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Emotional Intelligence - Self-education and Education by Example

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Abstract

Children today are different because the world is different. As a teacher, as a parent can stand in front of them with authority he must have personal value. Only the personal value makes the educator an education authority that is worth loving and following, a stimulator for training and becoming. Only the personal value derived from the above features makes the teacher a loved and followed education authority, stimulator for the little man's training and becoming. Expressed in psychological terms, it is necessary that the teacher should be emotionally intelligent. Although the term is relatively new, as for the approach, the emotionally intelligent teacher does nothing else than to follow the advice of great scholars of his time and to respect the psychological and pedagogical principles of the Three Hierarchs. Regardless of the subject taught: religion, science, languages, civic, parenting, the goal is the same: the formation of a young man with a mind well furnished, reconciled with himself and the others, responsible and engaged in age-specific activities. For that we need a real reform, genuine and effective, which should start with educating the educators (teachers and parents) and the renewal of the art of education. Why do we need this reform? Why is it necessary to approach education as an art? Because, focusing on the acquisition of information it is a one-sided education, addressing only to the intellect, which is the minor part, the required instrumental. The division into classes of 50 minutes each day and 4-6 subjects, where each teacher insists on information, destroys human balance. Thus, an imbalance between the level of the development of academic intelligence and emotional intelligence level is produced. In this study, we try to find a way to make an art out of education, applying the theory of emotional intelligence.

Keywords:

emotional intelligence, self-education, education by example, art of education, observational learning;

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Education by example, the art of educating

The members of a community who are unhappy with the education our children receive, we ask and try to find answers that will help us overcome the discontent. Child was always regarded as a single entity, a lump of matter that is entered hereditary inheritance, plus a shower of information that they leave their mark on the development of which, under the guidance of educators, parents and teachers, to grow and to form in the society.

Never this modeling work was not so difficult as the times in which we live, the company is changing. Children today are different because the world is different. Education should be considered an art, because there are recipes in education can not be addressed unique ways, not finding child sees adult educator sole source of information.

Children find information much easier and in a more interesting way, using internet source, the easiest and complex. Hence lessened respect that the child carries educator.

For a teacher or a parent to be heard, to be able to show authority must have personal value. In other words to be a complex personality, harmonious, a scholar, a professional, a man of high personal and professional morality, to be an example for others just personal value derived from the above features and the ability to be a example of what is and claim the educator is loved and followed an education authority, stimulating training and becoming.

Regardless of the subject taught: religion, science, languages, culture, civic education tutor or parent, the goal is the same: the formation of a young man with a mind well furnished reconciled with him and others, responsible and engaged in age-specific activities. For that we need a real reform, genuine and effective should start with educating educators (teachers and parents) and the renewal of art education, with confidence we place on education by example.

Why do we need this reform? Why is it necessary to approach education as art?

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Why do we need this reform? Why is it necessary to approach education as art?

Because today the school is focused on the acquisition of information dominant, making education be unilateral. School activities, coupled with their homework, taking place under the supervision of parents, addresses the dominant intellect, which is instrumental only required for any learning activity for integration into society. This approach to education destroys human balance. The manufacturers, such an imbalance between the level of development of academic intelligence and emotional intelligence level.

Education as happens nowadays makes us forget that above all, we need to learn to be men.

Approach to art education that does not mean industrialization or other computerized methods, is not to put everything to the child,

give right in everything he does. Art education means a real understanding of the child and its development stages, knowing their needs, respecting his freedom, many feel the relationship and communication with him jumping to the transmission of information on learning to learn, to grow with knowledge child and to be useful throughout life. Art education as means to achieve school learning with a learning beyond school walls and carried the house. A communication-based learning, in an open relationship on account of learned discussion on the application of learning in school, in everyday situations.

Education as arts should lead to the optimal solution: the formation of a free individual and open minded living, motivated, active, creative, able to cope with any changes. As statements, it is expressed in the educational ideal education law.

The problem remains the way it is implemented in practice this ideal. We all have to learn to live to love, kindness, empathy, through positive emotions.

Expressed in psychological terms, it is necessary to learn to live emotionally intelligent, educators and parents to be examples of behavior for our children.

And do not forget; children learn in three ways: examples, examples and ... examples! Our way of being is the best way to teach emotional intelligence to live

Historical and theoretical aspects of the theory of emotional intelligence

Emotional intelligence studies are relatively recent, they debuting around the 90. The most representative is Daniel Goleman.

Although the term is relatively new components of emotional intelligence were raised in statements of Socrates (470-399 BC) "Know thyself." In the Bible, both Old and New Testament "Do not do to another what you do not like" and "Love your neighbor as yourself" can be seen as elements of emotional intelligence.

