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PSYCHOLOGICAL EFFECTIVENESS OF THE EMOTIONAL INTELLIGENCE DEVELOPMENT PROGRAM, DEVELOPED ON THE BASIS OF THE USE OF ART THERAPEUTIC METHODS, IN THE PROCESS OF PROFESSIONAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS

Анотація. У статті здійснено теоретичний аналіз проблеми розвитку емоційного інтелекту майбутніх учителів початкової школи та представлено результати експериментальної перевірки психологічної ефективності програми розвитку емоційного інтелекту, розробленої на основі використання арт-терапевтичних методів у процесі професійної підготовки. Актуальність дослідження зумовлена зростанням вимог до особистісної та професійної готовності сучасного педагога, необхідністю формування його емоційної стійкості, здатності до саморегуляції, емпатійної взаємодії та створення психологічно безпечного освітнього середовища в умовах сучасних суспільних викликів. У статті уточнено психологічний зміст поняття «емоційний інтелект», розкрито його структурні компоненти та обґрунтовано доцільність використання арт-терапевтичних методів як ефективного засобу розвитку емоційного самоусвідомлення, емоційної саморегуляції, мотивації, емпатії та соціальних навичок майбутніх учителів початкової школи.

У роботі представлено результати експериментального дослідження, проведеного на базі Комунального закладу Київської обласної ради «Білоцерківський гуманітарно-педагогічний фаховий коледж» серед здобувачів освіти спеціальності «Початкова освіта». На констатувальному етапі дослідження взяли участь 210 студентів, із числа яких було сформовано експериментальну групу для реалізації програми психологічного гуртка «Емоційний інтелект». Програма включала систему тренінгових занять із використанням ізотерапії, музикотерапії, казкотерапії, мандалотерапії, колажування, вправ із метафоричними асоціативними картками, творчих і проєктивних технік, спрямованих на розвиток основних компонентів емоційного інтелекту. Під час занять учасники навчалися розпізнавати та усвідомлювати власні емоції, конструктивно регулювати емоційні стани, розвивати емпатію, удосконалювати навички комунікації, рефлексії та професійної взаємодії. Практичний супровід програми забезпечувався авторськими робочими аркушами, які сприяли систематизації отриманого досвіду, розвитку рефлексії та закріпленню сформованих умінь.

Аналіз результатів експериментального дослідження підтвердив психологічну ефективність запровадженої програми. Після її реалізації збільшилася частка учасників із високим рівнем емоційного інтелекту, покращилися показники емоційного самоусвідомлення, саморегуляції, емпатії, соціальних навичок і внутрішньої мотивації. Результати психолого-педагогічного спостереження засвідчили підвищення рівня рефлексивності, емоційної стійкості, комунікативної культури та готовності майбутніх учителів до конструктивної взаємодії з учасниками освітнього процесу. Доведено, що комплексне використання арт-терапевтичних методів є ефективним засобом розвитку емоційного інтелекту майбутніх учителів початкової школи та може бути рекомендоване для впровадження у систему їхньої професійної підготовки. За результатами дослідження розроблено методичний посібник «Розвиток емоційного інтелекту засобами арт-терапії», який може використовуватися у діяльності психологічних служб та закладів освіти.

Ключові слова: *арт-терапія; емоційний інтелект; емпатія; майбутні вчителі початкової школи; професійна підготовка; саморегуляція; соціальні навички.*

Abstract. The article provides a theoretical analysis of the problem of developing emotional intelligence of future primary school teachers and presents the results of an experimental test of the psychological effectiveness of the emotional intelligence development program, developed on the basis of

the use of art therapeutic methods in the process of professional training. The relevance of the study is due to the increasing requirements for the personal and professional readiness of a modern teacher, the need to form his emotional stability, ability to self-regulation, empathetic interaction and the creation of a psychologically safe educational environment in the conditions of modern social challenges. The article clarifies the psychological content of the concept of «emotional intelligence», reveals its structural components and justifies the feasibility of using art therapy methods as an effective means of developing emotional self-awareness, emotional self-regulation, motivation, empathy and social skills of future primary school teachers.

