

Strategy of curriculum based on emotional intelligence and its denotations in education and training

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Abstract: Of important elements for education is curriculum that has to suitable elements for its aims and its variations and play a vital role. As reasonably, in every programming, they have to consider in every manner and as required to respond in needs. Considering in curriculum especially programs don't be exceptional. Curriculum is considered by scientists as important factor for growth and dynamism of society with different strategy and thinkers are aims for it. The aim of this research is to respond to this question that curriculum based on what aim is considered? And what are those bases? In fact we can say that for compiling it, its place is missed in academic places. Although, attention in role of emotions at life had significant theoretical background and different philosophers like, Aristotle, Spinoza, Kant, Diouvi, Bergsuon, Russell pointed to it. (Amini and et al, 2009, 59) but Peter Salouy and John Mayer pointed to emotional intelligence significantly at 1990 and this concept was appeared in well sale book of Daniel Kelman at 1995. (Amini in narration of Akbarzadeh, 2009,67) and they interested in relation and role of emotional aim in education. The professors of education and training found the role of emotion in training and screamed that not only growth of students but also emotional intelligence is necessary. (Elyas, 2003, 4).

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Introduction

Since in education and training domain, this concept was dominant that the success of humans depends on cognitive growth that is reported from quantitative index and dominant of this concept is based on cognitive growth and is derived from future advancement in professional social life and the result is insight and ignorance is particularizes of dimension of human and is established inform schools that is one of the current psychological concepts and emotional intelligence tries to recognize placement of emotions and its role in different actions and its success in future. (Amini and et al, 2009, 67).

Emotional intelligence is a new concept in understanding of mind and instead of previous concepts, is based on thought as an entity. Recognition of emotions and control relations are defined as cognitive capabilities.

Dallark and Wiseberg (in narration of Polomera, 2008, 12) cite that although link of social and emotional fields are not suitable but multidimensional analysis from 300 researches showed that social education not only increase learning but also scientific emotion. In another words, emotional growth increase quality of teaching by teacher and welfare of teacher. (Barger, 2009, 3. Moore, 2007, 2, Souton, 2003, 3, Kasej, 2001, 8).

Compile curriculum:

It means to offer pattern that presents efforts based on research for offering a new insight and deep

variation in curriculum. (Mehrmohammadi, 2009, 20).

Word of lesson program is derived from race course Latin means race ward or the road that person have to laps to reach in target. (Zeiss, 1976 in narration of Vajargah, 2009, 1).

Curriculum as Currere Recently, one of the different derivations of curriculum is currere that means course and namely running in competition and capacity for conceptualization based on his bibliography. (Paynar and Gramt, 1976 in narration of Ftahi and Vjargah, 2007, 9).

When the strategy is based on bibliography writing and expresses previous histories in class, they can reach in shared understanding and currere is converted for use at future. This process can be converted in social procedure which person reaches in new conceptualization. (Shaubert, 1988, 33).

Curriculum as lived experience:

Another overt curriculum that pointed in types of overt knowledge or skill that anticipate the learners understand it.

Hidden curriculum

It is activity outside class and behavior patterns on class (Fathivajargah, 2009, 57). Hidden lesson program is not verified by official forces at school but it can influence upon students more. (Fathivajargah, 2009, 47) Void lesson program Strategy of lesson program.

The strategy of curriculum is reflection of feedback and insights terms of courses for school and

university and society and strategy is reflection of world and what he derives from world.

Anthropological strategy: Gazda pattern Anthropological pattern play role in relating lesson program with mean and personal concept and it is based on two aisles in education and training. One is self growth of student. Anthropological teachers point to results that relate positive self understanding and graduation advancement and plan new programs.

Mazlou

At 1954, Mazlou published his book as motivation and personality and he considered health of human and self blossom. He similar as other anthropological psychologists believed that psychology lean in pathology and mental more and there are little researches about how to update human. One of his important dimensions is human's motivation. Based on him, we can locate human's needs in four categories and in this domain, the lowest needs don't satisfy before highest needs.

