

Inclusion of didactic methodologies related to Emotional Education. Expressed need by music teachers in Compulsory Secondary Education in Spain An exploratory study

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Abstract

Emotions are defined as psychophysiological reactions that represent the individual's modes of adaptation when perceiving an important object, person, place, event, or memory. Currently, in the educational curriculum of the Spanish educational system. The acquisition of emotional competencies through the subject of music in the stage of Compulsory Secondary Education is hardly contemplated. This article aims to detect the needs expressed by teachers of this educational stage, in relation to the need to include didactic methodologies related to emotional education in the field of music, as well as the need to increase the training offer in this area. field and promote research in it. This is an observational exploratory study based on the design, validation and dissemination of an exploratory questionnaire with a study population of all active music teachers in this educational stage in the Valencian Community, both public, subsidized and/or private. with a sample of participants of 117 professionals. The choice of said study population is based on the accessibility by the authors (intentional) of said project to said participants of the sample and for the objectives of the present study. Finally, after the analysis of the results obtained, it is concluded that there is an expressed need to include methodological actions related to Emotional Education in the educational stage of Compulsory Secondary Education of the Spanish educational system, as well as an interest in specific training and research in this area. field.

Keywords: education, emotions, emotional intelligence