



New Trends
in Psychology

Emotional Intelligence

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Abstract: The term “intelligence” comes from the Latin “intelligence”, which means to connect, organize or from “understanding”, and which involves establishing relationships between people. Intelligence goes beyond thinking that is limited to establishing relationships between the essential characteristics of objectives and phenomena and not relationships between people. How complex this side of personality is apparent from the module of approach in the history of philosophy and psychology.

Keywords: intelligence; emotion; factors; process; sensitivity; feelings; aptitude

Introduction

Intelligence appears as a system of stable attributes specific to the individual subject and which in humans manifests itself in the quality of intellectual activity centered on thought. The central process of thinking is closely linked, even organically merged with all the others. The American psychologist Thurstone (1983), operating on the basis of research, establishes several factors of intelligence, namely: reasoning (deductive and inductive), memory, computing capacity, perceptual speed, spatial operation, word comprehension and verbal fluency. There are, therefore, about 7 or 8 factors of intelligence, evaluated by its final effects. Intelligence thus appears as a

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The term intelligence has a double meaning: on the one hand the process of assimilation and processing of variable information, in order to optimal adaptations, and on the other hand, of aptitude residing in operational structures equipped with certain qualities (complexity, fluidity, flexibility, productivity), through which the efficiency of the conduct is ensured. These qualities are characteristic of the subject, represent variations that can be evaluated statistically and are situations at a certain level or rank of functional value. Moreover, in the psychology of thought, various differences have been made between analytical and synthetic, pragmatic and theoretical, reproductive and productive, crystallized and fluid, convergent and divergent, etc.

The term intelligence has a double acceptance: on the one hand the process of assimilation and processing of variable information, in order to optimal adaptations, and on the other hand, of aptitude residing in operational structures equipped with certain qualities (complexity, fluidity, flexibility, productivity), through which the efficiency of the conduct is ensured. These qualities are characteristic of the subject, represent variations that can be evaluated statistically and are situations at a certain level or rank of functional value. Kant sees it in union with sensitivity, only from this total and absolute interpenetration springing knowledge. Leonardo Da Vinci had linked intelligence to the sensitive before Kant. Cadillac, the sensualist for whom all knowledge comes through the senses, adds that "intelligence appears as a distiller, as a mechanism that allows the refinement of the raw material provided by the senses". Pascal believes that intelligence is inhibited by overflowing affectivity. And Shopenhauer sees intelligence as subordinate to will, the only primary and fundamental element. All these contradictory opinions have been passed on the definition of intelligence and the establishment of its components and functions. For Hegel (1807), intelligence was a guardian of all psychic life. He says that "the truth and rationality of heart and will can only be found in the universality of intelligence and not in the singularity of feeling."

For Montaigne "intelligence forms erroneous images of God, people and the world, therefore it must focus on itself and opinions about the relationships between intelligence and other psychic functions are divided."

Referring to intelligence as an expression of the evolutionary effort of consciousness, Leibniz (1765) stated that intelligence appears as a quality of all mental activity, as an expression of the superior organization of all psychic processes, including affective - motivational ones. As the mechanisms and operations of all other psychic functions are formed and developed, we will encounter a flexible and supple intelligence.

Characteristics of Intelligence

The theory of the English psychologist C. Spearman (1904) distinguished, in the series of human skills, a factor G (general) participating in the execution of all phenomena of activity, and numerous S factors (special), which correspond, operationally, only to the concrete conditions of the respective activity (scientific, artistic, sports, etc.). The general factor is intellectual, since understanding and solving problems is necessary in any activity. That's why the G factor was mistaken for intelligence.

Descartes (1644) gave the definition closest to the modern understanding of intelligence. The French philosopher defined intelligence: “the means of acquiring a perfect science of an infinite number of things.” In this definition, we find the intuition of the two current positions of the notion of intelligence: as a complex system of operations, as a general aptitude. Speaking of intelligence as a complex system of operations that condition the general approach and resolution of the most diverse situations and problematic tasks, we consider operations and skills such as: adaptation to new situations, inference and generalization, correlation and integration in a unitary whole of relatively disparate parts, consequences and anticipation of the denouement, rapid comparison of the action variants and retention of the optimal, the correct and easy resolution of problems with increasing degrees of difficulty. All these abilities and operations reveal at least three fundamental characteristics of intelligence:

- Ability to resolve new situations;
- Its speed, mobility, suppleness, flexibility;
- Appropriate and effective adaptability to circumstances.

In psychology, Jean Piaget (1942) masterfully described this characteristic in his genetic epistemology. Through promoted genetic psychology, it confirms the view of intelligence as a general skill with a certain native base. Adaptation consists of

balancing the informational assimilation to pre-existing schemes and the accommodation or restructuring required by new information that does not fit perfectly with the old schemes.

Borring (1923) defines intelligence as what measures intelligence tests. This definition is useless, without the possibility of precisely defining what the tests measure. However, the factor measured by the intelligence tests can be defined. These tests measure a factor, commonly referred to as 'fluid fitness'. A factor can be defined by the variables that have a high weight in it. Intelligence, if we consider it to be equal to fluid aptitude, can be objectively defined by the factors that have weight in it. Thus, intelligence can be seen as a vast and basic rational skill, useful in solving a wide variety of problems.

Today, the question persists in psychology as to whether intelligence is the general ability to acquire knowledge, reason and problem solving or involve different types of skills.

Gardner (1999) identified 7 different types of intelligence from the usual communicative and mathematical skills. Among them, he included two personal skills: self-awareness of inner states and effective social interactivity. Gardner's seven types of intelligence are:

- mathematical-logical intelligence;
- interpersonal intelligence;
- spatial intelligence;
- rhythmic-musical intelligence;
- intrapersonal intelligence;
- kinesthetic intelligence;
- linguistic-verbal intelligence.

Emotional Intelligence

Everybody knows what it means to be smart. In a few words, it is the ability to make connections between information stored in memory, to order it efficiently. It has to do with reason, clear mind and high grades at school. But how do you explain the fact that the class leader didn't even become a principal, and the colleague who had

average grades, but who was sympathetic, has a huge chain of successful firms? What made the second one socially successful? A higher degree of emotional intelligence. Emotional intelligence is what makes you know how to manage your emotions and communicate effectively with others in order to achieve your goals. Obviously, it's also important to be smart to be successful, which will help you identify these goals. Emotional intelligence is the ability to identify, evaluate and control your own emotions as well as those of others. This kind of intelligence is based on the ability to know and understand you and to know and understand others. Emotional intelligence is linked to concepts such as love, empathy, spirituality, and it has nothing to do with the coefficient of intelligence that we all know - IQ. Emotional intelligence is based on certain potential innate skills: emotional sensitivity, emotional memory, emotional processing ability and emotional learning ability. These innate characteristics can be developed and cultivated throughout life or, by count, can be degraded, depending very much on how we are raised and educated in childhood and adolescence.

To be successful can be to make a mountain of money. Or have a happy family. Or be a big star. Write books for everyone to read. Take a trip around the world. Establishing a humanitarian organization. Every man has his own definition of success.

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