Abstract

Purpose: The key keywords of this era are “leadership”, “communication” and “empathy”. Even in the field of education, in order for professors and students to exert leadership and followership together, an education in which communication and empathy are harmonized, but it can be understood and practiced as a true education.

In our educational field, we are trying various teaching methods that can breathe with the students, but we are still facing difficulties in that the creativity of students is limited due to the progress of evaluation for measuring performance. So, this study aims to examine the implications of applying emotional coaching and integrated art therapy teaching methods that can stimulate students’ minds in the AI era to leadership education of police, military, and fire-fighting officials.

Method: This study analyzed the contents of the FGI interview with the students after applying emotional coaching and integrated art therapy education method to 250 students who participated in leadership education related to police, military, and fire-fighting officials for 8 months from March 1 to November 30 in 2019. In the future, education that this era aims for should be changed from ‘knowing’ to ‘can’ mind that can be practiced based on solid basic knowledge and converted into education that can move on its own. So, what is the teaching method that makes students have a strong will to actively practice? This study is to examine that emotional coaching and integrated art therapy are teaching methods that capture students’ minds.

Results: The effects of the emotional coaching and integrated art therapy teaching method can be seen as three main factors. First, it helps students develop and stabilize their emotions by expressing their emotions in a comfortable quarter. In other words, while the integrated art activities express not only pleasant feelings but also unpleasant and unspeakable feelings and thoughts such as psychologically suppressed fear, anger, and jealousy through the medium of art, music, movement, and theater in a safe space of the education center, the students can get the opportunity to listen to their inner sound. Second, students learn naturally the ability to control their body. Third, in the field of education, students can actively help communication skills, that is, they will develop language and nonverbal communication methods in art activities. Considering the three effects of integrated art therapy and emotional coaching teaching method it can be helpful to maximize the effectiveness of education by applying integrated art therapy techniques to enable students to listen to their own inner sounds.

Conclusion: The integrated art therapy based on emotional coaching showed that the Warm Up time to listen to the students’ actual mind is the most effective time. At this time, it was found that the effect of education differed greatly depending on how interested the instructor is in observing the students. The reason why I try this teaching method is that I can make students recognize the importance of self-existence value and this can be expressed as pride. This enhanced self-esteem of students is more brilliant when they go to the organization.

[Keywords] Coaching, Emotional Coaching, Integrated Art Therapy, Teaching Method, AI Era
1. Emotional Coaching

Emotional coaching means understanding and accepting emotions naturally as they are, but it has a clear limit to the behavior of expressing emotions and leads them to a more desirable direction in them. Before we discuss this meaning more deeply, let's first look at the types of behaviors that parents can do when their child is upset. The types of parents' behavior about the child's feelings can be divided into four categories[1][2].

First, Dismissing: It is a type of child who tries to pass on serious situations that have occurred to the child without any consideration and to draw up other topics. Parents recognize that the child is sad, but they ignore the child's work in light of their own experience. How many sad things are you living with? Is this why you're crying and crying? It's easy to say. Parents expect that the child's mind will be resolved to some extent by turning the topic into something else, but in the experiment, the feelings that passed without solving the part of the child's sadness or trouble remained stressful for the child[1][2].

Second, Disapproving: A child is offended, but he or she is trying to suppress his or her feelings without trying to understand them properly. Usually, in order to stop the crying of the child quickly, it is very important to treat the child as a case of greatly ignoring the child's feelings such as shouting or making a big horn. It often appears in poor parents[1][2][3].

Third, Laissez Faire: The child is expressed to the child that he or she understands the current feelings of the child to some extent, but he or she has not acted more than that and is in the state of being there. There is no direction for the child, and if the parent continues to do this as a state of trying to finish this phenomenon, the child will not even try to talk about his or her worries because he does not trust the parent anymore.

Fourth, Emotional coaching: It is a way to find the appropriate next behavior with the child after expressing the understanding of the child's current mood first. If the parent makes a proposal and the child accepts it or not, set the limit of the behavior, think with the child, and find the appropriate way to understand the child. I said that I would discuss why emotional coaching is needed later, but I can fully feel the need for emotional coaching even if I look at the four types of parents.

