

УДК 37.015.31

THEORETICAL PRINCIPLES OF EMOTIONAL INTELLIGENCE FORMATION OF JUNIORS

Maryna Netroba, Candidate of Philological Sciences, Assistant Professor Pedagogy and Education Department, Mariupol State University.

ORCID: 0000-0002-1431-3951

E-mail: m.netreba@mu.edu.ua

Iryna Khadzhinova, Senior Lecturer Department of Pedagogy and Education, Mariupol State University.

ORCID: 0000-0002-4059-4822

E-mail: i.hadzhinova@mu.edu.ua

In the 20th century, logical intelligence was key to science and education, but in the 21st century, when globalization has covered all areas of life, emotional intelligence and its practical and creative aspects have become relevant. The aim of the article is the analysis of the theoretical foundations of the emotional intelligence development of juniors. We have come to the conclusion that the concept of emotional intelligence emphasizes the importance of developing emotional skills in social and professional spheres of life, as well as their impact on personal success and well-being. Emotional intelligence can be improved through training and practice, and it plays an important role in interpersonal relationships, communication and leadership skills. Also, to form the emotional culture of students in modern conditions, as provided for in the Concept of the New Ukrainian School, it is necessary to use effective pedagogical methods and tools. With their help, teachers can contribute to the psychological support of children and help overcome difficult emotional states, both in the team and in each individual. It is significant to create a safe and supportive environment for children where they can feel safe and enjoy childhood life, learning and play again.

Keywords: emotional intelligence; juniors; emotions; child; empathy.

ТЕОРЕТИЧНІ ЗАСАДИ ФОРМУВАННЯ ЕМОЦІЙНОГО ІНТЕЛЕКТУ МОЛОДШИХ ШКОЛЯРІВ

Марина Нетреба, кандидат філологічних наук, доцент кафедри педагогіки та освіти, Маріупольський державний університет.

ORCID: 0000-0002-1431-3951

E-mail: m.netreba@mu.edu.ua

Ірина Хаджинова, старший викладач кафедри педагогіки та освіти, Маріупольський державний університет.

ORCID: 0000-0002-4059-4822

E-mail: i.hadzhinova@mu.edu.ua

Емоційний інтелект є важливим елементом самореалізації людини і досягнення успіху в сучасному житті. У XX столітті логічний інтелект був ключовим для науки та освіти, але в XXI столітті, коли глобалізація охопила всі сфери життя, емоційний інтелект та його практичні і творчі аспекти стали актуальними.

Основною метою статті є аналіз теоретичних засад розвитку емоційного інтелекту

молодших школярів.

Незважаючи на різні тлумачення серед вчених, вивчення явища «емоційний інтелект» залишається актуальним і важливим напрямом наукових досліджень. Аналіз наукової літератури підтверджує, що як закордонні, так і вітчизняні дослідники визнають його складною концепцією. У статті ми дотримуємося наступного трактування досліджуваного поняття: емоційний інтелект – це сукупність психічних здібностей для виявлення, розуміння і контролю емоцій. Це ключовий аспект особистості, який проявляється в її здатності розуміти емоції, узагальнювати їх значення, взаємодіяти емоційно в міжособистісних відносинах, регулювати свої емоції так, щоб позитивно впливати на пізнавальну активність та подолання негативних емоцій, які можуть заважати спілкуванню або завдавати шкоди досягненню особистого успіху.

Ми прийшли до висновку, що концепція емоційного інтелекту підкреслює важливість розвитку емоційних навичок в соціальних і професійних сферах життя, а також їх вплив на особистий успіх і благополуччя. Емоційний інтелект може бути покращений через навчання та практику, і він грає важливу роль в міжособистісних відносинах, комунікації та лідерських якостях. Також для формування емоційної культури учнів в сучасних умовах, як це передбачено в Концепції Нової української школи, потрібно використовувати ефективні педагогічні методи та засоби. За їхньою допомогою вчителі можуть сприяти психологічній підтримці дітей та сприяти подоланню складних емоційних станів як у колективі, так і у кожній окремій особистості. Важливо створити безпечне та підтримуюче середовище для дітей, де вони можуть відчувати себе захищеними і знову насолоджуватися дитячим життям, навчанням та грою.

Ключові слова: емоційний інтелект; молодші школярі; емоції; дитина; емпатія.

