

INFLUENCE OF PERSONALITY ON THEIR EMOTIONAL ATTITUDE TO ADOLESCENT EDUCATION

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Abstract. The article focuses on studying the influence of personality orientation characteristics on the formation of an emotional attitude towards education in adolescence. In particular, the emotional sphere of the personality and the content of its components are shown. At the same time, the influence of personality orientation on the manifestation of emotional relationships in adolescence is highlighted on the basis of empirical data.

Keywords: adolescent personality, emotional sphere, cognitive activity, motivation for success, anxiety, anger, needs, interests, ideals, altruistic, communicative, aesthetic, activation.

ВЛИЯНИЕ ОРИЕНТИРОВАННОСТИ ЛИЧНОСТИ НА ЭМОЦИОНАЛЬНОЕ ОТНОШЕНИЕ К ОБРАЗОВАНИЮ ПОДРОСТКОВ

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Аннотация. В статье основное внимание уделяется изучению влияния особенностей личностной ориентации на формирование эмоционального отношения к образованию в подростковом возрасте. В частности, показана содержательная сущность эмоциональной сферы личности и ее компонентов. Вместе с тем, на основе эмпирических данных освещено влияние направленности личности на проявление эмоциональных отношений в подростковом возрасте.

Ключевые слова: личность подростка, эмоциональная сфера, познавательная активность, мотивация успеха, тревожность, гнев, потребности, интересы, идеалы направленность, альтруистический, коммуникативный, эстетический, активизация.

The problem of developing the emotional sphere of personality is very relevant today. The study of human emotions has great theoretical and practical significance, since they are one of the psychophysiological mechanisms for managing human behavior, that is, in everyday life, emotions can play a key role in making important decisions.





Adolescence is considered the most emotionally rich period, and therefore the study of the emotional state of adolescents occupies a special place in psychology. Due to the restructuring of the organism, adolescents experience increased excitability, feelings of awkwardness, discomfort, physical appearance, height (girls grow faster than boys), etc. Girls often exhibit a changeable mood, they become upset, tearful. In boys, motor inhibition is more pronounced. They are mobile and cannot remain at rest. In general, the emotional sphere of transitional age is characterized by a sharp change in emotional states, increased excitability, impulsivity, emotional instability, ambivalence of emotions and feelings [3].

Recently, the problem of emotional development has become increasingly relevant. Scientists consider this age to be especially emotional, and research in this area is one of the underdeveloped areas of psychology. In adolescence, the problem of diagnosing and developing the emotional sphere is of paramount importance. The age characteristics of adolescence contribute to the formation of internal personal and interpersonal emotional intelligence within the framework of leading activity and the social situation of adolescent development, therefore, the issue of the harmonious unity of emotions and cognitive processes is relevant at this age.

Adolescence is the most important stage of development between childhood and adulthood, and it is fundamental in personality development. As synonyms of this age period, scientists include the following adjectives: "transitional period," "turning point period," "difficult," "critical." During the transition from one period of life to another, very important and complex processes occur. The emotional sphere of adolescents is the most sensitive and is distinguished by a number of features, among which are excitability, hypersensitivity, anxiety, stability of emotional experiences, and the contrast of emotions.

In modern science, a whole direction of studying the emotional sphere has developed, the leading representatives of which are: L.M. Abolin, I.D. Bekh, V.K. Vilyunas, L.S. Vygotsky, V. Wund, B.I. Dodonov, O.V. Zaporozhets, K.E. Izard, I.S. Kon, O.I. Kulchitskaya, A.M. Leontiev, V.S. Mukhina, E.Z. Neverovich, S.L. Rubinstein, P.V. Simonov, O.Y. Chebikin, T.M. Chebikina.

As researchers L.V. Gavrilova and M.A. Kozlova note, "emotions in human life are significant for individual experience: they relate to the actions of internal regulation of behavior. Emotions at the level of motivation hinder the implementation of activity or, on the contrary, help, stimulate, and direct it. It also expresses an evaluative attitude towards "special conditions" of activity[2]. Feelings begin after the satisfaction of needs, since they are a subjective form of expressing needs. Consideration of the essence of emotions attracts the attention of many authors in the development of emotional theories. Today, one can find many different interpretations of the definition of "emotion"[2].

E.P. Ilyin states: "The emotional sphere of personality is a multifaceted structure that includes, in addition to the emotions themselves, various emotional phenomena (emotional tone, emotional states, emotional characteristics of personality, emotionally stable relationships (feelings) [8]."





According to A. Wallon, "a child is capable of living a mental life only because of emotions. It is emotions that unite the child with their social environment, organic and spiritual symbiosis is realized in emotions, the "flowing" of one into the other takes place[1].

The relevance of this research lies in the fact that pedagogical activity in the education and upbringing of the younger generation is based not only on the special organization of educational activity and the use by the teacher of certain professional and pedagogical competencies, but also on the presence of a number of psychological characteristics, qualities, and qualities of the individual, allowing for more effective psychological correction of the behavior of adolescents with social maladjustment. One of the leading psychological and pedagogical conditions for effective behavior correction is the orientation of the teacher's personality, capable of significantly influencing the personality of adolescents.