1. If emotional coaching is performed well, trust between parents and children is accumulated and the relationship with children is improved considerably; The child recognizes that the parents understand their minds well and feels that the parents really love me and can have a sense of stability.

2. Children familiar with emotional coaching may be able to resolve their conflicts of opinion in other relationships than their parents; If you play with your friends and have a conflict of opinion, you try to find a way to enjoy and play together rather than insisting on my opinion unilaterally.

3. If parents use the wrong way(such as coercive screaming, or begging) to soothe children easily, the child tries to suppress the same or easily resolve the conflict with the weak(such as his brother and friend) than he does. So what are the difficulties when emotional coaching is applied to education? The first is the problem from the starting point where the child is not seen as an equal person. The child is still in immature and has a lot to know, but he or she is more than a child in experience, so it is easy to conclude that his or her opinion is better and to unilaterally notify the solution[1][2][3].

The second is to show the understanding of emotions even if the child is perceived as an equal person, and then to experience the difficulty of presenting a solution to all problems. That’s because parents don’t know all the situations[3].
It is difficult, but it is necessary to try to coach emotions like the word 'start is half'. It is important to start with the whole beginning, 'I really understand your mind.' And to instill the perception that 'Let's solve this problem together well'. Even if you don’t like the situation where your child is angry and irritated, or if you want to get rid of it quickly, you need to understand why the child is expressing it properly and then express it so that the child can feel that the parent knows your mind and calm it down and find a reasonable solution together. If this process is repeated, the trust between the child and the parent will naturally become thicker and the heart will respect and love each other.[3][4][5].

As previously discussed, the emotional coaching technique is a technique that is widely used when communicating with children. But in this study I would like to intends to apply the emotional coaching technique to trainees in terms of teaching method.

2. Understanding Integrated Art Therapy

In order to motivate students to be educated, it is necessary to have contents that can feel pride in their minds. Pride is a mind that believes and respects one's values and abilities, and is also one of the main variables that explain the human behavior of pride(Tracy & Robins, 2007). Generally, pride is defined as a personal assessment that reflects what others think of themselves, or as a degree of ability by an individual to reflect judgments about values(Pierce, Gardner, Cummings, & Dunham, 1989; Marsh, 1998). Then, it is necessary to combine integrated teaching techniques to restore pride that the most opinions were given to the students.

Self-esteem can only be a leader who acts if recovery is preceded, and it can contribute to the improvement of the military's combat power. In order to train leaders who practice and act as desirable leaders for naval soldiers and civil servants, PAL teaching techniques of problem solving middle school were applied. However, in order to maximize the effectiveness of such education, it is necessary to firstly implement an integrated teaching method that leads to healing and empathy for the students[6][7].

This integrated teaching method is now recognized as one of the teaching techniques that can restore pride. In particular, integrated art therapy is a field of counseling that enables the general public to access more easily and comfortably by combining the activities of 'art' without the rejection of 'cure', and it is also a teaching technique that can be applied in the education field. It is advantageous that students can feel as play or art activities rather than 'therapy', so they can participate more actively and self-directedly in counseling activities and education contents, and can select and integrate necessary activities among various arts fields according to the interest of the students[6][7][8].

The effects of the integrated art therapy teaching method can be seen as three main factors. First, it helps students develop and stabilize their emotions by expressing their emotions in a comfortable quarter. In other words, while the integrated art activities express not only pleasant feelings but also unpleasant and unspeakable feelings and thoughts such as psychologically suppressed fear, anger, and jealousy through the medium of art, music, movement, and theater in a safe space of the education center, the students can get the opportunity to listen to their inner sound. Second, students learn naturally the ability to control their body. The physical expression in musical instrument playing, dance and movement therapy in music therapy scene supports and encourages physical activities of students, and the change of emotions through integrated art therapy activities even plays a role of controlling physiological functions by controlling hormone secretion. Third, in the field of education, students can actively help communication skills, that is, they will develop language and nonverbal communication methods in art activities[6][8][9].
Considering the three effects of integrated art therapy techniques, it can be helpful to maximize the effectiveness of education by applying integrated art therapy techniques to enable students to listen to their own inner sounds <Figure 1>.

