

# Psychoemotional Aspects in the Cognition of the School Concept in Children

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**Abstract:- Learning processes are complex for multiple causes, mainly from two orders: cognitive and emotional. Despite this, the educational model generally tends to ignore or minimize the emotional aspects and to the extent that the educating ascends within it, these are less and less considered. However, as a result of the educational revolution generated by the emergence of constructivism, the impact of the theory of multiple intelligences and emotional intelligence has opened up a new debate in pedagogy that includes the role of emotions as one of the fundamental aspects to be considered in the integral formation of the educating. This document presents the results of a study conducted at Emiliano Zapata Salazar Elementary School, located in The Adolfo López Mateos, Huixtán, Chiapas, Mexico.**

**Keywords:-** Primary education, cognitive and emotional processes, learning.

## I. INTRODUCTION

Educational models have varied multiple times in recent decades, focusing on finding the best way to achieve lasting and applicable knowledge for the different stages of life. While the most recently used model in Latin America is the competency-based model (Coll, 2007), this as many other modern models focus on only one of the learning orders, cognitive.

Within a teaching-learning process, there are two dynamic orders: cognitive and emotional; aspects that influence each other, resulting in knowledge and practices that are generalized and repeated in the person, forming the style of learning and acting (Retana, 2012).

Therefore, the deficiency of most educational models is evident, since they do not meet the overall objective of formal education, which since 2001 ceased to be the formation of human capital, focusing on human formation for the peaceful and development of societies (Lavore, 2018).

First, the concept of emotions can be defined, taking the one written by Lawler (1990:220) "are evaluative, positive or negative states, relatively brief, which has physiological, neurological and cognitive elements". Which opens the tone for differentiating the emotion of feeling, being completely different psychological elements.

This is an evolutionarily adaptive response that promotes the physical and mental proviso of individuals. In addition to the emotional response, being immediate, it conditions a lot of the following processes that will be performed with the information, such as its degree of impact, the strategy selected to deal with it or even the relationships that are established with previously captured stimuli (Brody, 1999)

Emotion is triggered by an event, it needs an external event or information to be created and made aware, and thus joins the cognition of the stimulus that causes it. In this way they differ from the feelings that can be continuous states due to conscious and unconscious complex thoughts, and which may be separated from the objects of the medium and not move in relation to them (Benedict, 2010)

The basic emotions, of common understanding for the psychological and neuroscientific community, are 6: joy, anger, sadness, fear, disgust (*asco* for Latin America) and wonder. Later, in 1989 Damasio, he found that each of these emotions has a defined brain mechanism and that conditions the high-level processes that perform in the same stimulus that triggers emotion.

This underpins the importance of emotions in the educational aspect, in addition to supporting the main notion of this document: the emotions that are generated in the student before the concept of "school", in the general sense of the term, as before the specific knowledge in teaching, will alter their cognitive processes within learning.

The emotion-cognition relationship to school as a concept is a two-way relationship of affectation. The emotion that arises before the first approaches to the school environment conditions the cognition that is made of it; but also, the different cognitive modifications in the classroom will affect the emotional and sentimental processes of the student.

## II. METHOD

This study was conducted with a qualitative cut divided into three phases, within the period from August to December 2019:

**First phase:** Identification of the psycho-emotional aspects present in the school's cognition in 21 students of the 5 grade of the Adolfo López Mateos school in Huixtán, Chiapas.

The drawing projection technique was used with the specific and explicit theme to "school drawing" students in the application to the group's total pupils (n-20). This technique involves asking the study subject, through a simple and simple sentence, to draw himself in a specific place or situation, allowing the projection of the cognition and self-image of the subject.

**Second phase:** Identification of emotions resulting from specific tasks or knowledge present in students of the school in 20 students of the 5 grade of the Adolfo López Mateos school in Huixtán, Chiapas. This phase was developed the application of a questionnaire of specific questions regarding emotions regarding the school and the activities carried out there.

**Third phase:** results analysis. For the first phase, a qualitative analysis method was used based on the principles of the interpretation of the drawing of the human figure and the interpretation of the house-tree-family test, adapted for the school. For the second phase, a description of the variables presented in the test was used. This third phase contrasts the results obtained and analyses what was found in relation to the objective raised.

## III. DISSCUTION

- 95% of students have feelings of sadness, crying and little desire to retry an accomplished task.
- 90% of students have received emotionally hurtful feedback regarding physical aspects from their peers and 10% in relation to their abilities at school.
- 80% of students have felt more emotionally conflicted by not being included in games with other peers than for not accompanying themselves in activities and 20% the other way around. 95% of the sample is considered good at playing and 5% is considered good at household chores.
- 55% of the sample said the main reason for them to laugh is for their father to play with them and 45% for their father tickling them. Among the reasons why they have felt embarrassed and/or angry, 85% mention

scolding and beatings by parents, 10% taunts from peers and 5% because of a teacher.

- Of the total sample 45% refers that their most inspirational figure is the father, 35% the teacher and 20% his mother.

Emotions within education are an element that should be considered considering that learning should ensure an improvement in the ways of relating the person with their environment. The findings of this study express children's need to be cared for emotionally. This also makes evident in high percentage the perception of domestic violence and in less proportion in school, bullying, reality that makes them feel angry and ashamed. Contrary to what happened in the nineteenth century, the figure of the teacher is losing the interest of children, a low percentage finds inspiration in the image of the east.

Children see school as an area of social development rather than academic development. This reflection can be considered for all levels of teaching by finding a problem within the poorly envisioned process, the cognition of the school as a social rather than an academic environment. However, on the basis of the psychological knowledge that the evaluation of an environment conditions the attitudes and capacities of the people within it, if the school is identified as a predominant social environment, the interest in the acquisition and use of academic knowledge is relegated to an emotional and cognitive background on the part of the students.

## IV. CONCLUTIONS

The manifestation of emotions within education is an element that must be considered considering that learning must ensure an improvement of the forms of relationship of man with his environment, a reality understood by the competency-based educational model. While this document sets out the results of a study at the primary level, this reflection can be considered for all levels of teaching, especially when the presence of violence in the teaching-learning process at higher levels, behaviors emerging from a symbolic construction of the teacher's power over the student, undermining the integrity of the student, is evident. Teaching-learning then becomes a process that requires bilateral psych emotional attention.

Emotions can be treated, not only as a cause of the student's judgments towards their school environment and performance, but as a tool that should be included in educational models and used to improve the student's learning and overall development.

Today, the dizzying social change, with the chaos it generates, schools cannot and should not be left out as social institutions of great importance to humanity. The school of this century is made up not only of forms of teaching academic knowledge, but also of the use of these for the best development of people with their environment, professional; but also social, family and political; even in non-secular schools, the religious.

In other words, promoting the integral development of people has become one of the essential objectives of the school. At the primary level, this concept becomes more relevant as it shapes the lifestyles of future decision-makers.

Therefore, we consider that this document contributes elements that add to the knowledge of the importance of addressing an emotional education from the early years of school for the society of the present and even more of the future.

School is the means by which society to achieve the greatest personal development, starting from it and adding to the characteristics of the current school, as a means for integral development, it is essential to teach and learn to recognize and express, the emotions of its own and act according to the control of these for the benefit of others. Let us not forget then that, school is and will continue to be a socializing institution for everyone, on a par with the family.

The most important finding in this research is the socializing character that children perceive from their school; this knowledge must be based on this knowledge to improve the comprehensive experience that needs to be reflected.

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