

THE DEVELOPMENT OF FRUSTRATION TOLERANCE AND ARBITRARY EMOTION REGULATION IN THE EDUCATIONAL PROCESS

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Nowadays students are trying to achieve success in studies, personal lives and make a brilliant career. Achievement of goals and satisfaction of needs require great efforts, abilities and positive self-perception in student's age. As a consequence, students perceive their new challenges may be accompanied by tensions, conflicts and negative emotions. The inability to regulate emotions can cause conflicts, unmet needs, blocked goals and disappointments in person's abilities and lead to a form of emotional stress, frustration. The receipt to the development of coping strategies is the development of frustration tolerance and arbitrary emotional regulation in the student's age. Arbitrary emotional regulation and frustration tolerance take an important place in the structure of personality and are the basic aspects of social life. Their development contributes to the regulation of emotions, the positive development of personality, positive self-perception in student's age.

Everything starts with the emotions. Emotions are the processes of internal regulation of a person's behavior. Emotions are not irrevocable, biologically-guided, natural phenomena. Rather, they are socially constructed, i.e., they are amenable to social direction, enhancement, and suppression. Emotions can be managed. A deviant emotional experience can be brought in line with the normative requirement by regulatory processes. Emotions must be regulated in order to avoid negative consequences of unrestrained emotional behaviour. This coping depends on the continuous monitoring of the relationship between the individual and the environment. The (largely unconscious) cognitive process underlying this monitoring is called appraisal. The central tenet of appraisal theory "is the claim that emotions are elicited and differentiated on the basis of a person's subjective evaluation or appraisal of the personal significance of a situation, object, or event on a number of dimensions or criteria" [7, p. 637]. Thus, appraisal theory explains why the same event can give rise to different emotions in different individuals, or even in one and the same individual at different times. Conversely, appraisal theory offers a framework for the identification of the conditions for the elicitation of different emotions, as well as for understanding what differentiates emotions from each other [8].

Emotion regulation refers to the processes by which we influence which emotions we have, when we have them, and how we experience and express them. Because emotions are multicomponential processes that unfold over time, emotion regulation involves changes in "emotion dynamics" or the latency, rise time, magnitude, duration, and offset of responses in behavioral, experiential, or physiological domains. Emotion regulation also involves changes in how response components are interrelated as the emotion unfolds, such as when increases in physiological responding occur in the absence of overt behavior [6].

The phrase "emotion regulation" is ambiguous, as it might refer equally well to how emotions regulate something else - such as thoughts or behavior or to how emotions are themselves regulated. However, if a primary function of emotion is to co-ordinate diverse response systems, the first sense of emotion regulation is largely redundant with emotion. For this reason, that the second usage is preferable, in which emotion regulation refers to the heterogeneous set of processes by which emotions are themselves regulated. Because virtually all goal-directed behaviour can be construed as maximising pleasure or minimising pain and thus affect regulatory in some broad sense it is important to prevent over-inclusivity by narrowing the focus to processes whose proximal function is to regulate emotion.

One important aspect of emotional development is the ability to regulate one's emotions. Emotion regulation consists of both intrinsic and extrinsic processes that are responsible for learning to recognize, monitor, evaluate, and modify emotional reactions (Thompson, 1998) [9]. Emotional reactions include strategies to maintain, enhance, subdue, and/or inhibit emotions in attempting to accomplish goals (Denham, 1994) [2]. Fox (1993) states that the regulation of emotion is the ability to respond to the

ongoing demands of experience with a range of emotions in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions, including the ability to delay spontaneous reactions as needed [5]. Regulating emotions is crucial in maintaining a connection with ongoing perceptual processes, having access to a greater number of adaptive responses, and enhancing flexible and appropriate responses. Lacking the ability to regulate emotions can result in deleterious emotional arousal and the mis-identification and mis-direction of emotions, thereby hindering the ability to function adaptively and appropriately.

Emotion regulation always takes place in the context of a particular individual. Because individuals differ both in the emotions they experience and in the way they regulate these emotions, any separation between the study of basic emotion regulatory processes and individual differences in such processes must be regarded as a temporary convenience rather than a long-term. However, one major impediment to taking a process-oriented approach to personality is that individual differences in emotion regulation have been studied under a disconcertingly large number of rubrics. Constructs most closely related to emotion regulation include: emotional control, negative mood regulation, repression, and rumination/distraction.