Orientation in everyday life is connected with the individual's striving for various levels of life goals, including the needs that give rise to them. Well-known psychologists (S.L. Rubinstein, B.G. Ananyev, A.V. Petrovsky, A.N. Leontiev, K.K. Platonov, L.I. Bozhovich, V.E. Chudnovsky, B.S. Bratus, B.F. Lomov) introduce a focus on the systemic structures included in the personality structure. Needs, interests, ideals, and others are usually mentioned as components of personality orientation. However, the needs, interests, and ideals of a person as elements of orientation do not yet constitute a complete list of structural elements of personality orientation.

According to B.I. Dodonov, in understanding the nature of personality orientation, its emotional component, that is, the emotions and feelings that activate experiences, is often overlooked [6]. B.I. Dodonov, whose scientific position we perceive as a concept of empirical study of the orientation of the teacher's personality, classifies the concept of "orientation" as a need for a special feature based not on form, but on content [6].

It should be noted that local psychologists interpret needs in two ways: "as a need for something or as a reflection of this need in the human mind"[16]. Sometimes the content of a need is defined as some program of life activity, instilled in us by nature and society. Such natural programs can have psychological significance and can be classified as needs for experiencing relationships. Since the listed experiences express feelings, they can be classified as a certain form of attitude towards the world and, ultimately, as an emotional direction.

According to B.I. Dodonov, "a person's orientation is a kind of projection onto the emotional sphere of a person. If the emotional sphere of a person manifests itself as a system of "rapid response" to any significant changes in the context of the needs of the external environment, then the realization of a person's needs can occur at different levels of activity and depth of emotional connection with the environment" [6].

It should be noted that there is a sufficiently limited range of studies related to the concept of "emotional orientation," which are mainly devoted to various aspects of the connection of this phenomenon with the motives of professional self-determination





of the individual, choosing a profession, specialty, etc. For example, in the theoretical research of O.A. Perets and E.V. Solodovnik, when analyzing B.I. Dodonov's concept of general types of emotional orientation, it is considered, on the one hand, as a personality orientation, and on the other hand, as an autonomous need for emotional experiences [14].

In the work of A.V. Grishina, it is shown that the emotional orientation of the student's personality can form the main components of professional self-determination [13]. A similar opinion is supported by L.A. Golovey, V.R. Manukyan, L.V. Rickman, and others, who associate types of emotional orientation with types of professional orientation [15]. In the work of M.Yu. Derbeneva, the features of emotional orientation of the personality were studied, which allows us to distinguish the range of professional interests of the subject [4].

According to N.Yu. Spiridonova, emotional orientation as a factor of professional choice is determined by gender differences [18]. N.E. In Yablonsky's work, it was emphasized that altruistic emotional orientation helps to reduce anxiety levels in the context of managing people's joint activities in a situation of high responsibility [20]. N.D. Zhiga experimentally proved that the emotional orientation of the individual influences and is associated with the motives for choosing the student-psychologist profession [5].

In the research of R.V. Ovcharova, it is shown that the gnostic and aesthetic orientation of the individual is predominant in students of sociological specialties [12]. R.M. Shamionov studied the features of the dynamic connections of emotional orientation and subjective well-being of the individual in the context of professional self-determination [19].

In the works of A.A. Oboznov, O.N. Dotsenko, it is shown that the emotional orientation of teachers is associated with satisfaction with work activity and emotional fatigue [11]. O.N. Dotsenko considers the peculiarities of the emotional orientation of so-called socionomic professions of teachers and doctors [7].

It is necessary to confirm the absence of theoretical and empirical research on the study of the emotional orientation of the teacher's personality and its influence on the process of forming positive relationships of the teacher with socially maladjusted adolescents.

In early adolescence, emotions play an important role in personality development. At this age, a meaningful construction of one's worldview, individual value system, and "I" concept is observed. Compared to elementary school age, the "I" image at the age of 12-13 is unstable and less positive. During this period, the comprehension of all information about the "I" image begins.

As E. Erikson noted, adolescence occupies a central place - the adolescent solves the main task of developing a sense of role identity, which includes not only a system of relevant role identifications, but also experience accumulated in the previous stages of the formation and development of the adult personality [13]. The emotional sphere of an adolescent's personality undergoes significant changes during adolescence. It has been established that with age, children begin to better identify emotions, and in





adolescence, the boundaries of "emotional" concepts become clearer. According to V.N. Pavlenko, a significant expansion of the emotional vocabulary and an increase in the number of parameters they differ in adolescents as they grow older is noted [13]. In his research, Ch. Spielberger emphasizes that adolescents experience various life events more vividly and intensely than not only adults, but also children. This applies to both positive and negative emotions. If a teenager is happy but sad about something, he feels very unhappy. In a state of joy and despair, they quickly replace each other. The same mood throughout the day rarely prevails [17]. According to P. Lafré, adolescents feel six times happier than their parents and three times happier than their parents. In addition, adolescents more often feel uncomfortable and anxious, bored, and indifferent than adults [10].