Modern education reform in Ukraine is aimed at the harmonious development of the individual and the creation of a favourable educational environment for the realization of the potential of each individual. This task is not only related to educational programs and additional training classes, but also aimed at the intellectual development of the new generation.

The study of emotional intelligence remains one of the most relevant topics in pedagogical and psychological research. However, the study of the influence of emotional intelligence on other aspects of personality often does not receive enough attention, although deeper study of this psychological phenomenon is becoming an extremely important task of Ukrainian science in the 21st century.

It should be noted that “emotional intelligence” began to be studied thanks to the American psychologist H. Gardner, who in 1983 first considered the features of this concept in his famous monograph “Frames of mind” [1]. The scientist came to the conclusion that “intelligence cannot be limited to only one general concept”. According to the researcher, “intelligence has subtypes that significantly affect the life of an individual in general” [1, p. 14]. Thus, H. Gardner identified seven subtypes of intelligence: verbal, logical-mathematical, spatial, kinaesthetic, musical and emotional.

Emotional intelligence is a key aspect of human development that determines how effectively people communicate with each other, resolve conflicts, and manage their own emotions. H. Gardner divided emotional intelligence into two main subtypes: intra-personal and interpersonal.

Intrapersonal emotional intelligence means understanding and managing one’s own emotions. This aspect of emotional intelligence includes the ability to recognize one’s feelings, analyse them rationally, and manage them effectively. An important component of intrapersonal emotional intelligence is emotional awareness, which consists in awareness of one’s emotional reactions and their influence on actions and decisions.

Interpersonal emotional intelligence, on the other hand, refers to the ability to communicate and interact with other people, taking into account their emotions. This includes the ability to empathize, that is, the ability to understand and sympathize with the feelings of others, as well as the ability to resolve conflicts and cooperate effectively in groups [2, p. 23–25].

The concept of emotional intelligence, which was initiated by H. Gardner, was further developed thanks to the work of J. Meyer and P. Salovey. Their research in this area has expanded the understanding and importance of emotional intelligence in human life. Scientists developed a theory that defined emotional intelligence as the ability to understand one's own emotions, influence them, and interact with the emotions of other people.

Continuing the study of the psychological phenomenon of emotional intelligence, scientists J. Meyer and P. Salovey summarized the concept of emotional intelligence, defining it as “the ability to understand emotions, use them to improve decision-making, control and manage one's own emotions, as well as communicate and establish deep relationships with others people” [3, p. 435].

The work of J. Meyer and P. Salovey helped deepen the understanding of the role of emotional intelligence in personal and professional life. The scientists emphasized that “emotional intelligence is important not only for an individual, but also for communication, leadership, and interaction in a team. This concept contributes to increasing the effectiveness of communication and resolving conflicts, as well as improving personal well-being and social relations” [4, p. 201].

Thus, the theory of J. Meyer and P. Salovey became the basis for further research and development of the concept.

It should also be noted the works of R. Bar-On, an Israeli psychologist and one of the leading innovators, theorists, and researchers of the concept of emotional intelligence. He is the author of the “Emotional Quotient” (EQ) and the method for assessing emotional intelligence, which is known as the “Emotional-Social Intelligence”, (ESI) [5]. R. Bar-On's research is aimed at understanding the importance of emotional intelligence for a person's success and psychological well-being.

It is worth emphasizing that R. Bar-On's method was one of the first attempts to measure and study emotional intelligence as a psychometric construct. It assesses various aspects of emotional intelligence, including self-awareness, understanding emotions, self-regulation, and interpersonal relationships.

R. Bar-On identified five subcomponents that characterize the structure of emotional intelligence in his model of “Emotional-Social Intelligence” (ESI).

These subcomponents define different aspects of emotional intelligence and help to better understand how people interact with their own emotions and the emotions of others, how they manage their emotions and establish relationships with other people. So, the research of R. Bar-On and his development of the concept of emotional intelligence significantly contributed to the understanding of this important area in psychology.

Ukrainian scientists are also actively researching emotional intelligence. Among the most famous specialists in this field, we can mention E. Nosenko, N. Kovryga, S. Derevyanko, O. Lyashcha, O. Sobchenko, M. Shpak and others.

Psychologist O. Liash considers emotional intelligence as “intellectual ability related to understanding and managing emotional expressions of the individual” [6, c. 330].