Emotionally intelligent man is not a mere exhortation of the great scholars of his time and comply with the pedagogical set of Three Hierarchs: Gregory, Basil and John.

St. Basil the Great teaches us, when a house is not well governed and gentlemen there nerves, screams, insults ... then however it burdens at the head of the family."

St. Gregory the Theologian considers in turn the kindness of parents towards children is a positive result. Meekness father keeps the kids in check, while his arrogance creates guts, impertinence. All these words of wisdom talking about components of emotional intelligence and expresses the power that education has by example, parents and educators. (Stylianakis, 2012)

Emotional intelligence is a building of for elements:

- a better understanding of their emotions;
- effective management of own emotions and significant increase in quality life;
- better understanding and living with a high degree of comfort;
- creating better relationships at all levels with others and increase personal productivity.

According to statistical research, emotional competence is twice more important than technical skills or intellectual.

Developing emotional intelligence involves understanding and managing emotions to create harmonious relationships with others.

The benefits of emotional intelligence are:

- Increased performance;
- Improved motivation;
- Greater initiative;
- Self-confidence in others;
- Effective personal management;
- Excellent teamwork capacity.

Supports research in the last decade with IQ (intelligence quotient) and EQ (emotional quotient) in an interdependent relationship, incomplete and ineffective without each other. High EQ is to live intensely what happens to us and get to know better, ourselves and others. If IQ is somewhat limited genetic prerequisites, EQ is infinitely the opportunities for development and growth throughout life.

Self-education and education by example, for an emotional intelligent life. Arrangements and methods of practice

In times past, the skills that are part of emotional intelligence were practiced implicitly by the specific family life. While the children were surrounded most of the time by adults: parents, grandparents, relatives, neighbors, community members, the interaction had the opportunity to know themselves and others, to practice emotional

intelligence. Now, children spend so much time in front of a computer or television, that the responsibility to educate the emotional intelligence of schools and families through activities directed towards this end.

In the evaluation of the activity sheets in courses and seminars of the psychology of education, teaching practice and pedagogy studies in the initial training of students in University „L.Bлага" from a sample of 214 students, most appreciated as the main way to practice emotional intelligence, personal example of the teacher, on the second place, observation conducted for practice in courses and seminars and thirdly individual study and personal reflection.

For this kind of education to be successfully achieved that educators need to know what emotional intelligence, to practice themselves to develop these skills, as to be an example to follow and know the concrete ways that can lead development of children.

Print self-reflection and reflection observation, we can try to evaluate personal emotional intelligence of others, for whose education are concerned, answering a few questions. Formulation accept questions will adapt depending on whom it is addressed exercise: persons own or those on which we focus observation.

a. How well he express his feelings? If you ask him how he feels, you talk about a feeling or tell you what happened? It is able to recognize certain emotions with all the intermediate stages? Can you identify the feelings of others?

b. How expresses empathy? How attaches importance to the feelings of others? We concern the feelings of others? When witness discussions about misfortunes of others, how they react? Can understand different points of view? Can see all the facets of a problem? It can do this in the middle of a conflict?

c. He has the patience to wait what she wants, especially when it's something he wants very much? May postpone a large one small pleasure? How easily accept frustration? How expresses anger and other negative feelings?

d. What purposes have? Are his goals in line with what you would want to accomplish? Ever conceives a plan before acting? Do you ever ask for help to make a plan?

e. How do they resolve conflicts? How independent is their solution? Listen to those around them or ignore them? Can imagine various ways to resolve a conflict?

The same questions and you can put them in reference to their own behavior, to assess your own emotional intelligence.

Both children and yourself, determine the strengths, areas that are really good. Congratulate you and praise your children for them honestly, how often you have the chance. Identify and areas that are not happy with how the event. Also determine which times of the day, enabling the manifestation of these skills and you are less favorable. These templates are quite important and will help us to swim in the direction of the current.

It is possible that the first attempts, the child can not answer those questions. You can give them a wealth of examples from which to choose your answer.

Reflection and self-reflection on the strengths and weaknesses will help you know better and you can educate himself.

We further propose several methods and tools to practice emotional intelligence, class or family group you belong to.

To succeed in life Goleman believes that each of us should learn and practice the main dimensions of emotional intelligence. Adults will be able to develop children's emotional and social potential by teaching them to adopt and develop emotional intelligence characteristics, involving them in a permanent training activity.

