

THE IMPACT OF EMOTIONS ON CADET'S TRAINING MOTIVATION

ВПЛИВ ЕМОЦІЙ НА НАВЧАЛЬНУ МОТИВАЦІЮ КУРСАНТІВ

Emotions realize additional control by sending "hormones" that may affect the intensity of the selected behavior, authorize it, or prevent it. They also impact the attention and perception mechanisms. Because of more difficult environment and the heavy study, the cadets are more assailable to the attack of negative emotions that influence their psychological health. It is vitally important to focus attention on the emotions which are proposed to refine the mental health. This article regards the dominant role of emotions in the process of formation of learning motivation. We will try to find out how emotions affect cadets training process. Military planners throughout history have included an emotional element into training and operations. To raise training motivation of cadets now more than ever before, educational researchers need to effectively and efficiently characterize significant components of positive learning environments. We describe how motivation and emotion theories helped us better find out effect of emotions on training motivation of cadets. Our analysis suggests that engaging students in learning demands consistently positive emotions which promote to a classroom climate that forms the basis for teacher-cadet relationships and interactions required for motivation to learn. The effects of emotions on the military personnel are as significant as the techniques used in the tactical field. Therefore, psychological features should also be considered in military training and education process to enable the cadets – future officers to cope stressful situations. The goal of the article is to analyze the effects of emotions on the training motivation of the cadets in the Military Lyceum. The meaning of the cadet's psychological health in their training has been discussed. The types of emotions observed in the cadets, like positive and negative emotion have been scrutinized. At the same time, positive and negative impacts of various emotions on the cadet's training have been studied.

Key words: emotion, emotion function, motivation, educational motivation success, educational activity of cadet.

Емоції реалізують додатковий контроль, посиляючи «гормони», які можуть впли-

вати на інтенсивність вибраної поведінки, санкціонувати її або запобігати їй. Вони також впливають на механізми уваги та сприйняття. Через складну обстановку навчання та напружену навчальну програму курсанти більш схильні до атак негативних емоцій, що впливають на їхнє психологічне здоров'я. Життєво важливо зосередити увагу на емоціях, що пропонуються для покращення психічного здоров'я. У статті розглядається домінуюча роль емоцій у процесі формування навчальної мотивації. Ми прагнули з'ясувати, як емоції впливають на навчання курсантів. Військові фахівці завжди включали емоційний елемент у навчання та операції. Щоб підвищити навчальну мотивацію курсантів, зараз більше, ніж будь-коли, дослідникам у галузі освіти необхідно ефективно та дієво охарактеризувати важливі компоненти позитивного навчального середовища. Теорії мотивації та емоцій допомагають нам краще зрозуміти вплив емоцій на тренувальну мотивацію курсантів. Аналіз показує, що залучення курсантів до процесу навчання вимагає незмінно позитивних емоцій, які сприяють створенню клімату у класі, що формує основу відносин і взаємодії між учителем та курсантом, необхідні мотивації до навчання. Вплив емоцій на військовослужбовців так само значущий, як і прийоми, що використовуються в тактичній галузі. Тому у військовому навчально-виховному процесі необхідно враховувати і психологічні особливості, що дають можливість курсантам – майбутнім офіцерам справлятися зі стресовими ситуаціями. Мета статті – проаналізувати вплив емоцій на навчальну мотивацію курсантів військового училища. Розглянуто значення психологічного здоров'я курсантів у їх підготовці. Були ретельно вивчені типи емоцій, що спостерігаються в курсантів, зокрема позитивні та негативні, вплив різних емоцій на навчання курсанта.

Ключові слова: емоція, функція емоції, мотивація, навчальна мотивація успіху, навчальна діяльність курсанта.

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Introduction. Cadets are an important force in the future national defense construction, and play an important role in the building of the national security [18]. They may be bored, happy, angry, excited, and these emotions affect their perceptions and behavior. Military high school is a place full of strength. Pointing hard life makes cadets especially newly enrolled new students often fail to adjust to life in the military high school and induce negative emotions. If the cadet's negative emotion cannot be eliminating effectively, it will affect the organization's atmosphere, making the organization repressive and full of negative energy.

