitudes, behaviours, personal qualities, etc.

The psychological literature sees empathy as a complex psychological entity that has three components, which include cognitive (understanding another person's experiences), emotional (emotional responsiveness to another person's experiences), and behavioural (willingness to help) [15-19]. The cognitive (educational) component includes the fact that the subject seeks to show his/her inner mental state, the content of his/her thoughts, his/her sense of how their emotional response is perceived and evaluated by others. It is also the accumulation of knowledge about oneself and the social world in the system of representations [20]. The ability to recognise and express one's feelings, the ability to express them verbally, also using pantomime, the ability to understand others, the ability to perceive and experience the emotional states of others, and empathise with others. The emotional component includes an appropriately positive emotional tone of feeling reality in different modalities (joy, disgust, sadness) [21; 22]. Empathy also manifests itself in an emotionally appreciative attitude towards oneself and others. That is, it manifests itself through the child's experience of his or her emotional spectrum in relation to the feelings of the other person [23]. The behavioural component manifests itself in the generation of positive energy, a desire for "helping" behaviour. It is a certain complex of verbal and non-verbal actions based on compassion, empathy, and sympathy [5; 24].

According to T.P. Gavrilova [14], there are two types of empathic experience – empathy and compassion. Empathy, in this case, acts as a subject experiencing the same emotions as the other, through comparison with him or her. That is, a child can empathise with an older person and feel an emotion of pity for him or her, even though his or her experiences are not specifically close. Compassion manifests itself as the subject's experience of another person's emotions without relating these emotions to himself or herself.

Empathy at the preschool age brings the child into contact with the world of other people's experiences, helps to form an understanding of the value of the other, develops and reinforces the need for the well-being of others [25-27]. As the child develops mentally, empathy

becomes a source of moral development. The development of empathy in preschool children consists in the development of acting with moral motives and motivations in favour of the other. It is important at this age to nurture the children's concern for others, a caring attitude towards nature, and the ability to adequately emotionally perceive what is going on. The role-playing game, which is the leading activity at preschool age, fulfils these tasks [5].

When analysing a game, a distinction must be made between its plot and content. The plot is a reality that the players create. It may be a house, a hospital, a school, or a family. The main feature of the plot is that it reproduces certain conditions of the child's life. Plots may vary depending on specific conditions, such as expanding the child's horizons through direct interaction with the world [28]. Regarding the content of the play, this element of play construction consists of the child's reproduction of the main interpersonal relationships. It is in the content of play that the child delves into the relationships between people and learns about their activities. It reflects the external side of a person's behaviour, in particular only the way he/she acts or his/her attitude towards others. The key point in the content of the game becomes the fulfilment of the established rules, which are conditioned by the role taken on. The role is one of the leading components of the role-playing game. A role is a kind of play position of the child, which consists in the identification of himself/herself or another participant in the game with some character of an imaginary situation [16; 29]. In general, four levels of play development are distinguished.

The first level involves actions with certain objects directed towards a play partner. These can be "mother" or "teacher" actions directed at the "children". The most important thing in performing these roles is to act itself, but without thinking about its order and content. That is, the roles are there, but their focus is determined by the nature of the action. Most often, at the first level, roles are not identified, and the participants themselves do not become in relation to each other in a relationship typical for real life. The game involves playing monotonous and repetitive actions. At this stage, the logic of the action can be easily disturbed, but it is not accompanied by protests from children.

The second level implies the main plot as certain actions with the object. Only now does the play-action correspond to the real action. This scenario comes to the forefront, the roles are now allocated and spoken directly by the children. The second level marks the distribution of functions between the participants in the play process. The performance of their role is reduced to the implementation of actions that are directly related to the role performed. Within the second stage, the logic of actions consists mainly in their sequence in real life. In addition, it can be clearly seen that the number of actions significantly expands and, subsequently, goes beyond a single action. The disruption of the sequence is not accepted and, as before, is not refuted [17].

