

# A Study of Cognition, Emotion and Philosophical Standpoints

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**Keywords:** Cognition; Philosophical standpoint; Motivation; Physiological condition; Emotion

**Abstract:** This paper focuses on the analysis and use of cognitive processes. It also includes an account of the nature and application of behavioural analysis, especially in the field of education. Specifically, it focuses on the interference of behavioural cognition. It also introduces the topic of personal understandings of the relationship between emotion and cognition. Finally, it discusses related fields on the basis of previous studies.

## 1. Introduction

Over the course of the last 150 years, the rapid development of psychology and its related fields have increased people's interest in the spiritual world. As research has progressed, however, we have increasingly found that the spiritual world is inseparable from the real world. There is, in fact, a strong connection between these seemingly separate domains. This paper discusses the cognitive processes, philosophical standpoints and the relationship between emotions and physiological conditions [1-2].

## 2. About cognitive processes

Herbert Alexander Simon et al. have given a general explanation of cognitive processes.

There have also been several theories of the relationship between emotion and cognition. Some of the most well-known of these are as follows: the Evolutionary Theory of Emotion (elaborated by the naturalist Charles Darwin); the James-Lange Theory of Emotion; the Cannon-Bard Theory of Emotion; Schachter-Singer Theory; Cognitive Appraisal Theory; and the Facial-Feedback Theory of Emotion. Personally, I also think that cognition is inseparable from the thinking individual.

The two basic laws of educational activities are the law of social development and the law of individual, physical and mental development. First of all, educational activities should take place in accordance with the political, economic and cultural laws of social development [1]. In other words, they should follow the latest trends in education and promote human development. At the same time, though, they should follow the law of individual physical and mental development. It is important for educators to understand the law of physical and mental development and to plan their educational activities accordingly. As far as teenagers are concerned, their physical and mental development is characterised by their orderliness, their separation into stages and their imbalance. At least, that is the case objectively, assuming that people's individual will is not taken into account [3-4].

There are five different kinds of emotion, each of which has four dimensions. One of these dimensions is complexity. Most emotions are complex except for the simple emotions, which are happiness, anger and sadness. The reason for taking notes about emotions is that when people do not understand their emotions well, they can be prone to mental illness. On this basis, we make a further analysis of human cognitive processes, using the model as part of our analysis [5].

## 3. Emotion and cognition

There are two aspects to cognition that it is important to consider: real cognition and subconscious cognition. Real cognition starts from our perception in a particular situation. Thus, when we are in a given environment at a given moment in time, we analyse our surroundings and

try to understand them. Subconscious perception, on the other hand, is derived from experiences that we extract from our memory. In many cases, when we analyse a certain matter or situation, we begin by looking for a reference point in our memory.

The results of this process can be categorised as either positive or negative. Too much negativity or positivity will cause a transformation in the opposite direction; that is, the mutual transformation of negativity into positivity and vice versa. For example, if we have a positive emotional response to something, we may go on to recall it very often and at different times. Thus, if at a later point we find ourselves in an inferior situation compared to the situation about which we felt positive, then we may be likely to experience negative emotions. This is true even if the latter situation is not necessarily negative. Furthermore, an excess of negative emotions can make us feel depressed, which can have a profound impact on our cognition and emotions (Figure 1).

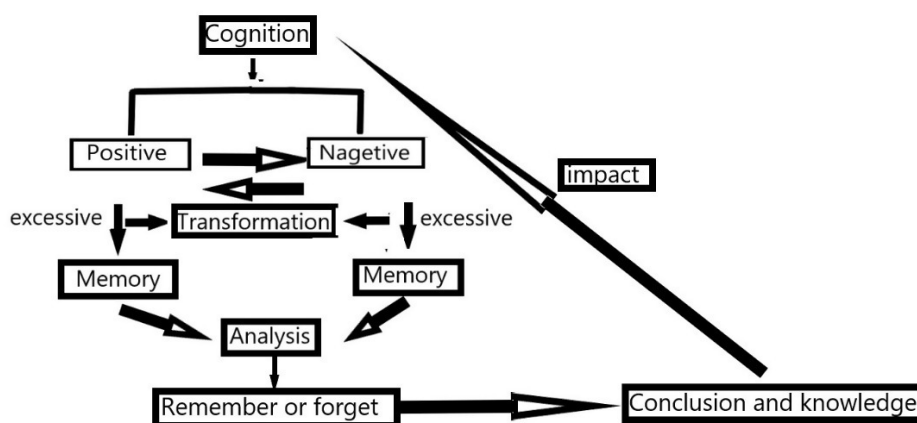


Figure 1 The relation between cognition and emotion

#### 4. Memory and cognition

Memory has a profound impact on people. A person’s experiences produce memories for the brain and we frequently recall these in the future. Not only that, but these repeated recollections will have different emotional effects on people, depending on their specific cognition of something. From this, we can say that memory, cognition and emotion are all interlinked [6].

