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Emotional intelligence, the ability to access or generate feelings

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Abstract. Emotional control has always been the key to the success of the human person in the daily struggle with stressors of all kinds. Technical and intellectual skills are subject to emotional control, control that can create, based on emotions, successful interpersonal relationships, with beneficial effects that extend from the personal level and extend to the planetary level. These effects define emotional intelligence as superior to intellectual intelligence, which often influences thinking.

Keywords. Emotional intelligence, thinking, emotional control

Introduction

The term emotional intelligence is a relatively recent one, adopted and defined in 1990 by John (Jack) Mayer and Peter Salovey as "the ability to perceive emotions, to access and generate emotions in such a way as to support thinking, to understand emotions and their meaning and to effectively regulate emotionality, to determine the improvement of emotional and intellectual development" (Steven J. Stein, Howard E. Book, 2003, p. 14). From this definition it appears that emotional intelligence implies: the ability to perceive emotions as correctly as possible and to express them; the ability to access or generate feelings when they facilitate thinking; the ability to know and understand emotions and to regulate them to promote emotional and intellectual development.

Another definition is that of Reuven Bar-On. He considers emotional intelligence "a range of non-cognitive skills, competences and qualities that can influence a person's ability to cope with the pressures and demands of the environment" (Steven J. Stein, Howard E. Book, 2003, p. 14).

I. The key concepts of emotional intelligence

The key concepts of emotional intelligence are better understanding of one's own emotions, effective management of emotions and increased quality of life, better understanding of those around and high comfort in interpersonal relationships, as well as creating better relationships at all levels with those around and the increase in productivity, together with the improvement of personal image. According to statistical research, the emotional component is twice as important as technical or intellectual skills. Developing emotional intelligence means

understanding and managing emotions to create harmonious relationships with those around you. In school, high emotional intelligence is the key to successful counseling. Among the benefits of increasing the degree of emotional intelligence are increased performance, improved motivation, increased innovation, increased self-confidence, effective management, and comfort in teamwork.

One of the most well-known researchers concerned with emotional intelligence is Daniel Goleman. Its definition is based on the concept of emotional intelligence found in Mayer and Salovey, he is bringing improvements to it. D. Goleman sees emotional intelligence as a combination of the following concepts:

Knowledge of personal emotions. It represents the ability of "self-awareness - recognizing a feeling when it arises" - it is the cornerstone of emotional intelligence." (Daniel Coleman, 2002, p. 61). People with high emotional intelligence are usually extremely aware of their inner life. They understand their emotions, and, because of this, they do not allow themselves to be led by feelings. They are very confident in their being and, thanks to their trust in their intuition, they do not allow themselves to be controlled by feelings and emotions. At the same time, such people really have the will to examine themselves objectively. They are aware of their strengths and weaknesses and insist on them in such a way as to give their best.

Managing emotions. It represents "the ability to shake off anxiety, depression, and irritability" (Daniel Coleman, 2002, p. 61). Those who do not manage to control themselves are constantly faced with disappointments and despair, while those who excel in this direction can rebalance much more quickly after obstacles and troubles in life.

Self-motivation. "Putting emotions in the service of a goal is absolutely essential to give it due attention, for self-motivation, for mastery and creativity. Emotional self-control - delaying rewards and suppressing impulses - is the basis of all kinds of success." (Daniel Coleman, 2002, p. 61). People with a high level of emotional intelligence are often highly motivated. They are always ready to give up immediate results in favor of long-term successes. They show great efficiency, love challenges, and make their presence felt in everything they do.

Recognizing emotions in others. Those who are empathetic are more attentive to subtle social signals that indicate what others need or want. As a result, empathic people stand out for their great talent for capitalizing on their social relationships, listening to them and associating with others. They avoid stereotyped behaviors and hasty judgments and lead their lives in an honest and undisguised way.

Handling relationships. "These are the capacities that contribute to great popularity, leadership and efficiency in interpersonal relationships" (Daniel Coleman, 2002, p. 61). People endowed with obvious social skills seem to be very approachable and liked by those around them. They stand out especially in team activities. Rather than focusing on their own success, they prefer to support others to evolve and stand out. They are always ready to end disputes, are excellent communicators and master's in building and maintaining relationships with other people.

It should be noted that people have different abilities in each of the directions mentioned above. Some can handle their own anxiety better but may be relatively unable to calm someone else's anger. An idea found in Goleman, and which was not unanimously accepted by researchers is that according to which deficiencies in emotional capacities can be remedied: "to a large extent, in all these directions habits and reactions matter, which, when due effort is made, they can be improved" (Daniel Goleman, 2001, p.62).