**Figure 1.** Emotional coaching 5 step.

What is the teaching method that makes students have a strong will to actively practice themselves? It is the "emotional coaching teaching method" that coaches students' minds. Through emotional coaching that coaches students' minds, students can lead to positive minds, and the classroom culture, the culture of the lecture hall, can be changed into a culture that communicates and sympathizes more. There are three main basic philosophy of coaching[1][2].

First, human beings have infinite potential. Second, the answer to the problem is that person. Third, we work together. Based on the three philosophies of coaching, it can't help but become a positive classroom culture when the instructor treats the students. The most important thing in this era is that we need leaders who fill the poverty of the mind, mental poverty.

Dr. John Gartman, Department of Psychology at Washington State University, conducted emotional coaching research for more than 30 years, and as a result, it was possible to reach learner-centered self-directed learning. This new education concept would be Professor Joe Wall if another pioneer was selected in Korea for the "emotion coaching" technique. If we combine these emotional coaching teaching methods with our classroom, we can summarize them in five way[1][2][3].

The first step instructor first sympathizes with the learners. The goal in which 2 step learner wants is confirmed. Step 3 empathizes and listens to the feelings of the learners about the solution they want. It helps the 4th stage learner to express the desired solution. The 5-step help learners choose their own solution.

Based on the actual emotional coaching teaching techniques, I am conducting training every hour. The most necessary thing for the education of breathing with students was ice breaking
based on emotional coaching. Warm Up time was the most precious time to listen to the students’ actual heart. At this time, it was found that the effect of education differed greatly depending on how interested the instructor is in observing the students[5].

The reason why I try this teaching method is that I can make students recognize the importance of self-existence value and this can be expressed as pride. This enhanced self-esteem of students is more brilliant when they go to the organization[9][10][11].

As a result of applying emotional coaching teaching techniques in classrooms and fields for 15 years, the feedback that students heard most was that they could feel themselves changing enough, such as being immersed in class and feeling something that they could not express in their minds. In addition, it was found that they could find and prepare ways to find the same way as the compass, and that they felt it as a turning point experience of life. Therefore, if you want to foster creative leaders who act, I hope that the professor will take on the role of guiding them to take the lead as creative leaders who can solve problems by themselves through "active learning inducement" and "learning interest inducement" in the classroom[12][13][14].

3. Research Method and Results

3.1. Subject to research

This study was conducted with 250 police, military, and fire-fighting officials who participated in leadership education for 8 months from March 1 to November 30, 2019.

3.2. Period and method of research

This study was conducted by the author of 250 students who attended police, military and fire-fighting officials related leadership education for 8 months from March 1 to November 30, 2019, and analyzed the satisfaction of the students and FGI after applying emotional coaching and integrated art therapy education method and the interviews. In order to conduct more in-depth research I have to try to overall effectiveness of emotional coaching and integrated art psychotherapy teaching technique and more quantitative research should be conducted. However, it is meaningful to investigate satisfaction through response evaluation after leadership education and to listen to and analyze the voices of the students who actually feel in the education field to confirm the practical and necessary teaching techniques from the perspective of the students[5][15].

3.3. Results of research

In fact, 250 police, military and fire-fighting officials related students who met during the leadership lecture for 8 months showed an average of 4.98 satisfaction with 5.0 points. Compared with the average education satisfaction of 4.27 in the previous year, there was no big difference, but it was slightly raised. The reason for this is that the satisfaction level is very high compared to job education due to the nature of leadership education. So, 87 FGI(Focus Group Interview) students were conducted to identify the needs of the students so that they could find a way to improve and supplement the limitations of the actual response evaluation.

