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**PSYCHOPEDAGOGICAL FOUNDATIONS OF DEVELOPING
EMOTIONAL INTELLIGENCE IN PRIMARY SCHOOL STUDENTS**

Specialty 531.01 – General Theory of Education

SUMMARY

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List of Abbreviations:

in Romanian:

CEP – cultura emoțională a profesorului

EDE- educație pentru dezvoltare emoțională

GC – grup de control

GE-grup experimental

IE- Inteligența emoțională

MEIE – Modelul educației bazat pe inteligență emoțională

PCE – Pedagogia culturii emoționale

QE– coeficientul inteligenței emoționale, indice a gradului de dezvoltare emoțională

in English:

CEP – Teacher’s Emotional Culture

EDE – Education for Emotional Development

GC – Control Group

GE – Experimental Group

IE – Emotional Intelligence

MEIE – Emotional Intelligence-Based Education Model

PCE – Pedagogy of Emotional Culture

QE – Emotional Intelligence Quotient, an index of emotional development level

CONCEPTUAL FRAMEWORK OF THE RESEARCH

The relevance of the research theme is determined by current education policy provisions regarding the development of young school-age children, which reflect European-level initiatives for institutionalizing the model of education based on emotional intelligence, stimulated by the increased interest of teachers in addressing specific themes related to emotional development at all levels of the education system. From this perspective, the central idea launched by UNESCO in the New Framework for Education for Sustainable Development for the years 2020-2030 promotes “enhancing the quality of education from an axiological perspective and training teachers as agents of change” [6].

The importance of researching students' emotional intelligence in primary education arises from the evolution in the 21st century of new dimensions of education (including education for emotional development, a concept also referred to in pedagogical literature as emotional education) that has generated scientific debates regarding the conception, design, and implementation of educational endeavors for emotional development in the context of educational partnerships.

The need to study the emotional intelligence of primary school students is stimulated by trends to reconsider the purposes of education for emotional development from the perspective of ensuring mental health, through current initiatives at the European level promoting the emotional culture of teachers in education. The increased interest of teachers in addressing specific themes related to education for emotional development, particularly the reconsideration of the purposes and content of education for emotional development at all levels of the education system, is significant [1]. In this context, the emotional development of the personality gains new meanings in the arduous process of ensuring the school adaptation efficiency of students, amplifying the importance of determining the scientific foundations of education for emotional development in view of developing the emotional intelligence of primary school students [15, p. 76].

The timely nature of studying the theme is determined by the affirmation of the model of education based on emotional intelligence within the educational system in Romania and in the Republic of Moldova, which constitutes evidence of the valorization of the emotional intelligence paradigm, developed at the level of multidisciplinary relationships between pedagogy, psychology, and sociology. There is a clear need for teacher training in education for emotional development through initial and continuous professional training. The favorable context for this process is the discipline of Personal Development and the integration of specific objectives of education for emotional development into the teaching process across all subjects, pedagogical actions that enhance and stimulate the emotional intelligence development of students at all levels of the education system.

In the context of our research, we refer to the *emotional intelligence* of students and the emotional culture of teachers, the latter being a significant reference model for students. The actors involved in the educational process will create a positive psychological climate for children, encouraging them to learn and develop emotional

competencies important for social life. For these reasons, the level of psychological culture among educators is crucial.

Description of the Situation in the Research Field and Identification of the Research Problem The complex issue of emotional intelligence development remains a focus of researchers both nationally and globally.

Placement of the Theme within International and National Concerns in an Inter- and Transdisciplinary Context. Significant research on emotional intelligence can be found in the studies of authors from Romania and the Republic of Moldova: D. Goleman (2001) on the concept of emotional intelligence [21]; M. Roco (2004) on "creativity and emotional intelligence"; M. Năstase (Suditu) (2009) on "developing emotional intelligence in pedagogy students"; M. Dumitrescu and S. Dumitrescu (2008) on "the concept of education for emotional development and mental health"; S. Marcus (1997) on "the empathy of teachers"; Iu. Baxan (2001) on "the emotional balance of teachers"; Sv. Chițu (2005) on "the empathy of teachers"; E. Losâi (2009) on "the emotional intelligence of adolescents"; B. Rime (2007) on "the social communication of emotions"; L. Năstasă (2009) on "the development of emotional intelligence"; F. Gardin (2010) on "exploring socio-emotional competencies"; El. Bugonea (2016); M. Hughis (2017) [23] on "determinants of emotional intelligence in charismatic-transformational leadership"; C. Rosca (2017); Fl. Biculescu (2023) on "forming the axiological reference framework of students through self-education" [5]; and others.

In the Republic of Moldova, relevant scientific investigations regarding the emotional culture of teachers conducted from 2007 to 2024 are signed by M. Cojocaru-Boroșan [10], [11], [12], [13], [14], through which the author significantly contributes to the development and affirmation of the new science of education – Pedagogy of Emotional Culture (PCE), with the object of study being the emotional education of the personality. Emotional culture defines the professional specificity of teachers in terms of emotional competencies, resulting from emotional development, a system of attitudes regarding the importance of regulating affective behavior, the varied spectrum of knowledge about an individual's affective life, and the set of abilities that allow for adequate management of emotional energy, successful integration into any social environment, and the establishment of a resonant career [13], [10].

Representative authors who have contributed to the development of emotional culture pedagogy through the scientific values created in their research include: Antoci D. (2022) "theory and methodology of value orientation formation in adolescents and young people"; Iu. Racu (2020) "the psychology of anxiety in children and adolescents"; C. Zagaievschi (2012) "development through communication of emotional intelligence in adolescents"; El. Rusu (2013) "emotional intelligence of students"; T. Șova (2013) "occupational stress of teachers"; L. Țurcan (2015) "the pedagogy of tolerance" and "the formation of pedagogical tolerance in teachers"; El. Birsan (2016) "the paradigm of assertive communication"; R. Cerlat (2017) "emotional self-regulation of educators";

Androne S. (2019) (the paradigm of emotional intelligence from Italy) and other authors. The values of emotional intelligence have been addressed by Bețivu A. (2021) "the formation of existential style in adolescents," Buzenco V. (2023) "the pedagogical conceptualization of teachers' social intelligence," Paiul I. (2022, 2023, 2024) "professional training of teachers for emotional education"; Oală V. (2024) "the formation of empathy in medical students" and other authors who have developed the scientific knowledge of emotional culture pedagogy.

The epistemological benchmarks of the research have been established against the background of a system of ideas represented in: the theory of education based on emotional intelligence (D. Goleman); the theory of emotional discipline (Ch. Manz, 2005); the theory regarding the Pedagogy of emotional culture (D. Chabot, 2005); the concept of the teacher's emotional culture, the methodology of research and the technology of developing emotional culture, the concept of the Pedagogy of emotional culture (M. Cojocaru-Borozan), the concept of education for emotional development (M. Cojocaru-Borozan, C. Zagaievschi, 2014) and other authors, etc.

The relevance of studying the emotional intelligence of primary school students arises from the novelty of this topic, which was insufficiently researched in the field two decades ago. Nationally, there are trends of curricular renovation concerning education for emotional development. Although the curriculum designers for primary education promote emotional competencies at the level of study outcomes and specific content, the methodology for education for emotional development is still insufficiently elaborated and validated. Currently, primary school teachers need curricular resources and professional training for emotional development education that would ensure the mental health and personal development of students. In today's social context, which is demanding psychologically, teachers are required to have a high level of pedagogical culture, which primarily involves emotional culture.

The research problem refers to: the insufficient preparation for emotional education and the superficial knowledge by parents and teachers of the characteristics of emotional development at a young school age, which causes students to frequently experience emotional shocks; the poorly developed emotional competencies in children put them at risk of developing forms of psychopathology (uncontrolled anger crises, aggression, anxiety, depression, etc.). The probability that these children will drop out of school and develop antisocial behaviors (e.g., juvenile delinquency, drug addiction, etc.) is higher than that of students who have a high level of emotional intelligence. It is also well-known that emotional competencies influence children's cognitive development, facilitating their adaptation to the environment and school demands.

Therefore, the issue of education for emotional development in the perspective of enhancing students' emotional intelligence in primary education explains our concern for solving the following contradictions:

(a) the contradiction between the necessity of psychopedagogical foundations regarding the development of emotional intelligence and the difficulties of primary

school teachers to respond to current challenges regarding students' emotional education;

(b) the contradiction between the urgency of developing socio-emotional competencies and the insufficient preparation of teachers for developing students' emotional intelligence;

(c) the contradiction between the need to promote the model of education based on emotional intelligence and the superficial approach to developing emotional intelligence in primary school students within the school-family partnership.