II. Measuring emotional intelligence

IQ measures a person's individual information base - memory, vocabulary, and visual and motor coordination. EQ refers to the intrapersonal domain, the interpersonal domain, the adaptability domain, the stress control domain, and the general state domain, each with its components, as follows:

1. the intrapersonal domain (the capacity for self-knowledge and self-control): emotional self-awareness (the person's ability to recognize how he feels in a certain way, and the impact of his behavior on other people), assertiveness (assertiveness), independence (the capacity for self-control and self-direction), self-respect (knowledge of strengths and weaknesses, self-esteem), self-fulfillment (recognition of one's own potential).

2. the interpersonal domain (the ability to interact and collaborate with other people): empathy, social responsibility, interpersonal relationships (the ability to build and maintain relationships).

3. the field of adaptability: reality testing (the person's ability to see things as they are and not as they would like them to be), flexibility (adaptation of feelings, thoughts and actions as conditions change, solving problems).

4. the field of stress control: stress tolerance, impulse control.

5. the field of general state: optimism, happiness.

Multiple Intelligences:

In his most important book, *Multiple Intelligences*, published in the 1980s, Howard Gardner suggests that there are several distinct types of intelligence in humans:

LINGUISTIC INTELLIGENCE: This involves sensitivity to written and spoken language, the ability to learn foreign languages and the ability to use language to achieve certain goals. Lawyers, orators, writers, and poets are people with great linguistic intelligence.

LOGICAL-MATHEMATICAL INTELLIGENCE: This involves the ability to analyze problems logically, perform mathematical operations and investigate scientific topics. Mathematicians, logicians, and scientists show logical-mathematical intelligence. Gardner writes that these two types of intelligence seem to be the most valued in the education system.

The following three types of intelligence are particularly notable in the arts.

MUSICAL INTELLIGENCE: This type of intelligence refers to the skills in composing, playing and appreciating musical patterns. Gardner stated in his book that "of all the gifts with which an individual is endowed, none manifests itself earlier than musical talent."

MOTOR AND KINASTHETIC INTELLIGENCE: This refers to a person's potential to use their whole body or body parts to solve problems or make products. While it is obvious that dancers, actors, and athletes have high intelligence of this type, Gardner suggests that it is also important for craftsmen, surgeons, top researchers, mechanics, and other technical professions.

SPATIAL INTELLIGENCE: This shows the potential to recognize and manipulate broad spatial features (e.g., navigators and pilots) as well as extremely fine spatial features (e.g., sculptors, surgeons, graphic artists, architects).

INTERPERSONAL INTELLIGENCE: This denotes a person's ability to understand the intentions, motivations, and desires of other people, and to work effectively with other people (salespeople, teachers and political leaders need great interpersonal intelligence).

INTRAPERSONAL INTELLIGENCE: This refers to the capacity for self-understanding and self-knowledge of personal desires, fears and abilities, and the use of this information to regulate one's own life.

A few years later, after the appearance of the first version of "Multiple Intelligences" Gardner analyzed the possibility of highlighting three other forms of intelligence, including:

NATURAL INTELLIGENCE: Applies to those individuals with a great knowledge of the living world (eg the ability to identify many species of flora and fauna). They note that although many children show an early interest in animals and dinosaurs, only a few shows a pronounced and ongoing interest in the natural environment.

SPIRITUAL INTELLIGENCE: Describes those people who are very interested in cosmic experiences and entities that are not yet perceived with the classical senses, but which are, nevertheless, extremely important to human beings.

EXISTENTIAL INTELLIGENCE: This, it seems, is the ability to locate a person in "the farthest corners of the cosmos - the infinite and the infinitesimal." Examples provided by Gardner include the ability to understand the meaning of life, the purpose of death, the fate of the physical and psychological worlds, and the experience of cosmic, unconditional love.

III. Emotional intelligence, theory of multiple intelligences and education

The educational system traditionally emphasizes the three fundamental activities - writing, reading, calculating - all characteristic of the left hemisphere (dominated by rationality), almost excluding the education of the faculties of the right hemisphere, which is the seat of imagination, spatial orientation, decoding of music, color, rhythm, creativity (its dominance being intuition).

The strategy of those who put into practice the model of multiple intelligences discovered by Gardner focuses on identifying the profile of the child's natural skills, emphasizing the strong points and trying to help him in his weak points. The child is attracted to the areas in which he engages spontaneously, that is, in essence, which he likes, this initial passion can determine the highest level of success in a certain field.