Emotions are a part of the education context, affecting the learning process. Only newly has

there been a sharp increase in the research in this area. The problem of the problem impact of emotions on training motivation is one the most topical issues of psychology. The science of emotion began with a golden age, with Darwin's (1859/1965) publication of Expressions of the Emotions in Man and Animals, where he wrote that emotions induce stereotypic bodily expressions. Darwin's book was followed by William James' 1884 critique, What Is an Emotion? in which James asserted that bodily activity causes emotion, not the other way around. James, in turn, was criticized by Carl Cannon in his 1927 paper, in which he claimed that the body cannot call emotion because visceral changes are too slow and too difficult to feel [3].

Psychological peculiarities should also be considered in military training process to enable the cadets – future officers to cope stressful situations. The purpose of the article is to dissect the effects of emotion on the cadets training. The meaning of the cadet's psychological health in their training has been discussed. The emotions types which observed in the cadets have been scrutinized. At the same time, positive and negative influences of various emotions on the training motivation of the cadets have been studied. We will primarily focus on the training motivation of the cadets and endeavor to find out how emotion affects their training process.

Theoretical frameworks for studying emotions and its types

There are lots of directions that could help us integrate emotion and training motivation. When theories connect emotion and motivation, the processes are generally placed either in hierarchical or chronological relationships to each other. In other words, modern theories appear to “foreground” one process. For example, Lazarus (1991) suggested that the “solution [to the relation between cognition and emotion] is to recognize that emotion is a super ordinate concept that includes cognition...” [9], in explaining motivational systems theory, Ford (1992) declared that emotions were “an integrated part of motivational patterns” [4].

There have been a plethora of studies ever since dedicated to this problem by a variety of psychologists and researchers W.B. Cannon (1927), S.L. Rubinshtein (1946), P.N. Anokhin (1949), P.M. Yakobson (1958), M.B. Arnold (1960), B.I. Dodonov (1975), A.N. Leontiev (1978), C.E. Izard (1980), N. H. Frijda (1988). A. Ortony and T.J. Turner (1990), R.S. Lazarus (1991), M.E. Ford (1992), A. Damasio (1994), E.L. Rosenberg (1998)., D. Keltner and P. Ekman (2000), J. Musch and K.C. Klauer (2003), J.A. Russell (2003), L.F. Barrett (2006), K.A. Lindquist (2012), J. Reeve (2015), R. Adolphs and D.J. Anderson (2018), K. Cherry (2019, 2020) and etc. However, the effects of emotions on the training motivation of cadets have not been broadly studied. There is a limited researchers, like E. Shafieva (2006), S.B. Algoe, B.L. Fredrickson (2011), K.A. Hudson (2016), C. Nakkas, H. Annen, S. Brand (2016) and M. Maddox (2018), who partially touched upon this problem. This fact underscores the topicality of the problem.

If theories can be developed that describe and predict emotions as part of an integrated learning process, then research methods will need to be created or transformed to study them. Although frequently taken for granted, methods are essential for testing theories and evoking new models for examination and development. New methods for collecting data on emotions and motivation more reliably and validly are central to advancing

research and theory building. Innovative methods could help us pull together multiple data sources, describing experiences in their historical contexts and during activities.

Our research now leads us to see motivation and emotion as integrated and simultaneous. In attempting to re-conceptualize classroom experiences, we try to understand how motivations and emotions interact during learning.

In retrospect, and with leaning from the theoretical literature, we understand that “emotion” seems to be the appropriate term for our research goal of studying instructional interactions in classrooms of cadets. Emotions are brief, intense episodes, or states, as eminent from affective features or more generalized moods (Rosenberg, 1998) [15].

One would expect cadet emotions to differ over time and contexts. In psychology, when considered at all, emotion has vindicated extremely difficult to define. Although we have never worked from a specific theory of emotion, when considering student emotions, we have used Frida's (1988) definition that emotions are subjective experiences with situational meaning that induce action states [5].