The paper presents the results of an experimental study conducted on the basis of the Municipal Institution of the Kyiv Regional Council «Bila Tserkva Humanitarian and Pedagogical Vocational College» among students of the specialty «Primary Education». At the ascertaining stage of the study, 210 students participated, from among whom an experimental group was formed to implement the program of the psychological circle «Emotional Intelligence». The program included a system of training sessions using isotherapy, music therapy, fairy tale therapy, mandala therapy, collage, exercises with metaphorical associative cards, creative and projective techniques aimed at developing the main components of emotional intelligence. During the classes, participants learned to recognize and be aware of their own emotions, constructively regulate emotional states, develop empathy, improve communication, reflection, and professional interaction skills. Practical support for the program was provided by author's worksheets, which contributed to the systematization of the experience gained, the development of reflection, and the consolidation of the formed skills.

Analysis of the results of the experimental study confirmed the psychological effectiveness of the implemented program. After its implementation, the proportion of participants with a high level of emotional intelligence increased, and the indicators of emotional self-awareness, self-regulation, empathy, social skills, and internal motivation improved. The results of psychological and pedagogical observation showed an increase in the level of reflexivity, emotional stability, communicative culture, and readiness of future teachers for constructive interaction with participants in the educational process. It has been proven that the complex use of art therapy methods is an effective means of developing the emotional intelligence of future primary school teachers and can be recommended for implementation in the system of their professional training. Based on the results of the study, a methodological manual «Development of emotional intelligence through art therapy» was developed, which can be used in the activities of psychological services and educational institutions.

Keywords: *art therapy; emotional intelligence; empathy; future elementary school teachers; professional training; self-regulation; social skills.*

Problem statement. The professional activity of a primary school teacher is accompanied by high emotionality, the need for constant interaction with students, parents and colleagues, quick response to difficult situations, control of one's own emotional states and maintenance of a psychologically safe educational environment. In such conditions, the success of a teacher's professional activity depends not only on the level of subject and methodological training, but also on the formation of emotional intelligence, which is manifested in the ability to realize and understand one's own emotions, regulate them, recognize the emotional states of other people, show empathy and build constructive interpersonal interaction. Emotional intelligence acquires particular importance in the professional activity of a primary school teacher. For younger schoolchildren, a teacher is not just a source of knowledge, but also an important emotional guide, on whose behavior the child's psychological comfort, his attitude to learning, the features of interaction with peers and trust in the educational environment in general depend to a large extent. In this regard, the development of emotional intelligence of future teachers should be considered as a necessary component of their personal and professional development and psychological readiness for pedagogical activity. The emotional intelligence of a future teacher is considered as a complex personal and professional characteristic, which involves the ability to recognize, express and regulate emotions, effectively interact with others and act in emotionally difficult situations.

The results of modern scientific research confirm the connection between the emotional intelligence of a teacher and the quality of his professional activity. S. Nayak, in his study, which included 40 studies, confirmed the positive relationship between the emotional intelligence of teachers, teaching effectiveness, student involvement, satisfaction with professional activities and a decrease in the level of stress and professional burnout. The author also noted that structured programs for the development of emotional intelligence contribute to the improvement of self-awareness, empathy and interpersonal communication of teachers [7].

Similar conclusions were made in their review by M. Aponte, A. Vargas Sánchez and M. Vázquez, who analyzed 67 publications by researchers. They found that programs for the development of teachers' emotional intelligence have a positive effect on their psychological well-being, ability to regulate emotional states, manage stress and build constructive relationships with students. The most effective programs were those that combine theoretical training with practical and reflective methods aimed at developing emotional self-awareness, self-regulation, empathy, stress resistance and positive interpersonal interaction skills [5]. The authors attach particular importance to active and reflective forms of work, analysis of emotional reactions, modeling of professional situations and creating a safe space for using emotional response strategies.