Education based on emotional intelligence starts from the fact that the totality of our actions allows us to create a healthier balance in school and in relationships with students. Our actions must emphasize the importance of feelings and help us keep our emotions under control, instead of acting impulsively or being overwhelmed by feelings. For some children, life is hard and uncertain; for others, it is full of tension. In both cases, losing control can mean the loss of rights, the loss of extracurricular activities or guidance. Children need a positive environment that offers them many opportunities. Education based on emotional intelligence starts from the fact that all our actions allow us to create a healthier balance in our relationships with children by emphasizing the importance of feelings and controlling emotions. The ability to recognize and deal with emotions leads to higher performance at school, at work and in interpersonal relationships.

In education based on emotional intelligence, children learn to recognize and manage their emotions, translate them into words and use them to their advantage, strengthening authentic relationships with themselves and those around them. Childhood and adolescence are windows of opportunity. to form the essential emotional habits that will dominate the whole existence. The family is the first school of emotions. In this intimate environment, children learn to recognize both their own emotions and the reactions of others to their emotions. Also in the family, he learns for the first time how to choose his reactions to emotions and affective states. In the education of emotional intelligence, we often talk about the concept of emotional imprint or the process of somatization. This process refers to the stimuli that our body transmits to us when it feels that it is losing control or when we go out of our comfort zone.

Ideally, the school program should include daily activities for the development of social skills: team games to learn to cooperate, role-playing games through which children or young people step into the shoes of other characters and learn the lesson of empathy, activities that increase their self-confidence and which improve their communication skills. It is obvious, however, that the state education system with 30 students in each class cannot provide support for the emotional development of everyone.

Many teachers are not familiar with the new interactive methods that learning positive socio-emotional behaviors requires. They fear that these methods will lead to disorder and loss of class control.

Also, the teaching staff must be well informed about the resources that the school makes available, about the physical, mental, financial support and even about the dedication with which they participate in these development programs. It is good to know from the beginning what you are relying on to know what you can achieve.

In the schools where emotional intelligence development programs were started, the students had the opportunity to take, participating year after year at the levels proposed by the program, educational aspects specific to individual characteristics: age, sex, I.Q. It is also important that the students interacted regularly with adults who understood them and improved the program according to the specific requirements of each class. Children benefit most from this program when both the staff of the school they attend, and the parents are involved.

Education and school related matters are the essence of family life. They can be periods of sadness, tension, and disputes, or of happiness, development, and affection. It is certain that all children go through various problems, the challenge for teachers and parents is to balance them with good things. It depends on how willing we are to talk to children in a way that helps them practice their emotional intelligence skills. In this way, we will have fewer cases of "emotional overstimulation" and a much greater understanding of children's feelings.

By learning to communicate with children, we will enjoy together with their families a harmoniously developed emotional intelligence. "Becoming more emotionally balanced, their safety and self-confidence will also increase; their curiosity will find natural ways of externalization, they will learn how to gain their independence and authenticity in thinking and behavior, they will develop their ability to make responsible choices" (Daniel Goleman, 2001). So that these children do not have problems emotional in the future, the school must always find new possibilities, new methods, and resources to develop their capacities, especially emotional intelligence, the most valuable acquisition they can always rely on in the future.

IV. The educational implications of the theory of emotional intelligence

The creator of the program of a subject that develops the key competencies of emotional intelligence is Karen Stone McCowen, founder of Nueva School. She believes that there should not be a gap between cognitive and affective development. The preferred subjects within the new discipline (found under different names: self-science, social development, skills needed in life, social and emotional study) are taken from everyday life, by discussing of real cases that concern children: misunderstandings that can degenerate into violent acts, the suffering of being marginalized, helplessness in the face of failure, envy, anger. Self-mastery is based on understanding what lies behind a feeling, as well as taking responsibility for your behavior. The lack of emotional intelligence increases the spectrum of long-term risk, failure in life as a couple, in the role of a parent, leading to the appearance of violence, instability mental, addictions of all kinds (food, drug addiction, alcoholism)

The Science of Self program has existed for almost 20 years and is a model for teaching emotional intelligence. Sometimes the lessons are surprisingly sophisticated. Nueva School principal Karen Stone McCoewen testified, “When we teach about anger, we help kids understand that they almost always have a second reaction and that they need to look for what's underneath—are you offended? Jealous? Children learn that there are always various choices regarding the reaction to emotion and the more ways there are, the richer the existence will be” (Mihaela Roco, 2001, p.157). There are no grades in Self Science; life itself is the diploma exam. But at the end of the eighth grade, when the students prepare to go to high school, each one takes a Socratic test, an oral self-knowledge exam. Had he lived, Aristotle, who was so concerned with talent in solving emotional problems, would certainly have agreed with this course.

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