The research problem consists of the scientific community's concern to establish the psychopedagogical foundations for developing emotional intelligence through emotional development education for primary school students. The diversity and profundity of the emotional integration difficulties faced by young school-age students and the insufficient preparation of teachers for emotional development education lead to the formulation of the following questions:

- *What are the theoretical benchmarks regarding emotional intelligence as an objective of education for emotional development for students?*

- *How can the necessary psychopedagogical foundations for emotional development education for primary school students be determined and utilized in the context of the school-family partnership?*

The aim of the investigation is to determine the psychopedagogical foundations, to conceive, scientifically substantiate, and experimentally implement the pedagogical model for developing emotional intelligence in primary school students within the context of the school-family partnership.

The hypothesis of the research targets the presumption that the development of students' emotional intelligence will become an efficient process of personal development under the conditions that: the theoretical foundations regarding emotional intelligence and education for emotional development will be determined; the mechanism for developing students' emotional intelligence in primary education will be elaborated; the specifics and levels of emotional intelligence development among primary school students will be experimentally studied; the degree of teachers' preparation for students' emotional education will be diagnosed; and the pedagogical model for developing emotional intelligence in primary school students within the context of the school-family partnership will be conceptualized, scientifically substantiated, and experimentally validated.

The objectives of the investigation are:

1. Establishing the theoretical foundations regarding emotional intelligence, education for emotional development, and mental health in primary education;
2. Elaborating the mechanism for developing students' emotional intelligence in primary education;
3. Experimental study of the specifics and levels of emotional intelligence development among primary school students;
4. Diagnosing the degree of teachers' preparation for students' emotional education;

5. Conceptualizing, theoretically substantiating, and experimentally validating the pedagogical model for developing emotional intelligence in primary school students within the context of the school-family partnership;
6. Formulating scientific conclusions and recommendations regarding education for emotional development and mental health in the perspective of enhancing emotional intelligence in primary school students.

The synthesis and justification of the research methods: In the investigative approach, the following methods were applied: theoretical methods - scientific documentation, historical recourse, pedagogical modeling, inventory of value reflections, analytical-synthetic and experimental methods - pedagogical experiment, conversation, testing, case study, mathematical data processing methods, and qualitative analysis of experimental data.

The novelty and scientific originality of the research consist in: the description of the psychopedagogical foundations regarding emotional intelligence and education for emotional development and mental health in primary education; the elaboration of the mechanism for developing emotional intelligence in primary education; the scientific conceptualization of the pedagogical model for developing emotional intelligence in primary school students within the context of the school-family partnership and scientific contributions to the coherent affirmation of emotional culture pedagogy as a science of education with a specific object of study - the education of human emotionality.

The results obtained that contribute to solving an important scientific problem in research refer to establishing the psychopedagogical foundations and the scientific conceptualization of the pedagogical model for developing emotional intelligence in primary school students within the context of the school-family partnership by coherently elaborating and utilizing the mechanism for developing students' emotional intelligence in primary education.

The theoretical significance of the research lies in: the analysis of the historical evolution of emotional intelligence through the chronological systematization of relevant theoretical contributions to the affirmation of the emotional intelligence-based education model; the description of the characteristics of emotional development at a young school age; the evocation of the educational implications of teachers' emotional culture on the emotional development process of young students and the formulation of scientific conclusions regarding the development of emotional intelligence among primary school students.

The praxiological value of the investigation is certified by the validation of the mechanism for developing emotional intelligence among primary school students; the experimental implementation of the pedagogical model for developing emotional intelligence among primary school students within the context of the school-family partnership aimed at the professional training of teachers' emotional culture for students' emotional education; the formulation of general conclusions and methodological recommendations for primary education teachers and parents.

The implementation of scientific results has been realized through theoretical research presented at scientific conferences and experimental activities conducted with primary education teachers and students at the Saint Mucenic Sava Technological High School, G. Emil Palade Gymnasium in Buzau, Vernesti Technological High School in Buzau, and the No. 11 Gymnasium in Buzau.

Publications on the thesis topic: 12 scientific works, including: 3 articles in specialized journals, 9 articles in international and national conference published in the Romania and Republic of Moldova.

Structure and volume of the thesis: introduction, 3 chapters, general conclusions and recommendations, bibliographic sources, and appendices.

Key concepts: emotional intelligence, development, primary school students, emotional competencies, emotional culture of teachers for primary education.

SUMMARY OF THE THESIS SECTIONS

The Introduction demonstrates the current nature and importance of emotional intelligence formation, describes the problem, purpose, and objectives of the research, presents the theoretical foundations of the research, and outlines the theoretical significance and praxiological value of investigating the process of developing emotional intelligence in primary school students.

Chapter 1: "Theoretical Insights on Emotional Intelligence and Education for Emotional Development of Students" presents conceptual definitions of the evolving term emotional intelligence, clarifies the meaning of the concept of education for emotional development, and describes the age-specific characteristics of primary school students. According to D. Goleman, "childhood represents a crucial opportunity for shaping emotional predispositions for a lifetime; habits acquired in childhood are embedded in neural architecture and are difficult to change later in life." The development of emotional intelligence requires efforts in education and self-education, as "unlike the level of academic intelligence, which remains constant throughout life, emotional competencies resulting from emotional intelligence development are learned skills." While IQ (intelligence quotient) is a genetic endowment, emotional intelligence is a type of intelligence that can be improved through understanding emotional life and various emotional experiences.

Given these theoretical considerations, a term of high scientific relevance is proposed for analysis: education for emotional development, as defined in recent studies in educational psychology. At the same time, the literature in the English and French-speaking domains promotes the concept of emotional education, which essentially carries the same theoretical significance. Through the system of ideas promoted in the research, we adhere to the concept put forth by M. Cojocaru-Borozan and C. Zagaievschi that "education for emotional development is a new dimension of education aimed at shaping/developing emotional intelligence

(measured by emotional quotient (EQ), expressed through responsible attitudes toward one's emotional states, reflected in resonant communicative behaviors, derived from the individual value system of emotional intelligence, measurable at the level of emotional competencies, ensuring academic performance (IQ), mental health, and socio-professional integration." Essentially, "education for emotional development is reflected in an interconnected spectrum of emotional competencies."

By initiating the discussion on the factors influencing the success of emotional education, we update the term emotional culture of the teacher, which we understand as a system of specific emotional competencies resulting from intrapersonal and interpersonal development, ensuring the effective management of emotions necessary in pedagogical activities.

Early school age is characterized by accelerated development in all areas: physical, cognitive, and socio-emotional, constituting a complicated period in which significant changes occur in the emotional life of children. The development of emotional intelligence among students has an imperative character, urging teachers and students in primary education to leverage self-educational resources.

The research focuses on the process of developing emotional intelligence in early school age, and for these reasons, the text presents the particularities of socio-affective development among primary school students, which is expressed through: increased interest and critical spirit, changes in preferences, expressed interest in storybooks, tendencies toward extroversion, euphoric and exalted experiences, intense concern for social identification, gradual establishment of feelings of belonging to school, warm attitudes toward parents, self-evaluation and tendencies toward school competition, camouflaged anxiety, nervousness, sleep disturbances, various tics, and even school phobia, adaptation issues, panic, challenges in adapting to life dimensions, difficulties in school orientation, and social adaptation.

The scientific discourse is oriented towards uncovering the arguments necessary for the theoretical explanation of the origins of emotional problems among early school-age students. Recent studies in the psychology of emotions and in the field of emotional culture pedagogy promote the idea that the new paradigm founded on the model of education based on emotional intelligence certifies the importance of harmonizing the mind (IQ) by channeling emotional energy to adapt human behavior to new life situations. Emotional competence is the result of increasing emotional quotient, a system of beliefs/attitudes regarding the importance of regulating affective behavior, a wide spectrum of knowledge about the individual's emotional life, and a set of capacities that enable successful integration into the social environment. Emotional competencies activate academic intelligence, a notion supported by the research of Canadian educators Chabot D. and Chabot M. Emotional and social competencies are crucial for personal development and maintaining social relationships. The scientific conclusions drawn in Chapter 1

highlight the need to clarify the specific mechanisms for developing emotional intelligence that ensure the success of adaptation and school integration in early school age. Our concern is to conceptualize the mechanism for developing emotional intelligence among primary school students.

Chapter 2: "The Conceptual Framework for Developing Emotional Intelligence in Primary School Students" includes the main results of theoretical research through the elaboration and description of the mechanism for developing emotional intelligence among students in primary education. The psychopedagogical foundations for developing emotional intelligence are represented, on one hand, by theories regarding the evolution of the term emotional intelligence, by the concept of emotional culture among teachers, by the model of education based on emotional intelligence, etc., and on the other hand, by the principles of education for emotional development (the principle of respecting age-specific characteristics in emotional development, the principle of anticipating affirmation and integration problems in the school environment, the principle of effectively channeling emotional energy, the principle of managing uncertainties and stress, etc.). Arguments are presented demonstrating that the emotional culture of teachers is a prerequisite for the affective development of personality. Ideas regarding the importance of valuing the school-family partnership for developing students' emotional intelligence are developed, and the emotional competencies projected in the primary education curriculum are analyzed.

