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FEATURES OF EMOTIONAL DEVELOPMENT OF STUDENTS OF THE XXI CENTURY

Abstract

The topic of students' emotional development is one of the most significant in the aspects of psychological and pedagogical science. In the process of higher education students are faced with a large number of stressful situations that affect their mental state in a certain way. Emotions are one of the first barriers to the mental protection of the personality and the main indicator of personal adaptation [1]. Emotional regulation is a complex psychological phenomenon, based not only on the genetic predisposition of the personality, but also on sonocial learning, education and cultural features of the personality[2].

Given the possibility of influencing the development of personal emotional stability, this topic is considered by psychology and pedagogy as one of the ways to increase the effectiveness of the educational process and the possibility of psych prevention of social disadaptation in future professionals. The purpose of the study was to identify the features of the emotional development of modern students.

Key words: *emotional development, psychological features, formation of emotions, global values of the XXI century*

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ОСОБЕННОСТИ ЭМОЦИОНАЛЬНОГО РАЗВИТИЯ СТУДЕНТОВ XXI ВЕКА

Аннотация.

Тема эмоционального развития студентов является одной из наиболее значимых в аспектах психолого-педагогической науки. В процессе получения высшего образования студенты сталкиваются с большим количеством стрессовых ситуаций, определенным образом сказывающихся на их психическом состоянии. Эмоции являются одним из первых барьеров психической защиты личности и основным показателем личностной адаптации [1].Эмоциональное регулирование является сложным психологическим феноменом, основанном не только исключительно на генетической предрасположенности личности, но и социальном научении, воспитании, культурных особенностях личности[2].

Учитывая возможность влияния на развитие эмоциональной устойчивости личности данная тема рассматривается психологией и педагогикой как один из способов увеличения эффективности образовательного процесса и возможность проведения псих профилактики социальной дизадаптации у будущих специалистов.

Ключевые слова: *эмоциональное развитие, психологические особенности, формирование эмоции, глобальные ценности XXI века.*

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XXI ҒАСЫР ОҚУШЫЛАРЫНЫҢ ЭМОЦИОНАЛДЫҚ ДАМУ ЕРЕКШЕЛІКТЕРІ

Аңдатпа

Студенттердің эмоционалдық дамуы тақырыбы психологиялық-педагогикалық ғылым аспектілеріндегі ең маңызды тақырыптардың бірі болып табылады. Студенттер жоғары білім алу процесінде олардың психикалық жағдайына белгілі бір түрде әсер ететін көптеген стресстік жағдайларға тап болады. Эмоциялар жеке тұлғаның психикалық қорғалуындағы алғашқы кедергілердің бірі және тұлғалық бейімделудің негізгі көрсеткіші болып табылады [1].Эмоционалды реттеу жеке адамның генетикалық бейімділігіне ғана емес, сонымен бірге әлеуметтік оқытуға, тәрбиелеуге негізделген күрделі психологиялық құбылыс. , және жеке тұлғаның мәдени ерекшеліктері [2].

Жеке тұлғаның эмоционалды тұрақтылығының дамуына әсер ету мүмкіндігін ескере отырып, бұл тақырыпты болашақ мамандардың психология және педагогика оқу-тәрбие процесінің тиімділігін арттыру жолдарының бірі және әлеуметтік дезадаптацияның психопрофилактикасын жүргізу мүмкіндігі ретінде қарастырады.

Түйін сөздер: *эмоционалдық даму, психологиялық ерекшелер, эмоцияны қалыптастыру, 21 ғасырдың жаһандық құндылықтары.*

The research objectives were several:
1. To study the basic theoretical and methodological approaches to the problem of emotional development of modern students.
2. To determine experimentally the peculiarities of emotional development of modern students.
3. To develop recommendations for the development of the emotional sphere of modern students, creating conditions for their favorable and harmonious emotional and personal development.