Rogers Karl Rogers is one of the anthropological psychologists and influenced more upon anthropological education, although his scientific activities are widespread that expression of facilitating domains is so important. Rogers pointed in capacity of teachers and counselors that they can be as facilitators for establishing health human relation and the best are; respect, confidence and noble. Respect with skill by teacher for transmission this feeling by him into students is so effective. Respect means transmission of respect feeling to emotions and values of students.

Silberstein

Silberstein (1979) supposed lesson program as vector that begins from central resource and move into educational center and finished into learning and teaching situations.

Rogers

Although rogers is not expert for lesson program but his pattern can be used in lesson program too. His emphasis upon content and learning is not necessary but his emphasis upon human experiences more. Roger's pattern is due of lesson program that increase personal growth, group relation and rapid system and innovation.

New prestige of lesson program and some beliefs

By researcher point of view, new entities establish bed for lesson program based on emotional intelligence.

Maxin Green

Maxin Green, noble philosopher for education and lesson program in filed of base of understanding and aesthetics, believes that persons can confront with special shocks and awareness by art. Green considers education as ethical action in training.

Thus, it is emphasized attention in student's needs and their interest for him.

Elliot Aizner He believes that school's duty is widespread than others and teach the students to earn for living, but school is where to learn student make a life. Its emphasis upon basic courses in schools is to lower standards and expectations.

Harry Broudi

Harry Broodi cites the aim of education is to reach in self esteem, thus knowledge can provide tool for happiness and equipment for life. Art plays a vital role in helping self and cause to perform based on his mind. He considers aesthetics education as tool for educate merits. The most important point is non support art against art, but he believes that art is sponsor for other mental functions for graduated one.

Ted aouki

Nevertheless, ted aouki is one of the important and effective thinkers in filed of phenomenon at education. He insisted that teaching is a direction toward life and at first glance, this derivation is to involve and deliberate about self. There is discrimination between teaching as doing and teaching as being. Concentration upon teaching cause teacher to find that he experience by co workers. Based on his view, what forms the base of course is person and his experience.

Aizer

He says teachers are interested in teaching because of concern about students and interested children and participate in their growth. Thus, use of autobiography causes to work in difficult situation with love and hope. Based on him, major of teachers are eager to teach to students and perform their teaching based on correct recognition. Thus, he believed that teachers when reach to recognition that consider teaching as focal point based on students and essentially, teaching is accidental, experimental and non absolute.

Expansion of strategies of emotional intelligence Motivation: what and why Basic root of motivation is mortared means move that namely remove with adding prefix e and shows that in every motivation, there is trend into action. The deepest feelings and our dreams are our leaders. Every motivation conduces to readiness for action and directs us in every road that man overcame the challenges before and we know that our feelings are so important than minds. (Golman, 2008, translate by Parsa, 25).

Concept of emotional intelligence

Many definitions are situated during past years and based on some authors; this idiom applies for compiling personal differences pertain to life success that doesn't evaluate by traditional intelligence.

Emotional literacy

This idiom was related in Steiner usually (in narration of wire, 2000, 42) and including; ability for understanding, expression and overcome upon emotions as if these are useful for all.

Emotional intelligence

More or less, this idiom is applied for expression of emotional literacy in America. Some of fame for intelligence is from Gardner and his personal intelligence like; interpersonal and external intelligence. Emotional intelligence is idiom that covered two types and was facilitated by Mayer and Salouy as ability for establish or access in feeling and thinking; ability for understanding, ability for arranging to motivations are cited as logical tools.

Emotional competence

Saarnii (200) enumerated abilities pertain to emotional competence as:

1- Awareness from self emotional manners with considering that one experiences multifaceted emotions and awareness from his feelings and cause for unconscious dynamic or lacking selected attention.

2- Ability in discrimination based on expression symbols and situation about mean of motivation.