The experimental pedagogical research conducted on two priority dimensions allowed: (a) assessing the degree of preparation of primary education teachers for students' emotional education; (b) identifying the levels of emotional intelligence to describe the particularities of developing emotional intelligence among primary school students.

Essentially, developing emotional intelligence refers to a system of emotional competencies formed gradually through attitudes, capacities, and emotional knowledge (the ability to recognize, understand, and manage one's own emotions, to recognize, understand, and influence the emotions of others, to manage stress by channeling emotional energy in solving social problems, etc.).

The mechanisms for developing emotional intelligence for success involve both individual factors and social interactions in the educational context. The development of the mechanism was based on psychopedagogical foundations concerning the development of emotional intelligence derived from the scientific ideas regarding the emotional development of personality and from programs for the affective development of students. Figure 1 presents a graphical representation of the mechanism for developing emotional intelligence among students in primary education.

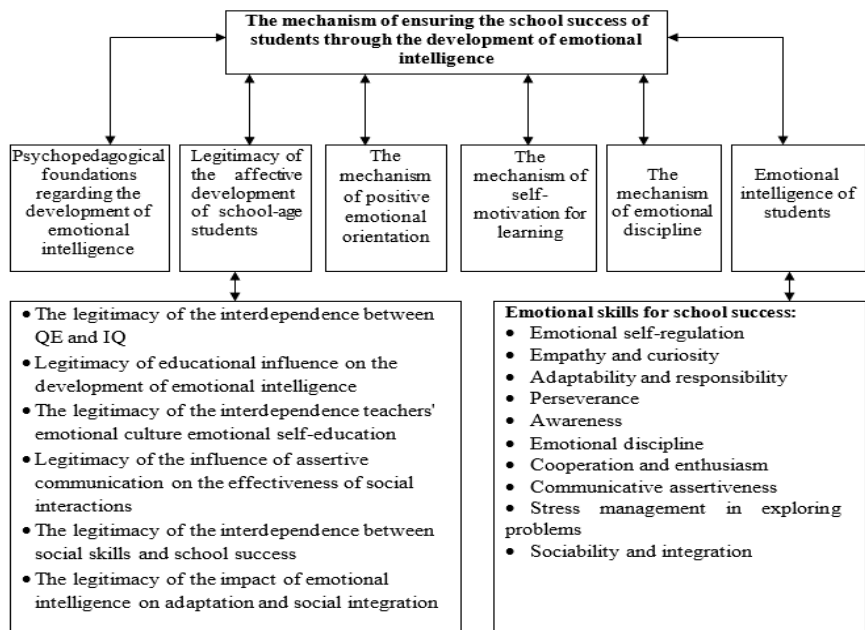


Figure 1. The Mechanism of developing emotional intelligence in primary school students

The emotional development of primary school-aged students (aged 6 to 10) is a complex process influenced by multiple biological, psychological, and social factors that pertain to the formation of emotions, feelings, and the ability to manage them, playing a principal role in personal development.

We present the description of the identified principles in the research:

Principles of Emotional Development: The principles of emotional development in young school-aged students highlight the interdependence between social skills and academic success, emphasizing that these two domains are profoundly interconnected and mutually influential. The development of social skills contributes to improved communication, collaboration, and emotion management, while academic success reinforces self-confidence and provides opportunities for social interaction and personal development. By promoting a learning environment that supports both social and academic development, harmonious growth and long-term success for students are ensured.

Principle of the Interdependence between Emotional Development and Cognitive Development (EI and IQ): This principle addresses the relationship between emotional development and cognitive development at this age.

Principle of Emotional Education's Influence on Emotional Intelligence

Development: This principle involves the importance of leveraging the family and school environment, enhancing their educational and stimulating potential for emotional development through a safe, supportive, tolerant, and participatory atmosphere, which significantly contributes to healthy emotional development.

Principle of the Interdependence between Teachers' Emotional Culture and Self-Education: This principle reflects the importance of students' emotional development, which depends on the level of emotional culture within the family and among teachers. Teachers become reference models in shaping the students' personal identity through self-education.

Principle of the Influence of Assertive Communication on Social Interaction Efficiency: This principle involves asserting assertiveness and empathy in interpersonal communication, which are essential for forming healthy relationships and developing a communication style based on emotional culture.

Principle of the Interdependence between Social Skills and Academic Success: This principle is based on multiple studies and theories from the fields of education and developmental psychology that demonstrate how the development of social skills significantly contributes to academic success and, reciprocally, how school experiences influence the development of students' social skills, including effective communication, cooperation, conflict resolution, and the ability to maintain positive interpersonal relationships. Academic success includes not only academic performance but also school adaptation, attitude towards learning, engagement in school activities, and positive relationships with peers and teachers.

Principle of the Impact of Emotional Intelligence on School Adaptation and Integration: This principle refers to how the level of emotional intelligence affects academic success, self-confidence, and self-efficacy, reflecting in social skills. Confident students are more likely to initiate and maintain social relationships. Good academic performance can bring recognition and appreciation from peers and teachers, strengthening the student's social position. A supportive school environment, with teachers attentive to students' emotional needs, parental support, and involvement in children's education, influences social skill development and ensures academic success.

Mechanism for ensuring academic success through emotional intelligence development in primary education: positive emotional orientation, self-motivation for learning, and emotional discipline. Positive emotional orientation in primary students refers to their tendency to experience and manifest positive emotions in school activities. Characteristics of primary students with a positive emotional orientation include joy and enthusiasm for learning, interest and curiosity, inner calmness and sociability, and genuine curiosity about school subjects.

The mechanism of self-motivation for learning refers to students' ability to self-stimulate and maintain constant interest in learning activities without external incentives. This is crucial for long-term academic success and is influenced by self-motivation determinants such as exploration and discovery of new things. This curiosity is a strong motivator for self-motivation.

The mechanism of emotional discipline involves skills to recognize, manage, and express emotions in a healthy way, which is essential for their emotional well-being and academic success.

The emotional culture of teachers constitutes a premise in students' emotional development and involves teachers adhering to norms and values regarding the expression and management of emotions in the educational environment, evidently determining students' emotional development.

The school-family educational partnership can be considered successful and functional if it meets the following criteria: shared interests of the partners based on trust, unconditional and continuous involvement, adherence to agreed-upon rules and responsibilities, open and ongoing communication between partners, transparent execution of targeted activities, and decision-making through consensus. The school-family partnership effectively stimulates and underpins emotional education for primary students.

Experimental research project on the conditions for the beginning of emotional intelligence development in primary education

The pedagogical experiment at the verification stage started from analyzing the research problem regarding the insufficient clarification of the specifics of emotional development in young school-aged students and the need to establish methodological benchmarks for emotional development education in the context of developing emotional intelligence in primary school students.

The purpose of the pedagogical experiment at the verification stage was to determine the level of emotional intelligence in primary students and the degree of preparation of primary teachers for emotional education (EDE). The following objectives were planned and achieved: identifying research variables and establishing levels of emotional intelligence development in primary students, selecting, adapting, and developing research tools, determining the sample of primary students and teachers for the experimental research, formulating research variables, and estimating teachers' preparation for EDE. Additionally, conclusions were drawn about the issues teachers face in developing emotional intelligence in young school-aged students.

The pedagogical experiment involved 385 subjects from primary education in Romania (Table 1).

Table 1. Sample of the experimental research

Categories of experimental groups	Number and categories of subjects	Stages of applied research			Total sample
Experimental groups (GE)	Primary school teachers (32) Primary school students (166) from Saint Martyr Sava Technological High School in Berca, G. Emil Palade Secondary School in Buzău, and Vernesti Technological High School in Buzău.	Observation 2021-2022	Training 2022-2023	Validation 2023 - 2024	324 students 61 teachers TOTAL 385 subjects
Control group (GC)	Primary school teachers (29) Primary school students (158) from Secondary School No. 11 in Buzău, G. Emil Palade Secondary School in Buzău, and Vernesti Technological High School in Buzău.	Observation 2021-2022	-	Validation 2023 - 2024	

The experimental research, conducted from 2021 to 2024, was grounded in theoretical knowledge and methodological experiences related to the development of emotional intelligence through emotional development education.

The hypothesis of the experimental research posits that academic success in primary education explicitly depends on the development of emotional competencies. This assumption directed the investigation towards assessing the levels of emotional intelligence in students and diagnosing the degree of preparation of primary school teachers for designing and implementing emotional development education.