Researchers N. Kovryga and E. Nosenko characterize the term “emotional intelligence” as “intelligence that not only allows us to manage our passions and weaknesses, but also to use our advantages, talents and kindness” [7, p. 23].

Based on the results of empirical research conducted by E. Nosenko and N. Kovryga, we can conclude that the detection of emotional intelligence is determined by the internal characteristics of the individual. In addition, scientists identified five key components of emotional intelligence, such as the level of situational and personal anxiety, the level of self-esteem, tolerance for uncertainty, academic success and personal preferences, which are associated with various behavioural strategies” [7, p. 34].

Therefore, despite different interpretations among scientists, the study of the phenomenon of “emotional intelligence” remains a relevant and important direction of scientific research. Analysis of scientific literature confirms that both foreign and Ukrainian researchers recognize it as a complex concept. In our research, we will adhere to the following interpretation of the studied concept: emotional intelligence is a set of mental abilities to identify, understand and control emotions. This is a key aspect of personality, which is manifested in its ability to understand emotions, generalize their meaning, interact emotionally in interpersonal relationships, regulate one’s emotions so as to positively affect cognitive activity and overcome negative emotions that can interfere with communication or harm the achievement of personal success.

The main aim is to analyse the theoretical foundations of the formation of emotional intelligence of juniors.

In accordance with the aim, the following research tasks are defined:

- define the basic concepts of research;
- find out the state of research on the problem of the formation of emotional intelligence of juniors.

In today’s world, education plays a key role in building the future of society. In particular, the Ukrainian education system has undergone significant changes and reforms, including the adoption of the Concept of the New Ukrainian School. One of the central ideas of this concept is the emphasis on personally oriented learning. This research is aimed at studying and analysing the Concept of the New Ukrainian School and its approach to education. It investigates the essence of personally oriented education, its advantages and influence on the Ukrainian educational system. The work also considers practical measures aimed at implementing this concept in real educational practice [8, p. 111].

The concept of the New Ukrainian School mainly emphasizes the development of the child’s personality, character, and approach to understanding the world, rather than the simple accumulation of knowledge. The aim of updating the educational system is to change the direction of children from the external world, which was created by nature and man, to an active process of interaction with this world and a deeper understanding of the meaning of their own activities [9, p. 14].

The State Standard of General Primary Education defines important directions for the development of primary school students, and these directions are expressed through general skills and abilities that are important for personality development and acquisition of knowledge.

According to the State Standard of General Primary Education, at the end of primary school education, a student: solves various tasks and problems using acquired knowledge and

skills; develops creativity and critical thinking; able to work independently and in a team; has the skills to search and analyse information; cooperates with other students to achieve common goals; has basic skills of social interaction and communication; understands the importance of interaction with the surrounding world and nature; shows readiness for continuous self-development and training [10].

These guidelines reflect the harmonious interaction of key structural components of personality, including emotional (“Feel”), cognitive (“Think”) and behavioural (“Act”) aspects.

Consequently, the development of emotional intelligence is an essential component of the content of primary education. Mastering it by primary school students as a means of successful interaction and getting to know oneself and others should become the most important asset of a child in primary school age, who is distinguished by a special sensitivity to learning the norms and rules of social communication.

The formation of emotional intelligence of juniors is a significant problem that requires attention and research. After all, the lack of awareness of emotions in children can lead to numerous issues in education and social development.

Table 1

**Potential problems and aspects related to the formation
of emotional intelligence of junior**

Potential problems and aspects	Description
Lack of awareness of emotions	Some juniors may not understand their emotions and the importance of expressing them.
Stress and adaptation	A new learning environment can be stressful and requires adaptation.
Relationships and communication	Emotional intelligence affects communication and interaction with peers and adults.
The first experiences of conflicts	Younger students learn to resolve conflicts and accept criticism.
Psychological well-being	The lack of development of emotional intelligence can impact psychological well-being.
Development of empathy	Empathy is an important part of emotional intelligence, which affects the perception of the feelings of others.

This table provides an overview of potential problems and aspects that may arise during the formation of emotional intelligence in juniors [11, p. 12–16].