The research's theoretical and methodological bases were the main provisions of the concepts of personality formation in ontogenesis by L.I. Bozhovich, the cultural-historical theory by L.S. Vygotsky, the concept of a three-dimensional structure of social intelligence by J. Guilford, etc.

Research methods:

Theoretical analysis of domestic and foreign sources of literature on the problem; method of collecting empirical data, which will be implemented through a set of techniques. An example of one of these techniques is:

1) Projective test of social intelligence Guilford-Saliven

The study's practical significance lies in the fact that the established features of the emotional development of modern students will allow to substantiate and develop various psychological approaches that can be used for prosperous and harmonious emotional and personal development.

The base of the research was students of 1-3 courses of the Kazakh National Pedagogical University named after Abay

Psychological features of adolescence

Adolescence seems to be one of the most productive periods of a person's life. At the period of adolescence falls, in most cases, obtaining higher and specialized secondary education.

The period of adolescence has long been viewed as a period of preparation for adulthood, although it has been given different social statuses at different historical epochs [3].

During this period, the young man forms:

1) Self-consciousness – based on a holistic view of himself, emotional attitude to himself, self-assessment of his appearance, mental, moral, volitional qualities, awareness of his merits and shortcomings, purposeful self-education, the emergence of opportunities for self-improvement;

2) Own worldview of life philosophy as a coherent system of views, knowledge, beliefs, own worldview as a coherent system of life philosophy, based on a significant amount of previously learned knowledge and develop the ability to abstract and theoretical thinking, without the addition of new knowledge into the unified system.

3) Longing, rethinking, and critical reflection, around each of his independence and originality, his theory, the meaning of life, love, happiness, politics, etc. A kind of egocentrism is peculiar to adolescence: developing his theory thinking, the guy behaves as if the world needs to obey his theories.

Self-awareness formation takes place in several ways:

1) The discovery of his inner world - the young man begins to perceive his feelings not as derived from external events, but as a state of his "I", there is a peculiar feeling, not like others, sometimes there is a feeling of loneliness;

2) Awareness of the irreversibility of time, an understanding of the finitude of its existence;

3) A holistic view of oneself and one's attitude to oneself is formed, and initially, one notices and evaluates his/her body features, appearance, charm, and the moral and psychological qualities.

In the period of adolescence, the main components of personality are formed - character, general and special abilities, and worldview. These complex components of the forming personality are psychological prerequisites for entry into independent, adult life. Several studies point out that adolescence is a sensitive age, very favorable for the formation of value and meaning orientations as a stable property of personality, contributing to the formation of outlook. A distinctive feature of age becomes the sharp strengthening of self-reflection, i.e., aspiration to self-knowledge of the personality, to an estimation of its possibilities and abilities [4].

Studies by G.G. Kravtsov and I.V. Sysoeva show that processes of formation and development of the volitional sphere underlie the development of a personality in adolescence. Will at this age acquires the status of an independent mental process and is designated by the authors as one of the central new formations of adolescence. Following L.A. Kozharina, they allocate four criteria of volitional behavior: meaningfulness, initiative, extra-situational, and problem-solving. Personality development in early adolescence passes through four stages:

- The first stage is the subject's comprehension of his or her internal characteristics;
- In the second stage the subject consciously explores his or her "self-image" in different situations;
- In the third stage the subject places his or her "self-image" into different situations;
- The fourth stage is the separation of his or her real personality from his or her "self-image."
- According to the authors, the psychological peculiarities of adolescence are related to the isolation and awareness of one's "self-image". A stable "self-image" is formed [5].

