

**THE EMOTIONAL INTELLIGENCE WITHIN A CURRICULAR
MODEL**

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ABSTRACT

The general objective of this investigation was to “Propose a curricular model which considers the emotions as an essential range of the personal profile. In order to achieve this goal, the study was conducted on a Feasible Project based on the investigation of the descriptive character field and the approach of the phenomenon of the qualitative quantitative method. The population studied was 1.200 students and the sample was of 316, the instrument applied is standardized and is well known as ICE DE Bar-On, the data is being presented on tables along with a qualitative analysis. To make the theory of the study possible several records were used such as the support to studies and relative aspects of emotions were also created, some theoretical models of emotional intelligence, curricular design and emotional intelligence, personal profile and curricular design. The most relevant conclusions point out to the fact that professors today must develop emotional competence. As a big recommendation it is important to high light the necessity of approaching the emotions in the construction of the curriculum, such aspects that are the base of the curricular model being proposed must be developed within the contemplated phases.

Key Words. Curricular Design. Emotional Intelligence

1. The Curricular Model

1.1 Presentation

The model being proposed is nothing more than a panacea for the design of the curriculum, is simply a didactic contribution in order to break through the paradigm of what has been done for many years of this job, maybe because of the concern of the Universities at a Latin-American level to give an answer to a process of transformation and curricular modernism based on designs for competitions which represent the big challenge of now days.

Regarding the competitions there is enough literature, congresses have been made, investigations, dissertations just to name a few actions that give faith of this. The academics of the world have taken over the concept and have made brilliant proposals and it is hard to find someone who does not have something to contribute to this issue in the universities.

To stop and study the process of its constitution would be to relegate the theory model when the real objective is the practice.

The question continuous: how are you doing it? It seems there is very little evidence to attack with clarity the task, the reason for this might be the fact that we know the whole theory yet it is difficult to put it into practice and in some occasions the explication of the experts gather together that the process of designing for competition is almost impossible.

In the field of education the job has been unsuccessful, from the authors point of view there is no need for big speeches or new researches on the competitions to be built since they are already well defined on the educational projects of each nation, in the politics of the State, in the laws and regulations which are translated in institutional documents that determines the graduate profile where it is well set out the mission, vision, values and culture of each organization.

This being true then it is clear that the competitions are to be developed by the citizens and the teacher who has the compromise to train himself and train others.

If these premises are not assumed than we fall into the unavoidable process that has been criticized for years by Latin-Americans who tend to copy foreign models, models which are far away from our realities and this is something that gives the greatness of the presented model. For the process of any curricular design, instructional or the evaluated process of entrance and exit and what gives the systematic character to this proposal are the responsibility of the institutions and the academics, leaving it as a contribution to this model the way to achieve the consolidation of the curricular project.

But the main issue is represented by the profile of the graduated personal, who are at this moment under discussion since apparently the ethics, the values, the emotional intelligence to name a few issues are not translated in the previous chapters of the working development, which represents one of the biggest weaknesses of the design, perhaps because they are not explicit enough.

In a gathering between curricular people someone pointed out that the personal profile as well as the transverse core “coats” the design, reason why they are implicit and maybe this paradigm should be reversed.

The questionnaire that is made to the majority of the professionals today regarding their personal competitions proves that evidently the objective has not been accomplished, there is the need to initiate new practices and develop new strategies.

Experience has taught me that it is necessary for personal competitions as well as transverse core to be a constant in the studies plan in each of the curricular units, in order to guarantee that they are translated and contextualized. For example: Which personal features or transverse core can I incorporate in the curricular unit as an evaluation? The answer to this

question would be many!, since the evaluation process takes you to consider justice, equity, respect for one another, solidarity, ethics, equality among many other issues.

Fortunately a big majority of investigators and people who study education have already turned their eyes towards this issue in which we coincide, with this the paradigm is broken, and those people who are looking into this issue are not being questioned anymore. The one point in which we all coincide is the fact that today`s graduates must develop competitions in order to be happy, they must take over the code of ethics of their profession and act accordingly upon the principals and values that may correspond.

From this point of view the responsibilities of “graduates without a soul” cannot be delegated upon the university teachers due to their duties in the administration of the curriculum. The statement of the personal features as well as the transverse core are simply dead and are only tangible in the curricular design, it is very difficult for a teacher to be told: Here are the features or personal competitions that are expected and these are the transverse core to which you will contribute to the curricular unit administrated in order to consolidate the profile! Because of this you lose special momentum in the dynamics of teaching and learning.

Combined to this many times it is not known which are the personal competitions of the teacher, this is why including the personal and the transverse as part of the curricular unit takes as to a reciprocal sense which beneficiates the student as well as the professional which gives the dimension to this model that is based on the human condition of the student, in its personality, recognizing their experiences and feelings, converting it into the center of the educational process and this way giving the human foundation to this model that begins with the curricular evaluation in order to develop: a) critical knots, b) State competitions, c) institutional competitions, d) consolidation of competitions, e) breaking of competitions, f) unity of competitions, g) specification of knowledge and h) curricular net.

2. Curricular Design and Emotional Intelligence

The educational issue has become of big importance during these past years in which the Latin-American countries have advocated to respond to the historical and social compromise through an education of high quality.

