

THE CHANGE OF EMOTION AND THE HUMAN ROLE IN THE PRESENT

Osman Emin, Havva Şaban, page 69-84

ABSTRACT

By understanding our existing emotions, we recognize the changes in emotions, which emotions have effects on our body, in this way we not really exhaust our emotions. We must realize that human beings have a great share in their emotions and reactions to emotions. According to the studies, nowadays, the ability to manage emotions, to benefit from them effectively, and to have a balanced and harmonious life by understanding oneself and others, has revealed the concept of emotional intelligence. Studies have shown that individuals with high emotional intelligence are more adaptable and balanced and as a result emotional intelligence has emerged. Emotional awareness helps us know what we want and what we need. Being aware of our emotions can help us talk about feelings more clearly or resolve conflicts better, and avoid or move past difficult feelings more easily.

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INTRODUCTION

One of the most important factors encountered in human relations are emotions. No matter how important an idea is, if we do not have the reflection of emotion that accomplishes that thought, the communication is incomplete. People evaluate what is said not only with their minds, but also with their hearts. Traditional education cannot meet the needs of the information society. A new approach is needed in the upbringing of information age people. Development of emotional intelligence of people seems to solve many problems.

In this study, the concept of emotional intelligence, emotional intelligence competencies and emotional intelligence models are defined systematically. Subsequently, it discussed the role of emotional intelligence in education. There are emotions people experience in their lives. In the first place, they are feelings experienced by being aware and felt. In some cases, even if it is not mentioned, it is something that a person lives and is aware of. These can be positive or negative emotions.

What is human?

Human is the only rational (mental) being of the universe. Reality and human consciousness have a certain identity; with a specific nature and needs. To understand reality and to survive, the most basic tool of human is his "MIND". Reality is one, and human consciousness has one nature. Human being is a hero, who has a free will, can handle himself and capable of producing. The real need of human consciousness is: "to discover the hierarchy and principles of values that will guide him in his choices, his activities, his values, his relations with existence, his purpose and his aims. Human beings cannot survive momentarily or without future: they cannot integrate their capacity of integration and imprison their consciousness in the perceptual range of an animal.

Just as an animal's consciousness cannot be compelled to become abused with abstraction: human consciousness also cannot be narrow by making it impossible to deal with anything other than the present concretion. Its human! Using this mechanism for an informational purpose requires a voluntary action. ¹

¹ <http://www.turkcebilgi.org/bilim/felsefe/insan-nedir-24826.html> / 22.04.2017

One of the characteristics that make people human is their cognitive power. With this power he becomes superior to other creatures and takes them under his command. By trying to cope with the nature produce cultural values; and by improving technology makes life easier and meaningful. Education also guides the development of human cognition. Cognition includes advanced mental processes. Mental process contains many features such as, attention, perception, memory, language development, reading and writing, problem solving, reminiscence, thinking, reason, creativity, etc. Cognitive development, it is a development area that includes all mental processes in stages of acquisition, starting from birth, acquiring knowledge which allows interaction with the environment and environmental understanding.

Refers to thinking about objects that the child sees, hears, touches and tastes. Skills such as reasoning in an abstract way, logical thinking about hypothetical situations, organizing rules in a complex and higher structure, understanding similarities and differences between objects, categorizing objects are included in the field of cognitive development.

According to Piaget, cognitive development is defined as a periodic change in the organism through different stages, from birth to death. Cognitive development is the process of thinking and understanding human beings. It is the development of the mental activities that enable the individual to understand and learn. Cognitive development deals with information processing, sources, perceptions, language, learning and other aspects of brain development in humans. Cognitive development is the development of the human brain, which makes all of this.

What is emotion?

