



EMOTIVE ASPECTS THAT CONTRIBUTE TO THE QUALITY AND RESULTS OF EDUCATION

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SUMMARY

This article aims to portray the influence of emotional aspects in the school environment, elucidating that the emotional state interferes in its development, and can delay its progress, taking away the student's self-esteem and motivation. Therefore, the objective is to understand the influence of the emotional state and its interference in the cognitive development of the student. First, demonstrating facts that create important conditions for the teaching-learning process, then moving on to bring BNCC approaches to teaching through an education that aims at values and principles, preparing citizens emotionally and cognitively, valuing the importance of emotional education. Thus, seeking to integrate the importance of teaching and well-being - being emotional in the school environment, highlighting that the teacher has a fundamental role in overcoming challenges at this time, highlighting the importance of affection in learning.

KEYWORDS: school environment; learning; affection; teaching-learning process.

ABSTRACT: This article proposes to portray the influence of emotional aspects in the school environment, elucidating that the emotional state interferes in its development, and can delay its progress, taking away the student's self-esteem and motivation. Therefore, the objective is to understand the influence of the emotional state and its interference in the student's cognitive development. Firstly, demonstrating facts that create important conditions for the teaching-learning process, then moving on to bring BNCC approaches to teaching through an education that aims at values and principles, preparing citizens emotionally and cognitively, valuing the importance of emotional education. Thus seeking to integrate the importance of teaching and emotional well-being in the school space, highlighting that the teacher has a fundamental role in overcoming challenges at this time, bringing the importance of affectivity in learning.

KEYWORDS: school environment; learning; affectivity; teaching-learning process.

1 Introduction

This article deals with emotional aspects as a fundamental condition for the development of teaching-learning in the classroom, which seeks to support and understand, achieve and indicate ways of reflecting and feeling, making those involved know themselves and providing the development of emotional skills, making students overcome difficulties and develop cognitive abilities.

Emotions play an essential role in the school environment and have been little addressed, being related to negative and positive behaviors, being linked to dropout rates, low performance and aggressive behaviors. Therefore, it is important to bring into school environments subjects such as affection, social cognition, motivation and other subjects addressed by neuropsychopedagogy, from early childhood education onwards. “[...] bringing mind and heart together in the classroom”, according to Daniel Goleman (2012, p. 26).

Learning is related to emotions. In school or any other environment, people seek occupations that satisfy them and that are for their well-being, also avoiding those that they do not like. Learning goes through 5 stages: according to the proposal of the creator of CAV (Experiential Learning Cycle) David Kolb, which are they understand, retain, practice, disseminate and create, so that it can be followed and interweaving steps requires impulses and stimulation, from a socio-emotional and well-being point of view

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This article seeks to elucidate issues involving cognitive development in the school environment. Bringing up the affectivity that was widely addressed by Wallon who brought many ideas supported by the school environment.

It is important to emphasize that the social relationships we establish in the educational environment have a decisive influence on the social, economic and cultural context. There are several types of relationships, such as teacher-student, school-community, among others. And one that deserves great emphasis and is widely discussed here is the student-teacher relationship.

Involving this relationship we can see that the presence of affection is necessary in life.



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home.

Affection is a historical topic, but little debated. In schools, there is a great concern about technological resources, leaving this subject a little aside, and being little debated.

The assessment to be developed is continuous and formative, valuing the student's participation and their interaction with the teacher.

According to the ideas presented in the discipline of educational psychology, affection influences children's learning, and there are several authors presented in the theoretical framework. We can see that according to Jean Piaget's thoughts, children go through different stages of development, and knowledge will be realized according to their age, with the teacher having an important role in the student's social, cognitive and affective life.

For Ana Mercês Bahia Bock (2008, p. 167): "Emotions are affective expressions accompanied by intense and brief reactions of the organism in response to an unexpected or, sometimes, long-awaited (fantasized) event [...]". The idea of this article is to seek to understand aspects that will improve education and pedagogical work, seeking knowledge and theoretical foundations.

