

Cultivation of Emotional Intelligence Through Art

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ABSTRACT

This article expounds on the cultivation of emotional intelligence of modern person depending on the age group, social and cultural environment through perception of and introduction to art. It also presents the technology "Image and Cogitation" as means for preschool and junior schoolchildren emotional intelligence development, as well as results of the ascertaining experiment within the group of pre-school pedagogues of the city of Moscow.

Keywords: *emotional intelligence (EI), art, professional competencies, personality, metamodern, emotions, technology "Image and Cogitation"*

I. INTRODUCTION

Modern times put new requirements on a personality, leading to novel approaches to its development. During the last two decades researches, scientists and practitioners have been putting special emphasis on the emotional intelligence of a child. It is worth mentioning such names as R. Bar-On, K. Cannon, L. Morris, E. Orioli, D. Caruso, P. Salovey, D. Goleman and other scholars, who underlined strong interconnection between emotional and rationale, reason and feelings of a contemporary pupil.

It has become obvious that the educational and upbringing patterns of the post-industrial society have been artificially cultivating the rationale approach towards life, with emotionless superman and business-lady, who can promptly and adequately respond to new challenges, portrayed as role models. Their internal emotional composition is generally put aside.

Modern approaches in the field of psychology and education point out the limited ability of a personality to professional growth and self-fulfillment without a highly developed emotional intelligence (EI). The key distinguishing characteristics of such pupils are issues with self-expression and expression of feelings/emotions, inability to express one's intentions or desires, morbid susceptibility to criticism, inability to manage one's own state and comprehend emotions and states of other people, manage one's own feelings etc. The above-mentioned characteristics deem to play a significant hindering role in the process of personal and professional development and even throughout subsequent career. This becomes extremely acute in such situations as interaction with other people and

relationship building, especially should such person become a manager.

II. DEFINITION AND DEVELOPMENT STAGES OF EMOTIONAL INTELLIGENCE

Let us consider the essence and definition of emotional intelligence and trace its development stages. The Roman mimic poet Publius Syrus stated that one can control only that one's aware of and that one is controlled by things that one's not aware of. Hence it is possible to assume that one can be considered successful in professional and private life should one is able to understand, perceive and manage one's own emotional stance.

Studies relevant to the impact of social and emotional intelligence not only on the personal development, but on the process of adaptation to the rash changes in the environment started with the publication of Charles Darwin's book "The Expression of the Emotions in Man and Animals" (1872). We consider it important to underline that many authors tend to classify EI as a component of Social Intelligence, as an ability to understand and treat people with reason.

Though the theory of EI flourished in the 1980s and 1990s, its foundation was laid in the 1964 paper by Michael Beldock, who formulated and described the notion of the EI. In 1983 Howard Gardner published his famous model of intelligence, where he defined interpersonal and intrapersonal intelligence. In 1985 Wayne Payne published his dissertation on the development of the EI. In 1988 Ruven Bar-On introduced the concept of the Emotion Quotient "EQ" in his doctorate thesis. In their first publications J.

Mayer and P. Salovey defined not only the emotions, but also the EI and means to have it measured [1]. The authors define emotions as ordered reactions that cross boundaries of multiple psychological sub-systems, including physiological, cognitive, motivational and empirical. These adaptive reactions were shown to be potentially triggering shifts in the personal and social interaction within gaining of experience. In 1990 J. Mayer and P. Salovey published a study titled "Emotional Intelligence" where the authors laid the foundation for the contemporary understanding of the notion EI, which they considered to represent the capability to induce and preserve positive and negative emotions, and the ability to convert one's own or someone's emotions into other emotions [2], [3].

In 1995 Daniel Goleman published a book that became the most popular in the field of understanding and development of the EI and used combined experience of both professional psychologists and other scholars in analyzing the matter.

III. RELEVANCE OF THE EI DEVELOPMENT

Following the viewpoint of the thinkers of the past modern philosophers and psychologists underline the importance of the emotional competence – ability and capacity of a person to understand, comprehend, accept and react to one's own emotional suffering and to apply such understanding to one's own personal and professional life [4]. Research conducted in the field of the above-mentioned notion made it possible to define the term that reveals the structure and essence of the EI. In general, terms the EI can be defined as condition that combines the ability to distinguish between understanding of various emotions and managing one's own emotional states and emotional states of communication counterparties.

EI is viewed as sub-structure of the Social Intelligence, which includes the ability to monitor one's own emotions and emotions of other people, distinguish between these emotions and apply this knowledge to managing one's consciousness and actions [5]. EI does not include general viewpoint on oneself and evaluation from others, but rather puts the emphasis on perception and application of one's own emotional states and emotions of others towards problem solving and determination of behaviour.

Preschool and junior school period should be viewed as the most important stages of life from the viewpoint of the EI development. The above-mentioned periods are characterized by the active emotional growth of a child, enhanced self-awareness, development of self-reflection and deceneration. All of these processes enable a child to understand emotions and empathize with other people. Active interaction with adults and peers, as well as respective changes in the emotional environment also plays a huge role. Lack

of empathic contacts may have a profound negative impact on the development that might persist to the adulthood. The surrounding adults must have highly developed EI themselves and should foster a child by developing an emotionally rich environment that would be adequate to a child's age.