Emotions play an important role in people's behavior, practical and theoretical knowledge acquisition, aesthetics- art and other fields of activity, as they show a specificity, whether specific objects, events or views are consistent with people's needs and interests. The most important resource that develops emotion is various forms of study. Whether it is the object-oriented practical material production activity, scientific and artistic activity, they are stimulated by emotions and at the same time lead to new emotions. Lenin stated that there is no question that people will never search for the truth without emotions, nor can they be and will not be in the future. Active emotions affect people positively. People's

emotions relate to their thoughts and interact closely with the ideology of classes and social psychology. The integrity of thinking and **perception** is of great importance for the formation and solidity of socialist consciousness. In this process where the emotions and knowledge gained by the people is consciously educated, it is important to bring the emotional world into harmony with the thought and to provide an emotional basis by giving the necessary emotions to the theoretical knowledge. This process is an important condition for the consolidation of socialist consciousness. Sublime feelings that are particularly intertwined with the ideology and social psychology of the working class are known as feelings of class solidarity, socialist patriotism, pride in the successes of socialism and internationalism.²

It is difficult to give a simple answer to the question of what emotion is. Because emotion is a complicated process. Emotions in general have physiological and cognitive elements and sensations of influencing behavior. Think about it, what makes us happy? First, unlike other emotions, we experience certain physical changes in our body: Maybe our heart rate increases, maybe joy surround us on all sides; our understanding and evaluations about what is happening shape our feelings about happiness. It is also possible to experience emotions in the absence of cognitive elements. We can react with fear to a new and unfamiliar situation. For example, we may be scared when we meet an odd person who we don't know and who isn't right; or, without the presence of any emotion or cognitive element, it is possible to enjoy something. People develop cognitive elements in relation to the new situations they face, and then react emotionally. According to this idea, it would be more useful for us to think about the stimulant or the situation and to understand them before they react emotionally (Lazarus, 1984). Our emotional experiences vary considerably in terms of both species and violence. For example, sadness and joy are different kinds, and fear and terror are the same type, but emotional experiences of different intensity. With the definition of emotion, it is necessary to emphasize the definition of four different experiences.

² <http://www.nedir.com/duygu/> / 22.04.2017

Emotions, Emotion-Cognition Relationship, Functions of Emotions

The individual is also influenced by strong emotions, ambitions and various other emotional factors while directing to think and reasoning. When two individuals with similar thoughts and different emotions are considered, it is seen that the emotions specific to individuals can direct two individuals to completely different behaviors. This means that any emotion activates the individual to do anything and often directs the individual's course of action (Ekman, 1994). The expression of the different emotions used in each language to improve the vocabulary playing an important role in personal development should be examined in order to know the differences in satisfaction between the ratings and even the mixtures. The subject of adjectives that are attached to people who are in emotion and satisfaction situations are examined and the subject of emotion develops. While you are happy, in an hour if you're grieving and while you are grieving if you feel happy beware! You may be faced with borderline personality disorder. The main characteristics of people with borderline personality disorders are their variability and emotional instability. We are not talking about the difficulty of making a choice, but the instability in the sense that the emotions are not stable. Their emotions change quickly, so they can exhibit very variable moods and behaviors during the day. When they are very happy, they can suddenly be very sad or, on the contrary. Because of this variability, people can confuse borderline personality disorder with bipolar disorder. Some researchers compare emotions to watch batteries. As the clock without batteries is not active, as well as the individual who is not driven by emotions, lack the energy to perform functions just like the battery-free clock.³ These explanations do not mean that emotions are the sole source of individual orientation. Individuals act in order to meet their basic needs regarding nutrition, shelter and maintenance of body temperature. These are the necessities for survival. In order to meet these three needs as a priority, the individual will use his reasoning power. However, in some cases individuals are behaving in a much more desirable and unsatisfied manner, even though these basic needs are met. **According to Aristotle,**

³ Goleman, Daniel. (1996). *Duygusal Zeka Neden IQ'dan Daha Önemlidir?* İstanbul: Varlık Yayınları.

