SOCIAL-PSYCHOLOGICAL AND COGNITIVE ASPECTS OF EMOTIONS
СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ И КОГНИТИВНЫЕ АСПЕКТЫ ЭМОЦИЙ
ՀՈՒՅԶԵՐԻ ՍՈՑԻԱԼ-ՀՈԳԵԲԱՆԱԿԱՆ ԵՎ ՃԱՆԱՉՈՂԱԿԱՆ ՀԱՅԵՑԱԿԵՏԵՐԸ

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Abstract – The article is devoted to the psychological study of the cognitive and socio-psychological significance of emotions. Various approaches to the classification of emotions have been analyzed. Three basic aspects of emotions have been highlighted: 1) the internal (qualitative) aspect of the experience; 2) the physiological (impressive) aspect; 3) the external (expressive) behavioral aspect. The authors proceed from the position that emotions are always both subjective and objective in nature, since they are associated with objective biochemical, vegetative and neuro-physiological processes in the body. The main approaches to the relationship between emotions and cognitive are the following: 1) an idea of the complete autonomy of the emotional and cognitive spheres as separate modules; 2) an idea of the relationship between emotions and cognitive processes in the determining and primary role of cognitive processes; 3) emotional and the cognitive sphere is unified and does not have a clear boundary; 4) the emotional and cognitive spheres simultaneously have signs of autonomy and interaction of various types. It is the latter approach that seems to be the most reasonable. It has been concluded that not only emotions affect cognitive processes but also vice versa. Negative beliefs help to focus attention on negative emotions and feelings thereby reinforcing them. The emotional co-

loring of initially neutral events and situations can occur after the fact through analysis and reflection. Since the influence of emotions on memory is the most studied to date, further development of the issue of the influence of emotions on attention, perception, understanding, thinking, decision-making and action are promising areas of research. It is important to take into account not only the valence of emotions, but also their other characteristics, such as generalization and orientation.

Ամփոփում – Հոդվածը նվիրված է հույզերի ճանաչողական և սոցիալ-հոգեբանական նշանակության հոգեբանական ուսումնասիրությանը: Վերլուծության են ենթարկվել հույզերի դասակարգման տարբեր մոտեցումներ: Առանձնացել են հույզերի երեք հիմնական հայեցակետերը՝ 1) ապրումի ներքին (որակական), 2) ֆիզիոլոգիական (տպավորության), 3) արտաքին (արտահայտչական) վարքային: Հեղինակները ելնում են այն դիրքորոշումից, որի համաձայն, զգացմունքները միշտ ունեն միաժամանակ սուբյեկտիվ և օբյեկտիվ բնույթ, քանի որ դրանք օրգանիզմում կապված են օբյեկտիվ՝ կենսաքիմիական, վեգետատիվ և նեյրոֆիզիոլոգիական գործընթացների հետ: Կարևորվում են հույզերի և ճանաչողության հարաբերակցության հիմնական մոտեցումները. 1) հուզական և ճանաչողական ոլորտների ամբողջական ինքնավարության գաղափարը՝ որպես առանձին մոդուլներ, 2) հույզերի և ճանաչողական գործընթացների միջև կապի գաղափարը՝ ճանաչողական գործընթացների որոշիչ և առաջնային դերի պարագայում, 3) զգացմունքային և ճանաչողական ոլորտները միասնական են և չունեն հստակ սահման, 4) զգացմունքային և ճանաչողական ոլորտները միաժամանակ ունեն ինքնավարության և տարբեր տեսակի փոխազդեցության նշաններ: Թվում է՝ հենց վերջին մոտեցումն է առավել հիմնավորված: Այսպիսով, ոչ միայն զգացմունքներն են ազդում ճանաչողական գործընթացների վրա, այլև հակառակը: Բացասական համոզմունքները նպաստում են բացասական հույզերի և զգացմունքների վրա կենտրոնանալու՝ դրանով իսկ ամրապնդելով դրանք: Ի սկզբանե չեզոք իրադարձությունների և իրավիճակների հուզական երանգավորումը կարող է առաջանալ պոստֆակտում՝ վերլուծության և խորհրդածության միջոցով: Քանի որ հույզերի ազդեցությունը հիշողության վրա, ուստի եղել է մինչ օրս ամենաշատ ուսումնասիրվածը, հետազոտության հեռանկարային ոլորտներն են ուշադրության, ընկալման, ըմբռնման, մտածողության, որոշումների կայացման և գործողությունների վրա հույզերի ազդեցության հարցի հետագա զարգացումները: Կարևոր է հաշվի առնել ոչ միայն զգացմունքների վալենտությունը, այլև դրանց այլ բնութագրերը, ինչպիսիք են ընդհանրությունը և ուղղվածությունը:

Резюме – Статья посвящена психологическому исследованию познавательного и социально-психологического значения эмоций. Проанализированы различные подходы к классификации эмоций. Выделены три базовых аспекта эмоций: 1) внутренний (качественный) аспект переживания; 2) физиологический (импрессивный) аспект; 3) внешний (экспрессивный) поведенческий аспект. Авторы исходят из позиции, согласно которой эмоции всегда носят одновременно субъективный и объективный характер, поскольку они связаны с объективными биохимическими, вегетативными и нейрофизиологическими процессами в организме. Выделены основные подходы к соотношению эмоций и когнитивных, 1) представление о полной автономии эмоциональной и когнитивной сфер как отдельных модулей; 2) представление о связи эмоций и когнитивных процессов при определяющей и первичной роли когнитивных процессов; 3) эмоциональная и когнитивная сфера едины и не имеют четкой границы; 4) эмоциональная и когнитивная сфера обладают одновременно признаками автономии и взаимодействия различного типа. Именно

последний подход представляется наиболее обоснованным. Сделан вывод о том, что не только эмоции влияют на познавательные процессы, но и наоборот. Негативные убеждения способствуют сосредоточению внимания на негативных эмоциях и чувствах, тем самым усиливая их. Эмоциональная окраска изначально нейтральных событий и ситуаций может происходить постфактум, благодаря анализу и размышлению.

Keywords – emotions, feelings, communication, cognitive activity.
Հիմնաբառեր – հույզեր, զգացմունքներ, հաղորդակցություն, ճանաչողական գործունեություն:
Ключевые слова – эмоции, чувства, общение, познавательная деятельность.

Introduction

Dualism of rational and emotional spheres in the human psyche has repeatedly come into the focus of attention of researchers. Emotional phenomena are an important and integral part of human mental life, which is often opposed to rational consciousness, but at the same time forms a dialectical unity with the rational cognitive sphere. The connection between emotions and cognitive processes is a problem, the study of which can form a deeper understanding of what factors influence cognitive processes and how these processes can be improved, learning can be optimized, learning new things, and, ultimately, contribute to more effective adaptation of the individual to the environment. The modern world increasingly confronts individuals with the need to act in conditions of uncertainty, which actualizes the need to form more perfect knowledge, the development of which cannot be handled exclusively by a rational formal-logical form of information processing, without taking into account the emotional component. This leads to the intensification of scientific research in such areas as emotional intelligence, intuition, as well as the influence of emotions on cognitive processes. The problem that our research is devoted to is the connection between emotions, communication and cognitive processes. This problem is not new in scientific knowledge. In particular, various aspects of the issue of the influence of emotions on cognition are revealed in the works of Yu.I. Alexandrov (Alexandrov 2004, 14–15), A. Domasio (Domasio 1997), E.P. Krutenkova, E.A. Esipenko, M.K. Ryazanova and M.Yu. Leontiev (Leontiev 2006, 57–79), A.I. Lukashev, E.A. Bychkova, E. Kazlaukas, A.N. Krutolevich (Krutenkova, Esipenko, Ryazanova, Khodanovich 2013, 129–145), D.V. Lyusin (Lyusin 2014, 146–160), R.S. Nemov Nemov 2003, 688 p., A.P. Pakhomov and N.E. Sudina (Pakhomov, Sudina 2013, 31–52), K.H. Pribram Pribram 1975, Ya. Reikovsky Rejkovsky 1979, S.L. Rubinstein Rubinstein 2002, A.V. Savchenkov (Savchenkov 2015), O.A. Solodilova Solodilova 2014, 1348–1351, L.Yu. Fomina (Fomina 2010, 58–63), N.K. Hoan (Hoan Ngo Kong 1984), E.D. Khomskaya and N.Ya. Batova (Khomskaya, Batova 1992) and others. At the same time, the problem of the influence of the emotional factor on the socio-psychological and cognitive spheres is so deep and relevant that many of its aspects still require detailed scientific development. According to the definition of E.D. Khomskaya and N.Ya. Batova, emotions (from the Latin emoveo – "wave", "shake") are "a special

class of mental processes and states associated with instincts, needs and motives, reflecting in the form of direct experience (satisfaction, joy, fear, and so on) the significance of situations affecting an individual for the implementation of his life activities" Khomskaya, Batova 1992, 10. Emotions can also be defined as mental phenomena that reflect in the form of experiences the personal significance of various life situations.