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Involving this relationship we can see that the presence of affection is necessary in the student's school life, so that he can also establish better emotional relationships outside the school environment.

The reason for choosing the theme of this approach was to be able to better understand the relationship in the classroom and how it can be changed, through affection. The choice was very difficult and long, but it contributed a lot to my knowledge.

Our emotional life greatly influences our daily lives, our actions and thoughts, and is related to our cognitive development, with affection being considered the energy needed to develop cognition.

2 Theoretical Foundation

2.1 Cognitive processes and emotional education

Every day, the number of studies on emotions is growing, attracting the interest of professionals who relate scientific studies to education, health and psychological factors that influence well-being. These studies have intensified due to the pandemic caused by Covid-19, which made it necessary to intensify emotional education. Thus, we will look at the concepts that appear a lot in this research worked on in this article, "emotion" and "education".

For Linda Davidoff (2001, p. 369), the concept of emotion can be described as follows: "Emotions (also called affects) are internal states characterized by thoughts, sensations, physiological reactions and specific expressive behavior. They appear suddenly and seem difficult to control". Emotion occurs because it is an immediate reaction to a competent emotional stimulus.

In the conception of Immanuel Kant (1999, p. 15), "Man cannot become a true man except through education", thus, concepts for what Education is stand out: "Action or effect of educating, of perfecting someone's intellectual and moral capacities. [...]" (DICIO, 2020, p. 1).

According to Victor Fonseca (2016):

Emotions are implicitly linked to cognitions in any domain of learning that one cares to consider, because the emotional brain, sensitive to the reception and expression of emotions and emerging from the instinctive brain that governs the mechanisms of survival and well-being, effectively supports the symbolic, logical and thinking cognitive brain, as demonstrated by MacLean with his original and unprecedented concept of the triune brain. FONSECA (2016)

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Therefore, FONSECA states that emotions are connected to learning, for the brain to connect emotions and learning it has to be organized.

2.2 Affection in the learning process

The teacher is essential for the development of student learning, as he or she will be the intermediary of knowledge. The teacher needs to be attentive to the student's actions, noticing whether the learning has been significant, or whether there are problems in interpersonal relationships in the classroom. The teacher should identify whether his or her students are experiencing problems with self-esteem, the pain of being left unloved, fear of being rejected or other problems that cause the student to feel unworthy of esteem and consideration.

Learning can be understood as the main objective of all activities to be developed by teachers, each and every activity to be developed in the classroom must have as its objective learning something, if the student did not reach understanding it is because the teacher did not use the appropriate methods or did not make an effort to teach.

According to Piagetian theory, the teacher is the one who must create situations in which there is intellectual and cooperative reciprocity, as well as rational and moral reciprocity, and must also create situations in which the affective aspect is linked to the child's cognitive aspect, and cannot be disintegrated. Education that does not follow this path is falling into mechanical and alienating re-education.

Children learn better and faster when they feel good, and when there is a bond of trust between the educator and the learner. It is up to the educator to have empathy and know which is the best activity to develop according to the student's reality. This is what Marlene Rodrigues (1976, p. 173) states.

School learning basically depends on intrinsic motives: a child learns better and faster when he or she feels loved, is self-confident and is treated as a unique being. If schoolwork meets the child's impulses for exploration and discovery, if boredom and monotony are banished from school, if the teacher, in addition to speaking, knows how to listen and provides diverse experiences, children's learning will be better, faster and more persistent. A child's motives for learning are the same motives they have for living. They are not dissociated from their physical, motor, emotional and psychological characteristics of development (RODRIGUES, 1976, p.174).

When the teacher relates emotionally to the student, establishing dialogue, calling their name and raising questions, the teacher will be awakening the student's interest in knowledge, making the student feel motivated.

Paulo Freire discusses learning through the theory of knowledge that emerged in the 1960s, a time when the population was considered illiterate, when people lived in a culture of silence. This was the environment in which the author lived and constructed his thoughts.

