

THE ROLE OF THE EMOTIONAL FACTOR IN THE EDUCATIONAL PROCESS

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Abstract. In the age of scientific and technological progress and digital technologies, when the quality of communication is undergoing significant changes due to the substitution of direct contact in various fields of activity by indirect communications, emotional experiences for a person retain their necessity and expediency as one of the sources of enriching the inner world of the individual and cognition of the surrounding reality. It is the variety of emotional manifestations of a person, their intensity, depth and duration that make it possible to transform the environment into a subjective individual space that will be unique and unique. In this regard, emotions, as a special class of mental processes and states associated with the instincts, needs and motives of the individual, perform a number of essential functions in the life of each individual. The emotional sphere of a personality, being a mechanism for the development of its creative activity, develops most intensively in subject-subject interaction, which must be directed both to the manifestation of one's own emotions and to support the emotional states of another. The logic of managing the development of creative activity, in this case, should be built from the unappreciative acceptance of the emotional states of students to the support of their emotional reactions, and then to supportive relationships. Without commenting and without appreciating the emotional states and reactions of students to the information being mastered or methods of working with it, we thereby create a comfortable psychological environment for each of them to recognize the right to experience exactly the feelings that they themselves call.

Keywords: Emotions, diagnostics of emotional state, dynamics of emotions and feelings, mental activity.

Introduction

The content of any profession is determined primarily by the objective socio-economic requirements of society. The new requirements of the Kazakh society to the level of training of graduates of higher educational institutions necessitates changes in educational programs, the introduction of modern training technologies in order to improve professional knowledge and skills, ensuring the rapid adaptation of the future specialist to new conditions of professional activity, the development of creative initiative. The gradual development of the teaching profession, which has become traditional in pedagogical universities, is not laid down in the university plans. Taking into account this specificity of university education, the course "Pedagogy" for undergraduate students is devoted to the problems of high-quality preparation for the teaching profession. The course content, focused on the needs of secondary educational institutions, gives students the opportunity to creatively rethink the range of theoretical and practical information, bring them into the system and transform them into teaching practice. At a time when science is becoming a

productive force of society, significant attention is paid to the effectiveness of the higher school system. The discussion of the problems of university teaching most often concerns the informational aspect: what and how to teach students, because the flow of information is growing uncontrollably. The abundance of information has set the task of improving teaching methods. Currently, the introduction of technical means into the educational process and even the automation of the latter is already the norm, although only a few years ago it was only attempts that were cautiously and very carefully used.

Basic provisions

The greatest difficulty in designing technical means is taking into account psychological factors, such as patterns of perception, attention stability, memorization techniques, activation of students' thinking, motivation of activity, individual differences, etc. In addition to these, there are also psychological phenomena in pedagogical activity that are born and exist only as a result of the interaction of the teacher and the audience. I would like to pay attention to one such nuance - it is an emotional and sensual component in the process of cognition. Every teacher knows that the success of a lesson, lecture, seminar class depends on the content of the material, the method of its presentation, the preparedness of the listeners, their attitudes. And yet, if the lecture meets all the above conditions, in one case it achieves a result, and in the other it does not, because the final effect is evaluated not only rationally, but also emotionally. Even sensations (organic, painful, gustatory, tactile, auditory) have a positive or negative emotional tone. Emotions support attention, improve memorization, and increase the productivity of the thought process by mobilizing the body's energy reserves. In the classification of feelings, it is customary to distinguish "intellectual feelings". It is believed that they are primarily a reaction to novelty. This is indisputable, but to a certain extent. Is it possible to be endlessly surprised by new things if a student listens to lectures on different disciplines for 6 hours and there is a huge amount of information in each? It must be assumed that adaptation will come in more than a month, and the novelty factor will act in exceptional cases. Intellectual feelings include the surprise that arises when correlating the information received with the previously known, when the new does not correspond to the information received with the previously known, when the new does not correspond to the previous ideas. At the same time, there is an attempt at coordination, which activates mental activity. The reaction to the mismatch of knowledge can be affective and for some period will cause a negative attitude, unwillingness to agree, and in some cases negativism can be transferred to the personality of the teacher. This technique encourages you to turn to the literature in order to clarify the provisions. Such discrepancies can be the subject of discussion at seminars, when discussions are delayed due to the fact that students operate not with the facts of science, but with their feelings. Negativism is just one of the consequences of surprise. It is most likely that the correlation of new and old information will cause a positive orientation, interest. The task of the teacher is to maintain interest in the subject, which depends on a number of indicators. Firstly, it depends on the amount of information. If little information is reported,

then the emerging interest will be unstable, with excessive information there is also no active intellectual activity. Secondly, from the mechanisms of influence. The process of cognition itself is not an end in itself, but a means to use the accumulated knowledge.

