

Educația emoțional-afectivă. Noi explorări, noi strategii (Emotional-affective education. New prospects, new strategies)

by Ioan Neacșu, Mihaela Suditu

Polirom Publishing House, 2020, 210 p.

(ISBN: 978-973-46-8334-5)

Reviewed by Dorina Chiș-Toia ^{a*}, Dan-Mihai Rohozneanu ^b

^a Faculty of Psychology and Educational Sciences, Babeș-Bolyai University of Cluj-Napoca, Str. M. Kogălniceanu nr. 1, Cluj-Napoca, Romania, UBB of Reșița Centre

^b Faculty of Physical Education and Sport, Babeș-Bolyai University of Cluj-Napoca, Str. M. Kogălniceanu nr. 1, Cluj-Napoca, Romania, UBB of Reșița Centre

*Corresponding author: dorina.chis@ubbcluj.ro

The book *Emotional-affective education. New prospects, new strategies* (210 p., ISBN: 978-973-46-8334-5), published by Polirom Publishing House, Iași, in 2020, in the *Collegium. Educational sciences* series (coordinated by Constantin Cucuș), represents the outcome of the studies conducted by Ioan Neacșu and Mihaela Suditu within the field of psychology and educational sciences as their preoccupations materialised in various papers published in scientific journals in the country or abroad and in several specialised volumes.

About the authors

Ioan Neacșu is Emeritus Professor, PhD, at the Faculty of Psychology and Sciences of Education, University of Bucharest, PhD tutor (since 1992). He teaches courses of education psychology, learning methods and techniques, learning theories and practices (in *coaching*), management of human and quality resources, management of research projects. Training and advancement stages in the USA (Harvard), Israel, Great Britain, Austria, at UNESCO, the World Bank. Doctor honoris causa of „Ovidius” University of Constanța, associate member of the Researchers’ Academy of Romania, corresponding member of the American- Romanian Academy of Arts and Sciences. Author, co-author or coordinator of over 40 volumes and more than 150 scientific studies and papers published in specialised journals in the country and abroad. Among the latest volumes published at Polirom, we can mention: *The neuro-didactics of learning and cognitive psychology. Hypothesis, Connections, Mechanisms* (2019), *Centenary*

Education (coord. in collab., 2018), *The education psychology* (coord., 2018), *Effective learning methods and techniques* (2015).

Mihaela Suditu is Professor, PhD, at the Faculty of Letters and Sciences, Department of Sciences of Education, at the Petroleum-Gas University of Ploiești. She has a PhD in Educational Sciences awarded by the University of Bucharest. She teaches courses of training theory and methodology, didactics of teaching the educational sciences, programs of emotional education in kindergarten and school, career management and personal development. Author, co-author and coordinator of ten volumes and over 75 scientific studies and papers published in volumes and journals in the country and abroad. Coordinator and member in teams for international and national research-development projects. Among the papers she published we mention: *Violence Prevention and Safety Promotion in Higher Education Settings* (ed. in collab., 2017), *Socio-emotional intelligence, a competence of the didactic profession* (2009).

Conscience and awareness, key terms linked to the educator’s mission

The authors of the book *Emotional-affective education. New prospects, new strategies* agree with the psychologists’ statement according to which “the relation between emotion, affectivity and life quality is the logical base of authentic, normal and natural behaviour, of expressiveness development, the integration in the normative and regulating social of the balance between conscience and awareness of our daily actions.” In this context, school plays an

essential part in the moral life of society, that of teaching the child to properly distinguish between right, truth and progress, imposing some tasks (assumed by the authors themselves): careful examination of the need for enrichment and diversification of the emotional-affective repertoire of those who work in education; promoting mostly positive and acceptable emotions from the socio-moral point of view; creating a healthy emotional, tonic and creative-constructive climate in the classroom and in school; the achievement of a balance between the cognitive, the emotional and the spiritual; focusing the creative efforts on multiple intelligences very necessary for the satisfaction of the so diverse spectrum of the students' potentialities.

The authors start from four statements (integrated in the paper *The educational psychology*, 2000, written by Professor Neacșu):

- The man of the future is a man without affectivity;
- Affectivity is an asylum for all unsheltered psychic phenomena;
- The contemporary psychology has dissolved affectivity into other more comprehensive categories, more concrete and more susceptible of individualisation such as person, character, temper, motivation etc;
- The emotional-affective life of education's actors is not presented as a uniform psychic reality for all the analysed subjects. Sometimes it is untranslatable, incomparable, a structure possibly decomposable in perceptive aspects, personal experiences, changes and modifications of body language, strongly differentiated motor expressiveness (flight, hesitation, retreat, avoidance, other responses/actional reactions etc)

Structure of the book

The book contains 17 chapters structured into three distinct parts: the first part is all theoretical, the other two are practical-applicative.