Assessing emotional intelligence in primary school students required adapting methods to their age. The methodology of the experimental research was developed to be applied to primary school teachers (test) and young school-aged students (test).

Table 2. Methodology of the experimental pedagogical research

Experimental groups	Number and categories of subjects	Methods of experimental research	
		Observation	Validation
Experimental group (GE)	Primary school teachers (32)	(a) Self-assessment test of teachers' readiness for emotional development education of primary school students, version 1; (b) Emotional intelligence values assessment test (primary school students) (Adapted from D. Goleman); (c) Observation and conversation.	(a) Self-Assessment Test for Teachers' Readiness for Emotional Development Education of Primary School Students, Version 2. (b) Evaluation Sheet for Emotional Intelligence Values (Primary School Students). (c) Observation and Conversation.
	Primary school students (166)		
Control Group (GC)	Primary school teachers (29)	Observation (a) Self-assessment test of teachers' preparedness for emotional development education for primary school students, version 1; (b) Test for evaluating emotional intelligence values (for primary school students), version 1; (c) Observation and conversation.	Validation (a) Self-assessment test of teachers' readiness for emotional development education of primary school students, version 2. (b) Emotional intelligence values assessment sheet (primary school students). (c) Observation and conversation.
	Primary school students (158)		

In the context of the pedagogical research, for the needs of the pedagogical experiment, the most relevant values of emotional intelligence that ensure academic success for primary school students were established in terms of research variables, examined based on the two dimensions (intrapersonal and interpersonal aspects of emotional intelligence).

The experimental data at the observation stage reflect the insufficient development of emotional intelligence values, particularly in interpersonal relationships, which indicates deficiencies in emotional education originating from the intrapersonal aspect of emotional intelligence. For example, 61.45% of the GE students demonstrated minimal levels of stress management when dealing with learning issues, 60.2% of the investigated subjects showed minimal levels of empathy and curiosity, and 49.40% exhibited minimal adaptability and creativity. This led to the conclusion that primary school students accumulate issues that continue into middle school, resulting in maladaptation and lack of success.

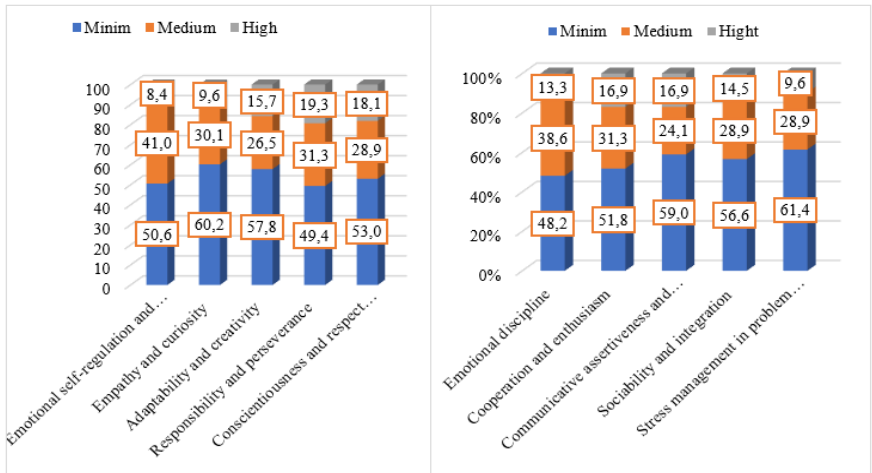


Figure 2. Comparative approach to the results of the experimental research on emotional intelligence of primary school students (intra- and interpersonal dimensions, EG)

The issues arising from the experimental study, reflected by the minimal level of emotional intelligence development among primary school students, manifest as: significant difficulties in managing emotions and a lack of emotional engagement in academic and social activities. Students need support to develop their emotional competencies and to actively engage in learning and social interactions. Both students with minimal and those with average levels of emotional intelligence development require emotional education and individualized support by creating a conducive learning environment and promoting emotional well-being. Emotional education and pedagogical support in self-education can encourage students to actively participate in learning.

An indicator of emotional intelligence development in young school-aged students is general mood, with sub-dimensions including happiness and optimism (the ability to see the positive side and maintain a positive attitude in the face of adversity). These emotional expressions, valued as abilities, are observable behaviors that can be regulated in the educational process.

Degree of primary school teachers' preparation for emotional education of students

In primary education, there is a primary focus on ensuring a balance between intellectual and emotional development. Although different by nature, these aspects are inseparable within the learning activities of students, interacting continuously in an open educational context. The application of the self-assessment test for teachers'

preparation for emotional education of primary school students to a sample of 61 teachers generated experimental results that are subject to contextual analysis.

The research variables concerning the degree of teachers' preparation for emotional education of students in primary education include: prioritizing the development of emotional intelligence, knowledge of the Emotional Intelligence-Based Education Model, designing emotional development education, applying emotional education methodologies, and leveraging educational partnerships for developing emotional competencies in young students.

Teachers' engagement in emotional education requires insightful self-assessment across three distinct dimensions: (a) the pedagogical culture of the teachers, (b) the level of emotional culture of the teachers, (c) the teachers' level of preparation for emotional development education (EDE).

The assessment of teachers' preparation for emotional development education highlights a tendency for teachers to prioritize the development of emotional intelligence, with only 15,6% rated as excellent and 25,0% rated above average. Unfortunately, experimental data show that the majority are at a sufficient (46,9%) and insufficient (46,9%) level, indicating a need for methodological reconsiderations of EDE that would allow the integration of emotional development objectives into the content of all school subjects.

The comparative study of the research results at the observational stage provides evidence that teachers require additional training necessary for designing and developing emotional intelligence in primary school students. Both the experimental group and the control group at the observational stage predominantly demonstrated a sufficient level (GE-prioritizing emotional intelligence development, insufficient level-46,9%; leveraging educational partnerships for developing emotional competencies - insufficient level-37,5%).

The comparative approach of the empirical data regarding teachers' preparation for emotional education does not show significant differences between the results obtained by GE and GC. This indicates a pedagogical condition that highlights the need for training in the theory and methodology of emotional development education for students. A deep understanding of students' emotional issues has been achieved through the analysis of age-specific behaviors. By affirming the emotional culture of teachers, we consider both explicit and implicit contributions to the development of students' emotional intelligence.

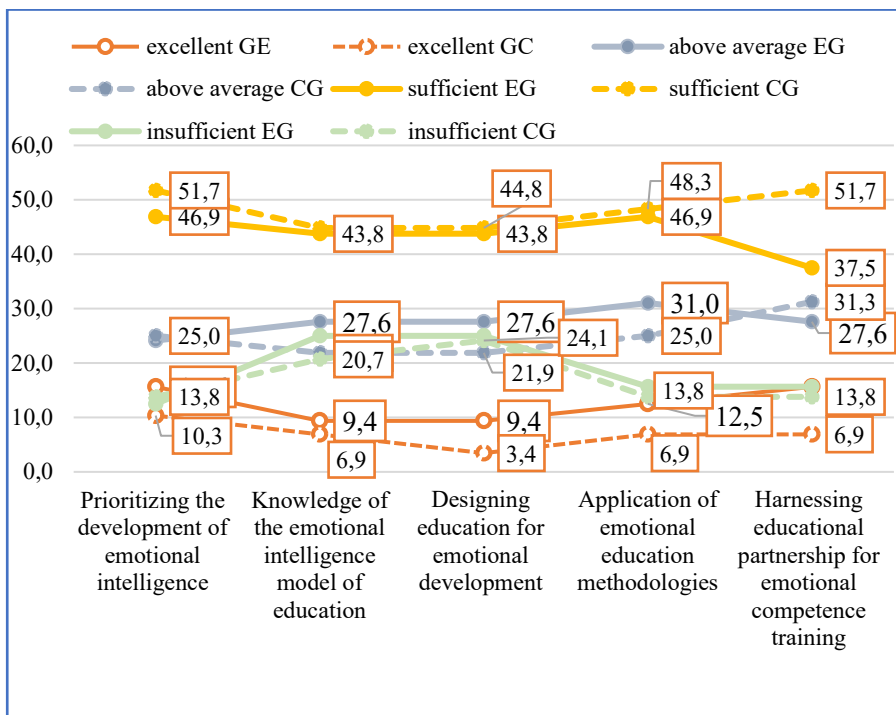


Figure 3. Degree of teachers' preparation for emotional development education of primary school students (observation, comparative data, EG-CG)

Chapter 3, "Methodology for Developing Emotional Intelligence in Primary School Students," presents the results of the theoretical-experimental research concerning the methodology for developing emotional intelligence in primary school students. This is represented by the Pedagogical Model for Developing Emotional Intelligence in Primary School Students within the context of the school-family partnership, based on theoretical foundations related to emotional intelligence development in primary school students, as described in Chapter Two. The pedagogical model is designed based on the relationship between the emotional intelligence paradigm and other paradigms established in contemporary pedagogy: the paradigm of psychological pedagogy, the classroom management paradigm, the curriculum paradigm, etc., which refer to the emotional competencies that ensure success [13, p. 45]. Figure 4 illustrates the Pedagogical Model for Developing Emotional Intelligence in Primary School Students.