Such excitement in the emotional life of adolescents is associated by many researchers, first of all, with the imbalance of two main types of nervous processes - excitation and inhibition. In adolescence, general excitation increases, and inhibition decreases. Thus, it turns out that the same life events cause more pronounced emotional pressure in adolescents, and it is much more difficult to calm them down.

The feelings and emotions of adolescents are mainly manifested in their inner life. Adolescents express their feelings less externally. Even in a sincere conversation, they hide many of their experiences. The possibility of the coexistence of emotions and feelings of opposite directions is an important feature of the emotional sphere of adolescents. For example, adolescents may temporarily love or hate someone, and at the same time, these feelings can be completely sincere. Emotions are usually divided into positive and negative. As E.P. Ilyin noted, adolescents are more inclined to express joy than anger, fear, and sadness. The tendency towards anger is somewhat more pronounced than fear and sadness. Joy, anger, and sadness are most experienced at the age of 12-13, and the expression of fear, on the contrary, decreases during this period [9]. P. Lafré shows that along with positive and negative emotions, there is also a state called "emotional zero" - boredom. Its danger lies in the fact that in adolescents it is replaced by positive emotions, while negative ones are replaced very easily. If a teenager gets bored and can't find interesting work, they become irritable, angry, and aggressive[10].

Consequently, the analysis of research in the field of developmental psychology shows the relevance of this problem and emphasizes the need to conduct experimental work to study the features of emotional development of young adolescents.

In this regard, in order to investigate the relationship between the emotional attitude towards learning and personality orientation in the emotional sphere, the methodology of A.D. Andreeva "Diagnostics of the emotional attitude towards learning and learning motivation" and the methodology of B.I. Dodonov "Determination of the general emotional orientation of the personality" were used. The obtained results were analyzed quantitatively and qualitatively and reflected in the table.

Table 1





Relationship between emotional attitude towards learning and personality orientation in adolescence

Emotional orientation	Criteria of emotional attitude towards education			
	Bilish faolligi	Muvaffaqiyat motivatsiyasi	Xavotirlanish	G'azab
Altruist	0,13*	0,15*	0,09	0,10
Communicative	-0,07	-0,07	-0,14*	-0,15*
Gloris	0,002	-0,04	-0,13*	-0,18*
Practical	0,07	0,11	0,05	-0,01
Pyunic	-0,01	-0,04	-0,07	0,01
Romantic	0,002	0,005	-0,08	-0,12*
Gnostic	0,09	0,05	0,02	0,007
Aesthetic	0,09	-0,07	-0,12*	-0,15**
hedonistic	0,09	-0,07	-0,10	-0,13*
Activate	0,07	0,09	0,02	-0,04

According to the results of Table 1, it is observed that altruistic cognitive activity has a positive significant correlation ($r=0.13$; $p \leq 0.05$) with success motivation ($r=0.15$; $p \leq 0.05$). According to the results, it was noted that altruistic anxiety is an independent phenomenon without interconnection with anger. It was observed that there is an opposite correlation with communicative anxiety ($r=-0.14$; $p \leq 0.05$) and anger ($r=-0.15$; $p \leq 0.05$). According to the results, it turned out that communicative cognitive activity is an independent component, not interconnected with the motivation for success. It was noted that Gloris has a significant relationship with anxiety ($r=-0.13$; $p \leq 0.05$) and anger ($r=-0.18$; $p \leq 0.05$). As can be seen from the results, it was established that gloris is an independent phenomenon, not interconnected with cognitive activity, motivation for success.

It was established that romantic anger has an ontogenetic relationship ($r=-0.12$; $p \leq 0.05$). According to the results, it was observed that romantic cognitive activity is an independent component, not interconnected with motivation for success, anxiety. It was revealed that there is a high level of a significant correlation with aesthetic anger ($r=-0.15$; $p \leq 0.01$), and with anxiety ($r=-0.12$; $p \leq 0.05$). As can be seen from the results, it was noted that aesthetic cognitive activity is an independent component, not interconnected with the motivation for success. It was found that hedonistic anger has an opposite significant correlation ($r=-0.13$; $p \leq 0.05$). According to the results, it was observed that hedonistic cognitive activity is an independent component, not interconnected with motivation for success, anxiety. According to the results of the experiment, it was established that the orientation of the emotional sphere of a person is an independent phenomenon, not interconnected with cognitive activity, motivation for success, anxiety, anger.





Based on the analysis of the studied theoretical approaches and empirical data, we have the opportunity to formulate the following conclusions:

- an increased state of anxiety in a person leads to the formation of negative conditions associated with the educational process, such as insufficient desire to acquire knowledge, lack of interest in learning;
- the formation of satisfaction with the learning system in the adolescent's personality leads to the establishment of a positive emotional attitude towards the educational process;
- interpersonal relationships in the adolescent collective, satisfaction with collective activity, interaction of group members are embodied as a factor determining emotional attitudes towards the educational process;
- The active development of social desire in adolescents contributes to the formation of a stable emotional state towards learning.

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