individuals living a good life depend on their distinction to what is good for the and what it looks like to be good.⁴

In making such a distinction, cognitive assessments, broader thoughts, have an important function. At this point, emotions can cause the individual to make a wide range of decisions that are rational, irrational and even diseased. This does not mean that emotions are negative or contradictory. On the contrary, emotions are complementary to logic. Although individuals have unique abilities, they may not strive to succeed. In this case, interest and ambition are the appropriate feelings that will help an individual to use his / her abilities successfully (Compton's, 1998)⁵

No one, including scientists and researchers, can fully explain how the brain works, what is thought, and the source of emotions. It is not known exactly how the brain produces emotions.

However, it can be said that emotions are related to the chemical balance or imbalance of the brain, and that there is a direction that moves along with cognitions and is affected by them. (Fisher ve Adams, 1994)

Although there are difficulties in conceptually identifying emotions, there is a need to scientifically identify emotions.

Emotion leads the individual to be ready for "action, priorities and plans". Emotions are accompanied by bodily changes, emotional expressions (verbal and non-verbal), and movements.

In order to explain how the relationships between emotion elements emerged, some research reveals a pattern in which these elements are sometimes intertwined, sometimes there is no relationship between them, sometimes the emotions are subjective, and this is accompanied by occasional physical changes. One of the reasons for this; cognitive, physical and verbal expressions may have different functions. The main point of emotions is seen as a change for readiness, giving priority to some goals and using it as a tool in social relations. Different emotional phenomena have different time course. Facial expressions and many physical changes usually occur within a few seconds. Exposing emotions are better than suppressing them and being aware of emotions and

⁴ Goleman, Daniel, Boyatzis, Richard, McKee, Annie. (2003) *Yeni Liderler*. İstanbul: Varlık Yayınları.

⁵ <http://dergipark.gov.tr/download/article-file/50126/> 22.04.2017

expressing emotions provide the flow of truth and truth to the body. However, when emotions are very strong, revealing them causes internal and external confusions. External confusion arises, when strong emotions are experienced, when directed to cold, unresponsive, emotionally insufficient individuals and when an attempt is made to keep the person in charge against the current mood and when not receiving enough response. The internal confusion occurs, when the individual initiated by himself, or believes that someone is suffering because of him, so that the individual can experience shame or guilt. Most of the time, these strong emotions lead to the accusation (are you teasing me, you make me cry) of those in the environment because of the feelings that are felt, and to fall into the trap of believing that someone controls and manages their emotions. What is the solution if it should not be expressed and suppressed because it causes emotions, inward and outward-looking complexities? Is a man living in a cave alone?

Only when the person directs and directs his / her emotions to certain areas, he / she may partially withdraw from the negative effects of these feelings. When the individual strikes out his / her emotions, he / she expects to understand and to value his / her feelings. The expression of emotions depends on their understanding of other individuals and the transformation of emotional messages into action. When feelings are suppressed, they are expected to be resolved in the intrapsychic field and transformed into a more acceptable form. Strong emotions also carry a large amount of energy. If these emotions are accepted and the energy, they carry can be well-guided and time is left to understand them, all emotions will become tools for the use of the individual.

For example, anger and resentment narrows the boundaries of the individual's perceptions and distributes the energy in a way that allows for stronger protection. The energy that draws in the sadness and the frustration, draws this energy for improvement in us. Similarly, ignoring positive emotions leads to the energy that emotions carry, and leads to the siege of the individual. In short, all positive or negative emotions belong to the individual and the individual must learn to live with them. By directing these feelings in the right time, the individual can continue his life more positively, more constructively, comprehensibly, efficiently and productively both within the society and within himself.