The first part entitled *Human emotions: theoretical basis, knowledge and power through education* contains 11 chapters. The chapters start from *Resonances in the universe of human emotions – in search of identity* mentioning that emotions represent “a vibration which involves the whole body, all human being in relation with others, affectogenously correlating also the whole spectrum of human motivations” and that it would be only natural to speak about “emotional complexity and not ,a single pure

emotion”. In the second chapter, *The micro universe of human affect: Descriptive readings*, authors indicate some didactic orientations with affective potential that have relevant value: a better understanding of the relations between cognition and affectivity; the correct understanding of the way in which affectivity accompanying the training process can influence the behaviour in the learning process, with reflections in *self*-conscience and *self*-concept; the clear description of the relations between the affective field and the basic cognitive objectives of training and learning, between the abilities and attitudes towards the quality of the school curriculum; the demonstration of the students' abilities in the selection, development and integration of affectivity in the complex of strategies and methods suitable for teaching-learning, of models and values constituting experiences and basic apprenticeship, of the basic promoted missions by and through the curriculum specific for musical and plastic arts on the one side and that of sciences and informational technologies integrated harmoniously or associated to the creative, entrepreneurial and multicultural behaviours on the other side. Referring to *The Emotional brain and the complex biochemistry, explanatory sources of socio-emotional competence*, the authors agree at the end of this third chapter that “educators can also assimilate progressively the status of micro-researchers in the field of cognitive neuro-sciences, of creative people in the space of the formation of new human personalities”. The fourth chapter, *Socio-emotional health. Significances and psycho-pedagogical foundations* is built on the following structures: integrative health, emotionality and emotional power, a “challenging” subject in education psychology because while they develop “the children become more and more conscious of their ability/capacity to feel, to be sensitive to what is humanly natural and normal with the status of vital conditions of the well-being, potentiality, positive intelligence; the health of emotional status, highlighting the fact that emotional health and education for emotional health (in school and outside school) have as goal the emotional-mental normality; consequences and redefinitions; the program-project “Forming emotional sensitivity”. *The development and evolution of socio-emotional intelligence for pre-schoolers and schoolers* is the title of the fifth chapter, in which the authors present synthetically and in detail the aspects of affective relations, so that in the sixth chapter, *Phenomenology and alternative taxonomies in the spectrum of human*

emotions, to offer a grouping and classification of emotional experiences. Quintessence of emotional experiences, the affective learning is debated in the next chapter: *Emotional-affective learning: processual-motivating values*. They presented five guiding principles of a school which promotes and achieves affective learning. Aspects referring to the *Emotional and affective in the educational group: integrating valences* are approached in chapter eight, highlighting that the whole emotional-affective spectrum “is based on mechanisms of neuro-science applied to the background of the implicative affective behaviour, redefined and especially by the affective memory , as well as by the creative-contextual decision acts” and the affective learning is invoked frequently “as a need, as a consequence of the need to continuously restore the balance cognitive-affective, of the rich intuition in rational anticipations, in associations of the motivating interest with the focused attention”. *The teacher-student relationship: connections with the emotional-affective intelligence profile* are debated in chapter nine, highlighting that the relationships between emotion and the action tendency “are not autonomous, are not verified totally but they represent anticipations with chances to manifest, combinations can be produced, inter-crossings between probability-improbability. Very important are the competence and skills of educators to detect and regulate the chosen strategy in order to reach the proposed educational goals”. In the tenth chapter the authors present *Training programs and practices of emotional preparation*, starting from the fact that in foreign cultures the experts speak about a curriculum with psychological value destined to the training of emotions, with significant impact on the students: affective education, “based on curricular programs destined to the change of values and through them of the students’ and teachers’ behaviour”. The last chapter of the first part provides details about A

project of high school curriculum. Human emotional-affective side and personality.

The second part, *Knowledge Techniques and instruments: applications with qualitative-transformative effects*, comprises three chapters discussing certain instruments (questionnaires and tests) for students’ emotional-affective evaluation, helping them become aware of their own emotional and self-manifestations and there are details of the effects of knowing centred on the difficult students with minor emotional disturbances.

The third part, *Education of values and emotional-affective behaviour: strategies, design and interactions* offers some sets of strategies in the form of a project that comprises activities, exercises, games etc. which should contribute to emotional enrichment.

Conclusions regarding the relevance of the book

Global research has highlighted the importance of emotional factors, in addition to intellectual ones, for the success of an individual, stressing that the emotional part of the human brain represents the foundation not only for the rational thinking, but also for the whole personality. If we are motivated by the enthusiasm and pleasure offered by what we do, the emotions will lead us to success. In this respect, emotional intelligence is an aptitude which highly influences all the others, stimulating or inhibiting them. *Emotional-affective education. New prospects, new strategies* represents a challenge for all the stakeholders who contribute to the emotional-affective formation and education: school, family, society, helping us to acquire the science and art of improving our human nature by emotions and affective life.

Reviewed by
Associate Professor PhD Dorina Chiş-Toia
Lecturer PhD Dan-Mihai Rohozneanu