A master scholar in the field, Caroll Izard (2010) surveyed managing emotion researchers but failed to converge on a single finding that captures the subject they study. He did, however, generate the following specification of emotion. He theorized that each emotion was an intra-individual process or a voluntary feeling state marked by its neurobiological activity and expression pattern like discriminative facial expressions. Izard's theory of emotion is also called increment emotions theory [8]. There are good reasons to be concerned with emotion as a core process that impacts almost everything we do. In the book *Descartes' Error*, neuroscientist Antonio Damasio (1994) built the case that human beings are not thinking machines that feel; rather, we are feeling machines that think[2].

The primacy of emotion emerges in the earliest moments of life as an infant reacts emotionally to every significant stimulus, a process of reacting to events that continues throughout the entire lifespan. All later experiences, including language development, are built on an emotional foundation and are fully integrated with it. At their core, emotional reactions are adaptive and drive efforts at coping with life's changing situations. Active emotions, especially negative ones such as fear or anger, simply takeover conscious experience—they cannot easily be ignored (Reeve, 2015) [14].

Emotions are the carrier of individual mental reaction, such as sunlight or air that follows people together. Emotions are central components of people's lives, both interpersonally and interpersonally and emotional experiences can have powerful impacts on people's functioning, both

positive and negative. Emotional experience is not free floating but is regulated to keep one's emotional experiences and expressions in check and to meet one's own and societies' demands.

Emotions play a powerful and central role in everyday life and, not surprisingly, an equally central role in military planning and training. Emotions shape how people perceive the world, they influence our decisions and in broader context guide how people adapt their behavior to the physical and social environment. Like in every field of activity, the well-being of emotional state in military service is one of the main conditions for success. Even though, each cadet handles the situation a little differently, most of them experience almost the same emotions. On the one hand emotional states are the reflection of human's subjective attitudes towards the surrounding objects and events, their immediate contentment and discontent, on the other hand the reaction of humans and animals to external and internal irritants expressing their satisfaction or dissatisfaction with regard to their biological needs. Human being evaluates the significance of the occurrences happening through the emotions as a system of signals. As Jess C. Scott stated: "When our emotional health is in a bad state, so is our level of self-esteem. We have to slow down and deal with what is troubling us, so that we can enjoy the simple joy of being happy and at peace with ourselves" [16].

The exact number of basic emotions has been widely de-bated and different theorists use different types of evidence (e.g., patterns of neural firing, facial expressions, neuron-chemical reactions inside the body) to support their view points. Izard (2007) offered a broader theoretical approach, differential emotions theory (DET), which features a combination of basic emotions and higher-order thought processes. According to Izard (2007), there are only six basic emotions: interest, joy/happiness, sadness, anger, disgust, and fear, which are generated by patterns of physical responding which are more-or-less automatic and hard wired, and may or may not be registered consciously [7].

Solomon (1980) distinguishes emotions into two groups, positive and negative, each of which mutually affects the other [17].

However, it is only recently that positive emotions have begun to be systematically examined in a scientific light. Conducted research is now beginning to grant objective proof of the main role of positive emotions to optimal functioning in practically all score of human experience. Positive emotions have been related to meliorated health and increased longevity. They also affect the way we think and address challenges – growing cognitive flexibility, susceptibility and innovative problem solving, and enhancing psychological resilience in the face of adversity.

Positive emotions further form our behavior, contributing helpfulness and cooperation. In brief,

it is promoted that positive emotions are critical to our growth and progress as human beings and to our effective adaptation to life's challenges. Intriguingly, research is now beginning to disclose some of the main physiological processes that may help account how positive emotions perfect health, strengthen cognitive function and promote constructive behavior.

We have found that positive emotions are related with a specific physiological state characterized by increased system-wide coherence, which in turn is associated with improved physiological functioning, emotional steadiness and cognitive ability [12]. People in a positive emotional state will heed more items in their visual field, join more social connections. There is some empirical proof that, over time, positive emotional experiences produce greater stability, resourcefulness social contacts [1].