The Functions of emotions: Different researchers indicate that emotions have different functions. According to these researchers, the functions of emotions can be listed as follows:

- 1) Emotions are adaptive. Emotions are connected to the organism through evaluation processes because they are intended to ensure the organism's compliance (Safran and Greenberg, 1991).
- 2) Emotions are important and vital motivation in the emergence of target-oriented behaviors. Emotions serve as satisfying and safe protectors in the goals of the entire human system. These objectives include accepted standards of what is and is not. Basically, emotions depend on systems (eg self-protection, the need for attachment, reproduction). Emotions are formed in such a way as to include targets or standards that arise from the needs of these systems and develop as a result of learning (Safran and Greenberg, 1991).
- 3) Emotions provide information about their behavior. Emotions evaluate the readiness of the system and provide information that causes the person to behave in a certain way. Emotions, in this sense, constitute a kind of behavioral tendency. It is thought that there is an innate connection between emotions and behavior. For example, anger is used to assess the readiness of the system to protect the individual under threat, or love is used to assess information and readiness, or the system related to attachment. (Frijda,1994)
- 4) Emotions are motivating. It proves the individual the necessary driving force to meet the needs of the individual (Frijda,1988)
- 5) Emotions organize inner-system priorities. Emotions have a compelling effect on the whole system due to their important functions related to life protection. Frijda (1988) calls this "priority in control" (control precedence). This means; the individual tends to behave in a behavior associated with an emotion, regardless of long-term goals. For example, the sense of anger may overwhelm a rational decision. Finding an individual attractively can lead to potential risks not being evaluated rationally. The nature of emotional experience has an important place in the functioning of human systems at the highest level. For

example, a life-threatening situation, such as being attacked by a predatory animal, takes precedence over a target, rather than other targets such as nutrition and socialization in the system. In this context, emotions determine the individual decision-making styles among multiple and noncompliant goals. These kinds of priorities are somehow coded into the system. Others are learned. (Safran and Greenberg,1991)

- 6) Emotions contain different expressive motor patterns. Expressive-motor elements constitute the essence of emotional experience. These elements depend on the system and include specific expressive-motor formations (physiological responses, facial expressions, postur and verbal), which correspond to each basic emotion. These are formations that gives quality features to emotions. (Ekman, 1994; Izard,1993; Leventhal and Scherer,1987)
- 7) Emotions are primarily communication systems. Emotions are in harmony with the systems that determine the organism's own behavior and stimulate others and read emotional reactions. (Safran and Greenberg,1991)
- 8) Emotions are a form of self-expression. Emotional processes, provide information quickly and economically in the face of an unexpected event, considering the standards and objectives of the whole system. In a very short period, sometimes it provides information to the organism without having to spend any time. It is economical because it can summarize the table of complex situations through the emotional experience of various targets and standards for the entire system. Therefore, emotional experience is a form of expression in a short, concise and understandable manner. (Safran and Greenberg, 1991).
- 9) Schematic emotional responses are produced through emotional memories. From birth, the individual begins to make certain emotional encodings for memory for specific events. These encodings, which are formed through emotional experiences for generations, affect the individual's future experiences. These coding and recordings play a central role in the emotional life of the individual. The production of emotional responses includes basic expressive-motor behaviors, cognitive combination, and

evaluation of the complexity of the event or situation (Safran and Greenberg, 1991).

- 10) The activation of emotional schemes produces emotional experiences. This scheme will act when the specific stimulus or intrinsic processes in the environment or a specific emotion scheme or the key subject in a specific emotion scheme are correctly matched (Lang, 1983). When this situation occurs, the schemas contain images, expressive-motor behavior and automatic revival. These streams of information are subject to further processing in an information processing that will have an emotional meaning for the individual. Combinations of these processes result in complex subjective emotional experiences (Safran and Greenberg, 1991).
- 11) Emotional schemes are constantly enriched by new experiences. The existing schema becomes active when new situations are encountered. The information contained in the scheme is processed in order to understand the form of the event, the meaning of the event and to reach an integrity. This information is then coded into the emotional memory sequentially. (Leventhal and Scherer, 1984).
- 12) Cognitive-emotional processes provide a fast, but flexible response system. Because emotions are inherent in the movement of the system, so that we can react to the potential for adaptation to different unexpected events. The expressive-motor elements of the emotional experience are like the reflex reactions in this sense. Leventhal and Scherer (1987) point out that emotion is something different than a reflexion. Unlike reflex responses, expressive-motor elements of emotion can provide information for a further process before the decision is made for the behavior. Thus, the vital value of reflexes is identical to rapid behavior but may also result in a bad position of the organism. On the contrary, emotional processes are associated with cognition, thus enabling the organism to react more flexibly. (Safran and Greenberg, 1991)⁶

