

THE EDUCATION OF INTERPERSONAL INTELLIGENCE IN SCHOOLS, A NECESSITY FOR A STABLE DEVELOPMENT

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Abstract: *Science and technology have revolutionized the way we live. Mass media, communication is made the most distinctive feature in today's time, to the point that many authors have invented, to describe it, the term "communication society". Scientific research on communication and interpersonal relationships have progressed significantly, thanks to the spread of the paths of empowerment and potential human development, characterized by interdisciplinary approaches. Starting from the theory of multiple intelligence, the document focuses on the idea that a school that wants to achieve a good level of inclusiveness must take into account intelligent intelligence forms as Gardner expresses and, consequently, differences in how to learn these intelligence forms promote. In European pedagogy, the willingness to recognize, welcome, and evaluate diversity is specific to the intercultural perspective, and this readiness has generated a movement that goes from pedagogues and educators to those students and students who are or are perceived as being characterized from other cultural (linguistic, ethnic, or religious) modalities. There is a serious educational gap. University inaction is even more noticeable for the topics of communication and interpersonal relationships. Our study aims to present the theories of psychologist Howard Gardner related to education and globalization and compare it with authors, educators and philosophers such as Robert J. Sternberg, M. Weber, Daniel Goleman, T. Gordon etc. In the context of social dynamics, the phenomenon of communication through cultures and subcultures is important, and in this context, the negotiation of social identities. Intercultural competence also requires some skills to earn and then settle in the everyday life of education: observation, listening, interpretation, ability to describe, to connect. As a consequence, educational care in the differences results in a late (new), contingent, non-extraordinary case whose meaning today needs to face further socio-cultural changes and metaphors (hybridization) that want to interpret it.*

Keywords: *multiculturalism; social change; migration; education; pedagogy*

1. INTRODUCTION

Every truthful human development means the collective development of individual autonomies, involvement in the community and the feeling of belonging towards human beings (E.Morin, 2000).

One's immersion in one's inner, swimming in the depths of thoughts or in a calm analysis of the self are the characteristics of this ability that Howard Garner defined as "interpersonal intelligence". This self-reflective and metacognitive ability allows us to live in harmony with ourselves and others.

On the other hand, it is necessary to say that the interpersonal intelligence is part of the revolutionary theory of multiple intelligence that Howard Gardner presented in the 1980s in his "The Theory of Multiple Intelligences" book. His approach, as one can image, has evoked contradictory opinions in the academic field as

well as in the midst of education professionals, such as teachers and high-school and university professors. His aim was to question the unique paradigm of intelligence and its standardized and restricted evidence to propose some possible alternatives related to intelligence. According to Gardner, people need abilities that match the way they are taught most things, interact with one-another and put an end to the thought processes. Even though many psychologists and scientists, like Robert J. Sternberg, believe that there is no evidence that proves Gardner's attitude and that, that which he defines as intelligence is actually "attitudes" or "abilities", we can't underestimate the positive influence of his theory in the improvement of human potential, considering the learning process as a choreography of an everyday working-size.

Interpersonal intelligence is the 7th of the 9 intelligences identified by experts and undoubtedly one of the most important. It can be summarized in

the ability to see what we are and what we want with realism and objectivity. Such a simple dimension that we don't always develop in an effective and realistic way. Oftentimes we do nothing but live with a substitute of the interpersonal intelligence, convinced that we're in full harmony with our emotions, needs and thoughts. Even if this kind of intelligence is integrated in schools, it should be pointed out that there is always time to improve it, from the personal and emotional perspective. It should be remembered that the interpersonal intelligence, unlike the other intelligences identified by Gardner, is visible only through gestures and behaviours. So, it is an inner creation that requires, above all, a deeper understanding of oneself.

In the actual globalized world, enriched in diverse and interconnecting realities, the education of global civilization is necessary to create citizens that would be committed and interested in solving the actual major cases. The role of schools, in the establishment of student-education strategies in this sense, is central. The actual culture is affected by some problems that cause an "educative emergency" that is wide-spread. With this we are referring to the difficulties of educative relationships establishment that, to be valid, should transmit the vital principles and values to the young generations, not only to help individuals to grow up and mature, but also to compete in the constitution of the collective goods.

