of the fact that different emotions relate competition and rivalry, as opposed to cooperation and mutual support.

Despite numerous uncertainties and possible dilemmas, one thing is certain: the above results indicate a pronounced correlation between emotions, emotional conditions and learning processes and educational effectiveness. They strongly support the thesis regarding the role of emotions: factors shaping the emotional context of the learning procedure should be taken into account. The environmental impact in the learning process is strong; however, the emotional context is still often neglected. Research results have confirmed that beliefs that the students of technical faculties are strictly rational and that emotions have no significant impact on the learning process and its effectiveness are the result of an insufficient understanding of emotions or it is a stereotype. Given that overall human behavior is the result of our thoughts and feelings, i.e. cognitive and emotional activities, it is obvious and almost mandatory to recognize this property for the educational process and educators.

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