

## Perspectives Regarding the role of the Provider of the Future Adult's Education

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### Abstract

Education is like art, its result being obtained in time, after a structured and well-thought work. It starts with the first years spent within the family, after which it is completed by people who are specialized in education in formative background. This essay analyses the *importance of emotional intelligence in forming educator*. Emotional intelligence is one of the main characteristics of one who forms the future adult.

Corresponding to C. Cucos, professional training (forming the educators) is done by superior institutions and represents the "initiation" of educators in their future work, which has to be followed by self perfecting. In order to realize this process, the educator must have a basis on which to "build" his professional completion.

The Romanian explicative dictionary defines **forming** as the action of forming and analyzing its result, which consists of training, instruction, education, creation (p. 391), the educator being the one who models one who is formed in order to realize a complete education of those who apply for this phenomenon. When we speak about forming, we think of transforming the student's personality, of the work we do for obtaining some of the features of the character and psychical desirable conduits. (Cucos, p.29)

In Romania, the process of forming teachers has two stages: *Initial training*, which has its basis in the studies from compulsory education, in gymnasiums and universities, regarding the initiation of teachers' future in the profession he trains for, through (Cucos, p.434).

Preparing future teachers should take in consideration the requests of contemporary society, their formation can't be done without finality or correspondence to reality. The product of education – the future adult – must be trained in order to handle different situations he would have to deal with. We agree that theory should be always sustained by practice and by concrete situations, which are tested by professors and which help them control their emotions.

There has been often proved that the best student is not necessarily a very good teacher. The same problem can be seen in sport: a very good sportsman isn't always a good coach, which raises the question: **why?**

We consider that emotional intelligence has an important role regarding this problem.

Studies have proved that persons with a higher level of academic intelligence (IQ) handle with day- by-day life harder than those with a lower IQ. Analyzing the results lead to the conclusion that they depend on ability, different from academic intelligence, due to which they manage to handle with the obstacles of life. This ability was initially reported to social intelligence, which is the capacity of understanding and establishing relations with people (Roco, p.139).

Regarding the difference between what is known and the way the knowledge is applied, the referenes of capitalization are different, depending on the circumstances of the validation of competence. They are not always decisive as the relational, formating competences. This doesn't determine neglecting the professional training, but one without another hasn't got many chances of complete success.

According to studies, there are three types of intelligence.

Thorndike defined **social intelligence** as the capacity of understanding and acting smartly.

H. Gardner's theory about multiple intelligence also refers to those forms of intelligence which permit a superior adaptation of humans to the closest or furthest social background, introducing terms of "interpersonal intelligence" and "intrapersonal intelligence".

**Interpersonal intelligence** refers to the ability of understanding others, knowing what motivates people, how they work, how we can efficiently cooperate with them. Gardner considers that the best teachers are those who have the greatest interpersonal intelligence. If this will be considered as an important aspect, we might gain the performances we aim at.

**Intrapersonal intelligence** means the ability of studying oneself, one's own person, the capacity of forming a vertical, rigorous model of oneself and using this model in order to act adequately in life. Forming intrapersonal intelligence is equal with a guide of an elevate behavior, based on the well knowledge of oneself. This level can be conquered only after the system of person's values is very well delimited.

We consider that these types of intelligence contribute to completing the process of forming the future teachers because they are met in their activity, transmitting the information to be assimilated. Corresponding to

Goleman's opinion, each person can improve his level of emotional intelligence through education and exercises, but some components of emotional intelligence are seen as personality abilities, which couldn't be changed.

Mayer and Salovey consider this type of intelligence very important. They wrote about some **levels of forming emotional intelligence**:

1. perceptive evaluation and expressing emotion;
2. emotional facility of thought;
3. understanding and analyzing emotions and the use of emotional knowledge;
4. adjusting emotions in order to trigger off the emotional and intellectual growth;

These levels show the importance of this type of intelligence, which helps the capitalization of accumulated knowledge and of the way it is transmitted.

The term of **emotional intelligence** brought up into discussion by Wayne Leon Payne in his doctor's degree thesis, which considered that *emotional intelligence is an ability that implies a creative relation with the sense of fear, pain and desire*.

Mayer and Salovey (1990, 1993) consider that emotional intelligence also implies:

- the ability to perceive emotions correctly and to express them;
- the ability of accede and generate feelings when they facilitate thinking;
- the ability to know and understand emotions and to regulate them in order to promote emotional and intellectual development

(Roco, p.140)

Jeanne Segal (1999) high lightened four components of emotional intelligence: emotional conscience, agreement, emotional active conscience and empathy.

*Emotional conscience* regards feelings and emotions, avoiding the intellectual customs through which we are tempted to think emotions.

*Agreement* supposes assuming responsibility of one's own feelings, accepting emotions, of which we are aware.

*Emotional active conscience* means living the present experience, not the one from one's past. This supposes being aware of everything one can feel, of the causes that trigger off emotions, of reality and of the concrete situation.

*Empathy* is the ability to report feelings to other's needs, without renouncing to one's own emotional experience. Empathy means understanding the other person too, participating to one's emotional problems without implying in their solution (Roco, p. 145). It manifests as a personality characteristic.

Empathy implies being open to other's feelings, having the ability of reading information that comes through non-verbal ways. Persons with a high level of empathy join affective experience with flexibility through the use and application of some appreciative criteria, adapted to different situations. High empathic persons are altruistic, generous and have a well-outlined, pro social behavior, being well social adapted persons.

All these show that emotional intelligence occupies an important role in training teachers, but it can't action alone, without a rigorous preparation.

In order to achieve its goal, a future teacher must empathize with his student, must feel his emotions and feelings and turn them to good account so that the student can gain knowledge, aspect which must be perceived in order to be used rationally.

While forming, the process is joined by teachers' deontology and professional ethics. Deontology proposes to define what is good for teaching, where education should be made and in which circumstances, spots moral ambivalence and illegality of some practices. This thing aims the conditions of transmitting all the aspects and forms of knowledge. Deontology high lightens probity, impartiality and neutrality in the following domains: transmission of knowledge, relations between teachers, relations with guarding authorities, ways of practicing one's profession, communication with those who are going to be formed and use of results of forming ways (p.444).

**In conclusion**, a test of aptitudes for future students is recommended to determine them to take the right decision about their future profession. Only so we can avoid transgressions and the lack of match between people and their job.

An important place in forming teachers belongs to interdisciplinary approach, which determines a logical connection between domains, which outlines the logic of forming the complete personality of future adults.

In order to speak about emotional intelligence, we must keep in mind the system of values, on which those who are going to receive information depend.

Teachers must take into consideration the aspect of capitalizing the emotional intelligence.

Emotional intelligence is not only about having good results in school, but is also concerned about success in life and the capacity of adapting to unpredicted situations.

Forming emotional intelligence is determined by some learned customs, its basis being emotional models in family or in scholarly background. Natural sensibility and emotional intelligence, as well as general or traditional intelligence, have an adaptive character, assuring the person's survival.

Regarding all that has been said, we can see that the presence of IQ (academic intelligence) at a high level and the neglect of QE (emotional intelligence) don't help gaining professional accomplishments.

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