This study is an example of the kind of innovations that are needed to make sure that education becomes more important in the sustainment of the needs of our time and to do its job so that students get an education capable of handling the real and ambitious challenge. The core of this research is the analysis of interpersonal communication identifying the laws that guide it, the problems that may disturb it, the educational areas where it can be used. The focus in communication, understood thus, means the shift in interest from the individual intrapsychic processes to those of the interpersonal communication, as well as the momentous privileging of the relationships that characterize the human being in his trans-individuality.

This research was conducted to analyze the communicative process in the various formal and non-formal contexts and with all of the possible dynamics that such a phenomenon is caused voluntarily or unintentionally. It is appropriate to divide the work into two parts and differentiate between them; the first part aiming to analyze those that are considered as "technical aspects" of

communication and above all, to emphasize the inability of all human beings to escape communication in all of its forms and through the use of verbal and non-verbal language. For example, in these days of war, terrorism, and great ethnic and social conflict, it will be important for the contribution that culture and science can give in the rhythm of interpersonal education.. However, this important debate, oftentimes fed by the media, doesn't explain clearly the role of concretization that can be developed by the social and human sciences, in the disposal of the possible interference effects that are available, well-put, simple and well-pronounced.

Our study aims to make a contribution in this sense, making it a point of the situation related to the theoretical knowledge, detailed research, operative experiences and methodologies for the prevention, thought and peaceful solving of conflicts. It will also be related to some diverse levels and concepts in which the conflicts may be manifested: from those micro-social (interpersonal relationships, groups, organizations) up to those macro-social and planetary (relationships among cultures, ethnicities, countries). There are different reasons for this wide-spread conflict: starting with the protection of political interests in competition to achieve success, the desire for power for the need to protect oneself from the prejudices of others, etc.

The theoretical tradition of social conflict started with Machiavel, and Hobbes and then developed from Marx, Weber and others, approves that the behaviour of people has finalized the satisfaction of their selfish interests in a word where society is based on the organized cooperation and the ideological persecution.

The division of society into classes, organizations, different groups is a fact for the neutralization of a better response to a request for social functionalism ; that produce conflict, not diversity but inequality, that attribute a greater certificate to the resources and power compared to the others. Here we must remember that according to M. Weber power depends on the ability to convince those who prefer to act differently.

2. RELATIONAL INTELLIGENCE IN SCHOOLS

2.1 For an efficacious education of the relational intelligence in schools. Thanks to the creation of massive media, communication has become the most discernible feature of nowadays

to the point where many authors have invented, to describe it, the term “society of communication”.

After some decades we have gone from vigilants of TV, from books and newspapers in paper to hypertexts on the internet, from theatres to videos at home, from radio concerts to CDs. In short, media has truly become part, for the better or for the worse, of our everyday lives, to the point that we're not even aware of the fact that we can't live without them. It is not surprising that communication has become a very central object of research and books, school courses and professions go round it.

Nevertheless, except for the great development of media and the scientific research related to it, that which has put down roots in the last decades as well, is a considerable evolution in the field of interpersonal communication, mainly because of the great social and cultural changes caused by the counter-culture of the 60's and 70's which have disestablished the values and models of communication with a focus on role-rigidity, hypocrisy, formality, sexuality oppression, emotions and so on, affirming the newest, basing on the greatest freedom of expression, more elastic relational rules and an greater opportunity to experiment in a creative way.

Even the scientific research about communication and interpersonal relationships has made quite an obvious progress be it for the studies and research in the socio-psycho-anthropologic field, for the clinic experiences as well as those clinic-therapeutic and lastly the spread of the strengthening and the trails of the potential human development, characterized by interdisciplinary approaches.

However, this second evolutionary front is left, for various reasons, in second place in the collective perception, to the point that, when we talk about communication, we now think about media almost ignoring the interpersonal environment that is also very important for our individual and collective well-being.

The quality and quantity of our relationships with others are among the factors that affect our life quality the most for the better or for the worse; they affect the constant formation and transformation of our identity and our individuality; they determine the scale of satisfaction or dissatisfaction in our private lives: in love, friendships, family; they are reflected in satisfaction or disappointment, in few words, they are the basis of all the primary spheres of our social life.

So, individuals and institutions unfortunately don't dedicate themselves enough to these cases, the attention, sources and negative results of this lack of attention are always manifested; there are clear examples of this, numerous elders that are lonely and many children are forced to play alone and only occupy themselves with TV and videogames; impersonality how and when there is doubt and acidity in the workplace relationships, are often characterized by hidden conflicts with colleges, jealousy and envy, clear façade relationships; difficult relationships between parents and children and between relatives and so on.

