

AZ ÉRZELMI ÁLLAPOTOK KOGNITÍV FOLYAMATOKRA GYAKOROLT HATÁSÁNAK ELMÉLETEI ÉS ISKOLAI KÖZEGBEN VALÓ MEGNYILVÁNULÁSAI

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Abstract: Researches regarding the effect that emotional states have on cognition focus on two issues. One of the approaches refers to the way emotional states exert their impact on the storage and the recall of the information from the long term memory, while the second approach centers on the influences of emotional phenomena on perception and on the elaboration of information. Despite of the scientific advancement achieved in the investigation of the relationship between cognitive processing and emotional states, several theoretic and empiric barriers come forward especially when we try to apply the elaborated models are on the school environment. Theoretic models and pragmatic results often prove to be incompatible. The results regarding the manifestation of the effect of emotion on cognition in the school context ranges only partly with the theories of emotion and cognition - that themselves are also inconsistent. Hence, further research is required for the clarification of the emotional factors of learning. More solid and expansive results are needed, that can serve as a pivot for educators and teachers either in the facilitation of positive emotions when these are beneficial for the performance, or in the furtherance of the regulation of positive emotions when performance is rather facilitated by negative emotions than by positive ones.

Keywords: cognitive processes, emotional states, cognitive distortions, school adjustment, school performance