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INTERACTION OF EMOTIONAL AND COGNITIVE FACTORS IN THE PROCESS OF SELF-KNOWLEDGE OF PERSONALITY

Abstract: Cognitive and emotional factors that interact with each other in the process of activity are synergistic. Cognitive factors are observed in emotional factors, as emotional elements are observed in cognitive factors in the process of self-knowledge of the individual. Cognitive and emotional factors complement each other in the identification process and interact with each other.

Key words: cognitive, emotional, process of activity, individual, object, subject, personality.

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Introduction

Cognitive and emotional factors interact with each other in the process of personality activity. This problem is discussed in the context of the interaction of cognitive and emotional psychology. However, research on this relationship has been poorly developed to date. Because the cognitive and emotional aspects of psychology have been studied separately until the period when behaviorism weakened. Since the 1980s, this issue has received increasing attention. Research has shown that cognitive (thoughts, beliefs, evaluations, etc.) and emotional (joy, sadness, anxiety, fear, anger, compassion, etc.) factors interact and are organically linked in the process of a person's activity. It is a wrong methodology to separate them. Because in the process of a person's activity there are emotional in cognitive factors, and cognitive factors in emotional factors. They complement each other and interact with each other's development.

However, until now, there was an opinion that emotional factors negatively affect the process of cognitive self-awareness of a person and his logical behavior. Recent research confirms that emotional factors generally have an adaptive effect on the process of cognitive self-awareness [3; 5].

Work of cognitive psychologists is essential for helping people who have experienced issues with mental processes. While we tend to take abilities such as attention and problem solving for granted, perhaps because they are so woven into the fabric of our everyday existence, cognitive disruptions can create havoc in multiple areas of an individual's life.

Attention problems can make it difficult to focus at work or at school. Even relatively minor memory problems can make it a struggle to handle the demands of everyday life. Consider, for example, how negative thinking can interfere with your health and happiness. We all experience these negative thoughts from time to time, but some people may find themselves overwhelmed with pessimistic thinking patterns that make it difficult to function in daily life.

Materials and methods

Research is conducted in two directions:

1. *Cognitive processes as a source of emotional factors.*

Cognitive evaluation theories (appraisal theories) emphasize the role of cognitive factors in the emergence and development of emotional processes (psychological feelings related to pleasure and non-pleasure) directed to certain objects (beings and events). According to them, any object is valued when

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it is important for the subject, and emotions arise in the process of evaluation depending on its motives. If the subject's object evaluation process is a cognitive factor, the importance he or she attaches to the object in the evaluation process and the feelings of pleasure or dissatisfaction arising from internal motives are emotional factors. As can be seen, cognitive and emotional factors are organically linked in the evaluation process.

2. *The effect of emotions on cognitive processes.*

Empirical research confirms that emotions have a direct and indirect adaptive effect (with information and motivational functions) on the evaluation process and the resulting behavior. Adaptive influence creates conditions for the formation of an individual's motivation (goal), the availability of useful information to achieve it, and a change in behavior. This means that emotion interferes with cognitive processes [1; 4, p. 49-51; 7, p. 112-114].

Because emotions have the ability to change the information that guides the thought process, to influence the definition of styles and ways of their creation.

Research on cognitive psychology may at times seem academic and far-removed from the problems you face in everyday life, yet the findings from such scientific investigations play a role in how professionals approach the treatment of mental illness, traumatic brain injury, and degenerative brain diseases [3; 5, p. 146-148; 10].

Thanks to the work of cognitive psychologists, we can better pinpoint ways to measure human intellectual abilities, develop new strategies to combat memory problems, and decode the workings of the human brain—all of which ultimately has a powerful impact on how we treat cognitive disorders. The field of cognitive psychology is a rapidly growing area that continues to add to our understanding of the many influences that mental processes have on our health and daily lives.

From understanding how cognitive processes change over the course of child development to looking at how the brain transforms sensory inputs into perceptions, cognitive psychology has helped us gain a deeper and richer understanding of the many mental events that contribute to our daily existence and overall well-being.

Cognitive and emotional factors that interact with each other in the process of personality activity are synergistic. Just as emotional elements are observed in cognitive factors in the process of a person's activity, cognitive factors are also observed

in emotional factors. Cognitive and emotional factors complement each other in the process of personality and interact with each other's development.

Conclusion

Cognitive and emotional factors that interact with each other in the process of activity are synergistic. Cognitive factors are observed in emotional factors, as emotional elements are observed in cognitive factors in the process of self-knowledge of the individual. Cognitive and emotional factors complement each other in the identification process and interact with each other.

Some researchers believe that there are no cognitive factors in the emotions that arise through certain sensory parts related to pleasure and non-pleasure. For example, the emotions created by the beautiful and bitter scent through the senses have no value. That is, the individual reacts emotionally to the object (flower, pepper) not because of the importance he has given in advance, but because of the information he receives through the senses. However, cognitive evaluation theorists are in favor of characterizing this reaction as a mood, not an emotion. Because, unlike emotion, mood does not have a concrete and clear object. These objects are located outside the subject's focus and are not perceived. Or, the mood combines the same kind of emotions directed at several objects. That is, mood appears as a peculiar form of emotion.

Some researchers believe that phobias and feelings of anger have no cognitive basis. Even if the subject is convinced that there is no danger, he cannot get rid of the phobia. For example, in an experiment, individuals who are afraid of snakes automatically experience the same phobia when they see a picture of a snake in the blink of an eye (that is, when they do not have time to understand what it is). Cognitive assessment theorists consider this assessment to be an incomprehensible automatic assessment. Affective priming studies confirm this.

In his research, the plaintiff tried to identify emotional factors in cognitive processes, cognitive factors in emotional processes. In this regard, he comparatively studied some of the theoretical and conceptual approaches in this area and drew scientific and theoretical conclusions from them. In the article, he used the works of well-known experts dealing with the problem and made interesting comparisons. This article reveals the level of interaction of cognitive and emotional factors in the process of activity, what problems exist. This approach increases the importance of the article.

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