2.2 A Serious Education Gap. The heart of the problem is that; no one has never taught us to communicate and make decisions in healthy and constructive ways in our relationships with others. We learn to talk, to write, to read but no one teaches us to truly listen and understand the other as being different to us.

We learn a human history made of conflicts and wars but we've never been told how to avoid them. We train professionally without any relational training so that we can prepare for the relationships we'll have with our colleges and superiors, which will also have a great, direct (cooperation) and indirect (satisfaction or frustration) influence for and in our job. This surely is a technologically-developed civilization but it is a bit primitive in the communicative-relational plan. Often the family doesn't even have, at least, the sensibility to understand the problem or the capacity to take it; schools may have (or find) abilities, but they're too far from sensibility; universities would have both conditions, at least in some sectors, but lately they have made some space for communication topics and in every restricted case, the massive communications.

The courses of communication sciences were born in Europe, but for now they are exclusively focused on the media and professions that are related to them. Also, they are treated less in the study courses of psychology, sociology, education and education sciences, which have to make sufficeable space for interpersonal communication and relationships with others.

Only in the private training section up to now has some attention been given to these cases and this was only aimed at adults and it was restricted to the greater aspects meaning that it was professionally useful (the welcoming of the client, the image and self-presentation, public-speaking, techniques of persuasion, etc).

The passivity of the university is very visible if we take into consideration the fact that new professions have been launched and gained importance in the recent years because of communication and interpersonal relationships: the relational consultant, the family intermediary, the family psychotherapist, the official for public relations etc.

That is not all. Many traditional professions also, are understanding the importance of these cases and professionals are interested in the integration of their training with knowledge and techniques related to interpersonal communication.

The study refers to schools exclusively, and it might seem unimportant to emphasize the lack of the sensibility of the university in the cases of communication and interpersonal relationships but there is a close connection between the two phenomena. We should first not forget that the university is that which trains the teachers and its sensibility and capacity are responsible for the educational choices made afterwards. Apart from this, the composition of school programs also contributes with different university professors and it is necessary that they become the first avant-garde of the importance of the relational education. Lastly, in the near future schools should decide to place the right weight of relational education on the programs.

2.3 Logic or Intelligence? Despite the successive reforms in the last decades, the educational system is still strongly focused on an education logic, that has been treated as a core notion in the cognitive intelligence, neglect, or even the ignorance of other important intellectual dimensions. This is in an open contrast with the multi-dimensional conception of intelligence that approves itself ; this concept , as we know, doesn't only include rigorous cognitive abilities, it also includes the sensor-motoric,communicative-relational, emotional-artistic ones etc.

The success of the books by Daniel Goleman and various other authors on the emotional intelligence are indicators of the need to broaden some narrow definitions and at the same time to increase individual abilities in an empowerment perspective that is reflected in the field of work and in the public sphere as well as the sphere of private life.

The ability to know how to communicate effectively by dealing with interpersonal relationships harmoniously, to express oneself clearly, to know how to be heard by other people, to know how to find commonalities in needs

between oneself and others, have always been appreciated and considered socially and subjectively useful.

Intelligence was believed to be more of an innate ability related to a person's character and because of this it could not be taught. This thesis is now too old and we know we can teach the cognitive intelligence with the appropriate equipment and methods and we also know that we can put the interpersonal intelligence education into work. That's why students should be taught to consciously use the codes and languages of non-verbal communication not just learn one or more languages so they are able to observe and understand the relational dynamics that happen "behind the scenes", so they understand the emotions they get, that make us want to differentiate the real objectives of communication from those that are obvious, to tell the roles and features that are represented by that who is behind those images.

Schools rightfully place a great importance on the linguistic competence but it results in shallowness and emptiness if it is not associated with an appropriate communicative competence. Most relationship problems at work and in our private lives are caused by prejudices, restrictive customs, rigid roles and clichés of various kinds. It seems that we're in touch with each-other but in reality we are always, almost, separated without being aware of it. We believe we communicate with real people but in reality we are dealing with ghosts on our minds, stereotypes that we have created or that have been there because that's how they've been transmitted by our families, friends and media.

2.4 Teachers Training. The importance of educational school and university work explains just how decisive the subject of the preparation of teachers , managers and all the personnel that has responsibilities in the field of education is. Professional competence is the condition for the better manifestation of the educative dimension of anticipation.