Lack of awareness of emotions. One of the main difficulties in the formation of emotional intelligence in juniors is the lack of awareness of their own emotions. Many children do not understand what they feel in certain situations and cannot even name their feelings. This can lead to negative consequences for both the child’s education and social life.

The first thing to consider is the impact of inappropriate emotional responses. Some parents and teachers may ignore positive emotions, or, on the contrary, show negative reactions to the expression of emotions. This can depress children and even provoke them to hide their feelings.

To solve this problem, it is important to create a positive and open atmosphere for expressing emotions. Parents and teachers can teach children to recognize and name their

feelings. Games, drawing, and other creative methods can be used to help children express their emotions. Gradually, they will learn to recognize and respond to their emotions in a more constructive way.

Once children begin to better understand their own emotions, they can also learn to perceive the emotions of others. This is an essential aspect of developing emotional intelligence because it helps improve interactions with peers and teachers. A child who understands the feelings of others is able to communicate more effectively, resolve conflicts, and develop positive relationships [12].

Therefore, awareness of emotions is a key aspect of developing emotional intelligence, and it should receive attention both at home and in educational institutions.

Solving this problem will contribute to the improvement of learning and social development of juniors, as well as contribute to their further success in life.

Stress and adaptation. Important aspects of the formation of emotional intelligence in juniors are stress and adaptation, which require special attention and understanding.

Stress at a young age can be caused by various factors, including education, new social relationships and changes in the child's life. The demands of school can be a particularly difficult task, and it is not uncommon for children to experience stress related to assignments, teacher demands and exams. For the effective formation of emotional intelligence, it is critical to teach younger students to effectively manage this stress.

Adaptation to a new learning environment is also a significant aspect of the formation of emotional intelligence. Juniors experience significant changes in their lives when they transition to school. New teachers, peers, schedules, and rules, can be a source of anxiety and uncertainty. Adaptation requires not only physical, but also emotional readiness [13, p. 180].

The ability to understand and manage one's emotions is important for coping with stress and coping effectively. Younger students who are able to express their emotions and understand their nature usually cope better with stress. It is also influential to develop their ability to understand the feelings of others, which helps improve social relations and interactions with peers and teachers.

Understanding and managing emotions is a lifelong skill. Stress and adaptation are two aspects that can significantly affect the formation of emotional intelligence in juniors. To support their development, it is significant to create a positive and supportive learning environment where children have the opportunity to learn to manage their feelings effectively.

The primary goal of parents and teachers regarding the formation of emotional intelligence is to increase the level of stress resistance in juniors. As S. Gerasina notes, "stress resistance is a complex integral property of the individual, associated with a complex of intellectual, cognitive, emotional and personal characteristics that allow the individual to transfer significant mental, physical, volitional and emotional loads, maintaining the effectiveness of functioning in stressful situations" [14, p. 116]. So, stress resistance is a person's ability to overcome non-standard situations without getting into a state of stress.

In our opinion, it is important for parents and teachers not to protect juniors from difficulties, but to provide assistance in overcoming problems. For example, while reading a book or a fairy tale, they can create a non-standard situation in which the main characters solve an important problem. We are convinced that this will help children gain experience, teach them to accept their own mistakes and respond to criticism, as well as contribute to the development of empathy and skills to support empathic behaviour.

Relationships and communication. One of the key aspects of emotional intelligence is the ability to understand, manage and express one's emotions, and to interact with others with their feelings in mind. Problems related to relationships and communication can affect the formation of emotional intelligence in juniors.

One of such issue is the ability to resolve conflicts and interact with peers. Younger students may encounter a variety of conflict situations, and their conflict resolution skills may be limited. Insufficient development of these skills can lead to negative relationships with peers and cause stress.

The second difficulty related to relationships and communication is empathy – the ability to understand the feelings of others. Younger students can be limited in this aspect, and this can impact their ability to empathize and understand others. A lack of empathy can cause conflict and contribute to negative peer relationships.

Ensuring positive relationships and favourable communication are important for the formation of emotional intelligence in younger students. Children must learn to understand their own feelings and the feelings of others, develop conflict resolution skills and establish positive relationships. For this, it is essential that parents and teachers provide support and teach children to interact with others based on mutual understanding and compassion [15, p. 265].

By eliminating problems related to relationships and communication, it is possible to promote the development of emotional intelligence in juniors, which in turn will have a positive effect on their social development and learning. For this, it is important to create a favourable atmosphere where children can develop empathy and conflict resolution skills.