The relevance of specially organized work on the development of emotional intelligence of future teachers is also confirmed by the results of Ukrainian empirical research. For example, O. Logvys, in the process of surveying applicants to pedagogical educational institutions, found that 88% of respondents had a low and 12% had an average level of the integral indicator of emotional intelligence. The results obtained gave the author reason to emphasize the need to develop new programs aimed at developing emotional competence, conscious flexibility and the ability to manage one's own emotional reactions [3].

Main part. In the context of training future primary school teachers, emotional intelligence is directly related to the features of professional communication. Y. Moskalenko and M. Oliyar note that a future teacher should not only be aware of the importance of emotionality in pedagogical communication, but also be able to appropriately use verbal and non-verbal emotional-intellectual means, take into account the psychological characteristics of younger schoolchildren and form an individual style of communicative behavior. The survey conducted by the authors of students of the specialty "Primary Education" indicated their awareness of the importance of emotional intelligence for future professional activity, but at the same time indicated the need for its purposeful formation in the educational process [6].

One of the promising means of developing emotional intelligence is art therapy, which creates conditions for safe non-verbal expression of experiences, emotional self-knowledge, reflection and processing of complex emotional states. Its use allows you to involve the individual in the creative process, in which emotions can be symbolically expressed through color, image, music, movement, metaphor or a created creative product. It is believed that art therapy work corresponds to a personally oriented approach, because it is based on individual understanding of images, feelings and associations and requires an atmosphere of emotional security, trust and self-reflection.

A. Lesyk and K. Saprankova consider art therapy methods as a complex means of influencing the emotional-volitional sphere of the personality, which can ensure the development of emotional intelligence only if it is systematically and continuously used. The authors emphasize that emotional intelligence has a complex structure and requires a complex influence, and artistic and creative activity creates opportunities for the development of emotional reactions, self-expression and active interaction with the social environment [2]. Modern studies of the use of art therapy in education also link it with ensuring psychological comfort, reducing emotional stress, developing creativity, self-knowledge, motivation and social skills of students.

Analysis of scientific works shows that most of the available research is focused either on the theoretical substantiation of the importance of emotional intelligence in the professional activity of a teacher, or on the application of individual art therapy methods in working with children and adolescents. Empirical studies of the effectiveness of comprehensive programs aimed at developing the emotional intelligence of future primary school teachers and implemented within the framework of their professional training remain insufficiently represented.

Thus, the theoretical concept of the study is based on the proposition that the emotional intelligence of a future teacher is a multi-component and professionally significant characteristic that can be purposefully developed. Art therapy provides a comprehensive impact on its cognitive-reflective, emotional-regulatory, motivational-value, empathic and social-communicative components through symbolization, creative self-expression, emotional relief, reflection, group interaction and actualization of personal resources. It is this position that became the basis for the development and implementation of the program of the circle «Development of emotional intelligence through art therapy» and further experimental verification of its effectiveness.

The experimental study was aimed at testing the effectiveness of the comprehensive educational and developmental program «Development of emotional intelligence through art therapy» in the professional training of future primary school teachers. The study was conducted on the basis of the Municipal Institution of the Kyiv Regional Council «Bila Tserkva Humanitarian and Pedagogical

Professional College» among applicants for professional pre-higher education in the specialty of Primary Education.

The experiment took place in three stages: ascertaining, formative and control. At the ascertaining stage, the initial level of development of emotional intelligence of future teachers was determined, the features of their emotional sphere were studied, the levels of formation of individual structural components and the nature of the relationships between them were established. The results obtained became the basis for designing the content of the formative influence and the selection of art therapeutic means.

The formative stage consisted of the implementation of a specially developed program for the development of emotional intelligence. Its theoretical and methodological basis was the provisions of humanistic psychology, the theory of emotional intelligence and modern concepts of art therapy work. The goal of the stage was to create psychological and pedagogical conditions for the purposeful development of emotional self-awareness, self-regulation, motivation, empathy and social skills of future primary school teachers.