The creation of proper emotional environment should include: comfortable regime, balanced motor activity through tailored recreational activities, play therapy, art therapy, acting classes, dramatization games, fairy-tale therapy, psycho-gymnastics, body-oriented therapy, psycho-muscular trainings, shared experiences, theatre-related activities, story writing, use of visual aids etc.

We consider the whole spectrum of the pre-school education to be eligible for development of the EI and skills related to it. Story-based role-playing games, labour activities, creative activities and fiction can be utilized by the pedagogue in development of the EI and related skills.

In case the systematic approach is applied duly, the teenage period might well become yet another step in furthering of the EI, as teenagers, with their high sensitivity and vitality of psychic processes combined with deep interest towards inner world, can be guided by the adults towards deliberate and independent development of empathy and mastering of communication skills. Adolescents can be most efficiently tutored in EI development through training programs with games, dramatization and business communication.

Importance of the EI development among teenagers can be justified by the fact that the 2020 World Economic Forum ranked EI among top-10 skills crucial for a modern person and important for his/her social status, communication skills and overall success in life.

IV. ASCERTAINING EXPERIMENT AS MEANS TO REVEAL THE LEVEL OF EI (TECHNIQUE BY N. HALL)

Preschool and junior school pupils face the processes that are presented by the social environment, which in their case is largely composed of pedagogues and parents.

We put forward the proposition that the EI development level of adults would determine the EI of children. We have therefore introduced EI development study based on responses of 56 Moscow-based preschool pedagogues under the technique proposed by N. Hall. The results of the ascertaining experiment are shown in the "Table I", "Table II", "Table III".

TABLE I. AGE-BASED RESPONDENT DISTRIBUTION

Age	Number of persons	Share
25-35 years	13	23,2%
35-50 years	27	48,2%
50-60 years	16	28,6%

TABLE II. RECORD OF WORK-BASED RESPONDENT DISTRIBUTION

Record of work	Number of persons	Share
Less than 5 years	4	7,1 %
5 – 10 years	21	37,5%
10 – 25 years	16	28,5%
25 years+	15	26,8%

Thus, it is possible to conclude that the group is dominated by the age group of 35-50 years (48.2% of overall number). In terms of professional expertise this particular group is generally considered to possess sufficient level of efficiency and performance capacity with adequate level of accumulated competences and being able to successfully realize their potential. We have identified useful outcomes from the analysis of the record of work of the respondents.

The survey showed that most of the pedagogues' record of work lies between 5 – 10 years that is a representative description of the quality of staff composition of the current kindergarten. With 5 years+ of expertise these pedagogues can be reviewed on the basis of their professional competencies, work system and outcomes.

The respondents received the N. Hall questionnaire in order to reveal the ability to understand personal requirements of their pupils through emotions and manage their emotional environment based on the undertaken decisions. The technique consists of 30 statements and is comprised of 5 scales:

- emotional awareness
- emotion management
- self-motivation
- empathy
- managing the emotions of other people

At the beginning of the survey, the pedagogues required certain time to understand the process of the evaluation: they had to evaluate the presence or absence of the suggested statements as representative of their lifestyle.

TABLE III. AVERAGE SCORE (ARITHMETIC) UNDER THE EI EVALUATION (UNDER N. HALL TECHNIQUE)

Scale	Levels		
	High	Medium	Low
<i>Emotional awareness</i>	9	40	7
<i>Emotion management</i>	1	24	31
<i>Self-motivation</i>	11	34	11
<i>Empathy</i>	13	38	5
<i>Managing the emotions of other people</i>	19	31	8
<i>Integration level</i>	10	46	-

The analysis provides for the following outcome of the partial intelligence:

- As per the "Emotional Awareness" scale (i.e. conscious understanding of one's own emotions) 16,07% of respondents showed high level, 71,42% medium and 12,5% - low. 40 surveyed pedagogues had medium ratio that makes it possible to assume that these pedagogues lack the ability to constantly understand their emotions however are able to understand their strengths and weaknesses, have the capacity to self-reflection and learning from their own experience (with certain support), are quite self-confident, possess sense of humor and are generally able to accept themselves as they are. Nevertheless, the pedagogues have relatively low level of understanding of their own inner worlds.
- As per the "Emotional management" scale 1,78% of pedagogues showed the high result, 42,85% of respondents showed medium level and 55,35% - low. Pedagogues of this particular kindergarten lack sufficient level of voluntary emotional management, show little emotional resilience and flexibility that can have a negative impact on the emotional climate within the group or the educational establishment as a whole.
- As per the "Self-motivation" scale 19,64% of pedagogues showed high level, 60,71% - medium and 19,64% - low. This scale enables us to identify the capacity of the respondents to manage their behaviour through management of their own emotions. However, the outcome of the scale "Emotional management" shows that the pedagogues are unable to manage and control their emotional states. They have certain attitude towards self-realization, have notable result-orientation and capacity for effective ways to have their goals achieved, are aimed at development of team-working skills – all of that meets the requirements of modern times.
- As per the "Empathy" scale 23,21% of pedagogues showed high level, 67,85% medium and 8,92% - low. In general, pedagogues are

capable of understanding emotions and empathize with other people, can listen to others, have shown ability to help and show respect to other members of the educational process, however understanding of emotions occurs through highly developed perception skills based on "identification of gestures, facial expressions and posture".