3- Ability in function of emotional words and usual idioms in culture of person and advanced level in obtain cultural responses

4- Capacity for uniform and experience with other emotional intelligence

5- Ability in understanding of emotional intelligence that don't conform with external expression in advanced level that is influenced upon others.

6- Ability against findings with hate emotion with use of self discipline findings (like sever network) that restore its severity or duration.

7- Awareness from part of structure or nature of communications by scaling or real and expression emotional actions that is correct of emotion increases and relation between mother and child is due of un symmetric relation.

8- Capacity for emotional self efficacy: emotional self efficacy means one person accepts emotional experience as unique and based on cultural contract and this reception is suitable by combine to man's beliefs.

It is worth to say that although emotional intelligence and emotional insight are accessible more, but their separation is removed them and idioms like; intelligence, competence, literacy and learning concentrate upon content and don't concentrate upon bases of social competence. (In narration of Bar-En, 2000, 89).

Paradigm for emotional intelligence

Paradigm of emotional intelligence includes some theories and every theory is offered for better understanding pertains to social and emotional insight.

Patterns for emotional intelligence

Research about emotional intelligence is in two original methods:

Mixed models ability/ social competence in which emotional insight mix with other elements.

Mixed models on which emotional intelligence is like intelligence and emotion.

Golman's view

Golman (1995) who entered with strategy of journalism, regarded emotional intelligence from different particularizes:

Awareness from self emotions, management emotion, stimulates self, recognize emotions in others and manage relations.

Ability pattern – Mayer and Salouy pattern

The findings by Mayer, Salouy and et al, are capable for more validity in scientific phenomena. smith and et al, (cited in smith, 1997:45, 6) found that interpersonal particularizes like validity and respect and equal communication are mixed with indices like knowledge and so on

Management public temperature (for positive environment)

Denotations of emotional intelligence and its reasons

Eric Jensen believes that ones mental situation is the most important element but readiness is so important. He writes; learning is depending on mental situation. (Jensen, 1998, 192)

Effect of function for emotional intelligence upon teacher

Teachers as overcome in stress in class and helping in students need to emotional intelligence. Teachers with emotional intelligence make a suitable sphere for students and they are elders. (Powel, 2010, 17). They understand emotional intelligence and the emotions are increased them. They increased challenges and learning process is so important on them. (powel, 2010, 16). They are able to establish connection between us and them and influenced upon students. The importance of emotional intelligence is conducive to more learning and weakens standards. Thus, quality of teaching and learning is possible by understanding emotional intelligence.(powel, 2010, 15, Harker, Yons, 2001)

Teacher with emotional intelligence is possible to understand the negative feelings of student's consciousness and they have to understand students positively. Teaching is deliberately activity that students perform it day to day.

Teachers with emotional intelligence when experience their feelings that they reach in suitable analysis from their methods and they make positive relation between it. And report positive relation between them. (Alphenin and et.al, in narration of powel 2007, 17)

Effect of emotional intelligence upon learner

They respect adolescences and don't debase them frequently and they reach lesson from their mistakes and are considered them as mistake. Learning, cooperation, and coordination can be written as suitable sources and these resources can play vital role in this region. Thus we can say that every manner of this action can be seen as vital element in this action. Thus learners have more capability for teaching tools and they have more idea for future understanding and the skills have to participate in this region. This idea has more capability for performance and self esteem.

Function of emotional intelligence

Miette and others 2005 considered teaching as more tress occupation. Teaching is emotional intelligence that the teachers have to consider it with more powerful emotion and this region can be seen as powerful tools for reaching to that aim. The teachers have high emotional intelligence and this motivation can be seen as more stressors. (powel, 2010, 17)

In teaching, emotional intelligence means the teacher consider in motivation in learning and educate it with two aims: he can respond it with suitable method and during teaching, he enhances feeling manners in learners and it is usable for learners.

Usually, some of teachers play similar role in emotional intelligence and don't aware of it. More or less, they see teaching as suitable method for educational experience and they have more experience in field of learning and interpersonal relation between persons.