⁶ <http://dergipark.gov.tr/download/article-file/50126/> 22.04.2017

Complete profile of human psychology

IQ + Personality

For over 100 years, psychologist has measured IQ. Even longer, psychologists have measured human personality. IQ and personality were thought to define human psychology. Personality tests measured intrinsic personality traits and measured their intellectual skills in IQ tests. It was thought to be a complete measure of human psychology. Before the concept of EQ was introduced, there was an 'emptiness': there were features in human life that neither the concept of IQ nor the personality concept accommodated. In addition, the direct connection of IQ with success could not be seen. Although some of the factors are part of the personality, for a long time, the relation between the factors related to the emotions independent of IQ was associated with success. For example, people with high intelligence may be unsuccessful because they are just shy or lazy, or people with low-to-average intelligence can be successful because they can focus well or have good relationships with people. Being shy, lazy, having a good relationship, or being able to focus, although it is difficult to count as personality traits, it can be considered as personal skills. A person may have the ability to communicate well with people even though they are introverted. While IQ and EQ show the level of skills, the concept of personality does not show this. Instead, personality defines the unchanging properties of person. These are not related to skill. Neither the concept of personality nor the IQ defines the skill measurements performed by EQ.

IQ + Personality + EQ

The addition of the EQ concept to personality and intelligence has completed our ideas about human psychology. Psychologists now know that everyone has a personality, a certain level of IQ and a certain level of EQ.

Personality is what a person is born from, "for example, into, or outward-oriented," or "thinking-oriented" or "feeling-oriented". If you want to know your personality, try the free Swiss 16 PT

Personality Test. IQ measures your mental skill level. Logic thinking measures your ability to absorb knowledge, transfer information, and solve problems. It is a good indicator of success at school but is not a sign of success in the workplace and private life. EQ measures one's emotional skill level. EQ measures the ability to understand emotions, control emotional responses, self-motivate, understand social situations and communicate well with others. It is a good determinant of your success in your private life, but it is not a good determinant in determining your success in your school or business life. However, the combination of EQ and IQ is an excellent determinant of school, business and private life.

People with a "thinking-oriented" personality tends to be of high IQ, but with a lower EQ than people with "emotion-oriented" personalities. This is not to say that "thinking-oriented" people will have high EQ and low IQ, but there is a collation. At the same time, compared to people who are extroverted, introverted people tend to have higher IQs and lower EQs. People with a low IQ tend to have a low EQ; As the IQ increases, the EQ also usually increases. However, if the IQ is too high, EQ is usually reduced.

Causes of emotional changes.

Our feelings change many times in our daily life.

For example; In the morning we wake up happy from the bed and during the day we turn to the feeling of nervousness by the pouring of coffee on the dress, which is a state of nervousness caused by carelessness. Briefly, our feelings change with external or internal problems. Can we prevent emotional changes?

