THE INFLUENCE OF EMOTIONS IN LEARNING, FOCUSING ON ANXIETY

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ABSTRACT

This expanded summary is a research carried out at the Federal University of Pernambuco, addressing the theme of anxiety in learning. A survey was conducted with four questions for one hundred students from the Humanity, Exacts, Health and Nature areas, questioning them about their emotions in the school year, in order to reach the conclusion of how much the anxiety influences the learning process.

Keywords: Anxiety. Students. Learning. Emotions.

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How to cite this article: Julliana Carvalho Rocha; Brendda Juliane; Lais Maria; Rebeca Gomes; Marta Gerusa Soares de Lucena. THE INFLUENCE OF EMOTIONS IN LEARNING, FOCUSING ON ANXIETY. International Journal of Behavioral and Brain Science, 2020, 3:7
INTRODUCTION

In this study, questions were raised about the influence of emotions on learning, whose focus was given to anxiety, as it is more evident. "Learning, then, is a deeply emotional process - directed, inhibited and guided by different emotions - that is, there is a dialogical relationship between emotion and learning"¹.

OBJECTIVE

Conduct an opinion survey about the intrinsic relation of emotion to learning.

METHODOLOGY

This is an opinion survey conducted with 100 students from the 4 areas of knowledge (Nature, Humanity, Health and Exact) of the Federal University of Pernambuco - Recife. A questionnaire was applied with 4 questions, whose options were Yes or No. In the questionnaire, there were questions related to anxiety in the learning stage, and especially if the student thought this was problematic in the process.

RESULTS

60 % of the students consider themselves anxious before the test periods, 40% do not. 85 % of students think anxiety disturbs the learning process, and 15% don't think so. 93% of students report that they have felt other emotions - apprehension, nervousness and anguish - in the learning process, and 7% say they feel nothing when studying. Finally, 19% of the students said they take medicine before the test periods and 81% stated that they do not use any type of medicine before the test period.

DISCUSSION

Based on the research results, it is noted that most students suffer from anxiety and how it can influence the university environment. It was also observed that, however much these students suffer with various emotions, the minority seeks an outlet through remedies. The main question is: how far anxiety is healthy, and which point it stops helping and causes greater problems, such as depression and lack of stimulation.

CONCLUSION

In this way, emotions act systemically in learning. However, it is perceived that there is a large gap between emotion, which has two perspectives between healthy and pathological. Learning has negative consequences when emotion is thrown at the morbid, in short, anxiety. The university for most people is a place of extreme chronic tension and emotional suffering, because the frustration feeling makes learning difficult, a fact confirmed by the form applied to the students of the Federal University of Pernambuco, where it dealt with the emotional of the students, which covered the different areas of knowledge (Health, Exacts, Nature, Humanity), so it was seen that the great problem of linking emotional development to the development of learning still persists. Thus, it is valid to apply measures that cause comfort to university students in order to interconnect emotion and learning with the intention of closing the gaps of negative feelings and their consequences in university life and the academic future.

REFERENCES