Negative emotions may result in destitute quality of life because of the mediating role of stability, not all persons experienced from negative emotions homogeneously experience lower levels of resilience and have destitute quality of life. Negative emotions proffer, a great menace to health of body and mind. In the long run, positive attitude to cadet negative emotions to their mental health is very well. For cadets, negative emotions can gravely interfere with their learning process, making their talent is not able to completely play out.

Active emotions, particularly negative ones such as anger or fear just take above conscious experience—they cannot readily be ignored. Fredrickson's broaden-and-build theory suggest that negative emotions tend to be focused and related with particular thought-action trajectories and positive emotions tend to lead to vast thinking that expands a person's awareness. For example, people in a positive emotional state will notice more items in their visual field, engage more social connections, and will tend to have urges to act in a greater variety of ways, relative to those with negative emotions [10].

Understanding the impact of negative emotions is important for informing developments in practice, as well as promoting strategies for managing such reactions, which can in turn lead to improved learning outcomes. The role of emotions in learning has received increasing empirical and theoretical attention in recent years.

Emotional states observed in the training motivation of the cadets

Motivation is typically defined as "variability in behavior not attributable to stable individual differences (e.g. cognitive ability) or strong situational coercion" [13]. Emotion consists of neural circuits (that are at least partially dedicated), response systems, and a feeling state/process that motivates and organizes cognition and action. Emotion also provides information to the person experiencing it, and may include antecedent cog-

nitive appraisals and ongoing cognition including an interpretation of its feeling state, expressions or social-communicative signals, and may motivate approach or avoidant behavior, exercise control/regulation of responses, and be social or relational in nature. In order to fully comprehend the impact of emotion on the cadet's motivation a careful examination of the training and education process should be carried out in relation with emotions and feelings. Payne claims that, many of the problems in the world were caused by people suppressing their emotions. Emotions provide an important function in our lives.

Thus, the people should endeavor to understand their emotions [6]. Emotions affect cognitive processes that depend on motivation. For example, cadets who experience positive emotions are ready to make greater mental efforts to solve assigned tasks than those who experience negative emotions [11].

The peculiarity of emotions is that they directly reflect the relationship between motives and the implementation of activities that meet these motives. Although emotions in themselves are not motives, they can act in the motivational process as not only an energy amplifier of motives, but also the motivator itself, but not actions to satisfy a need, but a motivational process. They represent only the first step towards regulating the processes of the body, that is, they provide the consciousness with the grounds for such regulation and give it the first impetus. The motivational function of emotion includes aspiration, desire, attraction directed towards or away from an object.

In addition, studies show that cadet's emotions affect motivation-dependent cognitive processes. For example, cadets who experience positive emotions, such as self-fulfillment and satisfaction, are willing to make greater mental efforts to solve assigned tasks than those who experience negative emotions. In the process of obtaining knowledge, cadets continuously evaluate what is happening. The resulting emotional reactions can affect the learning process.

Research over the past two decades has shown that emotions influence many of the processes involved in learning.

It can be safely argued that emotions affect perception, attention, motivation, as well as awareness and assimilation of information. It is known that emotions are directly involved in the processes of learning and memory. Significant events that cause emotional reactions are quickly and permanently imprinted in memory.

Conclusions

One of the main goals of military education and training is to instill knowledge, skills and habits in the cadets – potential future officers that will help them to overcome difficult, complex life and combat situations painlessly and easily. As it was

delineated in the paper, both – military training and discipline are affected by the emotion and motivation of cadets. Even though, each cadet handles the situation a little differently, most of them experience almost the same emotions. The research proves that, there is an increase in the training motivation rates of cadets. Depending on the difficulties faced by the cadets during their education, there are some deficient symptoms in their whose emotional states is improved by implementing an intervention program.

The frequent occurrence of negative emotion has a harmful impact on their mental health and personal development. However, it is possible to achieve the formation of a mentally healthy cadet by studying the causes of such cases, their symptoms and ways of prevention. In this regard, an exhaustive study of emotions observed in the training process of the cadets plays an important role in improving their level of training motivation. In case, the results of these studies are applied, cadets will display less psychological distress during their training, as well as their future military service and it will contribute to their overall emotional resilience.

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