Cultural and historical aspects of the formation of emotions, behavior, and value orientations

Human personality development begins in childhood. After the very beginning of birth, a child does not have any skills of interaction with reality, and all his behavior is determined by innate conditionally-reflexive behavior. Manifestations such as crying, moving limbs, sucking, swallowing are represented by the unconditioned reflex activity available in all living species regardless of experience. The gradual development of an individual leads to the acquisition of new skills and gradual complication of already existing reflexes. Thus, over time, simple sucking

and swallowing of liquid food develop into the ability to grind solid food, followed by the ability to push through a solid food lump. The mental development of the newborn appears to be a primitive interaction with the analyzers. The child's analyzers are capable of picking up stimuli in most cases, but the brain structures have not yet been trained to process them fully. For the child, it appears as a general noise of the environment, which becomes more and more differentiated with time[6].

The linguistic factor of a child's upbringing plays a crucial role in his or her cultural upbringing. Language is a determining factor for a child's future thinking and how he or she verbalizes needs. Language and culture underlie the national character of an individual. Traditional upbringing welcomes certain forms of behavior, which children assimilate and rely on in the future in the form of attitudes. The attitudes, in this case, are based on value orientations received in childhood, characterized by unconsciousness of their functioning and uncritically. These formations are formed in the child's character and are one of the determining factors throughout his or her life. It is based on these phenomena that emotional reactions occur, allowing the individual to assess his or her attitude towards a certain phenomenon. [7, 8].

Features of the manifestation of temperament and character in behavior are not complex if we do not consider the motivational component of personality. Motivation is an internal conviction to achieve a certain goal, characterized by stability[9]. Motivation plays a significant role in personality behavior. Motivation includes certain functions:

1. Motivational function
2. Selective (selective) function
3. Cognitive (cognitive) function
4. Objective-modeling function
5. Meaning forming function
6. Regulatory function

One of the most important aspects of the need for values in society is the maintenance of order. In the concepts of psychoanalysis and humanistic psychology, societal values played a deterrent role for the individual. In the framework of the activistic approach, values are presented not so much as a constraining element, but rather as a guiding one. In L.S. Vygotsky's concept, values are a developmental guide for the individual living in this society[10].

In today's rapidly globalizing world there is a confusion of certain value orientations of society. This process is particularly reflected in the value orientations of young people. Young people in adolescence and adolescence are active users of social networks. The constant exchange of cultural information that they pass through allows them to form their value orientations not only based on their own culture, but also on certain global cultural values that are relevant in different parts of the world. Among the newest values that are most relevant to the current young generation are freedom and the global network[11,12].

Freedom is a philosophical concept that includes the ability of the individual to make his own decision, to manifest his own will [82]. Freedom - as a value was considered by mankind as one of the most important aspects of life. Freedom is part of one of the basic experiences of human life. Throughout a long history, we know numerous examples in which for the sake of freedom people were ready to apply any wrongful acts, as a sign of expression of the position or full change of a political system, examples of such actions can be named "Rebellion of Kenesary Kasymov", "Great French Revolution", etc.[13, 14].

It is these two factors that create special, innovative values for modern young people. Opportunities to feel their freedom within their state, opportunities for self-expression and creative expression of their position, a sense of involvement in the development of society, opportunities to demonstrate their creativity to a wide audience, constant cultural and social exchange of information, getting the necessary scientific knowledge and philosophical reflections can overcome the crisis period at present.

Emotional development is one of the problems of psychological science. This process affects many areas of the professional, intimate, creative, personal life of a person. The formation of

emotional states is influenced by such phenomena as the cultural environment in which a person lives, the value orientations he or she has formed during ontogenesis, the physiological state of the nervous system, and the level of self-actualization of the individual. Culture is not a permanent phenomenon and is gradually changing. Existing values may differ significantly from those 20-30 years ago. The process of change itself is very difficult to notice, but it is easy enough to see the results after a certain time.

Important global values in the XXI century are people's beliefs, freedom of life, and self-expression. The main source of freedom in modern times has become a global network "The Internet". The possibility of rapid exchange of cultural information through this network accelerates the process of globalization throughout the world. Globalization leads to a change in values, and consequently emotional perception.