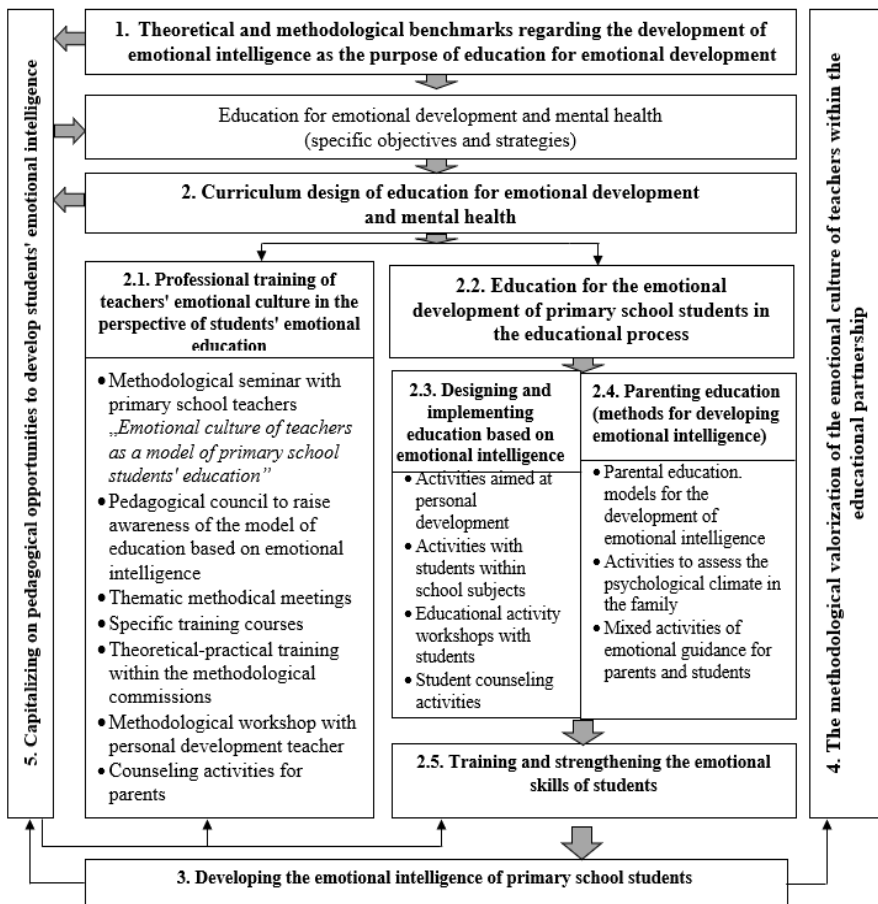


Figure 4. The Pedagogical Model for developing emotional intelligence in primary school students

1. *Theoretical and methodological framework for emotional intelligence as an outcome of emotional development education* is represented by principles, ideas, and concepts from the fields of pedagogy, psychology, and philosophy of education, as elucidated in the works of researchers such as Verza F., Boza M., J. Cosnier, Marcus S., Goleman D., Bârzea C., and others, with reference to education in the context of contemporary global issues through the lens of educational partnership (Văideanu G., Stănculescu N., Cuznețov L.); complex studies on the formation of emotional culture in teachers (Cojocaru-Borozan M.), research on emotional intelligence (Rusu El., 2013), theoretical and methodological benchmarks for tolerance education

(Țurcan-Balță Lilia, 2013), with reference to emotional development education (Cojocaru-Boroșan M., Zagaievschi C.) et al.

2. *Curricular design for emotional development and mental health education in primary education.* The curriculum for young school-age students is structured into curricular areas, with the goal of holistic student development. Educational objectives are specified within these curricular areas [18]: establishing a system of emotional attitudes towards family members, other children, and adults; forming a positive self-image, self-confidence, independence, self-respect, respect for others, and positive emotions and feelings towards others; developing communication skills, cooperative and participative attitudes, and civilized behaviour; cultivating moral and spiritual values within the context of family and social education [29]. These objectives include aspects of emotional education. The curriculum for the Personal Development subject [18] is a normative-regulatory document designed based on the National Curriculum Framework (2017) [19] and represents one of the means for implementing targeted educational policies, also reflected in the Education Code of the Republic of Moldova (2014) [22]. The Personal Development subject involves monitoring the affective development process of students [18].

2.1. *Ongoing professional development of teachers' emotional culture in the context of students' emotional education.* It has been demonstrated that effective teachers possess a high degree of emotional culture [12]: *they are articulate, help students manage their thoughts and emotions, lead, cope with losses and frustrations, resolve conflicts, master learning methodologies, are sensitive, have self-esteem, stability, inner peace, appreciate beauty, forgive, make friends, are sociable; they ensure feelings of safety, tolerance, solidarity, perseverance, protection from harmful stimuli, think before reacting, express ideas without imposing them, have critical consciousness, debate abilities, ask questions, work effectively in teams; they exhibit wisdom, sensitivity, love of life, and the ability to influence others; they overcome anxiety, resolve interpersonal crises, are sociable, lead in tense situations, and manage conflicts with an entrepreneurial spirit, questioning ability, and goal-setting* [11].

2.2. *Emotional development education in primary school* is a new dimension of education aimed at the optimal development of the "emotionality coefficient" [37].

The goal of emotional development education is the continuous formation and development of the psychosocial consciousness of the human personality, outlined at the level of emotional intelligence through social competencies. The general objectives of emotional intelligence development, at a theoretical level, involve acquiring: scientific knowledge constituting the epistemic core of the emotional intelligence concept; emotional competencies with practical social applicability. At a practical level, the specific objectives of emotional development education

involve: developing self-awareness and self-control competencies – intrapersonal relationships; developing the ability to interact positively and collaborate with various people (empathy, social responsibility) – interpersonal relationships; developing flexibility and a sense of reality (reality testing, emotional flexibility, decision-making, problem-solving) – adaptability; developing the ability to withstand stress, control emotional impulses (emotional balance and stability) – stress management; developing an optimistic and enthusiastic attitude towards life (general optimism, happiness) – general disposition [37].

2.3. *Designing and implementing emotional intelligence-based education involves* adhering to the provisions for the Personal Development curricular area in primary education. Thus, the curriculum for the Personal Development subject aims to form specific competencies through interdisciplinary and transdisciplinary integration of knowledge gained from other subjects. *The Personal Development subject involves developing specific competencies: appreciating personal identity in educational community contexts, demonstrating confidence and a positive attitude* [19].

2.4. *Parental education's* role in emotional development plays a crucial role in the emotional development of students. Therefore, the pedagogical experiment organized sessions with specific themes for developing students' emotional intelligence, as well as parental education to cultivate a culture of emotional awareness within the family. The "Parent School" on emotional intelligence development included: the specifics of emotional development in young school-age children, key roles of parents, self-esteem, and positive self-image, etc.

2.5. *Formation and Enhancement of Students' Emotional Competencies* are increasingly important, as emotional control, resonance with others' feelings, and communication of these experiences undoubtedly boost communication flow and school motivation, revealing the interdependence between emotional culture and social performance [20, p. 75].

3. *Development of Emotional Intelligence in Primary School Students* involved selecting and applying strategies for emotional education within the educational process. Notable strategies aimed at developing age-relevant emotional competencies include: strategies for emotional self-regulation and optimal engagement; strategies for fostering empathy and curiosity; strategies for developing adaptability and creativity; strategies for promoting responsibility and perseverance; strategies for cultivating conscientiousness in adhering to social rules; strategies for emotional discipline and intuition; strategies for learning cooperation rules and enthusiasm; strategies for developing communicative assertiveness and objective self-assessment; strategies for fostering sociability and integration; and strategies for stress management in problem exploration.

The specific methodology recommended for emotional education in primary school students involves applying methods aimed at forming emotional awareness and developing emotional competencies expressed through attitudes, abilities, and knowledge. For teachers, educational methods are action plans designed to form emotional competencies [21].

4. *Leveraging pedagogical opportunities for emotional intelligence development* has focused, on the one hand, on the methodological approach to strengthening teachers' emotional culture and, on the other hand, on students' emotional education within the educational partnership. Parent participation in school-organized activities is crucial for the development of young students and for achieving effective communication between family, teachers, and the community.