It is unquestionable, that these challenges forces the Universities to make different process of transformation and modernize the academic-curricular plans and consider new and innovative challenges through the curriculum as the central core to create the man that the country requires according to the Politics of the State.

From this point of view it is required that from the curriculum new standards are defined that allows the needed changes according to the demands of the society in the economics, political, social and cultural, reason why it has to be more dynamic, flexible and focused on the person in order to guarantee the conduction of actions towards the achievement of the transformation and modernization demanded at this moment to the Venezuelan University.

The curriculum has been given important definitions from the curricular perspective of macro and micro specifically in the years 90 and 2000 and some can be quoted, such as:

Arnaz (2000) “Curriculum is a plan that rules and conducts explicitly a concrete and determinated process of teaching. Learning which develops an educational institution”.

Addine y García (2003) point out that the Curriculum is an integrated educational process that expresses the interdependence of the relations in a social – historical context, condition which allows a systematical redesign according to the social changes, the progress in science and the necessities of the students which translates into the education of the citizen`s personality aspired to form.

Flores (2001) “Curriculum is the meter between the theory and the practice... a plan of construction and formation that is inspired in a systematic and articulated process of teaching and other accordingly social sciences that could be executed in a real process called teaching.”

The nucleus of Academic Vice-rectors of the Venezuelan Universities (2002) defines the curriculum as a concrete teaching theory that becomes in action in order to assure the learning and the development.

Gimeno Sacristán (1991) “The curriculum concretes the purpose of the cultural and social issues of socialization that is assigned to the school education”.

Alicia de Alba (1991) assured that the curriculum is a synthesis of cultural elements (knowledge, values, customs, sciences) that confirm a proposal of political-educational thought and promoted for groups and social sectors whose interests are contradictory and diverse, this proposal is confirmed, for structural-formal aspects and process-practice as well as for the general and particular dimensions that interact in the curricular activity.

For Jurgo Torres (1992) the curriculum is explicit and hidden. The explicit or official curriculum are the intensions that in a direct way indicate the legal rules, the obligatory minimum contents or official programs such as the educational projects... the hidden curriculum is all of the knowledge, skills, attitudes and values that are acquired through the participation in the process of learning-teaching.

Michael Young (1999) identifies several central features that distinguishes a curriculum from the past from a curriculum from the future, the first implicates a concept of knowledge and learning for itself and the curriculum from the future manifests a transformative concept of knowledge where its power and sense lies since it tries to prove to the students that they can act upon the world.

For the author of this investigation the curriculum is a public document of collective construction that translates the educational politics in a country taking it to the formation of the wanted citizen, in this sense it responds to a macro (theory) process where the strategic lines are defined for the process of formation and the micro (operative) process that is gathered together in the study plan and is expressed in the room in order to achieve the purpose of the designed curriculum, organize it and implanted, administrated and evaluate the processes that gives to it the character of continuity.

To be coherent with this concept several aspects are being taken into account that to the judgment of the author which should be considered into the design. Such as, implant organization, administration and evaluation of the curriculum.

In regards to the aspect of the design in relation to the concept and basics, the profile of the graduated translated into the personal competitions and the professional competitions is a curricular structure which comprehends the blocks and types of courses, the study plan and the synoptic plans that give sense to each course in relation to the implanted organization that considers the inherent processes of the contemplated design, the strategic plan, strength, weaknesses and opportunities for the administration of the curricular plan, as well as the human resources, physics plant, equipment and resources. The administration as an angular obstacle of the process means that the best curricular design, the best idea can either be lost or strengthen in the hands of he who administrates it. At this point, is where the operative moment of the curriculum contemplates the instructional design in order to guarantee that it has personal and professional competition, as well as occupational and that it uses the didactic strategies and the evaluation at last which must consider the learning evaluation, the student's performance, the graduates evaluation, the performance of the teacher and the curricular evaluation in order to have the constant self regulation of the curriculum.

The vision of the curriculum previously defined demonstrates that the conception of the curriculum is linked to the plan of studies, the pedagogic practices, the process of teaching – learning, to the contents and methods in regards to the politics of the State to which a social function is assigned. It seems as if until now it has been difficult to define or establish a clear concept and plan for the confection of the curriculum, which could explain the dilemma towards the situation of the curricular aspect which is very well reinforced by Rugg in 1926 when he expressed the following: “The failure in the making of the curriculum comes from the lack of a methodology destined to stimulate the experimentation and facilitate the transfer from the theory to the practice... there are reasonable foundations to believe that if the sequence in the evaluation of the curriculum is inverted (the teachers will experience first the specific aspects and then

based on the experience the structure can be planned) the making of the curriculum will allow a new dynamic.

It seems that during this time this approach has received a response with the new perspective of the curricular design for competitions which turns towards the modernization and transformation of the Latin-American Universities. And consequently in Venezuela, important documents have been reviewed as a result of international meetings of which agreements have been presented by the representatives of the nations and as mentioned before, others can also be mentioned.

The IV Meeting for the follow up on the common space for Superior Teaching of the Latin-American European Union and the Caribbean in Spain,, Córdoba City 2002, gave birth to the Tuning Project for Latin-America and the Caribbean which was nourished by the contribution of Latin-American as well as European academics.