20 students who attended the psychological club «Emotional Intelligence» participated in the formative experiment. The program was implemented in the first semester of the 2025-2026 academic year. Participation in classes was voluntary, and the organization of work was based on the principles of confidentiality, psychological safety, invaluable acceptance of creative products, respect for personal boundaries and active group interaction.

The main goal of the club program was to develop the emotional intelligence of students using various art therapy techniques. Its tasks included developing the ability to recognize one's own emotions, developing emotional self-regulation, teaching ecological expression of feelings, developing empathy, constructive communication, self-awareness and self-worth.

The content of the program included a consistent study of the main components of emotional intelligence. The classes were devoted to familiarizing oneself with the concept of emotional intelligence, recognizing and differentiating emotions, understanding nonverbal manifestations of emotional states, developing self-awareness, working with anger, fear and anxiety, developing empathy, self-esteem, skills for constructive conflict resolution, overcoming stress and understanding one's own professional values and prospects.

The program used isotherapy, collage, color therapy, mandala therapy, fairy tale therapy, music therapy, drama therapy, work with metaphorical associative maps, plastic and motor exercises, group drawing and reflective discussion of creative products.

The structure of each session included an introductory part, the main art therapy block and a final reflection. The introductory part was aimed at actualizing the emotional state of the participants, setting them up for interaction and creating a safe atmosphere. The main block contained individual, pair or group creative exercises with the mandatory use of art therapy techniques. During the final reflection, the participants had the opportunity to describe their own feelings, understand the content of the created images, identify new ways of emotional response and correlate the experience gained with future professional activities.

A set of complementary psychodiagnostic methods was used to assess the effectiveness of the program. The general level and structural components of emotional intelligence were determined using the method of diagnosing emotional intelligence by N. Hall. The use of this method in studies of future teachers is justified by its focus on determining the ability to understand emotionally presented interpersonal relationships and manage the emotional sphere during decision-making.

Additionally, the Barko-Ostapovich-Oleshko emotional intelligence test, the V. Morosanova style self-regulation behavior questionnaire, the K. Zamfir professional motivation diagnostic method modified by A. Rean, the V. Boyko empathic abilities diagnostic method, and the Guilford-Sullivan social intelligence test were used. Such a complex provided an assessment of not only the integral indicator of emotional intelligence, but also its individual components: emotional self-awareness, self-regulation, motivation, empathy, and social and communicative abilities.

The control stage was carried out after the completion of all classes of the program among the same participants of the psychological circle. Its main task was to determine the dynamics of individual components of emotional intelligence and assess the effectiveness of the formative influence. The repeated examination was carried out using the same set of methods as at the ascertaining stage, which ensured the comparability of the results.

The repeated diagnosis was carried out after the completion of the program in a face-to-face format using Google Forms. Such an organization made it possible to provide all participants with the same conditions for passing the methods and automate the initial data processing.

The effectiveness of the program was determined by comparing the indicators of the initial and repeated examinations. Changes in the general level of emotional intelligence were assessed, as well as the dynamics of emotional self-awareness, the ability to manage one's own emotions, self-motivation, empathy, recognition of other people's emotions, style self-regulation, professional motivation and social intelligence. Along with quantitative data, the results of psychological and pedagogical observation of the participants' activity, the nature of their interaction, the ability to verbalize emotional experiences, use self-regulation methods and show empathetic attitude towards others were taken into account.

Psychological and pedagogical observation during the formative stage showed an increase in the level of emotional self-awareness, improvement of self-regulation skills, development of empathy, social skills and internal motivation of the participants. The creation of a psychologically safe environment, the comprehensive use of art therapy technologies and the organization of active group interaction were identified as significant conditions for such changes.

To determine the results of the study, a sample of a reference group of applicants for professional pre-higher education was selected, who participated in the ascertaining and control stages in the amount of 20 people, although 210 applicants participated in the ascertaining stage of the study.