Comparative experimental values of emotional intelligence development in primary school students

The experimental research at the training stage took place in 2022-2023 with an experimental group (GE) of 32 teachers and 166 primary school students. The objectives of the research at the training stage included: implementing the pedagogical model in primary classes (grades III and IV); analyzing experimental data; formulating scientific conclusions regarding the impact of training activities. The methodologies explored for developing students' emotional intelligence are described in Table 4.

Table 4. Methodologies for enhancing emotional intelligence in primary school students (intrapersonal aspect)

IE development strategies	Specific EDE methods for primary school students
(a) Strategies for emotional self-regulation and optimal engagement	<ul style="list-style-type: none"> ● Richard Davidson (Method: Using neuroscience to understand and promote empathy through methods such as meditation). ● Paul Tough (How Children Succeed) (Positive school culture). ● Marshall Rosenberg (Method: Applying nonviolent communication (NVC) to enhance emotional connections in relationships).
(b) Strategies for fostering empathy and curiosity	<ul style="list-style-type: none"> ● Daniel Goleman (Method: Promoting emotional awareness and understanding different perspectives). ● Simon Baron-Cohen (Method: Developing the theory of mind and empathy as cognitive skills). ● Jane Nelsen (Positive Discipline). ● Martin Hoffman (Method: Reciprocal learning and modeling essential strategies for fostering empathy). ● Helen Riess (Method: Using empathetic communication techniques and feedback to improve social interaction skills). ● Roman Krznaric (Method: Encouraging "perspective-taking" and direct experiences to support the development of empathy).
(c) Strategies for developing	<ul style="list-style-type: none"> ● Jean Piaget, Exploration and discovery method ● Lev Vygotsky, Role-playing and dramatization

adaptability and creativity	<ul style="list-style-type: none"> • Howard Gardner (Theory of multiple intelligences) • Artistic and creative activities • Jerome Bruner, Open-ended problems and challenges • Educational games and puzzles.
(d) Strategies for Promoting Responsibility and Perseverance	<ul style="list-style-type: none"> • Jerome Bruner, Lev Vygotsky • Setting clear and achievable goals • Rewards and recognition for effort and achievements • Jean Piaget, Development of routines and positive habits • Erik Erikson, Encouraging the acceptance of consequences for actions • Promoting resilience and managing failure • Albert Bandura (Social Learning Theory) • Modeling responsible and persevering behavior
(e) Strategies for Developing Conscientiousness in Respecting Social Rules	<ul style="list-style-type: none"> • Social and Emotional Learning (SEL) • Albert Bandura, Modeling emotional behavior • Lev Vygotsky, Role-playing and scenarios • Carol Dweck, Constructive feedback • John Dewey, Project-based learning • Jon Kabat-Zinn, Mindfulness techniques • Johnson and Johnson (Cooperative Learning Theory), Group activities and cooperation

In these activities, the following instructional materials were utilized: "Parent's Guide" by D. Petrovai, "Emotional Intelligence" by D. Goleman, and "Education for Emotional Development and Mental Health" by C. Zagaievschi and M. Cojocaru-Borozan.

Table 5. Methodologies for enhancing emotional intelligence in primary school students (interpersonal aspect)

Strategies for Developing Emotional Intelligence	Specific EDE Methods for Primary School Students
(f) Strategies for emotional discipline and intuition:	Team Games Use of Information and Communication Technologies
(g) Strategies for learning cooperation and enthusiasm:	Collaborative Projects Community Service Projects Role-Playing Games and Simulations
(c) Strategies for developing communicative assertiveness and objective self-assessment:	Role Training Non-verbal Communication Techniques Polite Refusal Exercises Negotiation Skills Development Self-Reflection Journals Constructive Feedback Monitoring Personal Goals Case Analysis and Case Studies
(l) Strategies for developing sociability and integration:	Team-building Activities and Cooperative Games Working Groups and Collaborative Projects

	Mentorship Program Cultural and Diverse Activities Volunteering and Community Service Program Social and Emotional Education Program
(m) Strategies for stress management in problem-solving:	Breathing and Relaxation Techniques Time Planning and Organization Step-by-Step Problem-Solving Approach Effective Communication and Collaboration Emotion Management and Self-Reflection Promoting a Supportive Learning Environment
(f) Strategies for emotional discipline and intuition:	Team games with the use of information and communication technologies

Comparative experimental values of emotional intelligence in the context of teacher preparation for emotional development education of primary school students

The design and organization of training activities were based on principles for selecting and combining methods and tools for developing students' emotional intelligence. The objectives of the research at the validation stage of the Pedagogical Model included: (a) teacher training activities focusing on Educational Communication; (b) parental education activities (Workshops with parents such as "The Profession of Parenting," "My Child's Emotional Life," etc.); (c) activities with students within school subjects (including Personal Development). Following the analysis of the training workshops, teachers in school subjects conducted activities during lessons in the classes of the experimental group.

The educational workshops with students, conducted by teachers, aimed to: develop the ability to appreciate and accept human diversity, encourage balanced emotional behavior, cultivate the habit of discovering alternative behavioral strategies in different situations, and form an individual style of managing emotions. We observe that in the control group, the data increased minimally, as these teachers did not receive continuous professional development in the areas targeted by the research.

Figure 5 presents comparative results of the experimental group at the observation and control stages. The experimental values depicted in the figure show a positive dynamic and a predominance of high and above-average results for all variables in the teacher preparation research for Emotional Development Education (EDE). The comparative analysis of the data highlights the impact of continuous professional development activities for teachers in the experimental group.

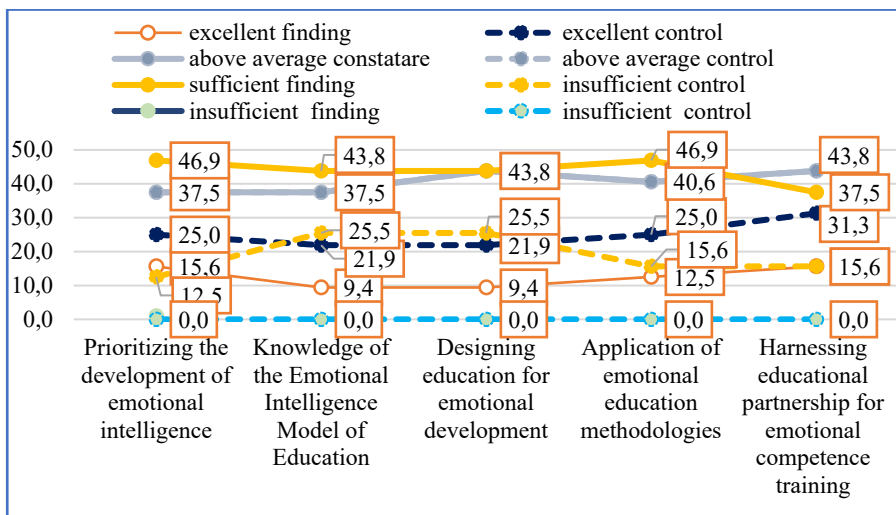


Figure 5. Comparative experimental values of teacher preparation for emotional development education of primary school students (GE, observation-control)

The increase in data for above-average and excellent levels at the control stage of the pedagogical experiment can be explained by the effectiveness of the training efforts for primary school teachers responsible for students' emotional education. The effectiveness of these activities is due to the creation of psychopedagogical conditions that optimize the school-family-community partnership:

- Existence of a consensus to optimize the partnership at the school level;
- Monitoring partnership activities and adapting the optimization of educational partners' capabilities in educational institutions;
- Formulation of requirements that mobilize participants;
- Cultivation of traditions of school and family life events;
- Involvement of children in school-family-community interactions;
- Utilization of the school-family-community partnership as a means to address children's emotional issues;
- Education on positive attitudes towards emotional self-education, etc.

As a result of establishing the educational partnership, common values among educational actors have emerged:

- Ensuring students' safety in the school environment and other learning contexts;
- Quality and relevance of real-life examples (personal and professional);

- Students' health and psychological comfort;
- Direct involvement of students in emotional self-education to stimulate the development of sustainable competencies;
- Enhancement of EDE knowledge and creation of necessary conditions in this regard [37].

Activities for Counseling Students, Parents, and Teachers

Psychopedagogical counseling during the training phase was conducted from three perspectives: (a) parental counseling, conducted with the parents of students involved in the research; (b) student counseling. The specifics of psychopedagogical counseling for students arise from the peculiarities of emotional development at the early school age. Students involved in the experiment received individual psychopedagogical counseling based on recorded issues or through group counseling activities. An example of psycho-emotional counseling included counseling sessions for students adapted from the methodological guide *Emotional Regulation in the Educational Process* by Vrabii V. [36]. Counseling for teachers involved understanding emotional issues and providing necessary support to students in meeting school needs.