The proposed objectives were:

- ✓ Develop professional profiles in terms of the generic Competitions and relative to each area of studies.
- ✓ Develop and interchange relative information to the development of the Curriculums in the selected areas and create a Curricular Structure model that is expressed by points of reference.
- ✓ Promote to a Latin-American scale an important level of congruency of the Higher Education in 12 thematic areas, in which are included the Education, administration of the field, Architecture, Law, Nursing Physics, Geology, History, Engineering and Medicine.

In a first meeting in regards to this Project that took place in Buenos Aires (2005) a list of generic competitions was made and in the year 2006 the list was revised by a team work and by June of that same year the Latin-American Tuning and the European Tuning were compared with the purpose of identifying differences and similarities and this discussion ended on February 2007. In several of the most important agreements reached to we can find:

- ✓ The generic competitions are assumed as shared habits that can be generated in any

profession and are considered important to the society.

- ✓ Competitions and skills were considered with the academic discipline and with the knowledge of the thematic area.
- ✓ Quality was considered as an important part of the design of the Curriculum based on competitions.
- ✓ An Organization of National Tuning Centers were promoted in each and every single of the Latin-American countries with the mission of articulating the Project within the environment and feed the members with the results that become from the discussion.

Within the context of the Curricular Design it was considered that the competition must be developed base on:

Generic Competitions where it is contemplated:

- ✓ The capacity of Criticism and Self-criticism.
- ✓ Identify, propose and solve problems.
- ✓ Act in new situation
- ✓ The ability to take decisions
- ✓ Interpersonal abilities
- ✓ Ethical compromise
- ✓ **The capacity to locate, to access and use the best information accumulated.** Pointing out that in the near future it will be impossible to join the working market without knowing how to locate data, people, experiences... and even less without knowing how to use the information in order to solve problems. It is also important to describe experiences, systematize knowledge, publish and spread the work. Everyone must learn how to manage information, how to consult in libraries, newspaper libraries, video libraries, scientific magazines, data bases and electronic networks.

For Boyatzis (2006) the competitions refer to the behaviors being tested when the practice of the knowledge, aptitudes and personality features which is a personal characteristic that determines the behaviors being tested.

The same author exposes that for a person in order to be able to test the behaviors included in the competitions that confirm the profile, it is necessary for a series of components to be present, such as: knowing (knowledge), knowing (abilities and skills), knowing (attitudes and interests), wanting (motivation).

In this sense the model of curricular construction and instructional must be redefined in order to go from models centralized in teaching to models centralized in the students, which will allow the consolidation of the proposed objectives in the document “World Declaration about Education for all” 1990, that offers a child, teenager or an adult (theoretical knowledge and practices, values and attitudes) necessary for any human being in order to be able to survive, develop its capacities, live and work with dignity, have a better quality of life, act and make important decisions and continue learning.

Specific Competitions: In the end, every graduate should be in the capacity of:

- ✓ Dominating the theory and the curricular methodology to guide educational actions.
- ✓ To assume and be responsible for their own personal and professional development.
- ✓ To know and use the 7 theories of other sciences that forms the education (Linguistics, Philosophy, Sociology, Psychology, Anthropology, Politics and History).
- ✓ Think about its own practice in order to improve its educational work.
- ✓ Create innovations in different areas.
- ✓ Educate others on values, citizen’s formation and democracy.

The formation based on competitions is being implemented with a highly degree of publicity, yet with very little reflection and criticism which determine it and legitimize it in the academic and pedagogical field. In the national context for requirements of the Accreditation and Evaluation System (SEA, Sistema de Evaluación y Acreditación) approved by the National Board of Universities, it has been demanded since May 2004 to

formulate profiles of formation in function of the general and professional competitions or specifics. This takes us to the analysis of the significance and the reaching of the term competition, as well as its implementation and evaluation in the development of the curriculum.

The bibliography refers to the competition as a very wide term and its incorporation in the educational field was not made in a neutral form and it is not disconnected to the sociological changes and the same happens with the curriculum. Their entrance doors are the curricular changes made by the advances in the globalization and the demands of the corporations. They are to produce more and have better quality in order to compete with others in the working world and the professional market. Now days, the competitions are a component that links the world of education with the working world, which would mean a mutual collaboration, this is why it is aspire that during the career years the institution forms, competent students, and the importance of the contents, the methods, the procedures and activities as a way to achieve the designed goals.

The document of the Design of Initial Education of Unity of the Curriculum of the IMPM, expresses that: the controversy in the actual educational context is set out between knowledge and competitions: the previous tendency (the knowledge) aspires to promote “significant knowledge and learning”, which demanded that the student should be placed in environments that took him to “Learn to Learn” and that they should be connected to their previous knowledge and their environment. The premise was to create environments of learning that would stimulate the search for knowledge. The demand of today (the competitions), asks to place the student in the working world, offering concrete experiences inherent to the future professional performance. The student must learn the well doing of the working exercise; this is something that is not questionable, we just have to remember that the university formation cannot just be centralized on the doing of the working field. Those experiences must be incorporated and we should be working towards that direction; but the existence of other fields and academic aspects should be recognized and they cannot be ignored. Now days there are different scenarios in which the graduate has to act, and they can even change jobs. They should be prepared for the job in a

way that they want to continue learning, and they should be formed with an inclination towards education that pushes them to a constant process and update.