Comparison of the results of the primary and repeated psychodiagnostic examination showed positive dynamics of the overall level of emotional intelligence of the participants after completing the program of the circle «Development of emotional intelligence through art therapy». The analysis was carried out according to three levels of emotional intelligence formation: high, medium and initial. The high level was characterized by the formed ability to realize and regulate emotions, to stably use the relevant skills in life and professionally oriented situations; medium - sufficient development of individual components in the presence of difficulties in their practical application; initial - insufficient formation of emotional competence and the need for targeted psychological support.

A detailed analysis of the results shows that in the process of developing the emotional intelligence of education seekers, positive dynamics are observed after the completion of the program. The share of seekers with a high level increased from 20.0% to 50.0%, i.e. by 30 points. In absolute terms, the number of such participants increased from 4 to 10 people. At the same time, the share of participants with an initial level decreased from 25.0% to 10.0%, i.e. by 15 percentage points. The number of seekers in this group decreased from 5 to 2 people. The decrease in the share of the average level from 55.0% to 40.0% should be considered a positive trend, since it was accompanied by the transition of some participants to the group with a high level of emotional intelligence. The above indicators reflect positive intra-group dynamics after the implementation of the program (Table 1).

Table 1

Dynamics of the levels of development of emotional intelligence of future primary school teachers before and after the implementation of the program

Level of development of emotional intelligence	Establishment stage, people	Establishment stage, %	Control stage, people	Control stage, %	Changed indicators, people	Absolute dynamics
High	4	20	10	50	+6	+30,0
Average	11	55	8	40	-3	-15,0
Initial	5	25	2	10	-3	-15,0

Thus, the experimental part of the study was built according to the scheme of repeated measurement of indicators in the same reference group before and after the implementation of the comprehensive program. This format made it possible to trace the intragroup dynamics of the development of emotional intelligence under the influence of art therapy classes.

Qualitative analysis of the results of the repeated examination and psychological and pedagogical observation showed that after completing the program, the participants were better aware of their own emotional states, more accurately named their experiences and linked them to specific events, needs and behavioral reactions, taking into account the fact that the program was implemented for a whole six months. During the final reflective discussions, most of the applicants noted that they began to better understand their own feelings and the reasons for their occurrence.

Such changes can be associated with the content of the first module of the program, which included the creation of an art business card, a drawing «My Emotional World», an emotional wheel, compositions «My Joy, My Sadness», a collage «I am Today» and keeping an emotional diary. The use of visual and

reflective methods contributed to the translation of internal emotional experience into a symbolic form, after which it became more accessible for awareness and verbalization.

The positive dynamics of this component are consistent with the results of systematic reviews of programs for the development of emotional intelligence for teachers. In them, reflective practices, emotional journaling and analysis of one's own reactions are identified among the most effective means of developing emotional self-awareness.

One of the most important results of the program was the improvement of emotional self-regulation skills. Participants reported that after completing the classes it became easier for them to restore emotional balance after stressful situations and control the intensity of their own reactions. Psychological and pedagogical observation also showed a more conscious use of methods for reducing tension and environmentally friendly expression of negative emotions.

Of particular importance for the development of this component were classes aimed at working with anger, fear, anxiety and stress. Participants performed the exercises «My anger», «Transform anger», «My fear and my protection», created mandalas, used breathing art practices and constructed a "box of calm". This sequence made it possible to combine the recognition of emotions, their symbolic expression, understanding of the causes and the search for an acceptable method of regulation.

The significance of these changes is determined by the fact that at the ascertaining stage, emotional self-regulation belonged to the least developed components of emotional intelligence. In the general sample, a high level of self-regulation was recorded in only 18.6% of respondents, while 25.2% demonstrated the initial level. Therefore, the program's focus on safe expression of anger, overcoming anxiety and restoring internal balance met the real needs of future teachers.

The results obtained are consistent with the conclusions of A. Kucherenko and L. Pervina, who, after the implementation of the program using art techniques, recorded a decrease in emotional instability and internal discomfort, as well as an increase in indicators of autonomy, self-acceptance and personal development [1].

After the implementation of the program, an increase in the internal motivation of the participants for self-knowledge, personal development and future professional activity was noted. While performing exercises related to building an image of the future, determining personal values and strengths, applicants more consciously formulated their own professional intentions and resources for their implementation.

