

Abstract

Both love and care are vested on the mother. A child must enjoy security and love at its early stages of life as fear and anxiety are born out of insecurity. Emotional development starts from the fear stage by a baby. At experiencing situations and recognizes dangerous/harmful objects or creatures the feeling of anxiety starts. Emotions are not without some social aspects such as making ironical use of facial expression to portray wrong image or attitude. Emotion is full of many dimensions ranging from psychological, to be in social contact. Emotions are of many features, as they are neither overt behaviour nor specific thoughts. They are neither positive nor negative. They are passive not actions and arise from a cognitive appraisal of situations which are accompanied by bodily responses varying in intensity from person to person. The teacher should recognize difference in children and seek to overcome the child's emotional life.

Introduction

A child enjoys the intimate care and nursing of its mother before it is subjected to the less comfortable and less secure conditions of normal child life. However, for normal development, a child must enjoy security and love for contentment and happiness, lack of which brings anxiety and fear. Our mother is probably the first person to provide us with the security and love we need, so we grow to love her. This intimate relationship widens gradually to include the rest of the family and close friends. We feel happy and contented in their presence and, so, we love them, fear and anxiety are born out of insecurity and are aroused whenever the feeling of peace and contentment is upset. (Farrant, 1964). In this respect, therefore, anxiety and fear are the main causes of hatred which is the main ingredient of emotion and emotional reaction.

Emotional Development (Dnu)

Sudden noises or unfamiliar sights are sometimes sufficient to upset the stable state of a yawning child and cause him to cry in fear. Later, or through experience, situations which he recognizes as dangerous, give rise to anxiety and fear. Unnecessarily and unreasonably, however, people sometimes develop fear of certain things and objects, because they have been taught or informed by others. For instance, chameleon is not a dangerous animal as it does not bite at all, but it is feared by most people due to the fact that they are misinformed by others about how dangerous it is.

Natural fear and anxiety are, on the other hand beneficial because they help to protect us by producing activity, which either removes us from the source of danger or eliminates the cause itself. Thus at first, a child's fear of big trucks on the road may make him flee into the bush in the village or drainage in the urban centres, but later he eliminates their danger by always walking at the edge of the road.

Anger is a natural response of frustration; hate on another hand is an emotional response to things which anger us. However, if allowed to develop freely, emotional development produces a pattern of attitudes to people and situations (Farrant, 1964).

The Innate Expressions of Emotion

The physiological responses in anger, such as change in heart beat rates, blood pressure and tenseness and crying are not learned, but appear to be innately determined. The relationship, however, between these responses and at one time in the history of the child is a matter of learning (Robert, 1959). However, certain facial expressions seem to be universal. He proposed that these expressions are biologically determined, passed on genetically from one generation to the next. The facial expressions seen today are those that have been most effective in telling others something about how a person is feeling and what he is about to do. If some one is red in the face and scowling, for

example you will probably assume that he or she is angry, and you will be unlikely to choose that particular moment to ask him or her for loan.

In fact, children do not need to be taught to grimace in pain or to smile in pleasure. They show facial movements that are appropriately correlated with their well-being. Even blind children who cannot see others to imitate them show the same emotional expressions as do sighted ones (Benstein et al, 1991).

Social Aspects of Emotion

Although some basic emotional expressions are innate, many other expressions are neither innate nor universal. People in different cultures use different facial expressions to express some emotions. For example, suppose you say, "I just bought a new car," and all your friends stick their tongues out at you. In North America, this would probably mean that they feel jealousy or are resentful. In China, this would express surprise, whereas in Nigeria such expression means delight at a brother's success in life. As noted earlier, people even learn to use facial expressions ironically or to communicate their feelings. They can show a smile that communicates contempt rather than friendliness. They may look mock-serious before revealing a happy surprise or smile a greeting that is not particularly joyful. This means that facial expressions do arise from emotions can be controlled to some extent (Benstein, et al, 1991).

Dimensions of Emotion.

It has been suggested by psychologists examining emotion that it has been like the proverbial blind men who come upon an elephant and try to decide that it is. In that proverb, one blind man bumps into the elephant's leg, wraps his arms around it, and says, "This is a large tree". Another grasps the trunk and says, "This is a snake". A third grasps the tail and says, "This is a rope". Similarly, some theorists say that the essential quality of emotion is the psychological response. Some say that the relation of a feeling to one's goals is the important part, while some are of the view that emotions only exist in a social context.