According to Paulo Freire's thinking, learning should be centered on discussion, respect for students' opinions and knowledge, and dialogue. Freire did not limit himself to educational theory; his works are considered transdisciplinary, addressing the social sciences and empirical-analytical sciences.

Paulo Freire does not rely solely on theories, as he considers reality to be fundamental to his thoughts and conceptions. Freire thinks about action and reality upon it. For him, the educator should not only transmit knowledge. For him, meaningful education must involve dialogue, also promoting new knowledge to the educator, going against the idea of traditional pedagogy, as those who transmit knowledge also receive it.

According to Paulo Freire, "banking education" is when the student does not know and is never heard and the teacher is the authority of knowledge. In this education, the educator deposits the information and the student only receives it, there is a division between the oppressed and the oppressor, and there is no dialogue.

In order to establish dialogue, the educator needs to place himself in a naive position, recognizing the student as a being who holds knowledge. Through dialogue, relationships of affection, love and understanding can be created.

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2.3 Cognition and affect

From the 18th century onwards, people sought to learn about the common sense of the philosophers in question. Many contributed to the studies, some of them being Freud, Henri Wallon, Piaget among others.

Affection and cognition are inseparable subjects, where affection will be the energy for the student to strive to develop his/her cognitive abilities. Intelligence and cognition are interconnected, because when the child feels safe, he/she has more confidence in learning.

The word cognition originated through the writings of Plato and Aristotle, and means the act of knowing, including perception, attention, imagination, thinking and allocation.

Emotion is related to the learning process, but it has been left aside lately due to the introduction of new technologies. These new resources that are coming to education are quite beneficial, not forgetting that learning must be based on the relationship of affection.

According to Henri Wallon's theory (1995), man thinks as a biological-social being, with a complementary and reciprocal relationship between the biological and the social, and one cannot exist without the other.

For Henri Wallon, intelligence is related to affectivity, and the author thus makes great contributions to education. According to him, when a child is not well psychologically, he or she will probably not achieve good results in other situations, which will harm him or her at school. If there is a problem at home, he or she will not achieve good results at school.

John Dewey (1974, p. 17) argues that "education is a process of reconstruction and reorganization of experience, through which we perceive its meaning more acutely, and thereby enable us to better direct the course of our future experiences". According to his conceptions, there are several elements that interact with each other, and in this interaction the child thinks and acts in relation to the environment.

Through love, hate and other feelings, the child will establish relationships with certain people. Expressiveness will always be present, such as smiles or an apathetic face. In the absence of affection, the student will always show apathy. However, when affection is present, we can notice it through smiles or looks.

Cognition and affectivity have a decisive influence on the relationship between student and teacher. The educator must interpret the student's behavior, because through behavior the child can say a lot related to his or her desires, personality and concerns.

The National Curricular Framework for Early Childhood Education (1998, p.18) states that:

Cognitive development is another controversial topic present in some practices. The term "cognitive" is sometimes specifically linked to the development of thought structures, that is, the ability to generalize, remember, form concepts and reason logically, and sometimes refers to learning specific content. The controversy between the conception that understands that education should primarily promote the construction of cognitive structures and that which emphasizes the construction of knowledge as the goal of education contributes little because the development of the cognitive capacities of human thought maintains a close relationship with the process of specific learning that educational experiences can provide.

Controversies about caring and educating, about the role of affection in the pedagogical relationship and about educating for development or for knowledge have therefore constituted the panorama of background on which proposals in early childhood education are built. (1998 p. 18).

According to the RCNEI, cognitive development is related to affectivity, but it is a very controversial subject, with several ideas from different authors, and we still have educators who give their opinions on the subject and make their contributions. However, the RCNEI defends that children have a unique nature, building their knowledge from their interactions with the people they communicate with and through the environment in which they live, where education will help in the development of their affective, emotional, aesthetic and ethical potential, also contributing to forming happy and healthy children.

