
Interdisciplinary Approach to Emotional Intelligence of Teacher of Musical Art

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Abstract: The article focuses on the significance of the methodological knowledge as a foundation of any scientific research, in which the function of the research tools is performed by methodological approaches. The concept and the logic of the pedagogical research were based on the requirements of the general methodology and the specific one, the philosophical principle of the universal relationship and a complex of theoretical methods, viz.: the method of the study of scientific literature, the method of citation, the method of analysis, the method of generalization, and the method of historically conditioned philosophical analysis. In the process of studying the scientific literature, analysing the methodological positions of the leading scientists, citing their papers, it was found that the role of the interdisciplinary approach to the study of complex systems becomes more important at the present stage of the development of science; the essence of the interdisciplinary research in the field of education was revealed and the relevance of that research was substantiated as an indicator of the above field's qualitatively new level of development; it was proved that education needs a change in the specifics of the pedagogical research towards a fuller application of the interdisciplinary methodology. The application of the historically conditioned philosophical analysis has made it possible to find out the historic roots of the phenomenon of the emotional intelligence and to analyse its essential substance in the ontological and epistemological aspects. As an object of the psychological analysis, the emotional intelligence is represented as a complex psychic entity, whose scientific status is defined as a new type of cognitive capabilities based on the unity of the cognitive-affective processes of the human psyche. In the context of the social aspect, it has been established that the emotional intelligence belongs to the general structure of the social intelligence, whose characteristic feature is the efficiency of the interpersonal communication. The pedagogical aspect of the study of the emotional intelligence is outlined by various contexts. It has been concluded that the formation of the emotional intelligence of a future teacher of musical art as a professionally significant quality should be investigated in an interdisciplinary aspect for the purpose of obtaining a complete and comprehensive characterization of that phenomenon.

Keywords: Interdisciplinary Approach, Emotional Intelligence, Teacher of Musical Art

1. Introduction

The efficiency of any scientific research is primarily determined by its methodological foundation, by adhering to the requirements of the general methodology as a science of the structure, the logic of organization, the principles of construction, the forms, the means and the methods of scientific cognizance [1]. The fundamental methodological positions of the author's research concept determine the method of obtaining objective empirical data as the basis for their scientific generalization, for the argumentation and drawing conclusions. The general methodology is

represented by a multi-level structure, which includes the scientific knowledge of philosophical, general scientific, specific scientific and technological levels. At each of those levels, the function of the research toolkit that determines the strategy, the concept and the logic of the research is performed by the methodological approaches as a principal methodological orientation, the point of view, from which the object of the research is examined, the concept or the principle that governs the general research strategy [2]. According to some scientists, at the present-day, post-non-classical stage of the science development, the evolution of the scientific picture of the world and the categories

apparatus that reflects it is traced. Among the novelties of the methodological level, the change in the specificity of the research and the enhancement of the role of interdisciplinary programs in the study of the open complex systems of the human dimension is pointed out [1, 3]. Defining the priorities of science and education in the 21st century, Ognevyuk (2003) states that, unlike classical science and education that used to develop in accordance with the disciplinary principle where, having their place in the system, the scientific disciplines tended to exist in isolation, “without presupposing the invasion of each other's domain” [4], a distinctive feature of our time is a change in the differentiation of scientific knowledge, which (the differentiation) gradually departs into the historical past giving way to interdisciplinary approach and integration. The combination of scientific information of various scientific fields, according to the scientist's belief, creates a prerequisite for deepening scientific knowledge, for the discovery of new patterns and phenomena, for a more profound comprehension of interdependencies existing in the nature and the society.

According to Yaresko (2004), during the second half of the twentieth century, the process of a gradual increase in the level of the theoretical pedagogical knowledge began as evidenced by the widespread use in the pedagogical science of the methods of abstracting, idealizing, modelling, and implementing relationships with philosophy, psychology, mathematics, cybernetics, etc. The researcher sees a promising task of the pedagogy in achieving methodological unity with other sciences, which makes it possible to explain the real facts of the learning and education processes [5].

Studies conducted within the framework of one science, Sysoyeva (2017) believes, are limited by the latter's object and subject, by its methodology, methods and techniques. In particular, dividing the pedagogical science into separate areas and a significant proportion of subjectivity in the studies make difficult obtaining a holistic result [6]. The scientist emphasizes that the world's globalization and integration processes, the coming-into-being and the development of the information space, as well as the total informatization of all areas of the society have greatly influenced the formation of the new scientific knowledge and the interaction of various branches of science. A prerequisite for overcoming the complex and large-scale problems of the modern world, Sysoyeva (2017) emphasizes, is the integration of the efforts of specialists of various scientific fields aimed at solving those problems and pushing back the boundaries of the disciplinary research. The modern pedagogical science understands education as a complex, multifaceted, systemically holistic social phenomenon that is integrated by its nature. The scientist stresses that, in order to solve the problems of its systemic functioning and development, it is necessary to overcome the limitations of the traditional disciplinary thinking and to make full use of the possibilities provided by the interdisciplinary methodology.

