

The Initial Training of the Degree in Education Pedagogy-Psychology the Need for the Development of Emotional Intelligence

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ABSTRACT

The initial training of the Bachelor of Education, Specialty Pedagogy-Psychology should encourage this professional to learn to fulfill the functions inherent to their work object. The study of the updated literature on the development of emotional intelligence and the analysis of the D and E study plans of the degree in question have allowed us to assume positions with respect to the objective of this work: to systematize the theoretical references that allow identifying the relationship between the demands of the Professional Model Bachelor of Education Pedagogy-Psychology and the need for the development of emotional intelligence.

Keywords: emotional intelligence, initial training, need, development.

INTRODUCTION

The society assigns the universities the task of graduating integral professionals, prepared for the performance of their role in the different contexts of action.

From initial training, it is important that the interrelation between educational agents and agencies is intended, based on professional problems that emanate from educational practice, and put the future professional in a position to face situations that require full control of their emotions, the establishment of empathic relationships based on assertive communication with the interacting subjects, inherent to the functions of the Bachelor of Education Pedagogy-Psychology.

It must be guaranteed that the student systematizes the content of the different subjects that make up the curriculum and from these, from the initial training of this professional, creativity, the development of skills, abilities, values, norms of relationship with the world and experiences is stimulated creative activity, which are based on flexibility, independence, the assumption of commitments to the training process and positive attitudes towards the profession, based on the mode of action and the coherent action of the pedagogical group.

That is why we reflect on questions associated with the need and possibilities of contributing to the development of emotional intelligence from the following questions:

How does the scientific literature refer to, in the results of previous research and in the study plans, the issues related to the initial training of the education professional? What are the functions that distinguish the performance of the Bachelor of Education Pedagogy-Psychology? How, from the Study Plan, is the preparation of this professional conceived for the fulfillment of their functions? What implication does the development of emotional intelligence have in this preparation? What role does the pedagogical group of the year play in the concretion of actions for the development of emotional intelligence?

The experience of the authors in the performance of functions associated with the management of department, career and year groups, supported by empirical observation, as well as the results of the diagnosis that is carried out on students

in a systematic way to update the strategy comprehensive educational year, indicate the need to introduce changes in the way of conceiving the initial training process to stimulate the development of emotional intelligence.

This article is the result of the theoretical systematization on initial training and the potentialities of this process for the development of emotional intelligence, through the application of research methods of the theoretical level such as: the historical-logical, inductive-deductive, the analytical -synthetic and empirical level, documentary analysis. Its objective is to systematize the theoretical references that allow the identification of the relationship between the demands of the model of the professional Bachelor of Education Pedagogy-Psychology and the development of emotional intelligence.

DEVELOPMENT

The training category has been approached from different theoretical positions, highlighting authors such as Álvarez (1999), López (2002), Esteba (2002), Rosés (2002), Chávez (2002), Varela (2002), Ruíz (2002), Paz (2003), Fuxá (2004), Orrego (2007), García (2013) and Horrutiner (2011). The training category has among its essential features the following (Paz, 2003, p. 224): Training is a process that takes place throughout the evolutionary development of the human being, whose maximum claim is the development of the potentialities of the subject.

It implies the active participation of the subjects, based on the interaction with others and the reflective and self-reflective position they assume.

It is related to the processes of development, learning and education. Training implies development and is achieved through education. Learning is the mediating mechanism.

It is a process that takes place in a system of group relationships. It is a complex process of active construction of the subjectivity of those involved in relation to external influences, that is, it is a process of interrelation between the internal and the external.

The previous authors show the approach of the term formation from the general plane of its meaning to the particular field of study, taking into account the features that express it. The sources consulted coincide in valuing training as a complex process that responds to social demands and the objectives of education, aimed at the integral development of the personality, based on the system of relationships established by the subjects and allows them to project themselves in relation to their performance.

When considering the roles of the Bachelor of Education Pedagogy-Psychology, the criteria proposed by Paz (2003) and García (2013) are assumed in this article, highlighting that training is understood as:

Human being development process that transforms their personality to function effectively in their social environment.

It implies the active participation of the subjects, based on the interaction with others and the reflective and self-reflective position they assume.

It is related to the processes of development, learning and education.

It takes place in a system of group relationships.

The training process from the point of view of initial training has also been approached by multiple authors, including Vial (1982), Pino (1998), Parra (2002), Chirino (2002), Sierra (2004), Fuxá (2004), Gregorio (2010) and Romero (2013).