Many authors have been working on formulating the competitions and they have even involved themselves in studies in order to define them, Barriga, C (s/f) says that it is a widely used term on the educational field; now days it is very common to hear about “the curriculum for competitions as an expression of modern pedagogy next to the curriculums for objectives as an expression of obsolete pedagogy”.

The propositions of Barriga (s/f) are very important because they help decide the positions in regards to the competitions, forming for competitions does not just mean to give technical formation and related processes in doing or even just scientific, since we cannot resign the integrated formation of the professional to which the attitudes, values and affects are conjugated with the scientific and technological knowledge. Barrigas´ (s/f) work is also relevant because it openly states the confrontation between knowledge and competitions, something that puts in evidence the strength that this model has taken. The author proposes the following type of competitions:

- ✓ **The competitions as ability: it´s an aptitude, an ability to do something in the most efficient way.** Examples: “to write a report about the juvenile gangs, to remove a tooth from a patient or to demonstrate the Pythagoras theorem”, yet competitions are not: knowing the parts of a report, identifying the biochemical components of the teeth or announcing the Pythagoras theorem.
- ✓ **The competitions as knowing how to do and do:** the ability of doing can be interpreted in two different ways: “**as a potential ability that a person may have in order to do something and how this ability is executed during a concrete activity**”. From what was said before, two different senses of the term competition can be distinguished: “as a potential ability to do something (which is not observed)” and “competition as the real and actual ability of doing something (which is equivalent of observable behaviors)”.

This gives place to two different types of behaviors. Knowing how to do something does not necessarily implicate doing that something. For example, in theory you may know how to swim, yet that does not mean that the person swims effectively. This means that “the execution and the application, creates a new type of knowledge, to know something by experience, a direct result of the lived experience of that person.

- ✓ **The competitions and the instrumental knowledge:** It has already been said that knowing how to do something is to know and apply the procedures in order to do that something. Consequently, it can be said that “knowing how to do is procedure knowledge”.
- ✓ **The competitions and the technical knowledge:** the procedures are expressed in the form of rules or norms of action “if we have an organized body of rules in order to produce something we say that this constitutes a technique”. This last one is the means through which the objects of reality are created. In consequence, the following equality can be established “competition = knowing how to do = procedure knowledge = technical knowledge”.
- ✓ **The competitions as technical activities:** The mentioned rules are of technical character which serves as a way of doing something, in order to produce something as a result of the action, yet “the moral behaviors do not constitute the competitions”, because they do not implicate the production of something external to the same behavior. The competitions constitute doing, “they are very well distinguished from the **attitudes**, because this last once are predispositions that can be in favor or in disfavor of things”. This means that “the conceive competitions as **aptitude** do not include the attitudes”.
- ✓ **Competitions and objectives:** A competition is a type of behavior among many others, and in “so much behavior is a possible concern for an educational objective”. This way, it makes sense to say that someone proposes as an objective to achieve the competitions X, Y, Z, etc”. If the curriculum “is a means to achieve the objectives”, than it can be

stated that: “every curriculum is by objectives and they can refer to competition or any other behavior considered valuable for the student”.

The competitions of the student depend on the demands in diverse order (cognitive, communicative, aesthetic, theories, emotional, among others) that today are traduced into what we call the 7 (seven) languages of the modernity, or in other words, the education’s quality reflected on the graduates of the educational system, which are:

- ✓ **High competitions on lecture and writing.** Knowing how to communicate using words, numbers, images... to navigate skillfully through the highways of the information, pointing out that knowing how to read and write is no longer a simple problem of illiteracy; but an authentic problem of survival.
- ✓ **High competitions of mathematical calculus and problems resolution.** Learning to resolve problems. In order to solve the problems you need the strategies and the adequate methods that are based on the different logics according to its nature, where each area of the problems must be resolved through a specific method. This means, that they are learned and they must be taught in each of the fields of knowledge: human relations, mathematics, geography, language and others.
- ✓ **High competitions in written expression.** Knowing how to describe, analyze, compare, in other words, knowing how to express with precision a thought in writing. It is not possible to actively participate in the life of the society (world) without being able to manage signs, symbols, data, codes, manuals, directories, archives, among others. For the human being to be able to be productive in the working field they have to know how to operate computers and to be able to do this they need the precision of the written language.
- ✓ **Capacity to analyze the social environment and behave ethically.** To be democratic, knowing how to intervene and participate in the exercise of citizenship; where being a

citizen means to be a critic person; who is able to change problems into opportunities; who is able to organize himself to defend the interests and resolve problems without using violence but through the liberation and the compromise, respecting the norms of coexistence, the laws and put into action the established duties and rights.

- ✓ **Capacity for critic reception of the means of social communication.** Understanding, that the means of communication is not just a simple hobby. They produce and reproduce our knowledge, ethics and styles of life. Ignoring them would be like living giving our backs to the spirit of time. Each and every single one of us have to be active receptors of the means of communication, in order to be able to analyze them and be able to express and criticize with a conscience the achievements that they have made through their language (movies, television, radio, magazines...).

- ✓ **Capacity to plan, work and being able to decide as a team.** This has to do with being able to associate with others, knowing how to work and produce individually as well as in group, understanding the position of others and knowing how to finish something. All the previously mentioned are strategic knowledge for the productivity and fundamental for the democracy. The capacity to evaluate, plan, work and being able to decide as a team, is formed in the everyday life of the human being, through a model of cooperative self-study and self learning; with the support of elaborated technical guides during the life time in the different spaces, where children, teenagers and adults produce and construct their own learning.

