

MOTRICITY AND EMOTIONAL INTELLIGENCE IN PERSONALITY FORMATION

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Abstract

Introduction

Motricity suggests a global feature and includes the set of processes and mechanisms through which the human body or its parts move through phased or dynamic contractions, detach from a substrate, or maintain a certain posture through tonic or static contractions. Emotional intelligence refers to the individual's ability to recognize their own emotions, manage these feelings, become self-motivated, and translate into other people.

Goal of the paper is to underline that there is an important connection between human motor capacity and emotional intelligence.

Hypothesis of the paper try to argue that if the motricity and emotional intelligence are active, there are fulfilled some conditions that emphasizes the growing personality.

The study' methods used in this paper were the study of the literature and directed observation.

Discussions and conclusions

Motricity is the set of functions that ensure the maintenance of posture and the execution of movements specific to living beings; it is designed in opposition to reception and sensorial functions.

There are both psychic mechanisms and physiological mechanisms to regulate motor activity, as: related to the cognitive plan, the voluntary organization or the attitude structure, the motivational support, the mechanisms of orientation – activation.

The concept of emotional intelligence has been demonstrated by psychologists for the importance of personal development and socio-professional insertion.

Key words: *motricity, personality, emotional intelligence*

Introduction

Personality training and development is made up of three components: heredity, the environment and education, the latter being the most dynamic. The role of education is crucial in updating hereditary potentials and inhibiting others. It also plays an important role in socio-professional integration or in fostering individual or group creativity and in the development of society itself. In the sphere of education, behavioral modeling, spontaneous behavior, or the taking of behavioral or negative patterns automatically do not come into play. Education produces selective, stable and profound changes that gradually enter into personality structures (cognitive, affective, behavioral) and which have great persistence over time, stability and coherence.

Within the educational process, psychic processes are developed, the characteristics of which education must take into account. However, the relationship between education and psychic processes is considered biased, psychic processes permitting increased educational influence as they develop.

Cognitive psychological processes develop in a staged fashion, starting with concrete ones

(perception), evolving towards the concrete-abstract (representations), eventually ending with the abstract (thinking). Both psychic processes and imagination, reason, judgment, reasoning (their products) develop and form in the educational process in the family, society or school.

The permanent character of education is represented by the fact that it is realized throughout life, it aims at the development and formation of the whole personality through all the organizational environments: family, school, mass media, society, educational process.

"Given that heredity and the environment are mandatory but with quasi-random contributions to the ontogenetic development sense, human society has in time perfected a special mechanism of increasing control over the individual development process. This role is held by education." [1].

Physical education specialists need to understand, through their multidisciplinary nature, that physical education is not just about achieving the specific goals of this field of activity. Stimulating motor behavior determines behaviors in areas

such as affective, cognitive, socializing, or self-service.

Developed sustained or organized, motor activity helps develop personality in three forms: emotional growth, physical development, and refinement of thought. The mental aspects and processes of the individual: the will, the intellect, the intelligence, have another efficacy when they are not "disturbed" by bodily or emotional affections. Between mental and physical health there is a relationship of interdependence and congruence, between motricity and mental development of a man.

An optimal personality development can only be ensured by a state of consistency between the sides of personality (psychic and motor).

Quote by I. Neacsu, "[2]. H. Wallon states: "The child can move from action to thought, in the sense that what is done, lived and felt on a psychomotor, relational and emotional plane is integrated into the mental plan."

The motor activity consists of all the motor actions articulated systemically on the basis of organizational forms, ideas or rules, with the role of complex adaptation of the organism over a long period of time.

"The motor sequence of the goal is also prepared with the help of numerous intellectual components pertaining to perceptual organization, language routing, or algorithmic and heuristic solving of motor tasks" [3].

Genetic psychology studies highlight the role of body activities in the evolution of cognitive functions. According to Piaget, the internalisation and coordination of motor actions determines the basis of the formation of the thinking structure. The dynamism of the two is the starting point for the amplification of human intelligence. Studies on psychomotor education and rehabilitation contribute to the development of psychomotricity. Psychologically, the motor activity involves the integration and specific interaction of emotional, volitive, cognitive, attention and language psychological processes.