The Internet allows people to realize their creative skills. Users of the social network are united by their interests, helping them to identify themselves. Such positive aspects of the social global network allow the development of society, contribute to globalization, synthesize new Internet resources, virtual resources, which have their physical equivalent. Self-actualized personality is an important component of his psycho-emotional hormone. When the process of self-actualization of the personality is disturbed, negative emotions arise and destructive value orientations of the personality can be formed.

Methodology of the experimental study

An experimental study was conducted to diagnose the level of psycho-emotional development of students, to identify the personalized features of this process and the factors influencing it. Following stages are present as part of the conducted research:

1. Carrying out the ascertaining research
2. Carrying out psychologically corrective work
3. Repeated psychodiagnostic study

During experimental research the following methods were used:

- Guilford-Saliven projective test of social intelligence. The Guilford-Saliven method is aimed at examining the features and structure of social intelligence of the tested person. In the testing process, participants are asked to complete 4 main blocks of tasks.

a) Stories with Completion. In this subtest, test participants are presented with a set of 14 life situations depicted in pictures. Each of the situations has a logical continuation. The respondent must choose the most probable development of events from the options offered.

b) Expression groups: In this subtest, participants are given a set of 15 demonstrations of other people's emotional expressions depicted in the pictures. Each of the situations has a specific context. The respondent must choose the one that is more appropriate given the context in which the emotion is expressed.

c) Verbal Expression: In this subtest, participants are presented with a set of 12 verbal situations that they might encounter in the daily lives of others, written in text. Each of the situations has a specific context. The respondent must choose the one that is least appropriate given the context in which the verbal formations are used.

d) Stories with addition. In this subtest, research participants are presented with a set of 14 life situations that can be encountered in the daily lives of others depicted in the pictures. Each of the situations has a specific context and depending on that context, the continuation of that situation. The respondent has to choose from the options offered the one that best fits the context and the logical continuation of the situation.

In the given research, the use of the Guilford-Saliven method allows to estimate the level of development of emotional intelligence of the personality and to structure different sides of this intelligence. The test makes it possible to differentiate the existing complex concept into more partial ones, which greatly simplifies diagnosis and qualitative understanding of the developmental situation[15].

The study examines the general and private hypotheses:

The experimental data collected allowed us to identify groups in need of psychocorrective work. The psycho correction program is stored in online storage GoogleDrive.

Access mode:
https://drive.google.com/drive/folders/1eF6LZcmNQwYbNN2mWXCgYkB2sH8PGTm-?usp=sharing

Participants of the research were given contacts of the organizers of the study and they can address all questions to the organizer.

The results of the pilot study

The majority of the study participants have a level of social intelligence below average. The second largest group is in the range of average values

Analysis and interpretation of the results

In the process of testing the results were obtained, characterizing the psycho-emotional state, the peculiarities of the formation of the level of self-esteem, the expression of stable personal qualities, and the level of social intelligence. As part of the experimental study the results were processed and the following conclusions were drawn:

1. In the process of diagnosing the level of development of social intelligence of students of the Kazakh National Pedagogical University named after Abay using the Gilford-Saliven questionnaire, it was highlighted that the experimental group can be characterized as follows:

- Most participants in the study have an average level of development of predictive abilities. The second largest group is in the range of values below average.
- The majority of participants in the study have an average level of development in the ability to recognize the context in which emotional expression occurs. The second largest group is in the below-average range.
- The majority of study participants have an average level of development in their ability to recognize the context of verbal symbols. The second largest group is in the below-average range.
- Most participants in this study have a below-average level of ability to understand the logic of another person's actions. The second largest group is in the range of average.
- Most participants in the study have a below-average level of social intelligence. The second largest group is in the range of average values.

The resulting qualitative interpretations allow us to build a general psychological picture of the sample studied. Determination of mutual influencing factors is an important element in constructing a complete picture and dividing the factors into clusters, with which psychologically corrective work must subsequently be done. For the definition of mutually influencing factors in research, the statistical criterion for the identification of linear correlational connections of Pearson is used.