The motivational block of the program included collages «My strengths» and «Me in 5 years», a drawing «My dreams», an exercise «Map of my values», the practice of gratitude and the creation of resource images. These techniques contributed to the formation of a positive self-image, awareness of the prospects for professional development and emotional reinforcement of personally significant goals.

At the ascertaining stage, the motivational component was one of the most developed: a high level was recorded in 29.0%, an average level in 51.9%, and an initial level in 19.1% of the total sample. Therefore, within the program, the task was not only to increase motivation, but also to deepen it in content - to move from a general positive attitude towards the profession to an awareness of individual professional values, resources, and ways of self-development.

During the program, an improvement in the participants' ability to understand the feelings of others, to take different emotional positions, and to show support during group interaction was observed. The participants became more attentive to the emotional reactions of their classmates, less categorical in their statements, and more open to discussing different ways of experiencing the same situations.

The development of empathy was facilitated by role-playing and art therapy exercises «Look Through My Eyes», «My Friend's Emotions», dialogue through drawing, pair and group creative activities, and fairy-tale therapeutic processing of fears and conflicts. These forms of work made it possible not only to intellectually determine the state of another person, but also to emotionally experience another position and reflect it in a creative product.

Positive changes in the development of empathy correspond to the conclusions of S. Nayak, according to which structured emotional training programs for teachers contribute to the development of empathy and improve interpersonal communication [7].

Positive changes were also observed in the social and communicative sphere. After completing the program, participants demonstrated greater openness in group interaction, the ability to constructively discuss differences, take into account the emotional state of the interlocutor and use more flexible behavioral strategies.

It is especially important that at the ascertaining stage, social skills turned out to be the least developed component of emotional intelligence: a high level was established in only 16.2% of respondents,

and the initial one - in 26.2%. Therefore, the program included group drawing, role-playing art exercises, «Dialogue through drawing», creative conflict analysis and joint projects.

The group format served a dual function. On the one hand, it created conditions for safe self-expression, and on the other, it provided an opportunity to practice listening skills, mutual acceptance, coordination of actions, and constructive conflict resolution. This has direct professional significance for future teachers, since their work involves constant interaction with students, parents, colleagues, and other participants in the educational process.

The results of quantitative and qualitative analysis provide grounds to identify several main trends, namely: an increase in the share of participants with a high level of emotional intelligence from 20.0% to 50.0% and at the same time a decrease in the share of participants with an initial level from 25.0% to 10.0%, improving the ability to realize and name one's own emotions, improving the skills of restoring emotional balance and ecological expression of negative experiences, strengthening internal motivation for self-knowledge and professional development, developing an empathetic attitude and constructive group interaction, increasing openness, communicative flexibility and readiness for cooperation.

The results of psychological and pedagogical observation confirmed the development of emotional self-awareness, self-regulation, empathy, social skills and internal motivation. These changes are associated with the creation of a psychologically safe environment, the comprehensive use of art therapy technologies and the organization of active group interaction.

The final part. The effectiveness of the program can be explained by the complex action of several interconnected psychological mechanisms.

1. Art therapy exercises that provided symbolic expression of emotional experience. Drawing, collage, creation of mandalas and metaphorical images helped participants to give internal experiences an external form, which contributed to their further awareness and analysis.

2. Combination of non-verbal self-expression with verbal reflection. Creative activity did not end with the creation of an artistic product, but continued with a discussion of feelings, associations, difficulties and ways of responding. This contributed to the transfer of emotional experience to the level of conscious understanding.

3. The important role of systematicity and duration of program implementation. The sequential transition from recognizing emotions to their regulation, developing empathy, working through conflicts and forming a professional self-image ensured the gradual complication of tasks and consolidation of acquired skills.

4. A psychologically safe group environment in which the rules of voluntariness, confidentiality, respect and unconditional acceptance were in effect. This reduced the fear of negative evaluation and promoted openness among participants.