In order to analyze the needs of the students who participated in leadership education, 87 FGI students were conducted in parallel with the subjective survey.

1) The new teaching method was fresh and I could feel pride in 20 years of public life.

2) I think I am always happy, but as the class goes up, I feel frustrated.

3) I joined the teaching method that applies emotional coaching and integrated art therapy techniques, and I started to open my mind without knowing it.
4) It was meaningful because it was time to look back at myself.

5) It was good to be able to hear the sound of my heart through music.

The effects of the emotional coaching and integrated art therapy teaching technique can be seen as three main factors. First, it helps students develop and stabilize their emotions by expressing their emotions in a comfortable quarter. In other words, while the integrated art activities express not only pleasant feelings but also unpleasant and unspeakable feelings and thoughts such as psychologically suppressed fear, anger, and jealousy through the medium of art, music, movement, and theater in a safe space of the education center, the students can get the opportunity to listen to their inner sound. Second, students learn naturally the ability to control their body. The physical expression in musical instrument playing, dance and movement therapy in music therapy scene supports and encourages physical activities of students, and the change of emotions through integrated art therapy activities even plays a role of controlling physiological functions by controlling hormone secretion. Third, in the field of education, students can actively help communication skills, that is, they will develop language and nonverbal communication methods in art activities. Considering the three effects of integrated art therapy techniques, it can be helpful to maximize the effectiveness of education by applying integrated art therapy techniques to enable students to listen to their own inner sounds.

4. Implications of This Study

In this regard, this study analyzed the effectiveness of emotional coaching and integrated art therapy teaching method. After applying emotional coaching and integrated art therapy education method to leadership education for 250 people who entered the police, military and firefighting officials related leadership curriculum for 8 months from March 1 to November 30, 2019, the satisfaction of the students was raised rather than the satisfaction of the previous education. In addition, FGI(Focus Group Interview) 87 was conducted in parallel with subjective survey for more detailed analysis.

Based on the implications of this study, the instructors in the leadership-related education field can present three major areas to be supplemented and developed in terms of emotional coaching teaching method and integrated art therapy education method. First, the satisfaction of the students was increased when the integrated art therapy teaching method led to the healing and empathy of the students and conducted the education in the conflict management, interpersonal relationship and effective communication subjects. Therefore, it is effective to apply emotional coaching and integrated art therapy techniques in parallel with theories and techniques for communication with others in the field of practice after conducting 1-2 classes of education contents that lead to healing and empathy to students by utilizing writing therapy and role play combined with music therapy. In order to cultivate as a “behavioral leader” in our society as a whole, the students themselves must first control themselves. It is possible to induce action learning through the communication of healing and empathy with oneself, and the interest in learning that the students feel is naturally motivated. Through this process, it is meaningful that the students were able to observe the leader who restores and feels confidence and pride.

In these times we are already AI era and the fourth revolution. Various and integrated teaching methods are needed in the field of education. In particular, leadership education is most important for learners to experience and feel themselves and motivate them to practice through it. In particular, for police, military, and fire officials who are special officials, leadership education helps to become a responsible leader who takes the initiative as a true leader. Through this, it will be possible to practice with the hearts of police, military, and fire-fighting officials trusted
by the people. The 'emotional coaching' education method and 'integrated art therapy' education method examined in this study will be a turning point for education that presents many opportunities for students.[1][10][16][17][18][19].

5. References

5.1. Journal articles


5.2. Books


5.3. Conference proceedings


5.4. Additional references


6. Appendix

6.1. Authors contribution
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| Lead Author YJL | - Set of concepts ✔
|             | - Design ✔
|             | - Getting results ✔
|             | - Analysis ✔
|             | - Make a significant contribution to collection ✔
|             | - Final approval of the paper ✔
|             | - Corresponding ✔
|             | - Play a decisive role in modification ✔
|             | - Significant contributions to concepts, designs, practices, analysis and interpretation of data ✔
|             | - Participants in Drafting and Revising Papers ✔
|             | - Someone who can explain all aspects of the paper ✔

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