

PSYCHIC UNIVERSE EDUCATING IN EMOTIONS

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Abstract: *In the XXI century the human relations have been replaced largely by virtual relationships in Social Network in a Techno-Computerized Society. Now no longer you live in a small social community, but in a "global village" characterized by means and techno-computerized rules of Techno-Computerized Society. The workshop wants to give an answer to two fundamental questions for our society: 1) The technological progress, science and the computer that humanity has made since 1970 has corresponded to an adequate psychological and emotional development of persons and of human relations? 2) What impact has had the proposal of Erich Fromm (1978) to build a company formed on Being rather than having and educating people to an emotional awareness capable of isolating the authoritarian and destructive behavior? The proposal is to promote and to develop of a New Humanist Culture of the XXI century based on Psycho-Physical and Social Wellness as a way of life of the people and as a fundamental rule in social organizations, through the knowledge of its own Universe Psychic and educating in emotions.*

Key words: *psychic universe, psychology, emotions, wellness, knowing oneself.*

1. The Development of Psychic Universe in Techno-Computerized Society

In the XXI century have become essential as human relations have been replaced largely by virtual relationships in Social Network in a Techno-Computerized Society. Now no longer you live in a small social community, but in a "global village" characterized by means and techno-computerized rules. The new generations born after 2000 are living in a completely different way from all previous generations; the Company is providing valid responses to new generations?

Therefore have become indispensable discover and to understand the relationship between Emotions and daily activities, the rules of the personality structure and functions in the relationship with the social environment.

The Techno-Computerized Society must be able to give an answer to two fundamental questions for our society:

1. The technological progress, science and the computer that humanity has made since 1970 have corresponded to an adequate psychological and emotional development of persons and of human relations?

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2. What impact has had the proposal of Erich Fromm (1968) to build a company formed on Being rather than having and educating people to an emotional awareness capable of isolating the authoritarian and destructive behavior?

The Techno-Computerized Society risk of creating a new type:

- Psychological and social alienation, completely different from that of the Industrial Company of the twentieth century
- Maladjustment and marginalization of entire social groups and peoples.

The solution to the questions set forth above is the promotion and development of a New Humanist Culture of the XXI century and in particular the implementation of educational Wellness as a way of life of the people and as a fundamental rule in social organizations.

The creation of a common personnel and Social Welfare is the answer to conflict and inequalities between peoples that are created in the Techno-Computerized Society. It is essential that every people create their own wellness model, suitable for own experience the cultural, social, religious and economic. The Personal and Social Well-being is what every culture for thousands of years (Buddhist, Taoist, Hindu, Confucian, Persian, Egyptian, Minoan, Greek, ...) is proposing and building.

The methodology to define and build the personal and social Wellness are characterized by patterns of Humanities and Sciences Psychological connoted by educational proposals for the knowledge and management of Emotions, understanding and use of a self-consciousness and the world surrounding. This is developing the Psychic Universe people using the Educating the Emotions and through the formative path of Knowing oneself.

2. Educating of Emotion for Knowing Oneself

The development of the psychic universe through Educating the Emotions allows each individual to express their mental world and to reflect on itself, at the same time allows you to understand others and to evolve specific personality characteristics within a social context welcoming and stimulating

Educating the Emotions is fundamental to understanding the multifaceted and pluridimensione of the individual personality characteristics. Educate yourself to live the Emotions is as important as learning science and computer techniques and knowledge to intervene in reality, so as to become capable people to take action and to decide independently and creatively in democratic societies.

Educating the emotions is the fundamental characteristic of the psychic path knowing oneself, which is essential to learn how to travel in their own mental world and to understand the experience of oneself and others, through four psychological itineraries that allow the collection and development:

- 1) of the subjective emotions, in their representativeness, dynamism and multiplicity, within the Universe of Mental Emotions built by each individual. This psychological route is proposed in the book "L'Universo delle Emozioni [The Universe of Emotions]";
- 2) the emotional structures of the psychological experience of each person, forming and directing the daily decisions based on the Psychic World built by each individual. This psychological route is proposed in the book "The Psychic World";
- 3) the characteristics of personality, both as profound dimensions of internal structures as an expression of self and one's psychic potential. This psychological route is proposed in the book "The Structure of Personality";

4) psycho-social relations, as a manifestation of their feelings and how communicative personality styles of interaction with others. This psychological route is proposed in the book " Psychosocial Attitudes";

The Psychic Universe model and the methodology of psychic path KNOWING ONESELF are exposed in the following publications, editing I.S.P.E.F.:

L'Universo Psicologico. educare alle emozioni [*Psychic Universe. Educating in Emotions*].