- As per the "Managing the emotions of other people" scale 33,92% of respondents showed high level, 55,35% medium and 14,28% - low. The participating pedagogues have shown general ability to influence emotional standing of other people. Being the key managers of the educational process in the pre-school groups the pedagogues are primarily responsible for creation of the positive emotional environment that contributes to the full development of personality of each of the children.

The integration level of EI of the subject group of pedagogues stands at 17,85% in high segment and 82,14% is medium segment, that shows developed personal and cognitive functions as combination of mental endowments that provide for understanding and managing of emotions and presence of competences, relevant to processing and conversion of emotional data as well as communicational, emotional and regulatory personal traits which facilitate personal adaptation and high-quality realization of one's professional activity [6].

The conducted survey makes it possible to arrive at conclusion that most of pedagogues require psychological and pedagogical support in development of their EI components through modern technologies, including via advanced practical studies.

V. TECHNOLOGY "IMAGE AND COGITATION" AS ONE OF THE INSTRUMENTS FOR PRESCHOOL AND JUNIOR SCHOOL EI STUDIES

Inclusion of the "Image and Cogitation" technology into the pedagogue routine is one of the effective instruments of the EI development. This technology was pioneered and implemented by psychologists, pedagogues and art historians of the city of St. Petersburg (L.M. Vanyushkina, A.A. Sokolova, L. Yu. Kopylov) in the early 1990-s and was aimed at preschool and junior school pupils. It targeted creation and development of a child's personality through reflective practices and identification of individual narratives of artwork and cultural heritage cites.

"Strategy of visual consciousness" by Abigail Hausen stood at the foundation of the above-mentioned technology.

It is worth mentioning works of J. Piaget. (1896 – 1980) [7] and L.S. Vygotsky [8]. It is known that this Swiss scientist concentrated his studies in the field of child cognitive activities through behaviour: he identified peculiarities of the nature of a child's cognition and speech, created the "operational" concept of intellect. Following this concept of J. Piaget intellectual development of a child is linked with those structures of intellect which are formed through actions. During the first two years of life a child create a pattern of actions which (thanks to repetition) are structured at a later stage via symbolic actions (imitation, game, drawing, mental image, speech) and translated into the inner plan where they are amalgamated with similar actions and transform into operations.

One of the key achievements of L.S. Vygotsky (1896 - 1934) was not only the creation and development of the cultural and historical theory of a human behaviour evolution, but also providing grounds for the importance of social environment in which a child interacts with the surrounding world. It is common knowledge that L.S. Vygotsky distinguished different stages of child consciousness (from syncretic and complex, via pseudo notions to formation of true notions).

Studies of A. Hausen continued the stage-based analysis of cognitive processes [9]. As a result of survey, interviews and discussions with parents and children A. Hausen identified five stages of the aesthetic development of a child:

- storytelling stage (the viewer sees only concrete and plain items; perception is highly egocentric)
- constructive state (the viewer requires photographic precision, almost akin to copying)
- classification stage (the canvas is defined by the author's name, his/her artistic style or art movement)
- interpretive stage (intuitive perception of the viewer and his/her subjective opinion)⁴
- recreative stage (profound analysis of a canvas by the viewer from multiple angles and viewpoints and identification of multiple narratives)

Coming back to the technology "Image and cognition" it is vital to underline that its foundation is based around the idea that interaction with art has a positive impact on a child's personality and drives its change in the direction of creativity by forming personal viewpoint on art. It is evident that application of this technology leads to the development of intellectual and emotional spheres of a child as well as creative and logical thinking, imagination and communication skills. All this has a profound impact on

the development of the EI of preschool and junior school children.

Application of visual consciousness strategy would become the foundation for self-development of preschool and junior school children: they would gain skills of teamworking and communication, listen to each other, critically evaluate the environment. The authors of the "Image and cognition" technology see their forecast come to life through change in the stereotypes of education in art, interaction between children and pedagogues and development of the EI [10].

VI. CONCLUSION

As stated above the preschool and junior school period are crucial for the development of the EI as this period is characterized by the fast-emotional evolution of a child, advancement of self-awareness, self-reflection and development of communication culture.

As revealed through the ascertaining experiment most of pedagogues require practical psychological and pedagogical support. Based on the works of J. Piaget (who created the operational concept of intellect), works of L.S. Vygotsky (who defined the stages of child's behaviour from syncretic and complex, via pseudo notions to formation of true notions) and programme "Strategies for visual consciousness" by A. Hausen, the technology "Image and Cognition" can be viewed as one of the effective instruments for EI development. Application of the "Image and Cognition" technology in the practical activities of a pedagogue would not only contribute to formation of visualization skills, argumentation and logical thinking, but would also lay foundation to furthering of a child's emotional sphere.

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