Approaches to Emotions, Feelings and Behavior

There are various approaches to the classification of emotional phenomena. Among them are affects (the strongest and shortest-lasting emotional reactions), emotions themselves (reactions to current or remembered situations), feelings (relatively more stable phenomena), moods (the most stable emotional phenomena), and stress (states of anxiety, mental exhaustion, and resistance caused by a tense environment) Nemov 2003, 106. Emotional phenomena differ in positive and negative direction, degree of generalization, and valence. Emotions are always simultaneously subjective and objective in nature (since they are associated with objective biochemical, vegetative, and neurophysiological processes in the body). In addition, emotions are characterized by three main aspects: 1) the internal (qualitative) aspect of experience; 2) the physiological (impressive vegetative) aspect; 3) the external (expressive) behavioral aspect.

Researchers have different approaches to the issue of the relationship between these aspects of emotions. Representatives of behaviorism (in particular, K. Izard) focus on the behavioral aspect, since this aspect can be observed directly. According to S.L. Rubinstein and A.N. Leontiev, the basic aspect of emotion is experience as a "mental reflection of the current state of need" (Rubinstein 2002, 542). A.N. Leontiev also adhered to this position (Leontiev 2006, 57–79). The aspect of experience reflects the attitude of the individual to himself, as well as to the processes and phenomena of the external world. The specificity of emotional reflection is that it has a regulatory function (Ya. Reikovsky, V.A. Ganzen, etc.). The essence of this function of emotions is that with the help of emotions the psyche reacts to deviations of the state from the usual norm, as a result of which the body receives a signal to mobilize to react to these deviations.

In the history of psychological science, a wide range of concepts of emotions has developed. Physiologists of the New Age, relying on the ancient views of Hippocrates, considered emotions in connection with the humoral vegetative regulation of body functions (the theory of W. James – K. Lange). Emotional states, according to this point of view, arise as a result of a peripheral signal.

In the theory of W. Cannon – F. Bard, the emphasis is shifted from the peripheral signal to the central nervous system (in particular, the role of the thalamus and subcortical centers in the formation of emotions is emphasized).

The activation theory of D.B. Lindsay – D.O. Hebb is based on the idea that emotions are determined by the processes of disturbance and restoration of balance in certain areas of the central nervous system (Nemov 2003, 95). An electroencephalogram for certain emotions in this theory is called an activation complex. D.O. Hebb developed a theory of emotional behavior, according to which emotions are based on diffuse cellular structures, including cells of the cerebral cortex, as well as cells of the diencephalic structure. Cellular structures depend on past experiences that change the synaptic connections of nerve cells.

In the course of further research into the nature of emotions, scientists came to the understanding that in the emotional sphere, cognitive factors play no less a significant role than vegetative factors, as well as environmental factors. On this basis, theories of emotions were formed that appeal to the specificity of cognitive processes as the basis for the emergence of certain emotional states. Theories of this type include the two-factor theory of S. Schechter, which explains emotion through two elements – physiological arousal and its cognitive interpretation. The products of cognitive processes are used in the two-factor theory to interpret the meaning of physiological reactions to external events. An example illustrating the essence of this approach is the following experiment: "Four groups of students took an exam. Previously, an experiment was conducted with these students, in which two groups were examined under hostile conditions, and the other two – under friendly conditions. During the exam, one of each pair of groups received an injection of adrenaline, and the other a control injection of saline. The students reported their experiences. As expected, the first group experienced mostly negative emotions, while the second group experienced positive ones. The effect of adrenaline was unexpected. It increased both positive and negative emotions. Whatever physiological state the injection caused, its sign was determined by the setting – the students' social environment, and not by the substance injected" (Pribram 1975, 102).

According to the biological theory of emotions by P.K. Anokhin, emotions developed evolutionarily due to the need to adapt to the environment. Leading negative emotions signal a deviation of the body from the norm (for example, thirst) and the need to take measures to return to normal. When the need is satisfied, positive emotions arise. Thus, emotions mark the behavior program and motivate certain actions.

