

# THE CONCEPT OF HUMAN EMOTIONS AND THEIR FUNCTIONS AS COMPONENTS OF MODERN EDUCATION

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Abstract:	Keywords:
<p>The article reveals the various approaches that exist in science to the nature and essence of emotions, the principles and functions of emotions, the features of the manifestation of emotions in younger students from the point of view of psychology and pedagogy. As a result of the study of the categories of emotion and their functions, it was concluded that within the framework of educational activity, psychological neoplasms are formed, which not only characterize the most significant achievements in the development of younger students, but also constitute the foundation that ensures the development of children at the next age stage. Each age period of the child has its own prerequisites for emotional growth. Primary school age is largely due to the willingness and ability to emotionally perceive, experience and remember. Enhanced emotional susceptibility to the actions of others and its assimilation is a special side of the personality of a younger student, which characterizes personal qualities and their development in the future. Among the age-related psychological features of younger schoolchildren, motor, sensory-perceptual, intellectual-volitional, motivational and emotional activities stand out; the ability to include all these techniques in their own practical and creative activities, in communication with adults and peers, in behavior. Scientific studies show that this age period is favorable, since it is sensitive (sensual) for the formation of an emotional and aesthetic attitude to the surrounding reality.</p>	<p>Emotions, functions of emotions, junior schoolchildren, personality, individuality, activity, education</p>

## Introduction

Studying the essence and specificity of the emotionality of younger schoolchildren, which ensure its development, we took as a basis the theoretical analysis of scientific literature. Today, this problem is relevant, since emotions affect the processes of cognition, behavior and motivation. Emotions take an active part in all areas of human activity and behavior, which means that the study of their development is of great interest to researchers.

There are many defining conditions and determinants in the life of every person. However, they will be effective only if they managed to get into the emotional sphere of relations, change and gain a foothold there. The universal significance of emotions has attracted

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increased interest, resulting in a high degree of study. After some time, researchers began to use narrower topics for study, for example, the expression of emotions and how a particular state of a person can affect activity [1].

Emotions are presented as an object. They cannot be compared with feelings, because this is a fleeting phenomenon. Relatively recently, emotional states were identified with feelings. However, recent research has shown that emotions are only precursors to feelings. First, a person experiences an emotional state, and only then some kind of feeling appears.

The term “emotion” comes from the Latin *emovere*, which means “to excite and excite. Over time, this definition has changed. At present, emotions are momentary reactions that appear in response to exogenous (from the external environment) and endogenous (from one's own organs) signals. They leave their mark as changes in the physiological state of a person.

GC. Shingarov gives emotions the following definition: “... a psycho-physiological mechanism by which, at the mental level of reflection of reality, the internal environment of the body changes under the influence of external influences” [2, p. eleven]. According to the point of view of this researcher, emotions are what connects all the links in the chain of reflection of reality. K.K. Platonov, thinking differently, writes that “emotions do not reflect objects and phenomena of the real world, but the objective relations in which these objects and phenomena are related to human needs. Not yet being a form of cognition, emotions evoke in the mind not an image of an object or phenomenon, but an experience” [3, p. 5].

Psychologists have their own classification of emotions - these are moods, affects and passions. By mood is meant an emotional state that does not show much brightness, but is stable. Passions are long-term states, they manifest themselves strongly and deeply. At this moment, they subordinate the actions and thoughts of a person, thereby directing him to activities to satisfy certain desires. Affects are instantaneous, vivid manifestations of an emotional state. They appear in response to some specific stimuli, which means that they can be controlled and directed. A.N. Leontiev, for example, connects emotions with motives and needs. Among the emotional processes, he distinguishes three types: affects, emotions proper, and feelings [4].

The history of the study of the emotional background of a person has identified a number of principles of the psychology of emotions, among which, according to the classification of K. Izard [5], are the following:

principle of differentiation of emotions - this is the separation of emotions, that is, the selection of separate ones that can be differentiated in terms, their expressive-mimic complexes, their emotional and motivational characteristics (joy, fear, anger, sadness, and so on). P.M. Jacobson, studying the emotional life of schoolchildren, drew attention to the fact that each emotion has its own influence on a person, so there can be a variety of reactions in response: expressive, motor, perceptual, cognitive and emotional [6];

the principle of interaction of elements of emotion is the assertion that even the simplest emotion has a greater impact than a single element. And there are several of them - nervous, expressive and emotional. Each of them affects each other. If the emotional process is

normal, then the reverse process occurs. This approach does not explain how the emotional process affects the behavior of the individual;

the principle of the appearance of emotional complexes explains the fact that in life there is not one particular emotion, but several. Thus  $\neg$ , they form a so-called complex or combination;

the principle of emotional communication explains that the experience of emotion occurs individually, but its components are still social. Some  $\neg$ emotions are universal. They manifest themselves in the same way, regardless of language, culture and level of education. However, the impact of society makes a person suppress the manifestation of certain emotions or smooth them out, that is, go for emotional communication;