Vial (1982) refers to the importance of enhancing intellectual autonomy from the initial training process as a guarantee of self-management of knowledge, personal and professional growth to perform in different contexts; He states that "it must allow the learner to acquire the means for continuing education, that is, a mental training and a methodological background that guarantee their intellectual autonomy" (Vial, 1982, p. 107), while for Parra initial training is :

The teaching-learning process that makes it possible for professional skills to begin to develop. This process allows the gradual approach of the student to the object, content and methods of the profession. It occurs in the interaction of the student with the theory, the subjects of the pedagogical action context, especially with the practice that develops from the first year of the career, with the modes of action of the teachers and professors, which must be characterized by being intentionally explicit leading the student and the group to make permanent reflections of their performances, to develop competent performances. (Parra, 2002, p. 33)

The aforementioned treatise suggests significant aspects for the claims of the research that is presented, by highlighting

the need for interaction with the contexts of pedagogical action, which in the case of the Bachelor of Education Pedagogy-Psychology, exceeds the limits of the school institution and it extends to multidisciplinary prevention teams, Diagnostic and Guidance Centers and research centers. In the same way, it points out the value of the group of teachers and professors as bearers of modes of action related to the profession, which must be assumed gradually and flexibly by the students and the group during this period, with a positive attitude to transmit and experiences of the affective experiences of the educational process.

There are several authors who consider initial training from theoretical positions in various different meanings, such as: teaching-learning process, appropriation process, early professionalization process, pedagogical process, period, educational process and process in a general sense. However, its procedural and complex nature is observed as regularities of initial training, which results in the assumption of modes of action in the student in correspondence with the exercise of professional pedagogical functions, through the appropriation of knowledge, skills, values and methods of pedagogical work with the participation of the training components in an integrative way: academic, labor and research.

In initial training as in any process, there are a dynamic and complex set of relationships and situations that should not be ignored by those who lead the training process, these are referred to by Parra (2002) and are assumed in this research, having taking into account that in the educational process the group of teachers must offer a mode of action that is established as a professional pattern to stimulate students to assume an active, autonomous and transforming role of the context and the training process, based on the assignment of responsibilities, as well as learning in group conditions to face situations related to their role through exchange and socialization.

The initial training process is the educational process, which takes place in the university context in relation to other socializing agencies in which interconnections are established between all the components, which fosters the link between research and professional practice and academic training. ; is assumed as:

The student's system of interactions with reality - fundamentally with other people - organized in interdependent stages and phases that constitute a strategy of the school or other educational institution that includes the participation of the family and the community and that is structured -on the foundation of pedagogical theory- according to the social and contextual needs derived these in objectives and precise contents, specified in a dynamic of scientific, flexible and creative base, directed by pedagogues to achieve as a result education, which leads to the development of personality. (Pla, et al., 2012, p.14)

The authors assume this definition taking into account the intent of the research and the influences that the Bachelor of Education Pedagogy-Psychology must receive during their training, which must be previously conceived and organized from the comprehensive educational strategy of the career on the basis of the theory and the real needs of the students, who will play a leading role in the proposal of actions that, in a flexible and creative way, directed by the pedagogical group of the year, contribute to the integral development of their personality.

Based on the above, it must be taken into account that the initial training process is intended to appropriate a part of culture, associated with Sociology, Pedagogy, Psychology, Didactics, ethical values, professional knowledge, formation of potentialities and the ability to solve problems related to educational guidance, counseling, the direction of the educational, teaching and learning process; present in the daily activity of the future professional, which put them in a position of success for their performance.

The initial training curriculum is organized based on the functions of the education professional that have a dialectical interrelation, each one with its own specificities, in the case of the Bachelor of Education Pedagogy-Psychology, they are expressed as follows:

The teaching-methodological function contains the tasks aimed at learning the modes of action of the professionalization of the teacher, which prepares him to direct the educational process in general, and the teaching-learning process in particular, in close dialectical interrelation and with a content educational.

The psychopedagogical advisory function included for Study Plan E refers to:

The preventive and multifactorial help service that the psychopedagogue performs in the educational institution, which contributes to decision-making and the transformation of the modes of action of teachers and managers based on the diagnosis and characterization of the specific needs and situations that they arise in each of the actors that intervene in

the educational process, and that are corrected or compensated through the appropriate strategies to intervene in what is identified in the diagnostic processes, to achieve school improvement. (Román, 2013, p. 34)

The guiding function thus recognized for Study Plan D and as an educational orientation function for Study Plan E, includes according to Parra:

Tasks aimed at preparing the future educator so that he can help in the process of developing the personality of his students, discovering their potentialities and limitations so that he can learn to make decisions, make life plans or projects and contribute to the preservation and taking care of your physical health and emotional well-being. It must also contribute to the proper orientation of study techniques, vocational guidance and, furthermore, to the solution of problems of students (as individuals) and groups (as collectives) in educational institutions. (Parra, 2002, p. 3)

The investigative and improvement function defined by the same author:

It is made up of tasks aimed at the critical analysis of her work and the educational reality, the problems and reconstruction of educational theory and practice in the different contexts of action of the educational professional. It means the application of the scientific method in her daily work as part of the continuous improvement of her work. (Parra, 2002, p. 3)

One of the factors that influence so that the student of the career manages to prepare for the fulfillment of the mentioned functions is the student group to which she belongs; but especially if it is a group that has achieved autonomy in its operation. Achieving it depends on the students themselves and the pedagogical direction of the year group.

The review of Study Plans D (2010) and E (2017), of the model of the Bachelor of Education Pedagogy-Psychology allowed us to find common ground in the way of organizing initial training. It is proposed that the object of work is the educational process that is materialized in the educational orientation of students, family members and neighbors of the community, in psycho-pedagogical advice to managers and teachers, the direction of the teaching-learning process of pedagogical disciplines and psychological, and in educational research in the contexts where he develops his professional work; assignments that require decision-making, independence and autonomy.