Comparative experimental values of students' emotional intelligence

The research results described in the following figure show a positive dynamic in students' emotional intelligence in the intrapersonal domain, which determines assertive communication and academic success. For example, in the experimental group, data for high and medium levels increased. Students with high emotional intelligence can regulate negative emotions (anxiety or anger), allowing them to focus and avoid impulsive reactions. Students with developed emotional intelligence have good social skills, enabling them to collaborate effectively with peers and teachers. This contributes to creating a positive learning environment and opportunities for collaborative learning. Students were encouraged to exercise their ability to analyze their own emotions, with reflections contributing to identifying strengths, weaknesses, and developing strategies for continuous improvement of social behavior. Students with high emotional intelligence are less likely to exhibit aggressive behaviors, contributing to a safer learning environment.

The development of emotional intelligence is essential for students' academic success and is influenced by a wide range of individual and contextual factors. Students with high emotional intelligence are aware of their own emotions and how these can affect their performance, allowing them to adjust their social behavior to improve academic outcomes.

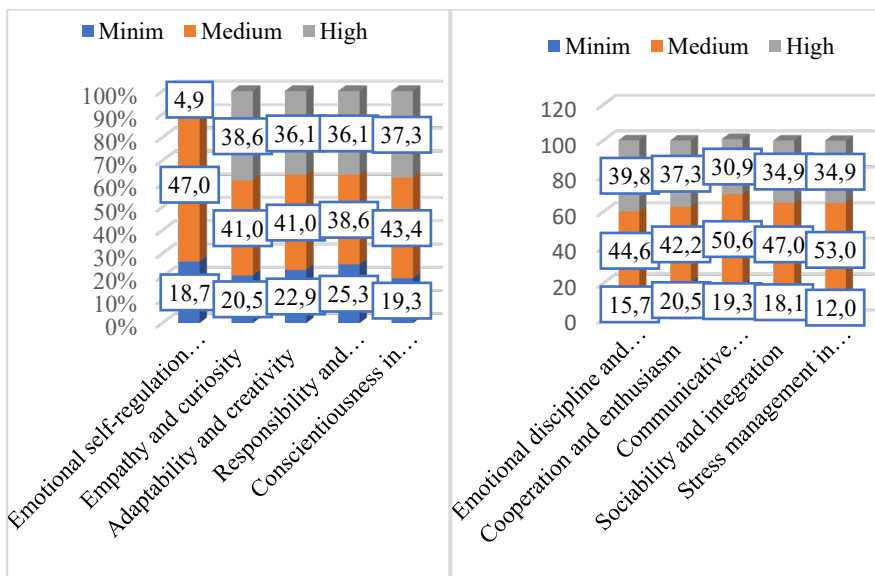


Figure 6. Comparative levels of emotional intelligence development: intra- and interpersonal plans (GE - students, control stage)

Other educational activities included extracurricular activities, charity work, volunteer work, competitions, festivals, sports events, etc.

Mixed Activities (Organized with Parents and Students)

In these workshops, students worked in groups with their parents. The implementation of the training program was carried out in stages: with teachers - within methodological committees, with students and parents - during class hours and classroom management sessions, in counseling activities for students and parents, in extracurricular activities, and workshops using integrative group and individual strategies. Informational-formative activities for students and parents were conducted, as well as joint activities.

Strengthening a system of social competencies enabled engagement in pedagogical communication based on emotional culture, increasing awareness of students' socio-affective resources within an open psychosocial climate. The comparative experimental values of the emotional intelligence development of primary school students allowed conclusions about the effectiveness of the pedagogical model, highlighting the opportunities for teacher training for emotional education and for parental education to decode the significance of students' affective behavior and their active pedagogical involvement in children's emotional lives.

GENERAL CONCLUSIONS

The theoretical study of the emotional intelligence development issues of primary school students led to final conclusive *ideas demonstrating that emotional intelligence is a system of emotional competencies* (personal abilities to identify and manage one's own emotions effectively concerning personal goals) *that ensures effective adaptation and integration into the social environment*. The theoretical synthesis presented in Chapter 1 *interpreted and described scientifically the significance of key concepts like emotional intelligence and education for emotional development*, within the historical evolution of educational sciences.

In the context of the emotional intelligence-based education paradigm, asserted in contemporary society, *it has been scientifically deduced that in the last two decades, there is a need to harmonize IQ and EQ, starting from creating a healthy balance in students' relationships with themselves, their friends, and parents through emotional self-regulation*. Students' emotional development is possible through acquiring specific knowledge and reflecting on emotional experiences.

Arguments were provided regarding the impact of the socio-educational environment on students' emotional development. The research *demonstrated scientifically that students' emotional intelligence depends on teachers' emotional culture*, a significant reference model for students.

The regularities of affective development in young school-age students were established and described: the regularity of the interdependence between affective and cognitive development (QE and IQ), the regularity of the influence of emotional education on emotional intelligence development, the regularity of the interdependence between teachers' emotional culture and emotional self-education, the regularity of assertive communication's influence on the effectiveness of social interactions, the regularity of the interdependence between social competencies and academic success, and the regularity of emotional intelligence's impact on school adaptation and integration. These regularities highlight the deep interconnection and mutual influence between these domains.

The research effort aimed to clarify the procedural aspects and led to the development of the emotional intelligence development Mechanism for primary school students, which includes positive emotional orientation, self-motivation for learning, and emotional discipline. It is observed that the emotional development of young students is a complex process influenced by multiple biological, psychological, and social factors related to the evolution of feelings and emotional management capabilities, ensuring the harmonious formation of personality. From the perspective of developmental psychology, the specificities of affective development have been scientifically analyzed. Emotional intelligence determines the comprehensive valorization of the individual personality potential in the socio-

affective domain. It has been argued that emotional development involves the valorization of students' affective potential reflected in practical social competencies. However, it has also been scientifically demonstrated that emotional competencies do not always guarantee that students are prepared to handle and resolve intra- and interpersonal conflicts. Students with low emotional intelligence risk making decisions that negatively affect their personal and professional development due to often irresistible emotional pressures in school and social environments.

The value of the educational implications of teachers' emotional culture on students' emotional intelligence development is invaluable. Communication based on emotional culture in the classroom will also be promoted in students' families, leading to students becoming more emotionally balanced, demonstrating psychological safety and self-confidence, and expressing curiosity, independence, and behavioral authenticity. They will develop the ability to make responsible choices with long-term impact.

The concern to identify the values of emotional intelligence that ensure academic success was the basis for developing the pedagogical model. It has been scientifically demonstrated that young students need to develop emotional intelligence to succeed in life, to better understand themselves and others, to transform negative emotions into positive ones, and to manage anger, frustration, anxiety, and school fatigue confidently. Strategies for developing emotional intelligence in young students, described in pedagogical literature, focus on emotional discipline and the formation of socio-affective competencies that ensure good relationships in the school environment, psychological comfort, and personal development. ***The Pedagogical Model for developing emotional intelligence in primary school students, in the context of the school-family partnership, has been conceptualized, described, and implemented.*** The emotional intelligence-based education paradigm, grounded in the psychological theory of emotional intelligence and related to teachers' pedagogical culture, is valuable for emotional education activities for primary school students.

The Pedagogical Model for developing emotional intelligence in primary school education, in the context of the school-family partnership, has been applied in educational practice, promoting the values of emotional intelligence and teachers' emotional culture. The formative actions carried out generated emotional, volitional, and character competencies in students and "self-education efforts," as well as the tendency for self-improvement of educational activities oriented towards emotional development education, engaged in "optimal interactions and balancing between emotionality and rationality, emotional reactivity, complex emotional involvement, overall positive mood, professional satisfaction, objective evaluation of one's own and others' affective states, awareness of emotional involvement in communication,

emotional management and channeling, and intelligent expression of emotions" [47]. *The comparative experimental values demonstrated the effectiveness of formative actions, validating the research hypothesis.*

Methodological recommendations:

For primary school teachers:

- Establish partnerships to integrate emotional development activities into students' daily programs both at school and at home (daily emotions, teamwork among teacher-student-parents in solving emotional issues);
- Research and implement continuous professional development programs focused on emotional culture for teachers;
- Promote teachers' emotional culture through communication;
- Value students' emotional intelligence by participating in conferences, forums, and discussions with specialists on emotional education;
- Promote activities for developing emotional competencies using ICT tools (computer and video games).

For parents of primary school students:

- Maintain ongoing collaboration with teachers to gain a deep understanding of emotional issues and the methodology of emotional education for primary school students.

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ADNOTARE
SANDA OIĞUŐA

„FUNDAMENTE PSIHOPEDAGOGICE ALE DEZVOLTĂRII INTELIGENŐEI
EMOŐIONALE A ELEVILOR ÎN ÎNVĂŐĂMĂNTUL PRIMAR”, ChiŐinău, 2024

Structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 223 de surse, adnotare (română, engleză), concepte-cheie în limbile română și engleză, lista abrevierilor, 140 pagini de text de bază, 27 de tabele, 17 ăguri, 10 anexe.