In his book *Emotional Intelligence in children education*, Maurice Elias, Steven Tobias, Brian Frinlander, we propose some principles of emotional intelligences, which should be followed in children s education:

- Be aware of your own feelings and the feelings of children!
- Show empathy and understand the point of view of children! Do not forget that we were kids! Recite every age peculiarities and try to accept them as valid for our children, even if we do not like or do not want to agree with them!
- Gain your balance and you face emotional and behavioral impulses!
- Build your positive goals and plans! Children are living examples!
- Use positive social skills in dealing with children and others!

For the learning of any kind, lead to personal success, the following conditions must be met:

- self-confidence - to initiate behavior, to experience the conviction that is more likely to succeed than to fail in the actions they carries the certainty that others will help when encountering difficulties;

Example – Comment:

It is recommended to repeat silently until acceptance, What could happen to me more than I\'m wrong? And if I\'m wrong? If failure is not trying safe. If you try at least one chance. "These beliefs should be taught and children. It will help to engage in activities, which at first sight scares, but a large part will probe successfully hit that will help to increase their self-confidence;

- *curiosity* - tend to have positive thinking directed towards things that make him happy;

Example - Comment:

Any experience even less successful is the opportunity to learn. Sometimes a bad experience can become a time, the best "and each time a shot is to learn to avoid that situation.

- *intentionality* - the feeling of competence and efficiency, the ability to achieve goals, to postpone immediate gratification of needs for a bigger purpose;
- *self-control* - the ability to control their actions;
- ability to initiate and maintains social relationships with others - the ability to engage in relationships with others and to understand them;
- *ability to communicate* - willingness and ability to take verbal and ideas exchange, to share his emotions with others, including adults;
- *cooperation* - the ability to balance personal needs with the others in the group.

To succeed in life, Goleman believes that everyone should learn and practice the main dimension of emotional intelligence:

a. Awareness of their emotions:

- be able to recognize them and call them;
- to be able to understand their cause;
- to recognize the differences between feelings and actions;

Example - Comment:

At various pleasant or less pleasant events occurred in class or in the family, children are asked to write down a note without having to

sign, about what they feel as a result of that event (near Christmas school year, triggering an earthquake near a testing etc..). These notes are shown to be viewed by all group members. Then they talk about them without making nominations. (Chișiu, 2011)

b. Control, monitoring emotions:

- to be able to control your anger and tolerate frustration;
- to be able to express your natural anger without aggression;
- to be able not to destroy yourself, to respect yourself, to be able to have positive feelings towards yourself, towards school, towards family;
- to be able to handle stress;
- to have the ability to get rid of loneliness and social anxiety;

Example - Comment:

Children are asked to reflect on situations where they were very angry with a friend: How did they do? How do they think they would have had to carry the relationship to have everything to gain? Each solution is written on a note that it considered valuable. Tickets are shown to be read then a discussion starts among the group. The proposed reflection may cover different situations, characteristic to their ages and to the passions of those with whom they work. Also it may be realistic situations, arisen in the class or family educational group. (Chișiu, 2013)

c. Personal reasons (use emotions productively):

- to be more responsible;
- to be able to focus on a task and keep your attention on it;
- to be less impulsive and more self-control;

Example-comment:

The activity „Keep calm!” serves both for helping educators, parents and children (which is necessary to have patience to learn the steps) to pause before acting. It is a way to control impulsive behavior. It is an approach that will help resolve situations that upset us and that create frustration.

The steps are:

- Tell yourself: “Stop and look around!”
- Tell yourself: “Stay calm!”
- Breathe deeply through your nose, counting up to five, hold your breath, counting up to two, exhale, counting up to five.

Repeat these steps until you feel that you've calmed down.

To streamline learning you can make a poster, but these stages, which you place in a visible place in the kitchen or nursery.

This is an activity that educators can practice and then they can propose it to children, repeating together, first loudly, then individual thought, until it becomes a habit for everyone. Success is determined by the consistency of the teacher.

d. The empathy - reading emotions:

- to be able to look from the perspective of the other;
- to learn to listen to the others.
- the guiding of interpersonal relationships;
- to develop your ability to analyze and understand interpersonal relationships;
- to be able to resolve conflicts and negotiate disagreements;
- to be open and skillful in communication;

Example comment:

Children must learn to assert themselves with a confident communication. Children need to distinguish between passive and aggressive communication and the confident one. By confident communication we can communicate at our best.

To use this type of communication it is necessary to be aware of some elements (PEVI):

- Position. Straight body as expressing confidence, but not arrogance;
- Eyes. Directed to the interlocutor, but without patronizing without expressing fear or doubt;
- Vocabulary. When speaking use a language appropriate to the relationship with the listener, expressing your feelings effectively, without insults or offenses. It can be used phrases like: "I think ...", "What is your opinion on ...?", "Do you think I could try ...?", "To what extent would you mind if ...?", "What makes you think that ...?". Surely, it is easier to teach children to communicate this way if educators use it. Let's not forget: Children learn in three ways: examples, examples and...examples.
- Intonation. Talking in a calm voice, not in whisper, not screaming, but firm.