In these approaches are the fundamental bases and conceptions of the curriculum and they hold the emotions and the emotional intelligence as a component of the personal profile of the graduate, because from the way of expressing the emotions and the intelligence will depend the success in the personal and professional performance.

These components of the curriculum (personal profile as the professional profile) present in every design necessarily have to be requisitioned in order to promote the integral development

of the people and it is perfectly expressed the curricular design, instructional and the strategies for its administration, in a base document that defines the principles according to the politics of the State, in order to orientate the educational organizations to concrete the theories, the practice of the organizational and academic processes guiding the scientific and technological knowledge, the values, the attitudes, the abilities and the fundamental or basic skills that a citizen must know how to feel and live and even more if the citizen is a teacher in service that sets the example and image for his/her students.

In this context, the notion of the competitions being used in the education today, does not come from a single theoretical paradigm but instead from multiple theoretical sources, where the pedagogical theory requires having theoretical interdependence and be articulated in a conceptual system where each term is supportive to the others.

This is why; the competitions are proposed, not just in terms of efficient performance but also suitable, correct performances that in the end involves the education.

Likewise the competitions emphasize in the integral performance of the human being in front of activities and problems, which closes the traditional breach between the knowledge and its performance in an effective way.

Gómez (2001) points out, that the formation based on problems is revealed as the most ideal for the education and for the development of the competitions, not only because it involves and explains the problematic diversity but because its strong nucleus assumes the human cognition as the construction and the social practice which is related to the to the way we act and relate to the world according to the representations, strategies and abilities we may have at a certain time.

This implicates that every action is measured by mental, physical, environmental, interpersonal and cultural processes, and the performance should be also assumed within its integrity, just like the ecological tissue where the person relates to himself as well as to others,

acts within the limits of the bonds that implicate the reciprocal form. Conforming this a fact that is represented in the complexity of the relations and actions of the person with the world, giving place to the experiences and to the construction of experiences, ethical, aesthetic, cognitive, expressive and communicative, among others, that have the condition of developing the abilities and competitions for its taking, application and transformation.

In the curricular field is expressed from a design based on competitions, in the sense that it aspires to strengthen the performance of this professional, through, a curricular and didactic structure of the system's knowledge, skills, values, attitudes, aptitudes, as an objective that must have an individual in order have a high performance (Rovitsky, 2003).

For Bermejo J. There are three directions that an individual must know in order to obtain a high performance.

In the field of knowledge: to take interest in the phenomenon of the interpersonal communication, by the most frequent dynamics, for the impact of the situation in the life of the person.

In the field of knowing how to do: to take interest and to exercise several techniques that make the encounter with the profession, allows the person to manage themselves with property by putting into action all the knowledge transferred into the praxis.

In the field of knowing how to be: working on themselves in order to internalize the fundamental attitudes that makes the professional be perceived as someone who is really interested, without transgressing the norms and the code of ethics.

Based on this, the exposed is assumed by an unknown author as the construction of the Curriculum being seen as art, where the contents that is offered responds to the logistics that is chained to the necessities of the professional field, this is why the knowledge selected in these academic processes are put to the service of the main purpose of education, just like, the improvement of the man as a human being bio-psycho-social and as a transcendent human being,

that strengthens at the same time its ability to learn, explain and transform reality, which guarantees the training of a professional with very specific characteristics in order to act as an agent of change within a reality that transforms by the progress of the scientific knowledge, technological and humanist; becoming in contact with the theory and the praxis, this is why the curricular construction is linked to the significance of the assumed basics: the learning, the facilitator or mediator and the curriculum itself, with the finality of establishing complete and permanent congruency assuring the pertinence and efficiency of the curricular dynamic.

2.1 Personal Profile and Curricular Design

For this job, documents linked to the education from different countries, such as, Colombia, Costa Rica, Chile, Ecuador and, of course, Venezuela were revised. The common denominator observed were the features of the personal profile that must characterize the teacher, among other things, the ethic, the solidarity, tolerance, responsibility, self-control, receptive, enterprising, sensitive, patient, cheerful, flexible, affective, congruent, spontaneous, high self-esteem, emotionally stable, compromised, creative, which makes clear several of the aspects that determines its attitude.

Evidently, these features are considered in the curricular design that translate the educational politics of each country and courses the profile of the graduate that shall be formed for the practice of the teaching profession in regards to the personal aspect, which gives to the education the humanistic character.

Never the less, the investigators of this area point out the fact that each time there are more professional graduates who do not have the aspired personal competitions. It seems as if the personal profile is not translated in the processes of the formation, the features outlined in the educational politics are very little evidenced in the working performance, and this has been something that has created big discussions around the curricular design and its administration.

In the educational field the previously said turns out to be of big significance because the teacher requires the personal competitions that will allow him to offer the student an environment filled with confidence, orientation and love, in a way that the previously mentioned values, represent a single condition in order for the teacher to be able to serve as an example in front of his students, being congruent with the things he says and manifests with his attitude.