First experiences of conflicts. One of the important aspects of the formation of emotional intelligence in juniors is their first experience of conflicts.

The first experiences of conflicts can occur both at home and at school, in games or during interactions with peers. This can be a sign of the development of children's independence and an attempt to define their own boundaries.

However, if children are not taught how to resolve conflicts constructively, this can lead to negative consequences. Children may begin to use aggression or find other non-constructive ways to resolve conflicts. This affects their social skills and overall emotional state.

Conflict awareness and resolution are important skills for building emotional intelligence. Children must learn to recognize their own feelings, understand the feelings of others, and find ways to resolve conflicts without violence or insults.

Teachers and parents should actively facilitate this process, provide opportunities for children to discuss their conflicts, and teach them alternative resolution strategies.

Therefore, the first experiences of conflicts play an influential role in the formation of emotional intelligence in juniors. We believe that teaching children to effectively resolve conflicts and develop cooperative skills helps improve their emotional literacy and social skills, which are essential to their success in school and life.

Psychological well-being. The psychological well-being of children is an critical aspect of the formation of their emotional intelligence, especially in elementary school age. Psychological well-being includes a sense of happiness, self-esteem, stability of emotional state and the ability to cope with stress and negative emotions [16, p. 40–41]. Problems related to psychological well-being can affect the formation of emotional intelligence

in juniors.

One of the key challenges is the ability to recognize and respond to one's own emotions. Children may not be sufficiently aware of their feelings, and this may impact their ability to manage and express them adequately. Insufficient awareness of one's own emotions can cause stress and anxiety.

To solve these problems, it is important to give children the opportunity to express their feelings and emotions, to teach them to be aware of their feelings and to manage them. Psychological support and promotion of the ability to solve problems and conflicts can contribute to the formation of emotional intelligence.

The psychological well-being of juniors is of great importance for their academic success and social development. The formation of emotional intelligence includes teaching children to be aware of their emotions, effectively manage them and develop social interaction skills.

Ensuring psychological well-being helps to create a favourable atmosphere for this process and contributes to the general development of juniors.

Development of empathy. One of the essential aspects of the formation of emotional intelligence is the development of empathy, the ability to understand the feelings of others and feel compassion. Problems related to the development of empathy can affect the formation of emotional intelligence in juniors.

One of the key problems is a lack of awareness of the emotions of others. Younger students may be aware of their own feelings, but don't always understand that other people have emotions too. This can lead to the inability to perceive others, respond to their feelings and empathize [17, p. 130].

The second issue is insufficient skills of expressing sympathy and empathy. Younger students may have difficulty expressing their empathy and support for others. This can influence their relationships with peers and the development of social skills.

To solve these problems, it is important to create an educational environment where children can learn to understand and express their emotions and compassion. Teachers and parents can provide opportunities to discuss feelings and situations where children can express their empathy and respond to the feelings of others.

It should be noted that the development of empathy is an important aspect of the formation of emotional intelligence in juniors. Teaching children to understand and express their emotions and develop empathic skills helps improve their relationships with peers and develop social competence, which is important for their success in school and life.

Therefore, emotional intelligence plays a significant role in shaping a successful life. The qualities and abilities that are included in the concept of emotional intelligence are necessary for healthy and comfortable adaptation of younger students in the group and community.

Developed emotional intelligence contributes to the achievement of higher academic results, prevents conflict situations and improves interpersonal communication among students. Thanks to emotional intelligence, the child begins to understand himself, his own emotions and desires, providing an opportunity to more easily identify his strengths, inclinations and talents, which, ultimately, will contribute to choosing a profession that corresponds to his calling.

Investigating the problems of forming the emotional intelligence of juniors, it is

critical to note that recently the issue of emotional self-regulation, emotional stability and the culture of expressing feelings has gained special relevance. Global events taking place in the world in general and in Ukraine in particular, such as war, crisis situations, mass migration, have negatively affected the emotional state of both children and adults.

In the behaviour of many juniors, there is a predominance of negative emotions, increased anxiety, aggressiveness, reduced ability to control oneself, regulate one's own feelings and actions, as well as a low level of emotional stability. Some manifestations of empathy can be ambivalent, and high levels of empathy can lead to depressive states, psychological burnout, and emotional and physical problems [18].