The study objective can be stated as follows: this research will reveal the essence and substantiate the expediency of

applying interdisciplinary approach as a methodological approach to the study of the emotional intelligence of the future teacher of musical art.

2. Materials and Methods

The objective of the research was achieved through the primary method – theoretical literature analysis available on this issue: predominantly publications of domestic scientists. The analysis and systematization of philosophical, cultural, psychological and educational literature on emotional intelligence formation, musical teacher development allow to reveal the essence and substantiate the expediency of applying interdisciplinary approach as a methodological approach to the study of the emotional intelligence of the future teacher of musical art.

3. Research Results

The issue of a person's development, according to Kudravtsev (1999), is nowadays the subject of the interdisciplinary research. The researcher emphasizes that each socio-humanitarian discipline distinguishes within that problem its own special “cross section” and makes its own unique contribution into the problem's comprehensive solution. Each discipline highlights in its own way the individual aspects of the phenomenon under investigation. The methodology of interdisciplinary scientific research received its philosophical substantiation in the papers by such domestic scientists as Ognevyuk (2003), Sysoyeva (2017), etc. The philosophical foundation of the interdisciplinary approach is represented by the philosophical principle of the universal relationship, whose essence is that “everything in the world is connected with everything” [6]. Konversky (2010) emphasizes the necessity of the observance of that principle in any scientific research as a requirement of the general methodology and reveals its essence: objects (or properties) can be interrelated with each other in a variety of ways, viz. directly or indirectly (through dozens and thousands of intermediate links), accidentally, internally or externally, by the content or by the form, causally or functionally. The scientist stresses that, in order to avoid one-sidedness in the studies of the object of the research, it is necessary to take into account all the essential aspects and the relationships of that object. The account of that principle makes it possible to avoid such extremes as the sophistry, which is based on highlighting a specific property of the object irrespective of the property's essential quality, and the eclecticism, which is based on uniting many heterogeneous, intrinsically unrelated characteristics of the object [8].

Taking into consideration the leading criterion, which categorizes the main approaches to the scientific research, viz. “the measure of the completeness of the knowledge of the surrounding world” Sysoyeva (2017) distinguishes the disciplinary approach, interdisciplinary, multidisciplinary and trans-disciplinary ones [6]. It is important to take into account the fact, the researcher emphasizes, that the

educational process is transformed in accordance with the civilizational transformations. The research within the pedagogy's disciplinary boundaries of the problems of the functioning of educational institutions under the market conditions, which requires competitive new generation specialists, encounters significant difficulties that cannot be overcome applying solely the methodology of the pedagogy. Sysoyeva (2017) concludes, that "the educational phenomena and processes reflecting the integration of various branches of science in the formation of the new knowledge on education, the interaction of the sphere of education with other spheres of the society can be studied solely within the framework of inter- and multidisciplinary approaches" [7]. She defines the interdisciplinary research as one that involves the interaction of various branches of the scientific knowledge for the study of one and the same object of the complex reality [6]. The main features of the interdisciplinary research, according to Sysoyeva (2019), are the following: combining various branches of the scientific knowledge; using the methodology and the language of more than one discipline (two); analysing and interpreting the results in terms of a "leading" discipline. The interdisciplinary research ensures the integration of information, facts, methods, scientific concepts and theories with the aim of obtaining new, holistic and coherent knowledge of the real phenomenon. The methods that ensure the interdisciplinary approach to the scientific research are the following: general scientific (philosophical) and specifically scientific (special for a specific science) ones [6]. Referring to the research by J. Klein and R. König, S. O. Sysoyeva distinguishes the interdisciplinary approach by its varieties (narrow and broad one) and types (soft and hard one). The narrow interdisciplinary approach presupposes the integration of methodologically close disciplines while the broad one does the integration of methods (concepts, theories, etc.) that have insignificant compatibility between each other. The interdisciplinary approach types differ between themselves by the implementation of the "broad" interdisciplinary approach, which indicates their "hard" type, and the "soft" type in the event of the implementation of the "narrow" interdisciplinary approach. The researcher believes that it is the "type of interdisciplinary approach" ("hard" or "soft" one) that should be considered as a criterion for distinguishing between pedagogical research items. In her opinion, the soft type of interdisciplinary approach is more characteristic for the pedagogical research as the latter requires the integration of methodologically close disciplines, i. e. the "narrow" interdisciplinary approach.

Kurdland (2007) also emphasizes the significance of the interdisciplinary approach in pedagogical studies believing that every pedagogical phenomenon or process under the present-day conditions of the development of science should be studied jointly and in a comprehensive manner by teachers, philosophers, psychologists, sociologists, economists and others with a decisive role played by the pedagogical science. She stresses that without the use of the entire complex of sciences on the society, the pedagogical science is unable to

solve specific socio-cultural, educational and didactic problems. The interaction of the pedagogy with all social sciences, according to the researcher, is therefore a natural and necessary phenomenon [1].