Description of materials and methods

The first stage of applying knowledge is imagination, which allows you to operate with images, create new knowledge and at the same time experience various positive feelings. The real discovery of a new one is associated not so much with positive experiences as with negative ones: regret, annoyance, disappointment, chagrin, etc. These feelings are usually called negative because they are caused by dissatisfaction with the results obtained. In a certain sense, these feelings will be positive, encouraging further active activity. When they say "sports anger", we do not believe that this is a negative property of an athlete. Overcoming difficulties in the process of cognition eventually gives positive emotions. In one case, overcoming big obstacles ("a mountain off your shoulders") brings true pleasure, and in the other, with insignificant costs, they achieve significant success (this can be expected when working with training machines).

Public evaluation of results plays an essential role in experiencing success or failure. It is unlikely that an achievement that is not recognized by anyone will bring joy. The informational aspect by itself does not yet determine intellectual feelings, the latter are the result of the interaction of the content of the material with the conviction and experiences of the teacher, whose task is not only to provide information from science, but also to educate the listeners' desire for knowledge. The effectiveness of the word was perfectly appreciated by A.P. Chekhov in one of his letters: "Zakharin's lectures came out. I bought it and read it. There is a libretto, but no opera. There is no music that I heard when I was a student." [1]

Pedagogical science has accumulated a large arsenal of methods aimed at forming positive motives for teaching. The leading role in stimulating methods is played by the interpersonal relations of the teacher with the students. Using the influence of interpersonal relationships on a student leads to the formation of a positive or negative attitude towards the learning process as a whole. The group of stimulation methods can be conditionally divided into large subgroups:

- I. methods of emotional stimulation;
- II. methods of developing cognitive interest;
- III. methods of formation of responsibility and commitment;
- IV. methods of development of creative abilities and personal qualities.

We will characterize each of these subgroups of methods of stimulation and formation of motivation for educational activities.

Methods of emotional stimulation.

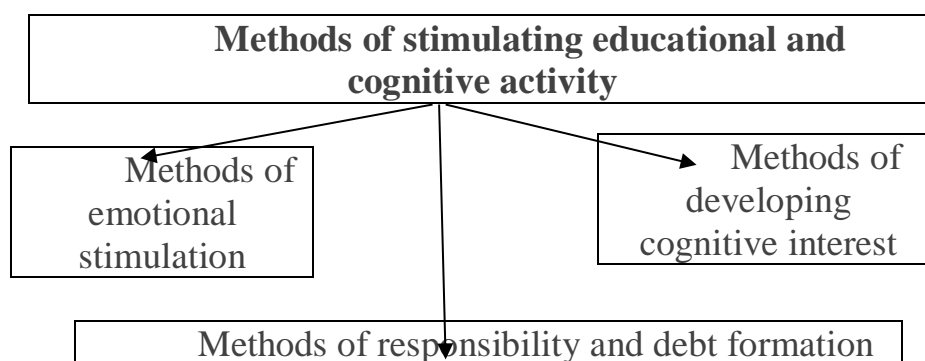
The most important task of a teacher is to ensure that students have positive emotions in relation to educational activities, their content, forms and methods of implementation. Emotional arousal activates the processes of attention,

memorization, comprehension, makes these processes more intense and thereby increases the effectiveness of the goals achieved.

The main methods of emotional stimulation are:

- * creating a situation of success in teaching;
- * encouragement and censure in teaching;
- * use of game forms of organization of educational activities;
- * setting up a perspective system.

Creating situations of success in learning is the creation of a chain of situations in which a student achieves good results in teaching, which leads to a sense of self-confidence and ease of the learning process. This method is one of the most effective means of stimulating interest in learning.



