

## **THE ROLE OF EMOTIONS IN THE REGULATION OF STUDENTS' EDUCATIONAL AND COGNITIVE ACTIVITY**

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It is hard to overestimate the role of emotions in the life of every person. While performing its functions (signal, adaptive, estimated, communicative, regulatory, and motivating etc.) emotions affect not only human behavior, but also the educational and cognitive activity.

Different approaches of the emotional sphere in the training activities and relation of emotions with psychic and cognitive processes have been the subject of study of many researchers: L. I. Aidarova, G. O. Ball, O. V. Dashkevich, V. V. Davydov, K. Izard, D.B. Elkonin, S. D. Maksimenko, P. M. Jacobson, O. Ja. Chebykin, etc. "Emotion is a complex psychological state that includes three separate components such as a subjective experience, a physiological response and a behavioral (or expressive) response" (Hockenbury & Hockenbury, 2007). Therefore, in psychological dictionary, the concept "emotions" is to be construed as a personality's evaluative relation to the environment, with the personality's needs that encourage activities. Emotions vary in quality characteristic (positive, negative), morality, their dynamics, the external expression and awareness. For example, negative emotions unlike positive ones reinforce the guideline for the perception of details and help their rigorous analysis, while the positive ones lead to the neglect of the details, but reinforce the focus on globality (I. M. Andreeva, 2009). A number of researchers have studied the emotions that arise during learning activities. A significant study of emotions in training has been conducted by O. J. Chebykin, who concluded from his experiment that the following emotions are encountered most frequently: interest, boredom, insult, surprise, doubt, fear, enthusiasm, pleasure, delight, joy, frustration, interest, anger, fear, etc. Interesting is the fact that emotions of fear during phase of mastering and using the studied material have been recorded in students who get good grades. According to K. Izard, "an emotion is something that is experienced as a feeling that motivates, organizes and directs perception, thinking and actions".

In addition, there is a view, which does not deny much the motivating force of the emotions, but clarifies its origin. Therefore, it is indicated that an emotion has no motive force, but human needs have, that emotions depend on the needs and function as "an internal mirror" (Je. D. Khomska, 2005). S. L. Rubinstein has a similar thought: an emotion is a subjective form of needs (motivation) existence. Psychological understanding of the human condition includes the concept of positive and negative emotional state, the internal tension, the nature of emotions (feelings, affects). After all, a person's emotional life consists of a diverse content: emotions reflect its evaluative attitude to certain conditions that facilitate or prevent activities (e.g. fear, anger), to specific achievements in it (joy, sorrow), to existing or potential situations, etc. This knowledge of a student's psychic state allows to find ways of communicating with him, matching his momentary mood, and thus to avoid misunderstandings and conflicts.

This study does not exhaust the complexity of the problem. We plan the further studying of emotional regulation of students' educational and cognitive activity.