It is a matter of debate, but it is very difficult to control this because our emotions develop in the face of events. Our emotions exist in every part of our lives and do not leave us, so whether you accept or not, they exist and may change. You can learn to calm yourself during emotion change, so you may experience fewer disturbances. Life is already there with our emotions and this is what makes us a little more appealing to our ordinary life. Feelings of emotion are hard to prevent, but if you want to change

something, you can start from your way of life because it affects your emotions. This is a small measure that you can only take if you take out things that will annoy you, or you get less annoyed. During the day we get angry a lot, or we are happy, what is meant is that our feelings are managed by our life, people and the environment. We are only experiencing these emotions that are secreted by our brains, that is, fear, sadness and excitement through our hormones. The parts of the nervous system are activated here. Family life is the school that gives us the first emotional lessons; in this pot of close relationships, we will see ourselves and how others will react to our feelings; how we should think about these feelings and what options we have when reacting; we will learn how to read and express hopes and fears. These emotional lessons are given not only by the parents directly to their children, but also by the interaction model between them. Some parents are gifted emotional teachers, and some are cruel. There are hundreds of studies showing that the children have deep and lasting consequences for his emotional life, whether parents treat children in the strict discipline or with an empathic approach or without caring or with a warm way. However, concrete findings that recently has been achieved showing that the presence of parents with emotional intelligence are of great benefit. In addition to their direct relationship with their children, how a husband and wife deal with their feelings among themselves give very effective lessons to children who are smart enough not to miss even the subtle emotional exchange in the family. Among the emotionally insufficient parenting styles, these three are the most common.

To completely ignore feelings. Such parents, evaluating the emotional distress of children as a source of trouble, they believe that they should wait to pass spontaneously. They cannot use emotional moments as an opportunity to get closer to the child or to help him learn something about his emotional competence.

Too much release. Such parents are aware of what the child feels, but no matter how the child deals with the emotional storm in him, they don't even interfere with anything he does, even if he hit someone else. As with the types that ignore the child's feelings, these parents rarely attempt to teach their children an alternative

emotional response. They try to placate all their ailments, and for example, to relieve their sorrow or anger they apply to bargaining or bribery.

CONCLUSION

Emotions, there are emotions that they live in people's lives. In the first place, they are feelings experienced by being aware and felt. In some cases, even if it is not named, it is something that a person lives and is aware of. These can be positive or negative emotions. In the case of positive emotions, people have higher performance, and performance decreases in negative emotions. It is easier to find the negative that will be accepted as the common feature of people. People who perform well in their lives can always identify positive emotions. People with a bad performance in their lives define negative emotions more easily. Emotions are features that shape the person's life. When they are positive, life adds positive characteristics, and when they are negative, they can show themselves in every aspect of life. People should evaluate the conditions under which they live and give direction to their lives. People have biologically adequate equipment to feel emotion. However, the cultural and social environment of people genetically shapes the potential of experiencing emotions. It gives shape to the social and cultural environment, how emotions will be experienced, which behaviors will be made effective, what emotion will be accompanied by emotion and how much of the emotion can be expressed. But even these are not the sole determinants of emotions. Emotions are experienced in the processing of different biological mechanisms. Although it is initially formed in the brain, it affects the body through biological mechanisms. For example, when the person is excited, with the effect of the sympathetic nervous system the heart starts to work faster. Emotions are things that begin in the brain, are realized and have reflections on the body through the nervous system. A person's emotion is a factor that affects his / her behavior if he / she is aware of the other person, understands and feels the emotion. Emotions do not act independently from the ideas as many researchers mentioned above, or they do not function as very different structures. Conversely, feelings and thoughts function as complementary processes. In making decisions in the life of the individual, they can make more effective decisions by not only using their logic but also by adding

their feelings to the work. Thus, emotion and logic will be compromised, and the quality of life will be increased as the objective life can be used more functionally. Since the Psychological Counseling and Guidance area aims to contribute to the more effective and accurate decision-making process of individuals, it is seen that not only informs and thoughts are important processes in effective decision making but also emotions can be used effectively in decision making process. Emotions forms the individual's perspective on events and behaviors. It affects the environment and the ability to understand and respond appropriately to events. Understanding and managing emotions are therefore also within the scope of intelligence.

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