The correlation analysis performed allowed to reveal the connection of certain personality traits with anxiety indexes and self-esteem. As it was found out, there is a reciprocal relationship between self-esteem and situational anxiety. In addition, there is an inverse relationship between the level of personality dominance and its indicators of personality anxiety, and there is a direct relationship between the index of dominance and self-esteem. The personality characteristic of spontaneity is in inverse relation to the indicators of situational anxiety. It is also highlighted that there is a direct correlation between the indicators of high insight and self-esteem. The level of emotional tension directly correlates with the indicators of situational and personality anxiety. Thus, we can form a certain cluster of personality traits, work with which will ensure the stabilization of the other psycho-emotional indicators of personality. Such personality traits include:

Humility-dominant – increasing the level of dominance in the behavior of the individual will provide a decrease in the indicators of personal anxiety and increase the value of personal self-esteem;

Discretion-recklessness – increasing the level of the spontaneity of behavior will reduce manifestations of situational anxiety;

Straightforwardness-perceptiveness – increasing the level of discernment in the dialogue will also increase the self-esteem of the individual;

Relaxation-emotional tension – a decrease in the overall level of emotional tension will have a beneficial effect on reducing situational and personality anxiety scores.

CONCLUSION

This research paper examined the topic of psychological features of the emotional development of modern students. During the theoretical consideration of the issues, it was revealed that in its definition, emotions imply a special form of response to changes in the surrounding reality. This form performs a certain incentivizing function and describes an individual's attitude to a given phenomenon regardless of its modality. Different branches of psychological science have their specific views on the nature of emotions. From the standpoint of psychophysiology and physiological psychology, emotions are one of the basic mechanisms of adaptation for humans. In the process of encountering a situation that requires consideration, emotions motivate a person to action. Humanistic psychology laid the foundation for the theory of personality needs. Emotions in this theory take the place of indicators of behavior. In the case of an individual, emotions motivate him or her to change an existing situation or established pattern of behavior. In pathophysiology, emotions are the main indicators of personal health. A healthy personality is characterized by a balanced emotional background, where there is no sharp expression of a single emotion. In this case, emotions play an auxiliary role in social adaptation. In a healthy personality, emotional communication is a need, ignoring which leads to neurotic conditions, up to and including personality disorders.

Character is an important part of emotional regulation. Within the framework of the activity approach, the character is a regulating mental structure that corrects personal behavior that does not fall under the permissible in certain cultural and social groups. In this case, one of the most important factors is the basic attitudes acquired by the child in childhood. They are not innate, therefore do not relate to the temperament of the personality, according to the neurodynamic approach to temperament, but at the same time are acquired at an early age, which fits into the concept of acquired character in the framework of the activity approach and the Western individual personality approach (in which the temperament and character in most cases are combined into a common psychological structure).

Important global values in the XXI century are people's beliefs (including religious beliefs), freedom of life, and self-expression. The main source of freedom in modern times has become a global network "The Internet". The possibility of rapid exchange of cultural information through this network accelerates the process of globalization throughout the world. Globalization leads to a change in values, and consequently emotional perception.

In our experimental study, the aim was to reveal the features of the emotional development of modern students. In the process of the experiment and interpretation of its results, data characterizing the psychological portrait of the studied sample was obtained. Most participants had an adequate level of self-esteem, tended to use a particular style of thinking, showed emotional instability and submissiveness in interaction with other people, had a pronounced tendency to nonconformism and timidity in behavior, respondents in most cases preferred a pragmatic approach to activity and straightforwardness in general. Psycho-emotional state of the students at the time of the first test was described as a predominant expression of personality anxiety and emotional tension. In most cases, students had underdeveloped social intelligence.

At the end of the research work, it can be concluded that the goal set in this work has been fully achieved.

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