PEVI is a way to practice communication confidence and self-esteem, increases your chances of being understood and respected by the others.

Teachers can ask children while watching a movie to identify people who use aggressive communication, passive or confident one:

- to be popular, friendly and socially involved in a balanced way;
- to be pro social and to integrate yourself harmoniously into the group;
- to be democratic in the way you behave with the others, in the way you treat them.

After raising awareness and monitoring their emotions, practicing empathy, it is necessary to teach our children to make decisions and take responsible actions thoughtfully.

EPGSCCPA is an effective tool used in education based on emotional intelligence. The method divides a complex process in stages, followed consistently, they will contribute to the formation of habits of life. The best is to find a way to use their EPGSCCPA skills in the classroom and family in a consistent and appropriate way according to group problems. EPGSCCPA stands, linguistic construct derived from the initials of each stage of the process.

Emotions. Identifying emotions that the analyzed situation determines. They are a warning that something must be done. Children need to identify and name the emotions that they live in the situation.

Problem. It is necessary to identify the problem itself. You should not look guilty.

Goals. Setting goals and writing them gives a state of relief and stress elimination. Goals provide direction to the action.

Solutions. Think about what they can do. We find as many ways as possible to deal with this problem. If the child does not succeed alone, help him find them.

Consequences. For each solution, a way the issue could be resolved, we anticipate the results, the benefits and risks that may occur with positive or unpleasant aspects.

Choice. Choosing the best solution.

Planning. Plan everything, anticipate traps, practice plan and implement it.

Analysis. I see what happened and I think of what I need to do next.

General themes that can be approached using the EPGSCCPA are:

- Going to a new school and making relationships with other children;
- Reaction to the report card and feedback from teachers, parents on progress at school;
- Homework and creating a balance between these and others aspects of family life;
- Choosing a school, a career.

Specifically speaking EPGSCCPA method can be used in the following situations:

- When discussing current events with the form teacher during the counseling class or in the evening around the table;
- When planning joint activities, extracurricular activities and family activities;
- When taking decisions affecting the entire class, the whole family;
- When you should resolve conflicts between colleagues, between brothers.
- When it is necessary to solve a crisis.

To initiate the EPGSCCPA method is recommended to use a relaxation exercise to stimulate thought and creativity, brainstorming, all participants will say that you can use a griddle, a pillow, a sponge, a spoon, a box matches, each proposing different use than the normal one. When the planning moment arrives, the creative combination of ideas occurs more easily.

It is very possible that at certain times children cannot answer the questions proposed by the method: they cannot identify feelings or any other question they respond with "I do not know!" we ought to treat them with compassion and patience, or we give them some examples from which they could choose the answer that they consider fit.

We also suggest you that, after you have presented them the method, to watch a movie about a family or group education and then to discuss their feelings, problems and goals of the characters.

Good emotional skills ought to be developed so that the coefficient of emotionality should manage to rise above the average. The outpouring is the highest degree of emotional intelligence of his personal

skills representing the foundation of all employment in the service of performance and learning (Goleman, 2005).

A person who is pouring the impression that the brunt is easy, performance appeared normal and ordinary. The outpouring is a prerequisite to achieve mastery in a profession. Those who have high emotional skills have as the ideal of life to make the job a pleasure and out the pleasure a job. "

The outpouring is a part of the healthiest way of learning. By cultivating it, accompanied by a high level of intellectual skills and those specific to a particular field of activity, emotions can facilitate thinking, to intensify it, the person finding multiple ways to act effectively and to step to success.

Conclusions

Arrangements and methods described in this paper proposed pedagogical reflections are those that were used in the educational psychology courses, teaching practice and pedagogy to practice components of emotional intelligence of students, future teachers. The conduct of activities, determined according to students that the main way to practice emotional intelligence is based on observational learning from the personal example of the teacher, on the second place, observation conducted for practice in courses and seminars

In a dynamic, changing world as the one we live, we need individuals trained to adapt quickly, almost instinctively to changeable situations, that is individuals beyond academic intelligence, beyond specialized training to be sufficiently emotionally intelligent.

An emotionally intelligent teacher or a parent will hold a personal value and enjoy authority in relation to others. He will be a living example for the child next to him. In this way, we will make out of art an education.

To develop our emotional quotient in our children, it is necessary first to know what emotional intelligence is, to concern ourselves with our development and act emotionally intelligent. We are a model for them, which they imitate. In the long run, the reward will be emotionally intelligent behavior shown by our children.

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