Encouragement and censure in teaching. Experienced teachers often achieve success as a result of the widespread use of this method. To praise a student in time at the moment of success and emotional uplift, to find words for a short censure when he crosses the boundaries of what is permissible—is a real art that allows you to manage the emotional state of students.

Methods of developing cognitive interest

The main methods of developing cognitive interest are the following methods:

- formation of readiness of perception of educational material;
- creating a game plot around the educational material;
- stimulating with entertaining content;
- creating creative search situations

Formation of readiness of perception of educational material.

The method is one or more tasks or exercises of the teacher aimed at preparing students to perform basic tasks during the lesson. For example, instead of the standard phrase: "We are starting a new topic" - the teacher can hand out a piece of paper to the listeners and ask them to write all the words they know about this topic within 3 minutes. After completing this task, they will count how many words they managed to write, and find out who has more and who has less. Now you can start a new topic. Listeners will closely follow the teacher's speech, thinking that they forgot to write, that they could have written more.

Building a game plot around the educational material is conducting a game during the lesson, which includes the implementation of planned educational actions. In recent years, teachers are increasingly trying to enrich and diversify the educational content of classes using this technique.

The method of stimulating entertaining content. Of great importance in the development of cognitive interest among students is the selection of imaginative, bright, entertaining educational material and adding it to the general series of educational examples and tasks. This method creates an atmosphere of elation, which, in turn, arouses a positive attitude to learning activities and serves as the first step towards the formation of cognitive interest

One of the techniques included in this method can be called the technique of creating entertaining situations in the classroom — the introduction of entertaining examples, experiments, paradoxical facts into the educational process. The selection of entertaining facts causes a constant response from students. Entertaining can also be built on creating a situation of emotional experience through evoking a sense of surprise at the strangeness of the fact cited, the paradoxical experience demonstrated in the lesson of the grandiosity of numbers. Surprise at the persuasiveness and clarity of the examples invariably causes deep emotional feelings in the listeners.

The method of creating situations of creative search.

A strong cognitive interest is caused by the creation of situations involving listeners in creative activity. Creativity is one of the most powerful reasons for the development of cognitive interest. However, there are also difficulties here. Practice shows that for a teacher, the task of developing students' creative abilities is the most difficult and difficult to implement. This is due to the contradiction inherent in this problem. On the one hand, it is necessary to create conditions for each student that allow them to solve various problems freely and uninhibitedly. Moreover, the more "scope" and unusual solutions he has, the better, since this indicates the successful development of creative abilities. On the other hand, all this "free flight" of a student's thoughts should take place within the framework of general education programs.

Methods of formation of responsibility and obligation

The learning process is based not only on emotions and the motive of cognitive interest, but also on a number of other motives, among which the motives of responsibility and obligation are especially significant. One of the main motives is the motive of honor, when a student values his word or promise and strives to fulfill it — "keep his word". Methods and techniques of responsibility formation in teaching are based on methods of educating students, which in itself emphasizes the unity of the learning and upbringing processes.

The formation of the personal significance of the teaching is a method of forming students' awareness of the importance of successful learning for his present and future life. Understanding the personal significance of successful teaching largely depends on the behavior of the teacher.

Operative control. Operational control plays an important role in the formation of a sense of responsibility. The use of the operational control method is not as a method of harsh punishment for violations, but as a method of identifying difficult topics, questions, tasks for students in order to re-draw students' attention to them for better performance.

Methods of development of mental functions, creative abilities and personal qualities of students. In the course of training, the teacher faces a number of tasks that are not directly related to learning, but nevertheless are necessary to achieve success in teaching and developing students. The main share in the overall development of the listener is made by the development of educational material. The greatest effect is given by such methods as:

- creative task;
- setting a problem or creating a problem situation;
- discussion (organization of discussion of the material);

A creative task is an educational task containing a creative component, for the solution of which the student needs to use knowledge, techniques or solutions that he has never used before. The frequent conduct of such tasks teaches students to constantly think and look for various options for completing educational tasks. Students' imagination gets time and space for its development.