P.K. Anokhin's ideas were developed by P.V. Simonov, who studied emotions from the standpoint of behavioral effectiveness. According to P.V. Simonov, emotion is a reflected need, as well as an assessment of the probability of its satisfaction. Emotions arise in conditions of a cognitive vacuum, when the subject does not have the knowledge of how to act correctly to satisfy the need. In other words, emotions compensate for the lack of information.

L. Festinger's theory of cognitive dissonance is based on the idea that emotion is a process, the essence of which is determined by the consistency of interacting systems. Negative emotions arise when the real state of affairs and previously formed

ideas diverge, positive emotions – in the opposite situation. In essence, L. Festinger reduced the psychological nature of emotions to a signaling function.

An attempt to overcome the one-sidedness in the study of emotions through a systems approach is the unified concept of consciousness and emotions by Yu.I. Alexandrov (Alexandrov 2004, 14–15). In this concept, emotions are considered the equivalent of consciousness, which in the early stages of ontogenesis allows us to determine the minimal distinction between the states of "good" and "bad". At later stages of development, consciousness ensures the complication of differentiation of the relationship between the organism and the environment, as a result of which behavior also becomes more complex.

Based on the knowledge accumulated in the context of various theories of emotions, the following functions of emotions are distinguished:

1) the function of reflection and evaluation;
2) the function of switching and reinforcement;
3) the function of compensation;
4) the function of motivation;
5) the cognitive function;
6) the function of crisis response;
7) the function of disorganization;
8) the holistic function (the function of holistic reflection);
9) the function of mobilization;
10) the function of expression.

Emotions and Cognition: Aspects of Interaction

S.L. Rubinstein (Rubinstein 2002). pointed out the unity of the emotional and cognitive components as the unity of knowledge and attitude, intellectual and affective. As N.K. Hoan rightly notes, "in scientific research, the holistic reflective act very rarely acts as the subject of study; in psychological experiments, attention is more often focused on the reflected content, and emotional experience is considered as one of the consequences" (Hoan Ngo Kong 1984, 4).

The separation of reason and feelings in European culture has a long prehistory, based on the Western Christian medieval idea of body as a prison of the soul, about the opposition of the bodily instinctive and spiritual principles in man. The widespread definition of cognitive processes (from the Latin cognition – "knowledge", "cognition", "study") emphasizes that these are precisely the processes of rational cognition. In an even earlier period, Aristotle understood the emotional sphere as a way of understanding a situation with greater or lesser participation of reason. R. Descartes in the New Age also clearly separated the emotional and rational spheres. Cognitive processes (memory, attention, perception, understanding, thinking, decision-making, action and influence) were for a long time interpreted exclusively as rational, while the emotional-sensory sphere was understood as irrational. If R. Descartes and his con-

temporaries, under the influence of modern European mechanics, considered a person as a complex mechanism, then the authors of the term "cognitive processes" (as well as "cognitive psychotherapy", "cognitive psychology" and so on) in the 1960s were directly related to cybernetics, electronic modeling and considered a person as a biocomputer (essentially the same mechanism). Successful attempts at cybernetic modeling of mental processes began to be attributed to the cognitive sphere, and unsuccessful ones – to the sphere of emotions and affects. Despite the existence of experimental evidence that emotions and cognitive processes mutually determine each other, the public consciousness still retains the pragmatic stereotype that "emotions are not significant for cognitive phenomena" (Solodilova 2014, 1348). In modern psychological knowledge (research by V. Vilyunas, J. Reikovsky (Rejkovsky 1979), S. Schechter and others), the status of emotions as an important factor determining and regulating cognitive processes is substantiated. Emotions and intellect complementandenricheachother.

Based on a number of experiments, J. Reikovsky formulated the following provisions on the influence of emotions on cognitive processes: 1) The influence of emotions on the cognitive sphere is insignificant; 2) The role of emotions in cognitive processes lies in their selective suppression or activation; 3) The intensity of emotion, along with stable psychological characteristics of the subject, determines the degree of its influence on cognitive processes (Rejkovsky 1979, 213). A more significant role of emotions in cognitive processes is shown in the study of L.Yu. Fomina, who makes the following conclusions about the influence of emotions on cognitive processes: 1) emotions evoke associations, which is important for memorization (emotionally colored information is remembered better); 2) attention and perception under the influence of emotions acquire a one-sided character; 3) thinking and activity under the influence of negative emotions are inhibited; 4) emotions have a significant impact on motivation and needs; 5) negative emotions have a destructive effect not only on cognitive processes, but also on health in general, while positive emotions contribute to good health; 6) positive emotions of weak and medium intensity have the maximum positive effect on cognitive processes, while excessively strong positive emotions have an inhibitory and disorganizing effect on cognitive processes (Fomina 2010, 62).

