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Orginal Article

Designing and Validating the Components of the Teaching Method and Evaluating the Curriculum Based on Emotional Intelligence in the First Secondary School

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Introduction

The present study, with a different view in the field of emotional intelligence of teenagers, intends to design a model for emotional intelligence in the first secondary school and tried to find that the programs, in addition to having rich content, are suitable methods for internalizing values in Teenagers will benefit.

Method

The study utilized a qualitative exploratory design, analyzing 186 articles published between 2006 and 2023, ultimately selecting 71 for in-depth examination. Data were collected through thematic coding and expert validation, resulting in 211 basic codes categorized into 23 organizing themes and five comprehensive themes related to the curriculum model focused on emotional intelligence. Validation results indicated that 80% of experts found the multidimensional curriculum model based on emotional intelligence to be sufficient and diverse compared to quantitative teaching methods.

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Results

In emotional intelligence curriculum teaching, cooperative learning strategies involve grouping students to complete tasks, catering to individual differences for a flexible class environment. Creative teachers use problem-solving methods to engage students with emotional intelligence issues, encouraging logical reasoning and evaluation of solutions. Evaluations should include diverse tools and perspectives from peers and parents, allowing for a comprehensive understanding of students' abilities and enabling teachers to address weaknesses effectively. Validation of the emotional intelligence curriculum model for first secondary schools indicated strong consensus (0.88 agreement among 10 experts), confirming the framework's robustness without significant changes needed.

Discussion

In the model of the present study, the use of various measurement and evaluation methods is emphasized. In this model, methods such as functional assessment, written test, oral test, observational assessment method, and finally self-evaluation were proposed to evaluate the performance of learners regarding emotional intelligence in the first secondary school.

Keywords: curriculum, emotional intelligence, validation, first secondary course.

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