In this sense the curricular design for the formation of teachers requires opening spaces for the equilibrated development of all the necessities and potentials of the personality in order for him to be able to have an efficient performance in the professional filed, as well as in his personal and social life. Meaning, a curriculum that contributes to the formation of the human being in all of his multi-dimensionality: biological, psychological, economy, politics, ethics, spiritual, aesthetic and cultural.

The sadness, the fear, the hopelessness, the violence, the insecurity, appear to be signs that describe the world of today, being this true the curriculum would require an structure that allows the development of emotional competitions in order to be able to confront them.

The control of the emotional impulses is an ability that can be trained by learning to generate the most appropriate emotional state and controlling the duration of the emotions for our own benefit, where the practice and the perseverance are essential to achieve new emotional guidelines, as pointed out by Goleman (1999) and on the other hand by Ruiz Lucke (2007) who emphasizes even more, he points out that “they teach us history, geography, physics, mathematics and many other subjects through which we are evaluated. If we get good grades, than we are very intelligent”. Nevertheless, it is very little the help received in the development of our emotions and we do not know whether we are emotionally intelligent or not. We are unaware of our grades on love, sadness, affect, happiness or hate. This is why we should not be surprised to see a brilliant professional like a doctor, an engineer, a lawyer or any other successful business men, depressed in a deep sadness or incontrollable rage. Also, it is not a surprise to see a professional teacher mistreat a student or disrespecting a colleague at work. These cases have nothing to do neither with the evaluated intelligence through high grades nor

with the money minted in a lucky business. In these cases it can be said that they have failed in “sadness” or “anger” or they simply have a very low emotional intelligence”.

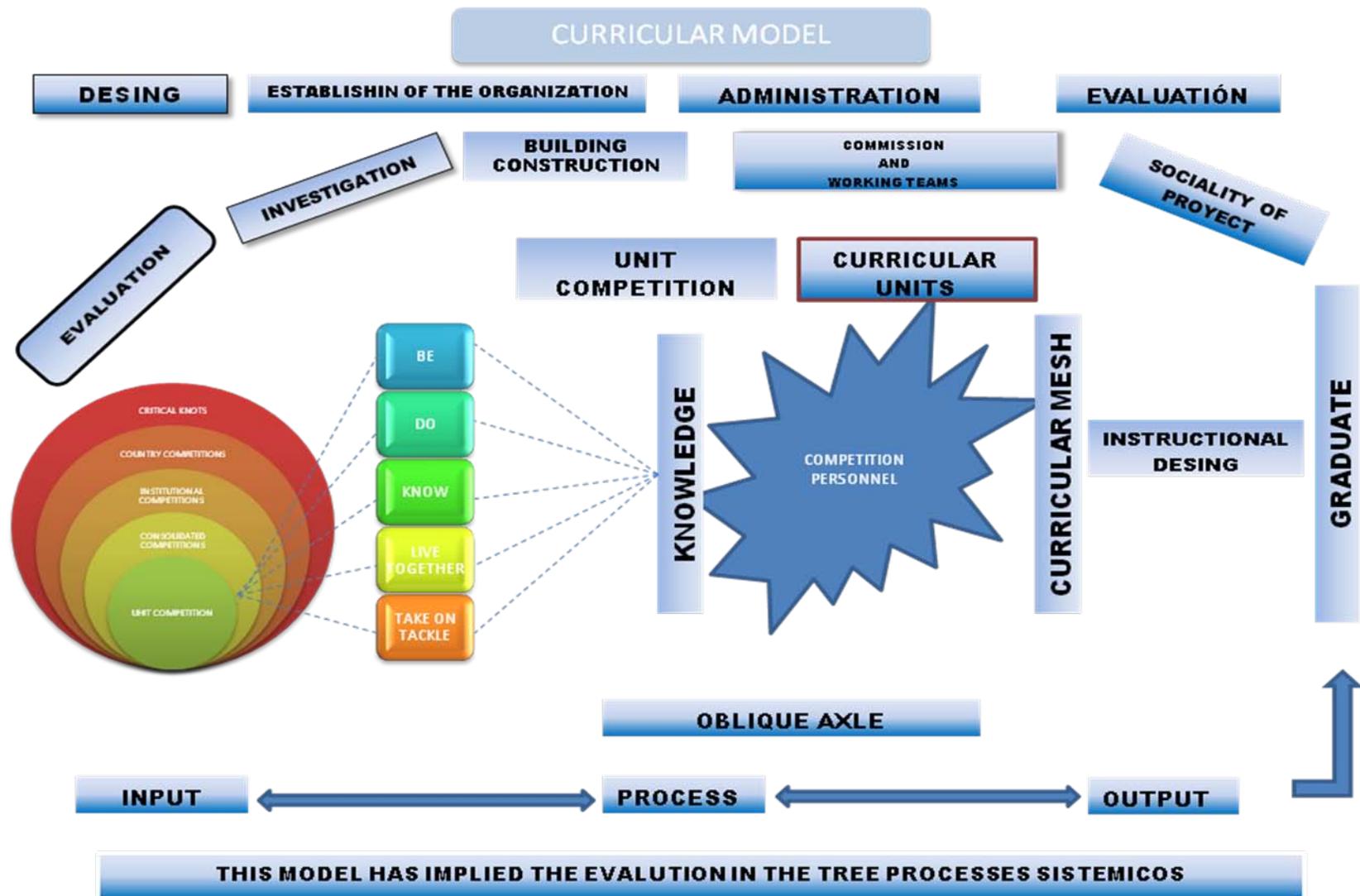
Evidently, the paradigm that the “personal profile allows the design” has broken, the personal characteristics of the majority of the professionals today put at the top this theory, since at one point the curricular development of the professional profile gets lost, and from this point consolidating an educational practice with a high informative percentage ignoring the human being that needs to acquire competitions in order to be happy, in order to confront the challenges of the media with big emotional intelligence and with a guarantee in success. Yet, according to Esteves (2002) “It is very well known that the results of the scientific investigations in regards to the education, even though they may seem very interesting, it takes too many years to incorporate them into the real practice of the classrooms because it is difficult brake the tradition”.