At the third level of play development, the main content consists of the direct performance of the role and the actions it involves. It is important to note the presence of special actions, that is, those that carry the characteristics of the nature of the relationship to the other participants in the game. Such actions are a reference to the other

participants related to the performance of a particular role, for example, a reference to the cook: "Serve the first dish". At this level, the roles of the participants are identified and distributed. Children begin discussing their roles before the play begins. The function of the allocated roles is to outline the direction of the child's actions. The logic, the nature of the child's behaviour is still determined by the role he or she plays. At this level, a variety of actions prevail. In the process of playing the process, children develop a specific speech pattern. It is formed employing the performed role and is directed at the other participant of the game. But this does not exclude the emergence of everyday, out-of-game speech in the game. At this stage, children protest strongly about the logic of the game and actions. The protest takes the form of "it doesn't happen that way", i.e. there is a clear observance of the rules of the game [12].

The fourth level of play development consists in performing actions that are related to the attitudes of other people whose roles are played by other children. These are certain attitudinal actions that stand out from all the actions performed within the role. For example, when performing the role of a police officer, the participant says, "You have broken the rules", "You are under arrest", etc. That is, here the roles are clearly and distinctly delineated. At this stage, the child follows one line of behaviour through the whole game. Speech, at this level of development, is role-based, defined in two ways – the role of the speaker and the role of the person to whom the speech is addressed. The play actions unfold in a clear sequence while maintaining the logic of what is happening. Actions are varied and convey the image of the character the child plays. The game is clearly marked by the rules that the child follows. These rules are closely intertwined with the rules of real-life [12].

Role-playing is a definite complex activity of a child, which is aimed at the child's all-round development. The main features of role-playing are as follows: 1. The social motive of games is through which the child has an opportunity to be in the world of adults and look at the system of their relationships [30]. It is also the development of certain moral and ethical norms and rules of behaviour in various life situations. 2. The child's emotional development occurs through role-playing since play is rich in different emotions and most often topics that are not yet available to the child in life. It has even been noted that the child experiences very real feelings during play, although the situations during role-playing are imaginary. It is important to note that the more complex the game or game plan, the more complex and aware the children's feelings become [31]. 3. This type of play develops the intellect of the preschool child. General mental development and the formation of his/her interests at this stage of development affect the development of the idea of a role-playing game. For this reason, the games become more enduring and their imagination more lasting. That is, the longer the game lasts, the higher the development of the child's play creativity [32]. 4. Roleplay develops the creativity and imagination of the child. A well thought out plan, coherence of actions are combined with improvisation. That is, to implement the idea and to act in accordance with the assumed role in the role-playing game, a child will need toys or other objects, which he/she will endow with imaginary features, replacing one object with another. When playing, the child chooses a role and

imagines the actions of the person he/she is imitating. In the process of play, mental activity influences imagination and creativity. 5. During play the child develops speech. With the help of words, the child coordinates his/her actions. Speech helps them to understand the experiences of their partners. Psychologically, there is a two-way relationship between speech and play: speech is developed and activated in play; play develops under the influence of speech development [18; 33].

To summarise, there is a range of role-playing games and they develop young children comprehensively by instilling and showing different forms of interaction, rules, norms, and values. In the process of such games, a big role is played by a teacher, who performs such functions, as 1. The necessity to think through the content of role-playing games following the tasks of empathy development. 2. Selecting appropriate play material, i.e., toys or any other objects that help the child to play a particular role in the game. The key feature of this point is that the play material is used in the game not for its intended purpose, but as a substitute for something missing. 3. Ensure that children take on a variety of roles. 4. Try to ensure that the game presents the social, work, and moral aspects of life in a positive way. 5. Reinforcing the children's interest in organised play through conversations that will intertwine with the subject matter of the game. Raise the language of the emotion of the participants in the role-playing story. 6. To build a play process in which there will be step-by-step learning of a certain attitude (emotional and moral) towards peers by the child. 7. Reinforce desirable types of behaviour – if children are praised at the right moment for certain displays of emotion, humanity towards each other, then later they will understand how to behave correctly and appropriately in this or that situation, and will start to work actively in this direction.