Other documents that support education, such as PCNs (1997) and RCNs (1999), developed based on LDB 9394/96, also relate affection to child development. According to the PCN, students who have successful learning feel capable of learning.

The 2000 Programme for International Student Assessment (PISA) relates cognitive development to the interest that teachers have in their students, for PISA, students with excellent results seek to meet the teacher's expectations when they are praised, and through the teacher's motivation they seek better performances.

According to PISA, teachers who are interested in their students' learning promote their autonomy and motivation throughout their lives. Motivated students will be able to live better, with self-esteem, which will influence the continuity of their studies and the depth of their studies.

2.4 Affection at the beginning of school life

When children start school, they will go through new emotional experiences, and so the school will introduce them to new discoveries outside the family context in which they live, the school will complement the discoveries that children will make in a pedagogical way, bringing great contributions to their social development. However, because it has to comply with the routine and the content to be determined by the curriculum, the school will prioritize the child's cognitive development, distancing studies from the child's reality and understanding.

According to Lilian Kelly Magalhães Teixeira Pina (2013), "affection is not only about caresses, kisses, hugs, but also about listening, admiring, talking and even reprimanding" (p. 115). Affection is part of the student's learning, however, teachers ignore this, often being harsh and unaware of the relationship between affection and emotion, and their relationship with their students' learning.

At school, however, it is no different. Affection is still gaining ground, seen as a secondary issue, with cognition being prioritized as the only means of achieving learning. There are numerous studies relating affection to cognition. Scholars such as Jean Piaget and Henri Wallon defend very well-developed and well-known educational theories involving the issue of affection. However, schools have not been giving the subject the importance it deserves, and have shown a lot of resistance.

When children first arrive at school, they find the environment very strange, immediately rejecting the space, feeling afraid of being away from their parents. Many individuals do not know how to deal with the situation and become desperate. The child begins to change his or her attitude from the moment the school provides him or her with moments of pleasure and welcomes him or her in a way that makes him or her feel comfortable and welcomed. It is from this moment that the school develops the child's affective and cognitive capacity.

Through Pina's contribution, we see that affection involves several actions necessary for everyday life. It is through daily action that the educator will establish an emotional bond with his student, giving him love, attention, care and even reprimanding him. Through a long process of breaking family ties, the teacher will build a more pleasant environment for the student, providing him with greater comfort.

During the first few days of school, it is important for parents or someone close to the child who has emotional ties to them to accompany them during these transitional moments, welcoming them and talking to them so that the child better understands the role of the school and what they will develop at school. It is important for the guardian to spend some time at the school until the child gets used to the idea.

At school we can see many types of children, they often face problems at home and have low self-esteem, adults often do not realize that the problems affect children, however at school it is noticeable that students show sadness, problems in relationships, difficulties in learning and lack of education towards others, teachers almost always do not know why the child has so many problems, only in the most difficult cases are parents forced to ask for help from the school.

The school acts as an aid in the educational process, working together with the student's family so that the student can become a critical being and capable of building his/her goals to be achieved. In cases where the child presents difficulties, the teacher can intervene by drawing the attention of those responsible for the problem to be solved.

Maria Therezinha de Lima Monteiro (2003) analyzes that:

A child with emotional problems, facing difficulties in their interactions with the physical and social environment, should not present the same operational level as another, of the same chronological age and under more favorable conditions of existence, as affection regulates the processes and balance that develop between assimilation and accommodation. (Monteiro P. 11).

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According to the author, whenever a student goes to school he is going through family problems, no matter how small the problem is, he does not forget it, and sometimes the parents do not realize, causing problems for their child.

learning. Children feel the need to receive love, to feel heard and to have attention, and when they do not receive this at home, the teacher must work carefully so that the child does not become demotivated.

At school, the teacher shows greater affection for certain children, which in a certain way marks this type of relationship with some attitudes that favor them.

The teacher must know how to behave in a way that accepts everyone equally, welcoming all differences, recognizing their role as an educator and transformer of lives, being able to transmit values and ethics to students, through the act of educating.