PublicaŐii la tema tezei: 12 lucrări Științifice.

Concepte – cheie: inteligenŐa emoŐională, dezvoltare, valori ale inteligenŐei emoŐionale, competenŐe emoŐionale, elevi de vârstă școlară mică, cultura emoŐională, profesori pentru învăŐămăntul primar.

Scopul cercetării constă în determinarea fundamentelor psihopedagogice, conceperea, întemeierea Științifică și implementarea experimentală a Modelului pedagogic al dezvoltării inteligenŐei emoŐionale a elevilor din învăŐămăntul primar în contextul parteneriatului școală-familie.

Obiectivele cercetării: stabilirea fundamentelor teoretice privind inteligenŐa emoŐională, educaŐia pentru dezvoltare emoŐională și sănătate mintală în învăŐămăntul primar; elaborarea mecanismului dezvoltării inteligenŐei emoŐionale a elevilor din învăŐămăntul primar; studiul experimental al specificului și a nivelurilor dezvoltării inteligenŐei emoŐionale a elevilor din învăŐămăntul primar; diagnosticarea gradului de pregătire a profesorilor pentru educaŐia emoŐională a elevilor; conceptualizarea, fundamentarea teoretică și validarea experimentală a *Modelului pedagogic de dezvoltare a inteligenŐei emoŐionale a elevilor din învăŐămăntul primar în contextul parteneriatului școală-familie*; formularea concluziilor Științifice și a recomandărilor privind educaŐia pentru dezvoltare emoŐională în perspectiva sporirii inteligenŐei emoŐionale a elevilor.

Noutatea și originalitatea Științifică a cercetării constă în: descrierea fundamentelor psihopedagogice privind inteligenŐa emoŐională și a educaŐiei pentru dezvoltare emoŐională și sănătate mintală în învăŐămăntul primar; delimitarea *legităŐilor dezvoltării afective a elevilor de vârstă școlară mică*: a interdependenŐei între dezvoltarea afectivă și dezvoltarea cognitivă, a influenŐei educaŐiei emoŐionale asupra dezvoltării inteligenŐei emoŐionale, legitatea interdependenŐei cultura emoŐională a profesorilor - autoeducaŐie emoŐională, legitatea influenŐei comunicării asertive asupra eficienŐei interacŐiunilor sociale, a interdependenŐei între competenŐele sociale și succesul școlar și legitatea impactului inteligenŐei emoŐionale asupra adaptării și integrării școlare; elaborarea *Mecanismului dezvoltării inteligenŐei emoŐionale în învăŐămăntul primar*; conceptualizarea Științifică a *Modelului pedagogic de dezvoltare a inteligenŐei emoŐionale a elevilor din învăŐămăntul primar în contextul parteneriatului școală-familie* și contribuŐii Științifice la afirmarea coerenŐă a pedagogiei culturii emoŐionale ca ȘtiinŐă a educaŐiei cu obiectul de studiu - educaŐia emoŐionalităŐii umane.

Rezultate obŐinute ce contribuie la soluŐionarea unei probleme Științifice importante în cercetare se referă la stabilirea fundamentelor psihopedagogice și conceptualizarea Științifică a *Modelului pedagogic de dezvoltare a inteligenŐei emoŐionale a elevilor din învăŐămăntul primar în contextul parteneriatului școală-familie* prin elaborarea și valorificarea coerenŐă a *Mecanismului dezvoltării inteligenŐei emoŐionale al elevilor în învăŐămăntul primar*.

SemnificaŐia teoretică a cercetării constă în: analiza evoluŐiei istorice a inteligenŐei emoŐionale prin sistematizarea cronologică a relevantelor contribuŐii teoretice la afirmarea modelului educaŐiei bazate pe inteligenŐa emoŐională; descrierea particularităŐilor dezvoltării afective la vârsta școlară mică; evocarea implicaŐiilor educaŐionale ale culturii emoŐionale a profesorilor asupra procesului de dezvoltare afectivă a elevilor mici și formularea unor concluzii Științifice referitoare la dezvoltarea inteligenŐei emoŐionale a elevilor din învăŐămăntul primar.

Valoarea praxiologică a investigaŐiei este certificată de validarea mecanismului dezvoltării inteligenŐei emoŐionale a elevilor în învăŐămăntul primar; implementarea experimentală a *Modelului pedagogic de dezvoltare a inteligenŐei emoŐionale a elevilor din învăŐămăntul primar în contextul parteneriatului școală – familie* care vizează formarea profesională a culturii emoŐionale a profesorilor pentru educaŐia emoŐională a elevilor; formularea concluziilor generale și a recomandărilor metodologice profesorilor din învăŐămăntul primar și părinŐilor.

Implementarea rezultatelor Științifice s-a realizat prin cercetări teoretice prezentate în cadrul conferinŐelor Științifice și studii experimentale, desfășurate cu profesorii și elevii din învăŐămăntul primar în Liceul Tehnologic Sfântul Mucenic Sava, Școala Gimnazială G. Emil Palade Buzău, Liceul Tehnologic Vernesti Buzău și Școala Gimnazială nr. 11 din Buzău.

ANNOTATION
SANDA Olguța

**„Psychopedagogical foundations of developing emotional intelligence in primary school students”,
Chișinău, 2024**

Thesis structure: introduction, three chapters, general conclusions and recommendations, bibliography of 223 sources, annotation (in Romanian and English), key concepts in Romanian and English, list of abbreviations, 140 pages of main text, 27 tables, 17 figures, 10 appendices. Publications related to the thesis: 12 scientific works.

Key concepts: emotional intelligence, development, emotional intelligence values, emotional competencies, young school-age students, emotional culture, primary school teachers.

The aim of the research is to determine the psychopedagogical foundations, scientifically design and experimentally implement the pedagogical model for developing emotional intelligence in primary school students within the context of school-family partnerships.

Research objectives: establishing the theoretical foundations regarding emotional intelligence, education for emotional development, and mental health in primary education; developing the mechanism for emotional intelligence development in primary school students; experimental study of the specifics and levels of emotional intelligence development in primary school students; diagnosing the preparedness level of teachers for students' emotional education; conceptualizing, theoretically grounding, and experimentally validating the pedagogical model for emotional intelligence development in primary school students within the school-family partnership; formulating scientific conclusions and recommendations regarding education for emotional development aimed at enhancing students' emotional intelligence.

The novelty and scientific originality of the research lie in: describing the psychopedagogical foundations regarding emotional intelligence and education for emotional development and mental health in primary education; distinguishing the laws governing the affective development of young school-age students: the interdependence between affective and cognitive development, the influence of emotional education on the development of emotional intelligence, the law of interdependence between teachers' emotional culture and self-emotional education, the law of assertive communication's influence on the efficiency of social interactions, the interdependence between social competencies and academic success, and the law of emotional intelligence's impact on school adaptation and integration; developing the mechanism for emotional intelligence development in primary education; scientifically conceptualizing the pedagogical model for developing emotional intelligence in primary school students within the school-family partnership and contributing to the coherent establishment of emotional culture pedagogy as a science of education focused on the education of human emotionality.

The results obtained that contribute to solving an important scientific issue refer to establishing the psychopedagogical foundations and scientifically conceptualizing the pedagogical model for emotional intelligence development in primary school students within the school-family partnership, through the coherent development and application of the emotional intelligence development mechanism in primary education.

Theoretical significance of the research: analysis of the historical evolution of emotional intelligence by chronologically systematizing relevant theoretical contributions to the establishment of the emotional intelligence-based educational model; description of the affective development characteristics in young school-age students; highlighting the educational implications of teachers' emotional culture on the affective development of young students and formulating scientific conclusions regarding the emotional intelligence development of primary school students.

The practical value of the investigation is certified by the validation of the emotional intelligence development mechanism in primary education; the experimental implementation of the pedagogical model for emotional intelligence development in primary school students within the school-family partnership, aimed at enhancing teachers' emotional culture for students' emotional education; and formulating general conclusions and methodological recommendations for primary school teachers and parents.

The implementation of the scientific results was carried out through theoretical research presented at scientific conferences and experimental studies conducted with teachers and students from primary education at Saint Sava Technological High School, G. Emil Palade Gymnasium School in Buzău, Vernesti Technological High School in Buzău, and Gymnasium School No. 11 in Buzău.

SANDA Olguța

**PSYCHOPEDAGOGICAL FOUNDATIONS OF DEVELOPING EMOTIONAL
INTELLIGENCE IN PRIMARY SCHOOL STUDENTS**

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