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Title: Linking individual emotional abilities and precepts of educational innovation

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Introduction

- The present study shows the underlying relationships between the individual emotional abilities of teachers at different educational levels and the precepts of educational innovation measured through neurodidactics and technology.
- The contribution of this proposal is to offer a more human vision of the teacher and his pedagogical tendency with innovative elements.

Methodology

- The research approach is **quantitative**, for which an instrument containing two axes of research was developed. Each axis is measured from two complex variables; The first is educational innovation, with the complex variables neurodidactics and technology. The second axis is emotional skills, measured through two complex variables, individual and complex emotional skills.
- The section is transversal, since the information is collected in a single broadcast for subsequent analysis. There are 48 variables, of which three are nominal and describe sex, the level where classes are taught, and age.

- A Cronbach analysis was performed to determine the validity and reliability of the instrument. Frequency and percentage analysis to describe the sample and finally a correlational analysis to reveal the relationships between the axes. With a Pearson product moment analysis, as they are ratio variables.
- A significant correlation coefficient was used based on the sample n and the probable level of error.

Results Instrument reliability analysis

- A Cronbach analysis was carried out with a result of **0.90**, which indicates that the instrument is reliable.

Results Frequency and percentage analysis

- The teachers belong to different educational levels ranging from preschool to doctorate. The group that appears the most is secondary school (n= 19, 22.35%), followed by high school (n= 16, 18.82%).

- The age range goes from 21 to 63 years. There are more women (n= 64, 75.29%) than men (n= 21, 24.71%).

Results Correlational analysis

- The results of this correlational level were obtained from a Pearson product moment analysis with a significant correlation coefficient of .21, obtained from a sample n of 85 subjects and a probable error level of 0.01.

- A correlation was made between the educational innovation axis and the complex variable individual emotional skills.

Conclusions

- It is concluded that recreational activities related to play can enhance the vision of oneself and its scope, as well as what limits it.
- It is stated that knowledge about metacognitive precepts provides individual emotional skills, which is very interesting and even logical; based on the fact that metacognition is a mental process of acquiring self-awareness and that allows learning to be enhanced.

- It is stated that the balanced perspective of life allows interaction with technology for didactic and pedagogical use, which encompasses everything from management, simplification of tasks to feedback on classroom activities.
- The results allow us to corroborate that a balanced life perspective has a positive impact on the teaching, taking into account the elements of neurodidactics and the use of technology, particularly artificial intelligence.

- Self-discipline is the type of discipline that allows the individual to know and improve by himself, in autonomous plans and organization. It is proven that this individual emotional ability is linked to all the positions that this instrument measures the use of technology and artificial intelligence. The important thing is that, together with the technological perspective, problem solving is also promoted as a strategy, because in some new positions this activity is a simile of intelligence per se.
- It is shown that knowing one's own limits is permeated by the inclination towards innovative neurodidactic tendencies.

- The general conclusion of the study is summarized in that there is a direct relationship in the development of individual emotional skills and a different vision of education, which permeates educational innovation through the most current methodology, which is neuroscience applied pragmatically in neurodidactics and the use of technology, but not only as a teaching tool, but as a strategy that involves strategies for the cognitive development of students.

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