Professional problems are related to educational orientation and preventive work in different contexts of professional performance in correspondence with their functions and the tasks for which they must prepare in the interactions that occur at the individual and group level which must be intentional from the comprehensive educational strategy of the year.

The general objectives and years of the model reveal the assessment of the results of the work in the performance contexts, from the metacognitive processes, for the determination of alternative solutions to the training deficiencies, based on the use of self-assessment as a way to self-improvement.

The discipline programs as part of the study plan to have certain particularities and require the harmonious articulation of the components of the curriculum (labor, academic, research and extension) which fosters the link between research and professional practice and academic training.

In the case of the Investigative Labor Training discipline for Plans D and E, it constitutes a main and integrating discipline of the rest of the content that the student receives during the years of study and provides the foundations that, in their interdisciplinary and integrative relationship allow to Identify and interpret the problems of the interaction contexts to project their solution based on the social order.

This discipline enables the student to develop the habit of reflecting on their own practice becoming aware of their resources to learn and to act in practice based on their strengths and weaknesses. This reflection should lead to self-regulation in each student, that is, to project their own strategies for self-improvement and development which requires increasing levels of emotional intelligence.

The Investigative Labor Training discipline in Study Plan E, follows the same logic in the objectives differs from the previous one in that, being focused on essentiality, it requires the student to learn to manage information and that requires new perspectives from all the students. Formative process and especially to independent study, independence and decision-making from the first year. In addition, it is included as part of the content that corresponding to the methodology of educational research which favors the position that the student must assume to face the research process.

The analysis of the study plans and the discipline programs shows the relationship between these and the requirements of the professional model which declares the need for a graduated capable of planning, organizing, executing and controlling the system of actions that are the responsibility of its object of work; It is implicitly appreciated that this professional must be characterized by questioning theory and practice, by reflection and decision-making which contributes to the development of emotional intelligence however, how to achieve it is not expressed for their performance.

The development of emotional intelligence must be directed during the initial training process and depends on a group of factors, among which the student life in a group that works with cohesion stands out; that is, with valuable leaders, with the ability to make mature and responsible group decisions for the benefit of the training process that unites them and to be efficient in the development of collective activities, first of all study, all in a climate marked by healthy interpersonal relationship skills based on empathy.

This development should not be approached only as a way to promote individual independence but as a goal in itself because professional problems in educational processes are increasingly faced in a collective and interdisciplinary manner.

When considering the possibility for the plan E study that the career group has the responsibility of preparing the basic, own, the optional and elective curriculum according to the conditions and particularities of each institution of Higher Education, the stimulation of the development of emotional intelligence, so that students interact in different professional contexts, that transform reality according to personal and social interests, so that they can develop emotional capacities that allow them to increase their level of personal well-being and become in responsible, committed and cooperative professionals.

The coherent action of the career group and the pedagogical group of the year from the educational strategies elaborated by both bodies of methodological direction, must favor the active involvement of students in their training process and decision-making regarding the actions that will be part of this strategy, from the dimensions: curricular, extensional and sociopolitical.

The career and year groups to stimulate the development of emotional intelligence should not make important decisions for the training process, without consulting the university students federation brigade, they should refrain from intervening directly in the functioning of the student organization, reserving for their relationship with it the role of advisers or consultants.

On the other hand, the methodological work of the pedagogical group of the year should include among its activities those that prepare teachers to perform in a way that favors the development of emotional intelligence instead of hindering it. These are activities that prepare them to face the realities of the contexts of action and how to solve the problems that arise in these through assertive dialogue, empathy and group cooperation.

CONCLUSIONS

As a result of the systematization about the initial training in the Bachelor of Education Pedagogy-Psychology and the place that corresponds to the development of emotional intelligence, it is determined that:

Initial training includes the educational process and the teaching-learning process that, under the influence of the pedagogical group of the year, prepares the student for the exercise of professional pedagogical functions with high levels of self-regulation, independence, flexibility and creativity.

In the conception of the study plans of the Bachelor of Education Pedagogy-Psychology, the development of emotional intelligence is not intended as a strategy to be followed by career groups, disciplines and years, for the development of motivational-affective processes of unquestionable value both in its reflective and regulatory component.

The work of the Bachelor of Education Pedagogy-Psychology is eminently educational orientation, psycho-pedagogical advice, direction of the teaching-learning process and educational research, fundamental nuclei in which emotional self-regulation is required for decision management with their own criteria that must be stimulated from initial training to perform successfully and influence the performance contexts for which they are trained.

The educational process must promote emotional intelligence as a conscious intention on the part of the students, so that it becomes a path of development, human and professional improvement and the achievement of higher levels of independence.

In the bibliography consulted, the need to develop emotional intelligence during initial training is implicitly stated, however the procedure to follow to achieve it is not revealed in a contextualized way to the role of the Bachelor of Education Pedagogy-Psychology.

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