Thus, we can state that the school's action must be to instruct and provide tools for

development of the student, relating the cognitive, affective and motor dimensions, each of which depends on the other. Through the articulation of knowledge we can see that each person expresses their expectations, their motives and their affections. And this affective exposure is faced with the thoughts, actions and motives of other people.

The development of intelligence and affectivity occurs simultaneously, with a predominance of cause and affect. It is up to teachers to be attentive to the affective, cognitive and social needs of the student. Cognition and affect are supported by motor activity and their interrelations, making the relationship between student-teacher and between the students themselves necessary to maintain cultural survival.

From what we can perceive in the teacher-student relationship, individuals are involved in their totality, with values and affections, constituting themselves as unique individuals, creating relationships of interactions and significant learning, based on affection and reason.

Schools must go beyond the simple transmission of content and offer a variety of ways for meaningful learning to take place. When children enter school, they go through a number of changes, and the teacher is a key player in their new discoveries and learning. The teacher's role is to care for and educate the student in a loving and enjoyable way.

2.5 Influence of emotions on learning

Emotions play a fundamental role in learning, Children, teenagers, adults and the elderly seek to do tasks that they enjoy or that make them feel good, and are rejected when the opposite happens.

Feelings give meaning to human life, encouraging us to learn, When performing academic tasks, the student uses short-term memory, and for learning to occur effectively and lastingly, it is necessary that it awakens some emotion in the learner.

According to Denise de Camargo and Yara Lucia M. Bulgacov (2016):

Human emotion is a historically and culturally constituted experience that integrates components of representation (symbols, ideas, values, ideologies); of expression, and of bodily manifestation (motor-physiological) amalgamated. Emotion manifests itself directed at the object of the activity, it is the genesis and support of human activity (**Camargo; Bulgacov, 2016**, p. 217).

Thus, the author argues that emotion is the art of sustaining human life, it is essential, and there is no way to avoid it in education, the closer the synchrony between teachers and students, the better the results will be.

Second Lev Semionovich Vygotsky (2012):

[...] every experience is supported by a real, dynamic influence of the environment in relation to the child. From this point of view, the essence of every crisis [of the seven years] lies in the restructuring of the inner experience, a restructuring that is rooted in the change of the essential moment that determines the child's relationship with the environment, that is, the change of his needs and motives that are the driving forces of his behavior. (**Vygotsky, 2012b**, p. 385).

Vygotsky uses the term experience as a unit of analysis loaded with historical and culturally developed meanings, and in the experience unit, the relationship between the person's personality occurs. According to Vygotsky, experience is intertwined with the real influence of the environment in which the child lives.

Final Considerations

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The influence of emotional aspects in the school environment impacts the emotional state and interferes with its development, which can delay progress and undermine the student's self-esteem and motivation.

Affection is understood as the act of caring, educating, giving attention and loving, as we can see what the authors state in their conceptions through the methodological research carried out to develop the theoretical framework.

Much remains to be done regarding the relationship between teacher and student, as student learning depends on this relationship, and is in a precarious situation of attention, and it is from this perspective that this project was developed.



This project aimed to strengthen bonds of affection in the classroom, with activities that could change the situation, so that students could feel motivated and interested in classes.

It was observed that the influence of affection would bring better results for student learning, and with the results obtained through the project activities it can be seen that affection changed the students' attitude, making them more interested in studying.

The article greatly contributes to student performance, leading to student appreciation, however there are some students who have a very difficult education at home, presenting many undisciplined attitudes, which make it more difficult to carry out and understand the project activities, but they end up giving in to the teachers' orders.

Affection is directly related to the learning process, with affection being considered an important factor in encouraging children in early childhood education to learn, affection will serve as energy for the child.

The teacher has the power to leave the student with a lot of knowledge, a lot of good and bad memories, and it is up to him to know how to handle situations in the best possible way, so that the child is positively affected.

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