



iJERResearch

International Journal of Education and Research
Vol-1, Number 1, March - 2024 | Peer-Reviewed Journal
ISSN 2764-9733 | ijerresearch.org
DOI: 10.5281/zenodo.12607610

THE IMPORTANCE OF EMOTIONAL INTELLIGENCE IN PEDAGOGICAL PRACTICE

AUTHOR

Tânia Cunha (taniacunhapsi@gmail.com): Master's student of the Universidad UNIDA Program, Educational Advisor in the city of Maricá-RJ, Clinical Psychologist with Specialization in Cognitive Behavioral Therapy

ABSTRACT

This article describes Emotional education and its importance in pedagogical practice as a tool for transforming the individual, highlighting the relevance of training courses with educators so that they can develop the necessary skills and competencies so that they are able to deal with the countless challenges that arise on the school floor in our current society, as well as being included in educational planning, so that the student can develop fundamental socio-emotional skills for individual and social transformation.

Keywords : Emotional Intelligence - Education – Teachers

INTRODUCTION

Education is the hope of transformation and development of the individual, through it, human beings acquire skills and abilities to modify the environment they live in and society. Education liberates, constructs and deconstructs paradigms and favors social relationships, developing solidarity, empathy, love and respect. Education is the main tool for the development of the individual and society. Through Education, human beings are freed from ignorance, acquire knowledge, skills and values that enable them to transform their surroundings.

Parallel to this vision, we have observed a society so lacking in humanistic values, not knowing how to deal with its emotions, distant from social relationships, violence in families and schools, drug use, suicides. Given this scenario, we reflect on emotions and their importance for transforming the reality in which educators and students are inserted, the importance of managing their emotions to develop their mental health. Through Education, with the teacher as a mediator of learning, it is up to him, through pedagogical practice, to use strategy in order to improve and develop skills related to Emotional Intelligence in the classroom.

Education, in its essence, transcends the mere assimilation of content. In the contemporary educational scenario, the emotional health of educators emerges as a fundamental pillar for the success of the teaching-learning process. In this context, emotional intelligence for educators assumes a prominent role, directly impacting the well-being of education professionals, the school environment and, consequently, student learning.

This study, of a bibliographic nature, aims to analyze the importance of Emotional Intelligence in pedagogical praxis and its contribution to the teaching-learning process.

Emotional Intelligence

Intelligence for many years was assessed through IQ tests, where cognitive aspects were quantified and were used in several schools.

These tests were called the Simon-Binet Scale, which measured IQ (Intelligence Quotient) in young children, listing hundreds of items such as: word definitions, mathematical problems, sensory discrimination, memory tests, among others. (Gardner, 2000, apud Sousa and Freitas, 2016, p.95)

According to Chabot (2005, p.96), in 1990 Peter Salovey and John Mayer first referred to the concept of emotional intelligence as “the ability to perceive one’s own feelings and emotions, as well as the feelings and emotions of others, to distinguish them and use this information as a guide for your actions and reasoning.

But it was in 1995 that the concept of emotional intelligence was disseminated through Psychologist Daniel Goleman, through the publication of his book, entitled “Emotional Intelligence: Why it Matters More than IQ”. Based on the definition of Salovey and Mayer in 1990, Goleman gave the following definition:

Emotional intelligence as the ability to recognize our own feelings and those of others, to motivate ourselves and to manage our emotions well, whether internally or in our relationships with other people. (Chabot, 2005,p.96).

Chabot (2005, p.98), says that Emotional Intelligence is a set of skills that allows:

- Identify your own emotions and the emotions of others;
- Correctly express your own emotions and help others to do the same;
- Understand your own emotions and adapt to the emotions of others; Use your emotions and the skills specific to emotional intelligence in different spheres of activity, especially to communicate well, make decisions, successfully manage your priorities, motivate yourself and others, have good personal relationships, etc.

In view of the above, it is understood that emotional intelligence are skills that need to be developed throughout the individual’s life and that investing in training courses for educators is essential to promote well-being and consequently

a healthier school environment, thus bringing countless benefits in social relationships in all contexts experienced, both for students and teachers.