The challenge then translates into questions: What to do to achieve the junction of the personal profile into the professional profile?, What to do during the career years so that each curricular unit strengthens the human being as an individual?, What to do in order to achieve in a interdisciplinary way for each curricular unit to contribute to the profile?, What to do to avoid that intelligent and successful rational people in charge do not collapse in their emotional projects?. Of course, part of this compromise is in the hands of the facilitator with the administration of the curriculum; this is why we have to intervene in its training and in the achievements with the institutional mission, vision and values.

Everything seems to indicate that in Venezuela the controversy on the curricular context is being considered, today the development of the curriculum represents a challenge for the Universities that must transform and modernize their educational projects without avoiding the social compromise that exists with the citizen of today; this is why “opening spaces to aboard each person as an individual and transcendental...” just like its expressed in the IMPM through the unit of the curriculum.

The exposed is translated by Hernández 2000, when he expresses that “in the pedagogic manuals appear since many years ago the social affective objectives, but they still constitute a purpose that does not go any further than the utopia of the paper”.

Translating them strengthens the necessities of the personal profile in the curricular design which represents a big challenge for the people who study the curriculum, since it is evident the need to open the spaces for the reflection and the construction of new strategies.



3. Phases of the Curricular Model

Detection of critical knots:

This is the first step that suggests this model that begins and ends with a process of evaluation; this allows the detection of the weaknesses, strengths, opportunities and threats in the area of development of the graduated professional, action that supports the necessity of tracking the graduate in each institution.

The contribution of evaluation reports are varied they come from statistical processes emanated by governmental and non governmental entities, articles from specialized magazines, press, investigations about the area, institutional evaluations, laws, norms, regulations, code of ethics of the profession and specifically of the curricular evaluation.

The process to evaluate the curriculum, and obtain the information that allows to precise the critical knots is a decision that is in the hands of the academics and the institution do to the selection of the model, being recommended a Model of Self-regulation which allows the incorporation of the curricular changes as the weaknesses are detected.

Curricular chart:

In the educational context the competitions that are assigned to the person that is aspired to form are already described, in the same way as the competitions required from the teachers are defined in the States Politics, The National Educational Project, Laws, Regulations, curricular Code of Ethics and other legal documents where the education underlies.

In this context the Latin-American countries subscribed agreements for the development of the towns to which they are assigned to the education and the

curriculum this responsibility. In those documents are agreements of development of certain actions that condition the competitions aspired from the citizens of the signatory countries, giving the teacher the compromise to update themselves to these new times.

Tied to the mentioned norms and documents, the universities contribute in terms of competition to the profile of its graduate, which consolidates according to what is prescribed in the internal regulations which regulate the institutional functioning and in which are reflected, the mission, vision, cultural and institutional values.

This information contextualizes in an immediate way any curricular project and it makes it coherent with the premises of the country without losing site of the ethos of the institution.

Being this true it is not required a useless search of the “competitions to place” it’s just a matter of simply translating those prescribed in the national, international and institutional documents, leaning on the results of the previous diagnose whose critical knots represent the external and internal look of the weaknesses and strengths of the formation process. Approaching the design from this perspective gives meaning to the profile.

The constitution of the curricular chart is a matter of creativity, the matrix designed must respond to the necessities and institutional characteristics, and the skills of the curriculum people who must assume this first process as crucial for the development of the curricular design, this is the reason for the importance of the data that are reported and the competitions which under the previously expressed are constructed. Based on the experience of many years of investigation and shared execution with the team of professionals from the Unity of the Curriculum IMPM in the elaboration of several designs, allows me to present this curricular chart validated

throughout the years of professional exercise in the area, where what we call the general competitions are collected (The Country Competitions and the Institutional Competitions).

Critical Knots	Country Competitions	Institutional Competitions	Consolidated Competitions
	Laws of the States Politics, Regulations, Norms. Code of Ethics of the Profession.	University Regulations Mission, Vision, Values, Institutional Culture Profile of the Graduate	They emerge from the analysis and putting together the previous.

Consolidated Competitions

Having clear the critical knots and having specified the country competitions and the institutional competitions (generals) we can proceed with the process of consolidating all of the information into one block, meaning, putting together both competition groups and what is reflected in the critical knots organized into one block which is designated as Consolidated Competitions, called by other authors specific.

Departing from the idea of the collective construction of the curriculum this is the moment to introduce the institutional changes accordingly in order to give the meaning to the mission, vision, culture and values of the organization within the new world challenges in the field of education.

It's in this process when the universities determine the profile of its graduate without breaking the official norms that the State stipulates for the professional that is going to graduate. This is the moment to design the graduate that the institution dreams of.

