

The Role of Positive Emotion and Negative Emotion in Learning

Zsofia Liu*

Department of Psychology, University of Exeter, Devon, Ukarine

INTRODUCTION

Human cognitive functions such as perception, attention, learning, memory, reasoning, and problem solving are all significantly influenced by emotion. Emotion has a particularly potent impact on attention, modifying its selectivity in particular and influencing behavior and action motivation. Since naturally limited attentional capacities are better able to focus on pertinent information, attentional and executive control is closely related to learning processes. Emotion also aids in the efficient encoding and retrieval of information. Studies have shown that, depending on a variety of conditions, emotions can either improve or worsen learning and Long Term Memory (LTM) retention. This demonstrates that emotions' effects on familiarity and memory aren't necessarily. According to recent neuroimaging research, the amygdala, prefrontal cortex, and medial temporal lobe work together to support successful learning and Long Term Memory (LTM) retention. This allows the amygdala to modulate memory consolidation, the prefrontal cortex to mediate memory encoding and formation, and the hippocampus to support learning. In order to achieve the best possible fusion of emotional and cognitive processing, we also examine the nested hierarchies of cyclical emotional control and cognitive regulation (top-down and bottom-up influences) within the brain.

In order to comprehend how emotions affect learning and memory as well as the functional functions individual brain regions play in emotional processing, this review emphasizes a fundamental evolutionary perspective to emotion. We also provide a summary of the present state of knowledge regarding how emotion affects memory and discuss how this affects educational settings. Neuroimaging research expands our understanding of how emotions affect learning and memory processes in addition to illuminating how emotions improve memory. This information may be useful for the development of

effective educational curricula that create a supportive learning environment for both traditional "live" learning in classrooms and "virtual" learning *via* web based educational technologies.

DESCRIPTION

Positive emotions and negative emotions

It needs to be made clear that just because an emotion is positive in the broadest sense does not mean that it will automatically be helpful to learning. It must be relevant to learning or a particular task in order to be helpful; otherwise, it may detract from performance and attention.

Parallel to that, simply because an emotion is bad does not always act as a barrier to learning, even if it is not a question of stimulating the growth of negative emotions in the learner. If the students want to succeed and are confident in their chances of success, anxiety, shame, or rage might spur them to work more. Naturally, the strength and regularity of the negative emotion will also have an effect; if it is too strong or frequent, the learner runs the risk of feeling helpless and overwhelmed.

CONCLUSION

A learning setting is typically a fantastic location to build emotional "skills" because it encourages exciting interactions and pushing oneself. This is valid not only for younger students but also for adults, as our emotional development never stops. Therefore, this environment can help everyone become more socially adept and better able to work together, express their opinions, take initiative, listen to others. The learner must also be eager to acquire these skills. Nevertheless, in addition to imparting the learning information, some instructional strategies or activities can also stimulate this dimension.

Correspondence to: Zsofia Liu, Department of Psychology, University of Exeter, Devon, Ukarine; E-mail: zsofia.lfa@medel.com

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