

Natthanart Rowsathien*

HOW EMOTIONAL INTELLIGENCE FOR PRE-SCHOOL AGE RELATED TO BRAIN-BASED LEARNING

บทคัดย่อ

ปัจจุบันในประเทศไทย เด็กวัยก่อนประถมศึกษาส่วนใหญ่มักจะต้องเข้าโรงเรียนสำหรับเด็กก่อนวัยเรียนมากกว่าที่จะได้รับการเลี้ยงดูที่บ้าน ดังนั้นจึงเป็นเรื่องสำคัญที่ผู้ปกครองจะต้องพิจารณาถึงคุณภาพและระบบการเรียนการสอนที่มีประสิทธิภาพของโรงเรียน

ระบบการศึกษาที่ดีควรจะต้องกระตุ้นให้นักเรียนฝึกใช้สมองในการคิด ซึ่งเป็นระบบที่แตกต่างจากระบบการศึกษาในอดีตที่เน้นการเรียนรู้ด้วยการท่องจำ ซึ่งทำให้สมองของเด็กไม่ได้รับการพัฒนา ดังนั้นครูจึงควรจัดระบบการเรียนการสอนที่กระตุ้นจินตนาการของเด็กและทำให้เด็กได้ฝึกใช้สมองในกระบวนการการเรียนรู้

Abstract

Nowadays the majority of very young Thai children attend pre-school learning institutions, rather than being educated within the family.

Thus, it is important that parents assess the quality of such institutions and the teaching provided.

Such education should aim to stimulate thought, to encourage pupils to use their brains. In the past, education has consisted of rote learning and memorization, which serves only to dull the brain and prevent intellectual development. Teachers should provide imaginative teaching in a stimulating atmosphere, actively engaging the pupils' brains in the learning process

Introduction

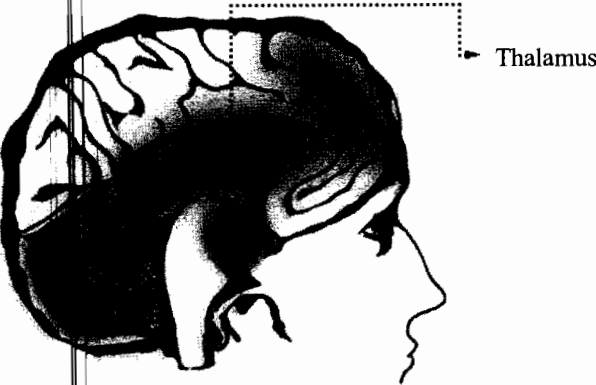
Thai society has changed. The family structure has significantly changed from the past when grandparents were the primary care-givers for the children of fully employed parents. More than 50 percent of today's children have to go to some sort of nursery school or pre-school center. This radical transformation in child rearing patterns has raised to prime importance the attention parents must pay to the centers which have become veritable second homes for the children.

* Lecturer of school of Nursing,
Eastern Asia University

Parents need to be able to assess the current and valid knowledge instructors possess with regards to child development. It is of prime importance that these instructors possess current knowledge of the learning process and be able to create the environment conducive to its realization in the experiences their young while in their care.

People often say that everyone can learn. In fact, every person is born with the brain that functions as an immensely powerful processor. However, each brain is unique. This presents an enormous challenge, and a great opportunity to educators who will present an education which allows for the full flowering of each one's potential.

Traditional learning patterns placed great stress and importance on rote memory. But people learn best when the content of their curriculum is embedded in natural, spatial memory. As long as the brain is not prohibited from fulfilling its normal process, learning will occur.



How Brain-based Learning is better than today's learning

Even in our present time too many instructors exercise a solely didactic approach which sees and treats their young charges as empty vessels to be filled, as little robots who need to be programmed to solve challenges by a rote method which instructs children on what they must do in a standard step-by-step fashion. Such educational practice can lead to a dulling of a child's brain, to children falling far short of the effective and creative use of their brains.

By contrast Brain-based Learning encourages children to learn from exposure to actual experience, from an engagement with an environment from which knowledge will be derived. This sort of learning makes effective use of the way we know the brains functions. It gives significant impact to the realization of learning potential of each student. Here, the instructor, instead of simply drilling the children in what they have to do, will make it their prime concern to serve as catalysts for their students to have appropriate experiences. The instructors will provide their students with processes and opportunities to derive maximum educational profit from these experiences.

The three instructional techniques associated with Brain-Based Learning are

- 1. Orchestrated immersion-Creating learning environments that fully immerse students in an educational experience.
- 2. Relaxed alertness-Trying to eliminate fear in the learner, while maintaining a highly challenging environment.
- 3. Active processing-Allowing the learner to consolidate and internalize information by actively processing it.

How Emotional Intelligence relates to Brain-based Learning

Research in Brain-based Learning suggests that emotional health is fundamental to effective learning. According to a report from the National Center for Clinical Infant Programs, the most critical element for a student's success in school is an understanding of how learning occurs. The key ingredients for this understanding are confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate, and the ability to cooperate. Emotional Intelligence has proven a better predictor of future success than traditional indicators like the GPA, IQ and other standardized test scores.

How to develop Emotional Intelligence:

1. Encourage children to express their capacity for compassion and to act on behalf of another.
2. Train them to tell the truth and to take ethical action based on discussion among family members.
3. Train them how to think critically by using fairy or other literary genre which can introduce them to aspects of reality beyond their experience.
4. Have parents become effective models of an optimistic spirit for children.
5. Expose children listen to soothing music or watching abstract pictures with a view to awakening their emotional responses to such stimuli.
6. Train children how to solve problems by using both positive and negative thinking in order to generate multiple solutions from which one optimal may be discerned.
7. Exercise the children in conflict resolution skills by training in perception, analysis, responding and performance training.
8. Strengthen their sense of humor.
9. Enhance children's innate ability to create and maintain friendliness.
10. Train children how to accept mistakes and failures.
11. Build up in the children the capacity for self-motivation, while nurturing emotional coping mechanisms necessary to engage in the challenges inherent in achieving one's goals.
12. Nurture in children a discipline of self as well as appropriate manners in dealing with others.
13. Enhance the children's capacity to socialize with the same and opposite gender.
14. Instill habits of time management and training attention.

There is no doubt that we are living in a time where the challenges posed by the education of our children are daunting. Methods which had certain effectiveness in the past will simply not rise to meet the needs of today.

References

- เทิดศักดิ์ เดชคง. (2542). *จากความฉลาดทางอารมณ์สู่สติและปัญญา*. กรุงเทพมหานคร: มติชน.
- Brain Based learning Design Principles*. (2004). Retrieved December 7, 2006, from <http://www.desingshare.com>
- Lam, L.T. (1998). *Emotional Intelligence: Implications for Individual Performance*. Published doctoral dissertation, Texas Tech University, Texas.