Emotional Intelligence and pedagogical practice

In an increasingly dynamic and complex world, emotional intelligence emerges as an essential compass for navigating the nuances of interpersonal relationships and building a more positive and welcoming educational environment. More than a trending concept in psychology and education, it is a vital skill for dealing with everyday challenges in a healthy and balanced way.

In the educational context, emotional intelligence takes on an even more significant role, the health of educators is directly linked to the quality of teaching and student development. Educators who have developed emotional intelligence are able to have emotional regulation, recognize their own feelings and reactions and consequently are able to better deal with the challenges that arise in the classroom in relationships with students.

An emotionally intelligent educator is able to recognize and manage their own emotions, preventing the pressures and frustrations of the school environment from influencing the quality of their work. They are able to transmit security and tranquility to their students, creating a welcoming environment, making students feel free to express their emotions and consequently a better performance in the teaching-learning process.

It is understood that Emotional Intelligence connects both cognitive and emotional aspects, which determines better performance in both personal and professional matters of the individual, making them more successful in all areas.

Daniel Goleman, 2001, p.338 presents five emotional and social skills that he considers extremely useful for understanding how

important these talents are for life:

- Self-perception: knowing what we are feeling at a given moment and using preferences that guide our decision making; make a realistic assessment of our own capabilities and possess a well-founded sense of self-confidence.
- Self-regulation: Dealing with one's emotions in ways that facilitate the task at hand, rather than interfering with it; be conscientious and delay reward in order to pursue goals; recover well from emotional distress.
- Motivation: Using our deepest preferences to propel and guide us toward our goals, to help us take initiative and be highly effective, and to persevere in the face of setbacks and frustrations.
- Empathy: Sensing what people are feeling, being able to take their perspective and cultivate rapport and being in tune with a wide diversity of people,
- Social Skills: Dealing well with emotions in relationships and accurately reading social situations and networks, interacting with ease; use these skills to lead, negotiate and resolve disagreements, as well as for cooperation and teamwork.

Therefore, it is essential to develop these skills through training courses so that teachers have the necessary skills to be able to include Emotional Education in their pedagogical activities. Teachers with high emotional intelligence are able to create a positive and stimulating learning environment, establish trusting relationships with students, identify and respond to students' emotional needs, manage their own stress and frustration, mediate conflicts between students.

Emotional education can be developed in the classroom through activities that promote reflection on emotions, develop self-knowledge and emotional self-management skills and establish positive social relationships. Through strategies that promote the development of emotional intelligence, which include:

- Activities to reflect on emotions, where the student identifies and names their emotions, understands the causes and consequences of their emotions, and develops healthy coping strategies.
- Self-knowledge activity: these activities

can be used to help students learn about their own strengths and vulnerabilities, their values and their goals.

- Emotional self-management activities. These activities can be used to help students develop strategies for dealing with negative emotions such as anxiety, anger, and stress.
- Activities to promote positive social relationships, these activities can be used to help students develop communication, empathy and conflict resolution skills.

Emotional Education contributes to the formation of more aware, responsible and prepared citizens to deal with the challenges of contemporary society.

We can highlight some benefits achieved through Emotional Education: improving the quality of teaching and learning, reducing indiscipline and bullying; promoting students' mental health and well-being, developing essential skills for life and the job market

Through education, we can promote individual and social transformation, building a more positive future for everyone.

FINAL CONSIDERATIONS

The research concluded that Emotional Education is a powerful tool for individual and social transformation. Investing in teacher training is essential for strengthening mental health, but it is also closely linked to the quality of teaching and the integral development of students, as teachers will be more qualified to deal with the challenges that arise and consequently these skills will result in transformation a more human, welcoming and more pleasant environment for learning.

Furthermore, the development of these skills with regard to Emotional Intelligence will establish a closer relationship between teacher and student, promoting a healthier and more collaborative relationship.

REFERENCES

SOUSA.TMC; FREITAS.MCMA THE

INTERFERENCE OF EMOTIONAL INTELLIGENCE IN THE TEACHER'S PRACTICE . 2016-2

CHABOT, Daniel, CHABOT, Miguel. Emotional Pedagogy. Feel to Learn . Publisher: Sá. 2005.

GOLEMAN, Daniel. Working with Emotional Intelligence . Rio de Janeiro. Publisher: Objective. 2001