M. Golu (2005) [4] argues that motor activity should be seen as an essential way of linking and balancing the individual with his specific living environment. In this sense, it involves some consumption of the psychic and neuropsychological energy of the subject, and the use of appropriate procedures and goals.

Systemically articulated actions on the basis of organizational forms, ideas and rules, with the aim of adapting the body to the long term, form the motor activity. The constitutive elements of a

driving activity are behavioral processes. Being a conscious action, motor activity is based on anticipation and is supported by the complex phenomenon that influences the personality of the individual: *motivation*.

Numerous investigations in the field of genetic psychology have demonstrated the influence of motor activities on the development of *cognitive functions*. Learning of professional, intellectual or manual techniques, body expression techniques, or ways of interpersonal communication become possible through the main components of psychomotricity: motor intelligence, ideomotricity, body schematics and laterality.

There are both psychic mechanisms and physiological mechanisms to regulate motor activity. Among these, we mention: those relating to the cognitive plan, voluntary organization or attitude structure, motivational support, activation mechanisms.

In the vision of Neacsu I. (2010) [2], the formation of young people with the help of the driving activities is done through the following triangular groups:

- explanatory, conceptualized and valorized models - the mental representation of the elements seen and lived, thus defining the need for a total, global educational education;
- body - motricity - knowledge, symbolizing the fact that man has the opportunity to know himself and others, to assert himself and to know the environment, only through the exploratory movement;
- motricity (motor skills, motivation, affectivity and skills) - ability to adapt to new motorsports or new motorsports strategies, performance in a field, setting the quality of driving learning.

Therefore, the *physical self* in assertion will be characterized by: normal motor skills, sense of movement, vitality, activity.

Cognitive development means "a processual synthesis of the interactions between cognition, metacognition and social cognition, between thinking, intelligence and other cognitive processes (perception, representation, memory, imagination)" [2].

The human psychic system has an essential and indispensable component, affectivity.

Affectivity is generally defined by Golu M. [4] as "that component of psychic life that reflects, in the form of a subjective experience, of a certain intensity and duration, the relationship between the dynamics of the motivational events or of their own states of necessity and dynamics of external objective events."

In general, affectivity involves processes that can be subordinated to the term "emotions" or "emotional states" [5], feelings, passions, emotions, dispositions.

The relationships between objects and phenomena of reality with the needs and motives of human, private or social activity are reflected by emotional experiences.

Emotions have a lower intensity, but a longer duration than afflictions. They have the same role as affections, but to a lesser extent: the disorganization of nerve activity and the loss of personality balance. Modern research into the psychology of emotional and affective life has assimilated and developed the applications of the new paradigm written under the emblem of "emotional intelligence." Socially and productively integrated from an educational point of view, such intelligence is capable of revolutionizing the traditional concept of professional and social success.

There is an increasing consensus among researchers suggesting that efforts to improve the emotional and social development of young people are essential for achieving positive development outcomes. This leads us to admit that a paradigm change, from the traditional concept of education, in general, to the actual mission of schools in particular, is being attempted.

The role of educational institutions will be not only to substantiate fundamental skills (reading, writing, mathematics), but also to prepare young people for success in the many roles they are currently facing and those they expect in the future.

In the literature, there are effective programs to improve emotional intelligence in a number of different areas associated with training. These include managerial training programs, communication development for banking workers, development of empathy for physicians, and conflict resolution for public order workers (policemen, gendarmes, etc.).

Research in recent decades has focused on the theoretical foundation of the concept of emotional intelligence, demonstrating its importance for personal development and socio-professional insertion, and the current concerns of scholars in this field continue to produce remarkable results.

Emotional intelligence is defined by Gatjens, quoted by I. Neacsu [5], as being "the ability to recognize their own emotions, to manage these feelings, to become self-motivated and to translate into other people.

In the view of D. Goleman. [6], emotional intelligence is equally strong, sometimes twice as powerful as the intelligence coefficient.