Features of Emotions

Emotions are transitory states characterized by six features as follows:-

1. Emotions are neither overt behaviours nor specific thoughts. They are experiences as result emotions are often mixed and even contradictory.
2. Emotional experience has valence, which means it has neither positive nor negative something you will like either to enhance or eliminate. Thus, changes on emotion can act in ways that bring about happiness satisfaction, and other positive emotions, and to avoid doing things that cause pain, anxiety, disgust or badness.
3. Emotions are passions, not actions. Ealing, for example, is an action but hunger is a passion. Actions are initiated by the actor. Similarly, not decide to experience Joy or Sorrow. Instead, you "fall in love" or are "overcome by grief".
4. Emotions arise from a cognitive appraisal of a situation. Emotion depends not just on situations but on what you think about those situations, such as how you interpret their potential for threat or pleasure. Seeing a lion elicits different emotions, depending on whether you think the animal is a tame pet or a wild, hungry beast. Your interpretation of the situation in this respect can alter your emotional reaction to it. Emotions, are therefore, experiences that are both triggered by the thinking self and experienced by the self as happening to the self.
5. Emotions are accompanied by bodily responses. When you are surprised, for example, you probably show a wide-eyed, open-mouthed expression and raise your hands to your face. Internal, visceral responses which is changes in the heart rate, also accompany emotion. The visceral responses are reflective, occurring as automatically as salivation in response to food.
6. Finally, emotions vary in intensity, from the guide satisfaction of a person. An example, lack of emotion may make it difficult or impossible to hold a job or to function normally in other ways. Too much emotional arousal can also cause problems (Benstein, 1991).

Emotion in the Classroom

The importance of an understanding of emotional development so far as the teacher is concerned is that he should recognize that all the children in his class are not alike. The effect of a rebuke on a shy sensitive child is quite different from that of a bold, confident child. He should also see the importance of the school as a factor in shaping the child's emotional growth. In this regard, the teacher should constantly be seeking to overcome the unnatural qualities of any child's emotional life and to establish sound emotional habits of response which produce kind, confident, happy and well-adjusted children. In regards also, the teacher should be conversant with two main schools of thought with regard to child's emotional training, namely, the permissive and authoritarian.

The permissive school regards the child as naturally good and misbehaviour is the result of adverse environmental factors. On the other hand, however, the authoritarian school holds that the child is naturally good, but he needs to be molded to conform to the social norm which does not come to him naturally. This, the teacher can do by establishing habits, and we all know that habits do not come to one naturally, they are most efficiently taught by the use of punishments to inhibit undesirable habits and rewards to encourage those that are desirable (Farrant, 1964).

The teacher should also realize that an overtly emotional person may be unable to concentrate in the classroom, or even to coordinate thoughts and actions efficiently. We should understand, as teachers, that there are also two distinctions of emotion, namely, arousal emotion and emotional attitude.

An arousal-emotion is necessarily short-lived for the bodily changes which accompany it depend upon a sudden transformation of energy level which cannot continue for long before the counter-balancing mechanisms of the automatic nervous system begin to cancel it out. Emotional arousal can recur, therefore, but it cannot endure for any great length of time for long period of time emotional arousal lies dormant or latent, but whenever stimulated by an appropriate circumstance, it tends to recur and with each reoccurrence it becomes more deeply-rooted.

Emotional attitude, however, can persist so as to influence a person's future behaviour over a long period of time, depending on the kind of subjective element or cognition. Emotional attitude is therefore a kind of enduring tendency or disposition to react emotionally whenever a certain object or situation presents itself. Children should be taught by the teacher, how to control emotion at brain level to stop sending out irrational emotional signals (Yarlotl, 1972).

Conclusion/Summary

In conclusion, since emotional development start from fear stage, but at the stage of experiencing and recognizing harmful objects, creature feeling or social contact by a person and it can neither be negative nor positive as the case may be. It is also neither overt behaviours nor specific thoughts and are accompanied by bodily responses. Teacher should identify differences among their students.

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