They should have the ability to create, invent and manage learning environments that are rich in opportunities; they should be able to respect the "multiplicity" of student intelligence and direct their attention to a deep and meaningful learning process; this requires that they know how to guide students towards challenging and great goals, to show that they have great expectations of them, to include and connect students with each-other and with the world.

Whoever learns should know how to follow many different goals at the same time, by knowing how to deal with problematic situations that require professionalism and great preparation. To be on the same level as the expectations of this kind, it is necessary that homework doesn't remain individual responsibility and the appropriate support is given in an institutional level and there are competent leaders in the lead, not bureaucrats.

3. SOME PROPOSALS FOR A SUCCESSFUL INTERPERSONAL EDUCATION

Communication is not just an innate gift, it is an art that, like all arts, can be learned very well, if we're motivated to do this and if we have the right equipment and conditions. Motivation is surely present in both students and teachers, who, as I have stated personally a couple of times, if in need of conducting research and studying different fields, choose communication among the other topics they want to focus on in the professional update. Equipment is also present, there are actually many tools for the knowledge of scientific study and the operational techniques, as well as the refinement and awareness methods of oneself and others.

The flaw, for the moment, is the low number of teachers and professors, coaches with specific abilities in this field, who actually wouldn't be enough to start in a very short time, a reform that aims the involvement of the communicative-relational education in the programs. But surely the great number of communication sciences graduates could present a solid starting point to choose the problem within a few years. So, there are no real operational problems for the insertion of the communicative-social education in schools: if there is any obstacle, it is in the shallow sensibility of some corresponding sectors, of the political world, of that economic and scientific.

What should we do then? What can we do to start a process of cognition and insertion of the communicative-relational abilities in school programs? The options are diverse and the most sensible thing would be the advancement at the same time in some orientations.

The first should be the initiative to raise awareness by organizing events like: conferences, debates, press conferences, publications etc, not separated from the table-arrangement, like it happens with competent authorities. To have any chance for success this requires as many alliances as possible among all those scientific, cultural, institutional and voluntarism forces that are or may

be interested for various reasons in a project like this.

A second orientation could be to perform pilot projects in some localities, schools or institutions, using borders even though they are restricted to the autonomies they have, perhaps with the help of local authorities like regions, municipalities, provinces.

A third orientation could be the creation of courses in some universities and the owners more or less specifically related to the needs of coaches emphasized above. This interference should focus on the interpersonal education and the relational communication. But there is another communication field that deserves appropriate recognition in educational curricula: the education of media or as it can be called, education for a more healthy and conscious use of the media. We should emphasize their importance and to explain that these two dimensions, one relational, the other that of the media, can and should continue working on this consciousness process together.

We strongly believe that, for a stable development today, it is just a matter of time and that sooner or later it will be inevitable to insert the communicative-relational education in school programs: the progressing socio-cultural changes will make it more and more necessary, with serious damage pain in different social levels. It will be necessary as a form of the prevention of deviation, alienation and destructive conflicts; it will be necessary as a professional competence; it will be necessary for the civil and democratic maturation of the civilization; it will be necessary as a preparatory means for cohabitation in the multi-ethnic and multi-cultural society that is now being profiled and it will definitely be necessary to prepare the public opinion for the management and peaceful settlement of the international conflicts.

That is why, all those that can contribute in this education process, starting from education, sociologists, psychologists, scientists, politicians, anthropologists, professors, philosophers, economists, and so on, should take action so this happens in the right way at the right time.

4. CONCLUSIONS & ACKNOWLEDGMENT

This conference will present a starting point for a real scientific and human cooperation between all those that are engaged in their universities and the civil society in favour of the rhythm and the communication between individuals, civilizations and cultures.

Today, the corresponding institutions can take responsibility for the right policies and to ensure appropriate sources for the great actions of sensibility, education, formation and consultation that actively unite schools, university, media, social organizations; the interference that through a real improvement of communication and interpersonal relationships in different levels, old mindsets, cultural schemes of the destructive conflict and of competition, with a more constructive and creative substitutive policy that is translated into a greater individual and social profit for all of us.

So, if we support Howard Gardner's theory about multiple intelligences, there is an aspect we can never forget: these dimensions represent a door to develop the appropriate abilities, to give us the chance to live life in a more competent way, to live happier and in full harmony with ourselves. Intrapersonal intelligence is, undoubtedly, one of the most precious sources we have.

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