The concept of emotional intelligence emphasizes the importance of developing emotional skills in social and professional spheres of life, as well as their impact on personal success and well-being. Emotional intelligence can be improved through training and practice, and it plays an important role in interpersonal relationships, communication, and leadership skills.

Analysis of the state of research of the problem allows us to come to the conclusion that the formation of the emotional culture of students in modern conditions, as provided for in the Concept of the New Ukrainian School, requires the use of effective pedagogical methods and tools. With their help, teachers can contribute to the psychological support of children and help overcome difficult emotional states, both in the team and in each individual. It is essential to create a safe and supportive environment for children where they can feel safe and enjoy childhood life, learning and play again.

The prospects for further research may consist in the study of the organizational and pedagogical conditions of the formation of the emotional intelligence of juniors in educational institutions.

REFERENCES

1. Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
2. Gardner, H. (1993). *Multiple intelligences: the theory in practice*. New York: Basic Books.
3. Mayer, J. D., Salovey P. (1993). The Intelligence of emotional intelligence. *Intelligence*, vol. 17, № 4, 433–442.
4. Mayer, J. D., Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied and Preventive Psychology*, vol. 4, 197–208.
5. Bar-On, R. (2006). The Bar-On model of emotional-social intelligence. *Psicothema*, vol. 18, 13–25. URL: <https://www.psicothema.com/pdf/3271.pdf> (Last accessed: 24.03.2024).
6. Lyash, O. (2013). Emotional intelligence as a subject of psychological research. *Problems of modern psychology*, 22, 324–335.
7. Nosenko, E. L., Kovryga, N. V. (2003). Emotional intelligence: conceptualization of the phenomenon, main functions. Kyiv.
8. Netebeba, M. M., Zherdeva, O. D. (2023). Formation of emotional intelligence in younger schoolchildren as an important component of life competencies. *Pedagogical comparative studies and international education — 2023: horizons of innovation*: coll. materials of the VII International Scientific Conference (Kyiv, May 25, 2023). Kyiv – Ternopil: Krok, 111–114.
9. The new Ukrainian school: a teacher's guide. (2018). N. M. Bibyk (Ed.). Kyiv: Litera LTD.
10. State Standard of Primary General Education. (2018). URL: <https://zakon.rada.gov.ua/laws/show/87-2018-%D0%BF#Text> (Last accessed: 20.03.2024).
11. Savchenko, Yu. (2014). Development of emotional intelligence of primary school students. *Education and development of a gifted personality*, 12(31), 12–16.
12. Markovska, M. (2021). How to implement social-emotional learning in schools. Analytical review. New Ukrainian school. URL: <https://nus.org.ua/articles/yak-uprovadzhuvaty-sotsialno-emotsijne-navchannya-v>

- shkolah-analitychnyj-oglyad/ (Last accessed: 16.03.2024).
13. Konovalchuk, I. M. (2013). Personal characteristics of children of primary school age as subjective factors of their conflicts with parents. *Collection of scientific works of the Institute of Psychology named after H.S. Kostyuk of the APN of Ukraine*. S. D. Maksimenko (Ed.). Kyiv, vol. VIII, issue 1, 178–190.
 14. Gerasina, S. V. (2016). Methods of maintaining working capacity and stress resistance of a business person. *Science and education*, 2–3, 115–119.
 15. Dmytriyuk, N. S. (2010). The influence of emotions on the formation and formation of personality. *Problems of modern psychology*, 8, 261–271.
 16. Nosenko, E. L., Chetveryk-Burchak, A. G. (2016). Emotional intelligence as a factor in achieving life success. Kyiv: Publishing House “Education of Ukraine”.
 17. Melnyk, O. M. (2020). Development of emotional intelligence of younger schoolchildren. *Pedagogy of creative personality formation in higher and secondary schools*, 73, vol. 1, 128–133. URL: http://www.pedagogy-journal.kpu.zp.ua/archive/2020/73/part_1/26.pdf (Last accessed: 26.03.2024).
 18. How to help children cope with wartime anxiety. (2022). *New Ukrainian school*. URL: <https://nus.org.ua/news/yak-dopomogty-dityam-vporatysya-z-tryvozhnistyu-pid-chas-voyennyh-dij/> (Last accessed: 27.03.2024).