Results

The content of what was heard is sometimes remembered vaguely, and the impression is stored much longer. The emotional effect in teaching is determined not only by the factors that the teacher sets, but also by those that come from the individual typical properties of students. For example, what causes violent emotions in yesterday's schoolchildren may not worry older people at all, and vice versa. The dynamics of the flow of emotions in the named age range will undergo changes. Age affects not only through functional characteristics, but is also associated with different social maturity. The composition of the student audience is unevenly represented by men and women, whose emotional characteristics are differentiated in a peculiar way. So, according to our long-term observation, it was found that according to psychophysiological indicators of excitability, which are correlates of emotional states, men are the most reactive, and women are more stable. Differences in vegetative excitability can be considered at the level of the individual (biological), but sexual demorphism of emotional reactions has also emerged at the personal level (social). How does a person behave in a state of frustration when he needs to find a way out of a difficult situation or react to accusations? To diagnose frustration, we used a drawing association test, where students give answers to 24 life situations. The received statements were evaluated in two directions:

According to the type of reactions:

- a) the response emphasizes that the situation is unpleasant to a person, undesirable, causes difficulties; such reactions are called obstructive;
- b) the responses express the activity of the subject in the form of condemnation, reproach, directed against someone or even themselves; such reactions are called self-protective;
- c) the responses are aimed at resolving the frustrating situation by the subject himself, or other persons are involved for this, or simply the outcome of the case will be favorable; such reactions are called permissive.

Self-protective reactions in the responses of men and women are predominant. The latter, in comparison with men, more often give answers emphasizing obstacles and less often try to eliminate obstacles.

In the direction of reactions:

a) responses in which the subject blames external obstacles or other people for deprivation or hindrance (outwardly accusatory);

b) answers in which the subject blames himself, feels remorse (self-accusatory);

c) answers in which the subject avoids reproaches to other people and to himself (without accusatory).

Discussion

In the direction of the reaction, the answers are more often outwardly accusatory, and in the group of men this predominance is even greater. Women are more likely than men to give self-accusatory and non-accusatory reactions. The reactions of men in comparison with the reactions of women by type are more often self-protective and permissive, in the direction - they give a higher percentage of outwardly accusatory reactions and a lower percentage of self-accusatory and non-accusatory reactions. In practice, this may affect the fact that men react more sharply to difficulties and they are less self-critical. Women, on the other hand, are more sensitive to failures and build their behavior based on past experience. If in the past such activities ended unfavorably, then in a similar situation there will be a delay in the tendencies to action. The repetition of unfavorable outcomes forms uncertainty, anxiety of the individual. If a student fails on one exam, then on the other her confidence decreases and may affect the results. Using the questionnaire self-assessment method, we determined the anxiety of students and found that women, compared to men, are more anxious, less self-confident. Significant individual differences were obtained in the structure of emotional characteristics. For example, in anxiety assessments, the spread of individual differences is from 8 to 40 points. Individual differences affect the structure of emotional states, that is, in the same situations, reactions can occur according to the type of hyper - or hypofunction. The dynamics of emotional reactions in connection with intellectual activity was the subject of a special study. Emotional states have a close connection with the energetic characteristics of the body and accompany intense intellectual activity. Up to a certain point, the intensity of emotional experiences increases along with the growth of intellectual productivity, and with significant intensification, emotions begin to reduce information success. This pattern (parabolic dependence) is illustrated by I.M. Paley [2] in relation to neurodynamic properties, activation of motivation, on the one hand, and success in solving intellectual tasks, on the other. In the most general form, this dependence affects the exam. The exam as an emotional factor affects in different ways: those who are completely confident in themselves, apparently, will experience minor excitement. Those who know that their training was insufficient, emotions will be stronger, they contribute to the mobilization of knowledge and can ensure high success. But there are also emotional

experiences that reach excessive strength and interfere with the realization of having knowledge.

Conclusion

We mainly considered the connection of emotions and feelings with mental activity, but this is not limited to the scope of students' experiences. There are other phenomena that do not have such a direct impact on the success of learning, but have an indirect effect, for example, aesthetic feelings. Higher educational institutions, apart from specialized ones, pay extremely little attention to the education of aesthetic feelings, which are closely related to moral ones. Aesthetic feelings increase mental activity, educate a person's tastes, enrich the spiritual sphere of a person, and those who do not experience them impoverish their lives. Aesthetic feelings, compared with intellectual ones, are lost earlier, especially if they do not receive proper reinforcement.