The above mentioned author synthesizes the paradigm of emotional intelligence in five concepts:

A. Self consciousness

- Always be aware of your emotions and feelings;
- Have a solid self-confidence;
- Realistic self-evaluation capacity.

B. Self control

- Managing emotions and feelings in a manner that facilitates work and learning rather than inhibiting them;
- Recover and quickly overcome from an emotional disturbance.

C. Motivation

- To use the energies of deep desires as a compass to achieve the goals;
- To persevere in overcoming the blockages;
- Have good, operative, quality initiatives.

D. Empathy

- To be in tune with the feelings of others,
- To adopt the views of others;
- Ability to relate to different people.

E. Social skills

- Managing emotions in relation to others;
- React with tact;
- Convince, negotiate, adjust differences;
- To cooperate, to animate the masses.

This conceptualization suggests four reference areas of emotional intelligence:

- Emotional awareness;
- Auto manage/ self direct;
- Social awareness,
- Relationship control.

Professional emotional skills are very important in professional adaptation. Authors: M. Roco [7]. E. Stănculescu [8]. I. Neacsu [5]. have found in a large number of people, regardless of age and profession, the presence of a low level of development of emotional intelligence.

Studies on emotional intelligence have highlighted the need to introduce new disciplines into the curriculum.

Violence, drug use, juvenile delinquency, smoking are behaviors that require investing hours in training youngsters to combat them in order to develop social and emotional skills.

Knowing the ways in which young people can control their impulses, can control their anger and find a quick solution in difficult situations, leads to diminishing the manifestations of these tendencies.

Assuming responsibility for your own behavioral manifestations, self-mastery, is based on understanding the feeling that generates them. They lead to self-awareness and the formation of an image of their own interiority according to reality, recognizing and accepting the qualities and vulnerabilities. This leads to emotional expression by developing a vocabulary that defines the most diverse experiences.

The interdependence between thoughts, feelings and their expression leads to the efficacy of thinking, regarded as a psychic process.

Among the types of frequent relationships and attitudes leading to negative emotional states are:

Fugue/ getaway - is an active or passive attitude of avoiding people or events. This attitude is manifested by strong anxiety, followed by migraines and insomnia. From the behavioral point of view, it is translated by nail cracking, nervous laughter, etc.

People who choose to getaway, refuse affirmation by different pretexts. The main consequences of escaping attitudes are resentment, poor communication, energy loss, self-esteem and personal suffering.

Attack - represents an attitude of aggression towards people and events by resorting to shocking or brutal actions.

Manipulation is an act of concealing, insinuating and overturning situations translated by the user as useful and necessary.

Assertiveness - the ability of the individual to express their personality without the fear of provoking hostility.

Emotional Intelligence education aims to create the right environment for a harmonious blending of affective-emotional processes with cognitive and actional processes.

Conclusions and discussion

Motricity is the set of functions that ensure the maintenance of posture and the execution of movements specific to living beings; it is designed in opposition to reception and sensorial functions. An infinite number of moves is in the field of motricity, from the most accessible driving actions to complex forms specific to certain sports branches or established artistic fields.

The affectivity is that component of psychic life, which reflects in the form of a subjective experience the relationship between the dynamics of motivational events or of their own states of necessity and the dynamics of external objective events.

On Cote's opinion (2014) "*emotional intelligence is a set of abilities that pertain to emotions and*

emotional information that can be investigated by a set of abilities that enhances our prediction and understanding of the outcomes of organization members, such as their job performance and their effectiveness as leaders" [9].

Emotional intelligence refers to the individual's ability to recognize their own emotions, manage these feelings, become self-motivated, and translate into other people. In some situations, emotional intelligence is stronger than the intelligence coefficient and implies the existence of an accurate perception of emotions and their expression, as well as the ability to foster emotional experiences that stimulate cognition.

According to Petrovici & Dobrescu (2014) emotional intelligence is focuses upon basic human skills inside our being, and acts to create a positive interaction. In the same opinion „*emotional intelligence involves passing from a unipersonal to a bipersonal perspective, from inner abilities of knowing one's own person to interpersonal skills transposed in interaction*" [10].

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