the principle of self-regulation confirms that a person can manage and exercise control over the emotional state with the help of his efforts  $\neg$ . It is known that all elements of emotions are interconnected, which means that a single element can serve as a way to manage or control the entire emotional process. Emotion has an organizing influence on thought and behavior. It can reduce the field of perception, reduces the number of objects to which the subject is directed. As a result, the number of cognitive and behavioral alternatives is reduced. But beyond that, emotions have a  $\neg$ motivating value and transfer energy that influences behavior; the principle of emotional contagion. An example of emotional  $\neg$ contagion is the smile of a baby in response to a mother's smile. Throughout life, the smile of one person is an incentive for the appearance of it in the one to whom it is directed. Other similar examples can be cited, which can be stable stimulants of emotions in another individual. This principle helps to explain the appearance of the same feelings and behavior, which manifests itself in different people, but in a similar situation.

For a long time, the doctrine of emotions absorbed such  $\neg$ emotional phenomena as desire, attraction, and so on. The philosophy of antiquity united three emotional phenomena (pleasure, desire and suffering) into one whole. However, in the works of Aristotle, one can see another version of this dependence: the conditionality of the states of pleasure - suffering by the success of satisfying desire. Medieval philosophy also united emotions into one whole, for example, experiences of pleasure and displeasure, fear, anger and love. T.G. Hobbes believed that pleasure, desire and love are components of one phenomenon. Descartes refers desire to the number of initial passions, in Spinoza it is one of the affects [7, p. 38].

An important issue in the study of emotions is whether it is innate or appears as a result of learning. Existing evidence suggests that basic  $\neg$ emotions have similar expressions in different societies and countries, which means that emotions are provided by innate programs. Emotions affect a person in several ways, and the same emotion in a similar situation affects people differently. K. Izard distinguishes several ways of interaction of emotions on systems and the individual as a whole: emotions and the body, emotions and personality development, emotions and perceptual-cognitive processes, etc. [8].

Observations of children raised in the same environment have shown large  $\neg$ personal differences in emotional thresholds and emotional activity. If a child has a low threshold for a

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certain emotion, then this will lead to the fact that there will be different reactions in adults and children. Such interaction leads to the appearance of special individual characteristics. One's own emotional traits are also affected by childhood environmental experiences. The idea that emotion is perceived as a separate phenomenon is no longer something new. Biologist G. Spencer described centrally initiated emotions. Emotional experiences in life are perceived as special manifestations of consciousness. Every person experiencing a deep emotion sees that emotional manifestations are a non-standard state of consciousness [9].

In the end, we are all emotional beings who surround ourselves with people and objects, to which we attach emotionally and go through experiences more than through the assimilation of facts and theories. Emotion is constantly in interaction with other processes that characterize the state of consciousness, and this leads to the appearance of connections between emotions and the mind.

Consider the functions and features of emotions.

Cognitive-evaluative function . VC. Viliunas points out that emotional states are always followed by the ability to evaluate. However, there were several options: what to evaluate (objects, attitude, harmony, and so on) and how to do it (consciously or not, specifically or approximately) [10]. A similar theory is found in the teachings of psychology about emotions XX century, where emotions are also emphasized as a manifestation of reality, it is noted that emotions have an important adaptive function, and only then - evaluative and motivating (P.K. Anokhin, A.N. Leontiev, etc.).

The adaptive function of emotion stands next to the motivating one. S.L. Rubinshtein wrote: "Emotions or needs experienced in the form of emotions are at the same time incentives for activity" [11, p. 154]. K. Izard in his work on differential emotions writes that they constitute the motivational system of a person [8, p. 123].

Emotions contain the value attitude of the individual to the world. These phenomena are connected with self-consciousness, self-determination and constitute the motivational systematics of a person. Emotional reactions and states form the understanding of personal individuality. The reaction serves as a so-called signal of the individual's attitude to reality.

The inner life of a person is always emotional, since any reactions always remain individual. There is a constant connection between a person and society, while individuality is preserved due to personal emotions. The educational activity of younger schoolchildren expresses the individual behavior of children, which reflects their mental activity. The latter is manifested in the pattern of development of emotions and emotional tension. However, it is rare, but it occurs that emotions are masked even from the subject himself. This happens in a period of rupture of individuality with the possibility of awareness and expression. The problem of the emotional development of younger students is characterized by a special emotional sensitivity, namely: the inability to control their emotions, there is emotional instability, poor awareness of their own and other people's feelings. The grading system is based on how much the student knows and whether he behaves well. If the child is without complexes, emotional

and shows his feelings, then this is perceived as a lack of education and lack of intellectual development.

As a result of the study of the categories of emotion and their functions, it can be concluded that within the framework of educational activity, psychological neoplasms are formed that not only characterize the most significant achievements –in the development of younger schoolchildren, but also constitute the foundation that ensures the development of children at the next age stage. Scientific studies show that this age period is favorable, since it is sensitive (sensual) for the formation of an emotional and aesthetic –attitude to the surrounding reality. All this constitutes the scientific novelty of our research and determines their theoretical and practical value.

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