The structure of students' experiences is extremely complex, and there is almost no way to formulate it in any way fully, since it is dynamic and depends on external phenomena, human activity and its individual-typical features. We drew attention to the reserve in the process of cognition, what is the emotional factor, the need to take it into account in working with students and the importance of forming feelings.

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ОҚУ ҮДЕРІСІНДЕГІ ЭМОЦИОНАЛДЫҚ ФАКТОРДЫҢ РӨЛІ

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Аңдатпа. Ғылыми-техникалық прогресс және цифрлық технологиялар ғасырында, қарым-қатынас сапасы жанама коммуникациялармен қызметтің түрлі салаларындағы тікелей байланыстың алмасуына байланысты айтарлықтай өзгерістерге ұшырайды, адам үшін эмоционалдық күйзелістер жеке адамның ішкі дүниесін байыту және қоршаған болмысты тану көздерінің бірі ретінде өзінің қажеттілігі мен мақсаттылығын сақтайды. Адамның эмоционалдық көріністерінің әртүрлілігі, олардың қарқындылығы, тереңдігі мен ұзақтығы қоршаған ортаны бірегей және жалғыз болатын субъективті жеке кеңістікке айналдыруға мүмкіндік береді. Осыған байланысты эмоциялар жеке тұлғаның инстинктерімен, қажеттіліктерімен және уәждерімен байланысты психикалық үдерістер

мен күйлердің ерекше класы ретінде әр адамның өмірінде бірқатар маңызды функцияларды орындайды. Тұлғаның эмоционалды саласы, оның шығармашылық қызметін дамыту тетігі бола отырып, өз эмоцияларын көрсетуге және басқа біреудің эмоционалды жағдайларын қолдауға бағытталуы керек субъектілік - субъектілік өзара әрекеттестікте қарқынды дамиды. Шығармашылық іс - әрекеттің дамуын басқару логикасы, бұл жағдайда, оқушылардың эмоционалды жағдайларын бағаламай қабылдаудан олардың эмоционалды реакцияларын қолдауға, содан кейін қолдау қатынастарына негізделуі керек. Оқушылардың эмоциялық күйлері мен олармен жұмыс істеу әдістеріне қатысты пікірлерін түсіндірмей және бағаламай, біз олардың әрқайсысы өздері атайтын сезімдерді сезіну құқығын танудың ыңғайлы психологиялық ортасын жасаймыз.

Тірек сөздер: эмоциялар, эмоциялық жағдайдың диагностикасы, эмоциялар мен сезімдердің динамикасы, ақыл-ой қызметі

РОЛЬ ЭМОЦИОНАЛЬНОГО ФАКТОРА В УЧЕБНОМ ПРОЦЕССЕ

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Аннотация. В век научно-технического прогресса и цифровых технологий, когда качество общения претерпевает значительные изменения в силу подмены непосредственного контакта в различных сферах деятельности опосредованными коммуникациями, эмоциональные переживания для человека сохраняют свою необходимость и целесообразность как один из источников обогащения внутреннего мира личности и познания окружающей действительности. Именно разнообразие эмоциональных проявлений человека, их интенсивность, глубина и продолжительность позволяют преобразовывать окружающую среду в субъективное индивидуальное пространство, которое будет неповторимым и единственным. В связи с этим эмоции как особый класс психических процессов и состояний, связанный с инстинктами, потребностями и мотивами личности, выполняют ряд существенных функций в жизнедеятельности каждого индивида. Эмоциональная сфера личности, являясь механизмом развития её творческой деятельности, наиболее интенсивно развивается в субъект - субъектном взаимодействии, которое необходимо направить и на проявление собственных эмоций, и на поддержку эмоциональных состояний другого. Логика управления развитием творческой деятельности, в данном случае должна выстраиваться от без оценочного принятия эмоциональных состояний учащихся к поддержке их эмоциональных реакций, а далее - к поддерживающим отношениям. Не комментируя и безоценочно принимая эмоциональные состояния и реакции учащихся на осваиваемую информацию или методы работы с нею, мы тем самым создаем комфортную психологическую обстановку признания за каждым из них права испытывать именно те чувства, которые они сами называют.

Ключевые слова: Эмоции, диагностика эмоционального состояния, динамика эмоций и чувств, умственная деятельность.

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