Conclusions

Pre-school is a period when the child is actively developing his or her cognitive sphere, learning about the world, testing it, and feeling it. During this period, the child's general knowledge increases actively, and teachers need to pay attention not only to the development of the child's general knowledge but also to the development of the

child's emotional and volitional side of personality. The pre-school child needs to be shown the social, adult world “from within” so that he or she can experience it for himself or herself and thus enrich their sensory experience. In today's society, the child is exposed not only to basic professions (cook, hairdresser, doctor, policeman etc.) but also to new professions such as nail master, coach, psychologist, programmer, recruiter, office manager, stylist etc., hence it is important to introduce the child to as many professions as possible. This process takes place through the leading activity of preschool children – play, i.e., role-playing.

The article has analysed the advantages of role-playing games, including child's opportunity to be in the role of an adult and see the system of their relationships; the development of the emotional sphere, as the game is full of different emotions and emotional expressions; this type of play develops the child's intellect, creativity, and imagination; the development of speech in the process of play. The role-playing game is based on rules and roles. During play, the child is taught socially useful skills, forms of interaction with others, certain moral and ethical norms and rules, values and attitudes. The role-playing game is played by an adult who can set the plot of the game, involve objects and toys that the child successfully adapts to the game (i.e., give it the meaning of the object which is not present at the moment, while actively developing the imagination); ensure that children try on different roles; support the game with conversations, developing the speech apparatus and reinforce certain types of behaviour through praise.

Therefore, having analysed role-playing games, it can be stated that it is an effective form of interaction with a pre-school child. The play keeps the child interested and in the process of play the child can easily learn various forms of interaction with others and develop as a person comprehensively.

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None.

Conflict of Interest

None.

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Psychopedagogical conditions for forming emotional intelligence in preschool children through role-playing games

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Анотація

Актуальність. Актуальність дослідження зумовлена необхідністю всебічного розвитку дитини дошкільного віку. Розвиток емпатійних здібностей займає значне місце для успішної соціальної адаптації, тому перед педагогами сьогодні стоїть важливе і складне завдання не тільки передати необхідні знання та навички, а й сформувати доброзичливі стосунки між дітьми. Рольові ігри, як метод організації освітнього процесу в дошкільних навчальних закладах, здатні повною мірою задовольнити цю потребу.

Мета. Метою статті є взаємозв'язок сюжетно-рольових ігор з розвитком рівня емпатії у дітей старшого дошкільного віку. Об'єкт дослідження – сюжетно-рольова гра як засіб розвитку емпатії у дітей дошкільного віку. Предмет дослідження – психолого-педагогічні умови формування емоційного інтелекту у дітей дошкільного віку засобами сюжетно-рольової гри.

Методологія. Використано теоретичні (аналіз, синтез, узагальнення, порівняння, класифікація) та практичні методи дослідження. В емпіричному дослідженні взяли участь 53 дитини з дошкільного навчального закладу м. Алмати, Казахстан. Для оцінки когнітивного, емоційного та поведінкового компонентів емпатії використовувалися валідовані методики, зокрема методики Урунтаєвої, Кошелевої та Гаврилової.

Результати. Результати показали, що більшість дітей мають середній рівень розвитку емпатії. Якісний аналіз показав труднощі у правильній ідентифікації емоційних станів, адекватному зображенні емоцій та демонстрації гуманістичної, а не егоцентричної емпатії. Ці результати підтверджують необхідність цілеспрямованої педагогічної роботи з розвитку всіх компонентів емпатії, чому можуть сприяти рольові ігри.

Висновки. Це дослідження відкриває нові можливості для побудови освітнього процесу в дошкільному закладі та буде корисним для педагогів, психологів і батьків.

Ключові слова: педагогіка; емпатія; психічний розвиток; особистість; емоційна сфера.