We studied the phenomenon of the emotional intelligence of a future teacher of musical art at the theoretical level from the standpoint of interdisciplinary approach. The application of such general forms of scientific cognition as an idea, a problem, a hypothesis, a concept, and a theory in conjunction with the method of historically conditioned philosophical analysis has made it possible to trace in chronological sequence the origin and the development of the very idea of the emotional intelligence, to clarify its essence in the ontological and epistemological aspects [9]. It was found that the phenomenon of the emotional intelligence originates at the very beginnings of the human civilization as a manifestation of the essential powers of the primitive man, his outlook and attitude to the surrounding world as a syncretic one, which fact united rational, emotional and volitional manifestations and reflected itself in the ancient mythology heritage. In the epistemological aspect, it was found that the phenomenon of the emotional intelligence as an idea of the relationship of the rational and the emotional in the human subject agency first appeared in the religious doctrines and views of ancient thinkers. The emotional intelligence acquired the signs of a philosophical issue with the emergence of the philosophy of nature, i.e. historically the first form of philosophy as a theoretical outlook. Throughout the historical development of the philosophical thought, the issue of a relationship between the reason and the emotions as the cognitive capabilities of a human being was the centre of attention of eminent thinkers of various historical epochs evidencing the emergence of a tendency in the West European cultural tradition of giving preference to the human mind over human emotions. In the history of the Ukrainian philosophical thought, this problem was solved by prominent domestic thinkers in the context of the "philosophy of the heart", i.e. the Ukrainian cordocentrism. So, the historically conditioned philosophical analysis conducted by us of the issue in question made it possible to conclude that mythology, religion and philosophy are the sources of the phenomenon of the emotional intelligence in its present-day meaning.

There is a scientific hypothesis formulated by American scholars, according to which the emotional intelligence as a person's ability to feel and regulate both his/her own emotional state and the emotional state of the others around him/her, the ability to co-operate, to adjust, and to adapt to the environment turned out to be that determining factor, thanks to which the primitive man survived.

The emergence of scientific concepts as a theoretical substantiation of the idea of the emotional intelligence is associated with the names of the US-scholars (Mayer & Salovey (1993), Goleman (1995), Bar-On (2001)), who were the authors of the three fundamental concepts of the emotional intelligence, in which this phenomenon is regarded as: the model of cognitive abilities; the mixed model that

combines cognitive abilities and personality traits; the mixed model that combines non-cognitive abilities and personality traits [10]. However, Kaschub (2002) warns music educators, who “should not rush to embrace all of the ideas offered by Goleman, but should seek to explore his theory in settings where peer interactions are crucial to individual learning and group success” [13]. As the analysis of the relevant literature demonstrates, the current state of the theory of the emotional intelligence that would make it possible to comprehend the phenomenon under study in its entirety and internal relationships can be described as the stage of development.

The emotional intelligence in terms of the psychological analysis has made it possible to establish its psychological nature as a complex psychic entity of the human consciousness, whose scientific status is defined as a new and specific kind of cognitive abilities based on the unity of the cognitive and affective processes of the human psyche. As a psychic entity, the emotional intelligence has a significant impact on the individual and professional successfulness of a person, his/her adaptation to the social environment. The issue of the unity of the emotional and intellectual processes of the human psyche was also addressed by the well-known domestic psychologists Vygotsky (1978), Rubinstein (1940) and Leontyev (2009), who used to prove their interrelation and subject to criticism the approaches of some scientists to the study of those processes as opposite spheres of the human psyche. The conceptualization of the emotional intelligence as a social phenomenon made it possible to establish its belonging to the structure of the social intelligence, whose characteristic feature is the social and communicative orientation that influences the efficiency of the social interaction and that of the interpersonal communication.

4. Conclusions

The application of the general scientific method of the comparative analysis of scientific views regarding the comprehension of the emotional intelligence as a professionally significant quality of a teacher made it possible to state that this phenomenon has in recent years become particularly relevant and widespread in the research by both domestic and foreign scientists. It is seen as a determinant of a teacher’s professional successfulness; a factor for the prevention of the “professional burnout” syndrome; a psychological component in the structure of the teacher’s creative potential; an integral characteristic of his/her emotional sphere; a personal emotional resource; an element of the teacher’s psychological culture associated with his/her emotional competence; a factor of the productivity of the teacher’s professional activity, of his/her personal development; a necessary component of a “person-to-person” type profession, etc.

The problem of forming the emotional intelligence of the future teacher of musical art, the distinctive features of its functioning and its component structure is poorly investigated.

Consequently, the research of the phenomenon of the

emotional intelligence from the standpoint of the interdisciplinary as a combination of various branches of the scientific knowledge in the study of one object has made it possible to overcome the one-sidedness of the disciplinary approach to the study phenomenon and to identify its essential substance in the philosophical, historical, psychological, social and pedagogical aspects, which, in turn, has ensured its comprehensive characterization as a social and personally individual phenomenon. We perceive the prospect of the further research in the application of other methodological approaches to the study of the phenomenon of the emotional intelligence of a future teacher of musical art.

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