Emotion regulation requires anticipation of the consequences of emotional responses prior to execution, either based on memory or on the computation of consequences when the response is still in the planning stage. Consequences of emotional responses can be external, e.g., retaliation following displayed anger, or internal, such as the interruption of ongoing non-emotional task performance. One of the most noticeable aspects of an emotion is its intensity. Emotion intensity is a very complex phenomenon in two respects: first, intensity is not unidimensional. There are many parameters that can vary in magnitude, e.g., the duration of an emotion, the delay of its onset, and the strength and drasticness of action tendency. Second, there are many determinants of intensity, e.g., concern strength and cognitive determinants such as the appraisal criteria of praiseworthiness, desirability, and appealingness

Cognitive perspectives on emotion and emotion regulation suggest that the emergence of emotions and the ability to regulate emotions is dependent on cognitive processes such as means as behavior, language, and memory. Assagioli R. considers that willed (arbitrary) activity is closely related with consciousness and is the unifying centre of all elements of mental life. The scientist describes three stages of development of will (arbitrary): aspects that ensure the development of arbitrariness mental processes; as characterized by the will of a way to demonstrate the will to action, i.e., arbitrary actions and activities; will act includes willpower volitional qualities volitional regulation [1].

Talking about cognitive perspectives of emotion and emotion regulation, we should admit the importance of the phenomenon of frustration tolerance in the mental process of coping with negative emotions which provides the foundation of emotion regulation.

In our opinion, frustration tolerance is the state characterized, despite frustration, by thoughtfulness, prudence, willingness to use a stressful situation as a life lesson and rewarding experience. This variability, flexibility of thinking and creative approach to frustrating situations can turn a problem into an opportunity and challenge for finding something new. This includes the ability to experience and reflect on mixed and conflicting emotions, more sophisticated skill in emotional dissemblance.

From the other side, frustration tolerance is the ability to postpone or delay reaching of a goal, or to respond reasonably to a thwarted wish or desire. In the nature of a society not all goals, needs, wants are immediately satisfied. Young people have little appreciation of possible impediment and demand immediate fulfillments. As they grow older they learn increasingly to control demands and to accept delayed gratification. In the course of time students have to learn that a daily living is a mixed of pleasant and unpleasant events. Early explosive reactions have to be gradually moderated if students are to find an acceptable place in the society. There is some evidence that frustration tolerance can be inborn feature. Even so, like other personal features, frustration tolerance is fundamentally shaped by experience of growing up [3].

As a result of forming frustration tolerance, the overall emotional tone tends to be stable from adolescence into adulthood. Therefore, in addition to supporting basic healthy emotional development, we might do well to guide adolescents how to increase frustration tolerance. This might include emphasizing the development of rational thinking; unconditional life acceptance and all this will lead students to

constructive behaviour, adaptability to the frustrations and ability to use the challenges of life to their advantage [3;4].

Frustrated students can develop coping strategies by training themselves to tolerate and master their frustrations. Frustration tolerance training derives from a common-sense observation. People have greater tolerance for frustration when they think of themselves as effective and efficient in facing and resolving frustration problems. In effect, frustration tolerance training involves learning people to clearly define frustrations, setting a course to manage or master them, then following that course. Stoically tolerating frustration has limited value, however, unless coupled with learning ways to master frustrations[3;4].

People can live with a certain degree of unresolved frustrations, ambiguities, and inconveniences in their lives, so they don't have to face and resolve every frustration they experience. However, they should learn to recognize and deal with the relevant ones. To head into the waves of life students can use a frustration tolerance training process that involves:

1. Recognition of the frustration
2. Analysis of the frustration
3. Development of frustration management skills
4. Application of frustration management concepts
5. Utilization of feedback to improve coping skills [3;4].

Thus, we can say that emotions characterized by varying degrees of mental organization and play an important role in the regulation of behavior and mental activity. This enables personal development and individual personality traits. Generalizing scientists' ideas and tendencies of arbitrariness emotional regulation and frustration tolerance, we believe that these phenomena provide the ability to manage person's emotions, mental processes, behavior and goals.

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