

COMPARATIVE STUDY OF EMOTIONAL COGNITIVE BEINGS

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Abstract: The article deals with emotional cognitive being and gives several types of the cognitive being and understanding. On the one hand, humanity observes the world around him and shows his attitude to the public. Next, people should be careful to make a conclusion according to their emotions. The article discusses about the topic.

Key words: Emotion, Cognition, Emotional Intelligence, Psychological Competence, Adolescence, Facilitation of thinking, Types of Emotions, Cognitive Being.

INTRODUCTION

Sudden changes in a person's psychological structure can also change a person's life. The previous system of "school-family-society" will be replaced by a new situation - "professional – family, socio-economic conditions". Now the professional factor plays an important role in personal development. Everyone has a life-changing normative time in their career as well as the whole life. One of the most important diagnostic methods in the category of empirical (practical) methods of psychology is the method of observation. People show their feelings to him in the process of observing the environment. They can also express their feelings for the environment and show their impact on it.

MATERIALS AND METHODS

The purpose of psychological observation is as the following:

Selection of the observed situation, situation and object in accordance with the purpose, to make sure that it is reasonable;

Development of a program of observation, its application in practice, the creation of a graphical representation, the graphical representation of the collected results.

The object and subject of observation have the following structure:

The object of observation is the study of human, group, community and interpersonal relationships, emotional experiences, the animal world, individual activities, creativity, behavior, etc. ;

The subject of observation is the externalization of human diversity - the state, process, strength, intensity, continuity, dynamics, specificity, its joint action, the course of consciousness, unconsciousness, the course of consciousness, activity and behavior;

Practical and gnostic cases; acts of speech: meaning, content, essence, direction, frequency, rhythm, tempo, amplitude, duration, intensity, expressiveness, its lexicon, grammar, phonetics, linguistic structure, etc. ;

Nonverbal speech: facial expressions, pantomime and vocal facial expressions (expressing

the meaning of music through body parts);

Manifestations of vegetative reactions: redness, whitening, sweating, rapid, slow and difficult breathing.

Methods of expression of observations: representation of the data collected in experiments by means of signs, symbols and symbols (pictograms, lines, tables, anagrams) and creation of various forms, descriptive statements, accounts. The following types of observations can be used in psychology: sequential, episodic, field-based, laboratory-artificial, natural, chronological, periodic, one-time, etc. There are several different forms of observation, depending on the task, each of which can be used: covert observation, creating a psychological portrait of the observer, intervening observation (gives high results in adolescents), analysis of behavioral portraits, etc.

Observations and research show that according to the purpose of the activity - action, emotional, image and word - logical memory. It is divided into long-term, short-term and operative memory. Involuntary memory is memory that occurs without a purpose between memorization and recollection.

Involuntary memory - the target is set, the material is selected and stored in memory by special methods.

Action memory - remembering, remembering and recalling is associated with action. "Golden Hands" is an example of good memory.

Emotional memory - is memory based on feelings. (For example, when he speaks, he remembers surges, fears, and insecurities.)

Image memory - imagination, memory connected with the life of nature. For example, the Russian artist N.N. Ge went to the palace of Peter I and at a glance remembered all the views of the room.

RESULT AND DISCUSSION

Cognition is the process of acquiring and understanding knowledge through our thoughts, experiences, and senses. Learning involves acquiring knowledge and skills through experience, study, or being taught. Cognition and learning rely on each other. Learning requires cognition and cognition involves learning. Whenever our senses experience something new we go through a series of cognitive processes, which are the processes that result in learning. Cognition and learning difficulties cover a wide range of needs and abilities. Cognition and learning difficulties may affect all areas of the curriculum as with pupils with Moderate Learning Difficulties or Severe Learning Difficulties. However, cognition and learning difficulties may only impact on specific areas such as reading, writing, spelling and/or numeracy. [5.1]

Looking at the impact of cognition on emotion, it can be considered that although this short review focuses on the impact of emotional content on cognitive functions, here we briefly discuss another important line of studies that has investigated cognitive-emotional interactions, namely, cognitive emotion regulation (Ochsner and Gross, 2005;

Ochsner and Gross, 2008). A particularly informative regulation strategy is “cognitive reappraisal”, which involves rethinking the meaning of affectively charged stimuli or events in terms that alter their emotional impact. Reappraisal appears to depend upon interactions between prefrontal and cingulate regions that are frequently implicated in cognitive control and systems like the amygdala and insula that have been implicated in emotional responding. Interestingly, having the goal to think about stimuli in ways that maintain or increase emotion may boost amygdala activity whereas having the goal to decrease emotion may diminish it. Furthermore, changes in emotional experience and autonomic responding may correlate with the concomitant rise or fall of prefrontal and/or amygdala activity. Although much of the work on the cognitive regulation of emotion has relied on a relatively strict separation between cognition and emotion, which are in this context viewed as engaged in tug-of-war for the control of behavior, this framework is likely overly simplistic. As proposed by Ochsner and Gross (2008), a more fruitful approach will entail developing an integrated framework for specifying what combinations of interacting subsystems are involved in emotional responding, as individuals exert varying degrees and types of regulatory control over their emotions.

CONCLUSION

Understanding many aspects of language is related to the study of its social and anthropological nature. The relationship between cognition and emotion has fascinated important thinkers within the Western intellectual tradition. An empirical study of the development level of adolescents’ emotional intelligence was conducted in the city of Berdiansk, Zaporizhzhia region in 2018. The total sample size was 40 people (20 students of the 9th grade of Berdiansk Municipal Lyceum and 20 students of 8-9 grades, students of the group "Psychological studies" of the Center for children's and youth creativity). Some emotional problems in everyday communication are faced by 40% of the Lyceum students and 10% of the members of the circle. Emotions to some extent complicate the communicative interaction of 45% of the Lyceum students and 35% of the members of the circle. Emotions prevent 10% of the Lyceum students and 55% of the circle members from making contact with other people, which has a direct correlation with the scale "expression managing" as per D. Liusin Emln method, expression of circles’ members brings information about their bad mood or reflects unpleasant stable personality traits, that are understood by others and have a negative 77 effect on contacts. As one can see, circles’ members have more "obstacles" in establishing emotional contacts than the Lyceum students.

Emotional cognitive is the ability to recognize and interpret the emotions of others, notably from such cues as facial expression and voice tone, and to interpret one's own feelings correctly. Impairment of emotional cognition is associated with a range of psychological conditions, notably Asperger's disorder. [4.1]

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