#### 5. Cognition, emotion and the philosophical standpoints of individuals

Whenever we analyse anything, it is clear that our philosophical standpoint plays an important role. The same could be said of our motivations and our physiological conditions. For example, if a person is a materialist, the points of reference for their analysis will most likely come from the real world. If, on the other hand, a person is an idealist, then their points of reference will generally come from the spiritual world. Furthermore, regardless of whether someone makes a clear choice or not, we can assess the biases of their philosophical position. For example, many people do not have strong views about drinking (even in traditional Chinese medicine and modern medicine it is thought that moderate drinking can be beneficial for a person’s physical and mental health). In some religions, however, drinking is frowned upon, meaning that many believers avoid alcohol.

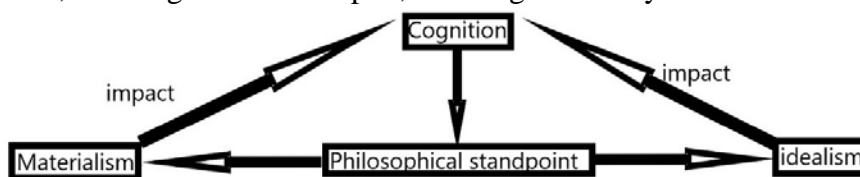


Illustration 2

Figure 2 The relation between philosophy and cognition

## **6. Physiological basis**

We know that positive effects or memories cause the brain to produce dopamine and serotonin (Figure 2). Both of these substances have an impact on human emotions and cognition. The repetition of similar experiences or memories can lead to the formation of a reward circuit. This encourages people to consistently reproduce a certain mental impulse or physical reaction [7,8].

## **7. Motivation for mental activities**

The motivations for mental activities can either be physiological or spiritual. Those with a physiological basis come from our brain. Serotonin, dopamine, adrenaline and endorphins are all substances that cause obvious physiological changes. Some, for example, increase a person's desire to smoke. On the spiritual level, a person's spiritual values will cause them to take up certain spiritual activities. For example, Buddhists are likely to be generous and giving.

## **8. Application of education or of methods for correcting behaviour**

In many educational environments, the students often fail to meet the requirements of the educator [9-10]. In view of this situation, I suggest that we can use any aspect of the interference model outlined in Figure 1 in order to achieve interference. In this process, however, the target may experience fluctuating emotions or exhibit disorderly behaviours. In this case, a disruptor can help the target establish new values or develop a new outlook on the world. It is worth mentioning that whoever engages in the interference implementer should not impose their own (potentially extreme) ideas on the target. Also, the degree of interference should depend on the target situation. This is essentially a moral consideration.

## **9. Conclusion**

When a person understands their behaviour, they will follow a main principle. The purpose of behavioural psychology is to understand this principle and then to follow it in order to make progress.

Firstly, just as no one would try building their own house when they were just starting to learn how to lay bricks, so too do we need to learn from the examples of others if we are attempting to use psychology as a way of changing our lives; we need to observe and analyse other people and then use our findings as a reference for ourselves.

Secondly, and more importantly, we need to systematically cultivate our own powers of observation and our ability to take action. By systematically classifying and accumulating the things we observe in our daily lives and expressing them implicitly, we can form a deep understanding and leave a clear impression in our own brains regarding the content discussed above in this article (which has mainly focused on explaining cognitive processes and analysing behavioural psychology).

Changing attitudes towards the spiritual world reflect changes that have occurred over time. Similarly, the problems that are being discussed today may well change in the future. However, no matter what changes and developments take place in the real world, research in the field of psychology will not stop. Psychologists are committed to improving people's quality of life as well as their capabilities. Research into psychology will therefore continue to bring valuable insights into education, psychotherapy, even people's daily lives. The content of this paper is expected to be helpful in the development of related research fields, but it is also expected have valuable practical applications.

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