D.V. Lyusin substantiates in his research that emotions have a noticeable effect on the work of attention, which is expressed in the following pattern: positive emotions expand attention, while negative emotions most often narrow it (Lyusin 2014, 154). At the same time, the researcher emphasizes that empirical data regarding the impact of negative emotions on attention are very contradictory, since most studies take into account only one characteristic of emotional experiences – their valence. The opinion of D.V. Lyusin is quite fair, since emotional experiences are multifaceted and are formed under the influence of various factors, such as individual characteristics, needs, level of intelligence, and the time factor. Although the leading

factors in this case are two, namely, the need and the possibility of satisfying it (the higher it is compared to the initial forecast, the more intense positive emotions the individual experiences). A promising area of research in modern psychology is the study of the influence of emotions on the decision-making process. In the work of A.P. Pakhomov and N.E. Sudyina (Pakhomov, Sudina 2013, 31–52), using the thermodynamic approach, the following patterns are substantiated in this issue: when the left hemisphere of the brain is activated, the indicators of positive emotions increase, and when the right is activated, the indicators of negative emotions increase, which is accompanied by a decrease in the magnitude of the emotional charge in the opposite hemisphere of the brain; the subject cannot simultaneously experience emotions of equal strength in different directions; emotions are a catalyst and inductor of energy that prompts an individual to make decisions of varying degrees of usefulness and polarity; negative emotions hinder effective decision-making because there is no source of internal energy to implement this process; negative emotions generate deviations from the rational method of decision-making, making the decision-making process more chaotic. Almost all modern researchers agree that "the effectiveness of solving mental problems depends on the sign of the emotional impact" (Krutenkova, Esipenko, Ryazanova, Khodanovich 2013, 142). The effectiveness of solving cognitive problems decreases if an individual experiences negative emotions. At the same time, an important feature of the influence of emotions on the cognitive sphere is that when performing more complex tasks, the influence of emotions is more pronounced, which is due to the fact that the complex task itself acts as a factor in the emergence of emotions (the individual may doubt his ability to solve it).

A. Domasio's study describes a case where the frontal lobe tissue was damaged after a brain tumor removal operation. The patient's motor skills, categorization, perception, and information processing remained at the same level, while his cognitive processes were preserved, but his emotional sphere suffered, as a result of which he could no longer make decisions and act rationally, give a moral assessment of social situations, and express feelings (Domasio 1997, 66). This neurobiological study is another confirmation of the significant influence of emotions on cognitive processes, in particular, on the decision-making process. It should be noted that the body as a whole and the psyche, in particular, are an integral system, the components of which are interconnected. Therefore, there is not only the influence of emotions on cognitive processes, but also the cognitive determination of the emotional sphere. According to the study of A.I. Lukashev, E.A. Bychkov, E. Kazlaukas and A.N. Krutolevich, metacognitive beliefs, such as negative beliefs about the uncontrollability of the situation, as well as the danger of anxiety and the desire to control thoughts, support the symptoms of adjustment disorder, distress and the emotional sphere (Lukashev, Bychkova, Kazlaukas, Krutolevich 2020, 155). Negative metacognitive beliefs contribute to focusing on negative emotions and feelings, supporting the symptoms of somatic diseases, and also hindering the subject's ability to solve their life problems. A.V. Savchenkov

writes that "the main aspect of an event that causes an emotional reaction is its compliance (or non-compliance) with the individual's goal" (Savchenkov 2015, 22). This means, for example, that sometimes a certain event that has occurred is perceived as ordinary in emotional terms, but if it subsequently led to significant changes in the individual's life, then "retroactively" it acquires a bright emotional coloring for him due to the action of cognitive processes.

