

Énreleváns ingerek hatása az iskolai társas helyzetek értelmezésére

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Abstract

The goal of this study is to highlight the path from negative and positive feed-back concerning one's own performance in social activities to the development of interpretation biases regarding ambiguous social situations.

After presented with positive or negative self-relevant, personalized feed-back, a group of sixth and seventh grade children were asked to rate ambiguous social situations. It was expected, that secondary emotions, raised by feed-back regarding one's social actions, will be decisive regarding the type of mental scenarios that are activated from previous social experiences. By increasing the sensation of danger, negative feed-back disposes to negative evaluation of social situations, while positive feed-back disposes to a more positive evaluation. The results are indicating that former social experiences influence whether negative or positive feed-back have a more deeper impact on interpretation. Children which initially were disposed to rate the ambiguous social scenarios as being more negative based on only a few information, were more influenced by positive than by negative feed-back. It is suggested, that former experience activates congruent mental scenarios, therefore congruent feed-back has little affect on interpretation of social situations. On contrary, incongruent feed-back can overwrite existing mental scenarios, leading to a more favorable or unfavorable interpretation of ambiguous social situations.

Keywords

interpretation biases, ambiguous social situations, self-relevant stimuli, feed-back, peers, emotional control