Education and teaching is caused situation that is full of motivation and if they don't regulate suitable, they distort teaching. (Ozjavollah, 2011, 67)

Function of emotional intelligence in learning process

Many researches showed that emotional factors are directors for learning.(Phelsum, 2009,1). Learning is influenced by emotional situation, feeling of learning environment. Teachers don't understand emotional intelligence without it and often, replace their feeling instead of it. (Denzin, 1984, in narration of powel, 2010, 14)

Past decades researches showed that there are many theories about learning but there are not integrated researches about increased recognition of different thoughts (like; discussions of brain,

psychological recognition) that consider learning as personal idea. (Mc kombz, 2004, 91)

The researches about brain (like; Diamond and Hopson, 1998, Jenson, 1998 in narration of Mc combz, 2004, 93) showed that emotion and feeling are acted as integrated and emotion has the highest feeling.

Now, teachers with emotional intelligence are able to know situations in class and there is positive relation between correct situation in class and social situations that depend on class. Because trend in learning depends on situation of class. (John Harif in narration of Powel, 2010, 14)

Emotional intelligence in quality of education

Performance of education is considered as if emotional experiences are increased in learning because emotions penetrate in learning and influence upon every one.

Understating of emotions in education is key that it is suitable for successful experiences for teachers and students. (Wishusick and et.al in narration of Jarollah, 2011, 64)

Researchers increase their interest in education and there are many books about it, thus, we easily understand it. (Jarollah, 2011, 64). In another words, there is method for attraction of mind and feeling. These elements identify the method that is separated by mind and feeling and its stat pint is education. (Salami, 2011)

As Borouluf 1999, in narration of Salami, 2001, 2 cited, curriculum has to stop ignorance from feeling and its role plays vital role in that region. And based on it, emotions influenced in cognitive emotions, morality and his analysis.

Collection of felt emotions describes his mental situation. In learning situation, the emotions are experienced that make learning. This emotion like eagerness, happiness, satisfaction, confident, curious, interested motivation and physiologic process are influenced brain as if learning increases and when emotions like tired and suffering, anger, deprivation, and fear are dominant upon students, the brain is converted into escapee that constraint activities.

Concluding

As for discussions, the following theoretical framework is a subject about learning and teaching in different dimensions of practical and theoretical bases, and strategy of this thought displays emotional intelligence that is extracted from previous research and is selected as the first category. This framework consists of 6 categories. Meanwhile, the questions are about them.

Educate emotional dimension for students, establish changes in interests, trends, values, finding mean of humans, increase qualitative performance and update personality of teachers and students

The students are regarded as confident persons; all children have to learn that they are valuable for their classmate and help them in solving problems.

Abiding learning is giant personal event. Motivation and recognition act as coexistence and motivation stimulate attention, learning, mind and brain activities. The motivational models are limited.

Learner's environment is as if students relax and remove from threatening factors. The happily and more confident environment is on class. Students don't fear or threat. Learning environment must reduce competition between students and also, teacher like student need to learning environment that its concentration is due of human communications, environment between student and adult, beliefs, values, merits and methods to understand the values and move confidential toward ahead.

Teaching is a type of lighting and teachers have to happily and educational process based on learning not advancement. Education makes situation that is full of motivations. Quality of teaching is possible by link students and teachers and must increase educational method that prevent from fail.

Teacher is as manager of motivations and their trend into learning. Teacher must restore lab situations and increases quality of teaching. Evaluation and comparison is for motivational experience and they can establish positive or negative experience. Also, verbal and vocal behaviors are influenced upon students more as consciousness or unconsciousness. As result, their trend into learning increase. Then, teacher is facilitator for learning.

Evaluate and comparison is performed with caution, because evaluation of teacher cause to correct beliefs about students whereas evaluation is as motivation and stimulation increase and prevent from failure feeling. Also, measurement doesn't be from learned lessons but students have to evaluate by update personality and character.

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