O.A. Solodilova summarized the main approaches to the relationship between the emotional and cognitive spheres:

- The emotional and cognitive systems are in a state of complete autonomy in relation to each other as separate modules of the neurobiological mechanism, functioning according to their own laws;
- Cognitive processes and emotions are in a relationship of dependence in such a way that cognitive processes influence and model emotional states. The emotional is considered seconddary, passive and peripheral in relation to the logical – central and active principles. Emotions are post-cognitive phenomena, the essence of which lies in the subjective cognitive interpretation of states of excitement;
- Cognitive processes and emotions are in a relationship of dependence in such a way that emotions determine the course of cognitive processes, since emotions are closely related to instincts and are primary in relation to cognitive processes;
- The emotional and cognitive spheres function according to the same principles and laws, therefore they are not autonomous systems and do not have a clear boundary between them, but represent a single indivisible system;
- The emotional and cognitive spheres are two different and autonomous systems, which, however, interact at different levels, which is explained by the presence of common fundamental principles (primarily in the work of memory and attention) (Solodilova 2014, 1349–1350).

It is the position regarding autonomy, but at the same time the presence of connections between the emotional and cognitive spheres that is the most substantiated and widespread in modern psychology. According to the German researcher M. Schwarz-Friesel, emotions can be represented as "systems of knowledge and assessment established in the psyche, which are stored in memory, on the basis of which it can be assumed that the emotional components in memory correspond to certain forms of cognitive representation" (Schwarz-Friesel 2007, 54). The researcher suggests that cognitive processes contain emotional structures (both innate and acquired, both conscious and unconscious), partially represented by motor-expressive and excitatory-reactive aspects. For example, in the process of individual mental development, a person acquires knowledge of the meaning of words describing the emotion of fear, and also cognizes the manifestation of fear itself. At the same time, acquaintance with certain manifestations and coding of one's emotions occur.

In general, the issue of the relationship between emotions and cognitive processes has been resolved in different ways in the process of development of scientific

thought. The main approaches to the relationship between emotions and cognitive processes are: 1) the idea of complete autonomy of the emotional and cognitive spheres as separate modules; 2) the idea of connection between emotions and cognitive processes with the determining and primary role of cognitive processes; 3) the idea of connection between emotions and cognitive processes with the determining and primary role of cognitive processes; 4) the emotional and cognitive spheres are one and do not have a clear boundary; 5) the emotional and cognitive spheres simultaneously have features of autonomy and interaction of various types. It is the latter approach that seems to be the most justified. It has been established that the leading factors in the formation of emotions are the need and the possibility of satisfying it. The most studied issue at present is the influence of emotions on memory. Emotionally colored information is remembered better. Attention and perception under the influence of emotions acquire a one-sided character: positive emotions expand attention, and negative emotions narrow it. Thinking and activity under the influence of negative emotions are inhibited, under the influence of positive ones, they are activated. Negative emotions have a destructive effect on cognitive processes and health in general. Positive emotions contribute to good health. Positive emotions of weak and medium intensity have the maximum positive effect on cognitive processes. The subject cannot simultaneously experience emotions of the same strength in different directions. The effectiveness of solving cognitive problems is reduced if the individual experiences negative emotions.

Conclusions

Thus, emotions are mental phenomena and processes that reflect the personal significance of various life situations in the form of experiences. Emotions are both subjective and objective in nature and have three basic aspects: 1) the internal (qualitative) aspect of experience; 2) the physiological (impressive) aspect; 3) the external (expressive) behavioral aspect. The relationship between these aspects is resolved differently in different theories of emotions. If the theories of W. James – K. Lange, W. Cannon – F. Bard, and D.B. Lindsay – D.O. Hebb emphasize the physiological aspect, then K. Izard, P.K. Anokhin and P.V. Simonov emphasize the behavioral and evolutionary aspects. A.N. Leontiev and S.L. Rubinstein paid the greatest attention to the aspect of internal experience. The role of the cognitive factor in the formation of emotions is revealed in the two-factor theory of S. Schechter, in the theory of cognitive dissonance of L. Festinger, etc. At present, attempts are being made to build a holistic theory of emotions based on a systems approach (Yu.I. Aleksandrov). Not only emotions influence cognitive processes, but also vice versa. Negative beliefs contribute to focusing attention on negative emotions and feelings, thereby strengthening them. Emotional coloring of initially neutral events and situations can occur post factum due to analysis and reflection. Since the influence of emotions on memory is the most studied to date, further development of the issue of the influence of emotions on attention, perception, understanding, thinking, de-

cision-making and action are promising areas of research. It is important to take into account not only the valence of emotions, but also their other characteristics, such as generalization and orientation.

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