According to the curricular structure of the institution, the one that is on the way of being constructed or has the orientation of the country project, allows the disintegration of the competitions which can be done in blocks, considering for example the knowledge, the abilities and the skills or focusing on the pillars of the UNESCO.

An immediate step to the consolidation of the competitions is the association of the competitions according to the pillars of education remarked by the UNESCO (1996) which are To Be, Knowing, Coexisting and learning which represents the phase of this model, something that strengthens each pillar specially the “To Be”.

A procedure that is contemplated in this phase is the incorporation of unity levels of competition for the personal competitions as well as each one of them creates a curricular line specifying the features of the profile that will be considered into each one of them.

The product of all these phases takes us to the formation of possible curricular units that will be contemplated in the study plan and initiate the synoptic program of each one, clearly specifying its purpose and the personal competitions to develop, document which will be enlarged in the coursing program.

This is the indivisible imaginary line that closes the Curricular Design and opens up the Instructional Design, this is where the conception that we have is translated for the construction of the curriculum and its administration. This answers to the How? And With what the curricular design will be administrated? It’s a matter of thinking about the stages of organization for the implantation, administration and evaluation.

Disintegration of Competitions, Achieving of the Knowledge

Once the competitions are consolidated a process of disintegration of the competitions is initiated, which is just the detailed examination in order to extract relevant information for the curricular construction, in this process the features of the personal and professional profile is determined and the delineation of the evaluation begins from the aspired behavior.

At this moment the personal profile is needed and this concerns this investigation and the figured out features, have been organized to the attention of: ► the person (example solidarity, creativity, and ethic), ► the emotional (intelligence, emotional, sensible), ► to the relation with the environment (social developer, leadership), ► working features (responsible, critic, supportive). These acquire a level of competition and the criterion of the diversity is applied making sure of its insertion in each curricular unit.

This organization is established only with the didactic purposes of organizing all that is considered relative to “To Be”, and for the time being it simply stays as a statement.

Also, the established the professional competitions are established, meaning, all of which the professional needs for an efficient development; these can be placed by blocks according to the achievement. This is the moment to give an immediate answer to the following questions related of each competition, meaning, to the achievement of the knowledge: Which knowledge is required for the translation of this competition?, What is aspired from this point on, begins the traces of what could be the new study plans.

Consolidation of Competitions	Disintigration of Competitions	Achievement of Knowledge	Unit of Competition
Personals Professionals	Example: Knowledge abilities or skills. ✓ For the communication oral, verbal and written.	Example: Which knowledge is required? ✓ Lecture and writing. ✓ Spanish Language Oratory	Example: ✓ Knowledge communication .
	To promote an environment full of respect, solidarity and comprehension.	✓ Leadership ✓ Manage of life ✓ Management of emotions	✓ Knowledge orientation

This represents a special moment to work as a team, the academic compromise, the participation of all the entities that intervene in the curricular dynamic, in other words, of the affective appropriation of the institutional project expressing the opinion about it (favoring the internal and external validity), spaces that can be used by the educational managers to consolidate productive working teams.

This collective construction space of the curriculum consolidates aspects that gives answers to the following: Is this what the graduate should do?, Is this what he should do?, Do we feel reflected as institution?, Are these our values, and is this our vision?, What did we incorporate?, What did we take out?, etc.

Unit of Competition

As a lesson of life this term emerges in a process of external validity of the Educational Curricular Design proposed to the University by the Curriculum Unit of the IMPM, at the moment of presenting the group of consolidated competitions, a teacher asked: At the moment of searching for a job if they ask me specifically about

which are my competitions should I have them with me or should I learn all of them? This question allowed looking back to the necessities of specifying the competitions in a more punctual way, a job that is suggested to be developed in a big academic group, in order to do this the consolidated competitions are examined, disintegrated and achieve the knowledge, which strengthens once again the record of the specific competitions of this professional. According to the Venezuelan educational laws and norms the unit of competition is translated into the condition of adviser, social promoter, mediator among many others which are assigned to the teacher of this country.

At the moment of specifying the competitions, the knowledge according to each one of them are put into groups (groups of knowledge by unit of competition), and once again answer to different questions are raised: Are these knowledge what strengthens this unit of competition?, Which of them can be incorporated?, Which of the do not contribute to the unit of competition?, What do we think is necessary for the professional exercise?, Are the knowledge that will strengthen the personal competitions present?.

Example

Unit of Competition

Adviser

What knowledge, abilities and skills does this professional need?

The answer to these questions predict what could be the curricular units which brings about the development of each competition, at this moment the process of Curricular Organization and Implementation begins and this is where the structure of

the curriculum and the institutional design must be considered since it will help its administration.

The phases of this model are a systemic continuance since each one gives an answer to the next, it's like a puzzle where you incorporate the pieces until you give sense to the image, which becomes clearer as you add the them, this is the reason why the curriculum is assumed as a public document because its making requires of a contest of everybody and to give an answer to the raised questions would be to enjoy its construction with the support of the experts in the curriculum and the specialists in contents, so that the contributions are significant and contextualized, on the other hand as the institutional official document that it is, it must be known by all the entities involved. To finish I invite you to start the adventure of the collective construction of the curriculum through this model... with emotional intelligence.