5. Exercises that had a personal and professional focus. Participants not only worked with their own feelings, but also correlated the experience gained with future pedagogical activities, analyzed ways of responding in interaction with children and modeled professionally significant situations.

The results obtained are generally consistent with current scientific data. Systematic reviews of programs for the development of emotional intelligence for teachers confirm the effectiveness of complex interventions that combine reflective practices, emotional journaling, social-emotional learning, and situation modeling. The results also correlate with the data of A. Kucherenko and L. Pervina [1] regarding the positive impact of non-verbal art techniques on self-regulation, self-esteem, psychological well-being, and social adaptation of students.

When interpreting the results obtained, it is necessary to take into account a number of limitations of the study, namely, the fact that the experimental verification of the effectiveness of the program was carried out on a relatively small sample, which limits the possibility of extrapolating the results obtained to a wider population of future primary school teachers. At the same time, this sample size is sufficient for testing the author's program and determining its preliminary effectiveness. Also, the study was conducted in one institution of professional pre-higher education, so the results obtained to some extent reflect the features of a specific educational environment, the organization of the educational process and the contingent of education seekers. The experimental format involved comparing the indicators of participants before and after the implementation of the program without involving a separate control group. This approach allowed us to trace the positive intragroup dynamics of the development of emotional intelligence, but does not allow us to completely exclude the influence of external factors that could accompany the professional training of students during the experimental period.

In addition, the evaluation of the effectiveness of the program was carried out immediately after the completion of the formative stage, so the study does not allow us to assess the durability of the identified positive changes and their sustainability in future professional activities.

Despite the aforementioned limitations, the results of the study indicate a positive dynamics of the development of emotional intelligence of future primary school teachers and confirm the feasibility of using a comprehensive art therapy program as a component of their professional training.

Conclusions. The conducted study made it possible to experimentally verify the effectiveness of the author's program for the development of emotional intelligence of future primary school teachers using art therapy and to determine the features of its impact on the main structural components of emotional intelligence.

The results of the control stage of the study showed positive dynamics in the overall level of development of emotional intelligence of the program participants. After the completion of the psychological circle, the number of students with a high level of emotional intelligence increased from 20.0% to 50.0%, while the share of participants with an initial level decreased from 25.0% to 10.0%, which indicates positive changes in the development of the psychological characteristic under study.

Positive changes were recorded for all structural components of emotional intelligence. The participants of the study demonstrated a higher level of emotional self-awareness, the ability to recognize and analyze their own emotional states, used emotional self-regulation methods more effectively, showed more pronounced internal motivation for professional development, increased the level of empathy and social and communicative skills. The data of psychological and pedagogical observation confirmed the formation of more constructive models of interpersonal interaction, increased openness to reflection and the development of skills of emotionally appropriate behavior.

Analysis of the results obtained gives grounds to assert that the effectiveness of the program was ensured by a complex combination of various art-therapeutic methods (isotherapy, collage, mandala therapy, music therapy, fairy tale therapy, work with metaphorical images, group creative exercises), systematic application of them, reflective analysis of creative activity and the creation of a psychologically safe educational environment in which participants could openly explore their own emotional experiences and practice constructive models of emotional response.

The results obtained are consistent with the conclusions of modern studies, which prove the effectiveness of programs for the development of emotional intelligence of teachers and the use of art therapy technologies as a means of developing self-regulation, empathy, psychological well-being and professional competence.

The practical significance of the study is that the developed and tested program «Development of emotional intelligence through art therapy» can be used in the activities of psychological services, psychological support centers, institutions of professional pre-higher and higher pedagogical education as a component of psychological support for the professional training of future primary school teachers. Its content can be integrated into the work of psychological circles, training programs, selective educational components and activities aimed at developing the emotional competence of future teachers.

We see prospects for further research in expanding the sample of participants, conducting an experiment involving a control group, implementing a deferred control section to assess the stability of the results obtained, as well as in a comparative analysis of the effectiveness of individual art therapy methods in developing various components of emotional intelligence of future teachers of various specialties.

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