PsicoSofia. Il percorso per conoscere sé stessi. [The path for Knowing Oneself].

3. What are Emotions and what are they for?

Every individual is a psychic system in dynamic relationship with the social context and with surrounding environment, which is structured so interacting according to the relationship that is created. The people psychic system is governed by Emotions.

Emotions are the expression of an internal body which is not regulated by the heart, as tradition popular, but by the brain and, in particular from the diencephalon (the limbic system, the hypothalamus and pituitary gland), which coordinates and controls the system hormonal and that, in turn, is controlled by the cerebral cortex.

We know that any vertebrate structure their actions to survive.

The emotional process was created and developed in vertebrates to immediately recognize the situations of pain and pleasure of living. The development and specialization of emotional processes enable you to realize the states of pain or pleasure as well as those that come from the outside, as well as those that come from within the body. The emotional process is, therefore, a physiological evolution compared to the systems of selection and organization sensor-motor organism.

The trend is to consider and regulate the activities and needs of the organism not only by the pleasure-pain, but also through the pleasure-pain and emotional gratification-social frustration. There is a relationship of exchange between the pleasure-pain and the pleasure-pain psychology. Emotions act as signal for what is happening in the universe of mind and personality of the individual.

Therefore, the Emotions, based on their psychological function, can be divided into three categories:

- a) "emotions useful for survival of the individual and the social group": the components of this category are the Emotions genetically predetermined, which can be grouped and stored by the fact that starting with S (health, gender, safety). Among the Emotions of the three S you can be mentioned, for example, aggression, anxiety, fear;
- b) the "emotional pain": the components of this category are the Emotions that, as an "alarm bell", they warn about failures or malfunctions of the decisions makes the mental universe and actions that characterize relations the individual and society. Among the Emotions of pain you can cite, for example, sadness, shame, resignation, humiliation, anxiety, sadness, hatred;
- c) "emotions of pleasure": the components of this category are the Emotions that indicate the proper functioning of the decisions makes the mental universe and actions that characterize the relationships the individual and society. Among the Emotions of pleasure you can cite, for example, joy, happiness, contentment, serenity, love.

Emotions useful for survival, in general, are the basis of development for the Emotions of pleasure and pain.

The Emotions are the only and fundamental mental processes for the expression of the inner needs of the organism. Therefore, the actions of vertebrates having emotional processes are not determined simply by reactions to external stimuli, but are the result of mental process that coordinates the external perceptions with the internal needs. Need for internal means in addition to the immediate biological needs, the needs and expectations that arise from it.

During the individual's psychological development, emotional processes, from this first stage characterized by the need to survive, differentiate and evolve gradually in order to structure the affective states compared to the intensity and level of pleasure or pain felt. This allows you to train and develop a mental dimension of analysis and evaluation of reality by means of the scale and strength of Emotions. The more they live and know the Emotions and the greater the universe of Mental Development Emotions, both as a representation of social reality, and as a psychological understanding of their feelings and those of others. The mental processes of the Emotions of pleasure and pain determine the formation and development of what are called "suffering", that characterize human capabilities from those of all other vertebrates, except for a few mammals.

The Universe of Mental Emotions is characterized by an evolution in neuropsychological capacity to assimilate - processing - assessment, which determines the properties and the meanings of Emotions.

A first neuropsychological system (fig. 1), vital for the organization and the selection of emotional states is formed by the "reticular activating system", which, together with the cerebellum controls and coordinates the stimuli coming from the outside. Emotional states analyzed by this system are called "Sensations."

A second neuropsychological system, essential for the balance and harmony of emotional states, is formed from the diencephalon ("limbic system, pituitary and hypothalamus"), which controls and coordinates the inner needs of the individual. Emotional states analyzed by this system are called "Emotions."

A third neuropsychological system, critical to the development of logical and intellectual abilities of emotional states, is formed by the control and coordination that the "cerebral cortex" carries on "reticular activating system" and the "limbic system", then, in the analysis and in processing feelings and Emotions. Emotional states analyzed in this system are called "Feelings of fondness".

The fourth and final neuropsychological system, critical to the development of personality based on the social and emotional states to relationships, is formed by the control and logic-intellectual coordination of affection that the "top of the cerebral cortex" performs with the "reticular system activator ", since the latter has a biorhythm control function and states of sleep and wakefulness individual. In this manner, the individual's mental universe directly influences biorhythms and the states of activity and the individual's sleep, modifying them to suit your personality traits and mental needs that you have. Emotional states analyzed in this system are called "**Feelings**". The correlation between the upper part of the cerebral cortex and the reticular activating system is an exclusive feature of human neurophysiology.

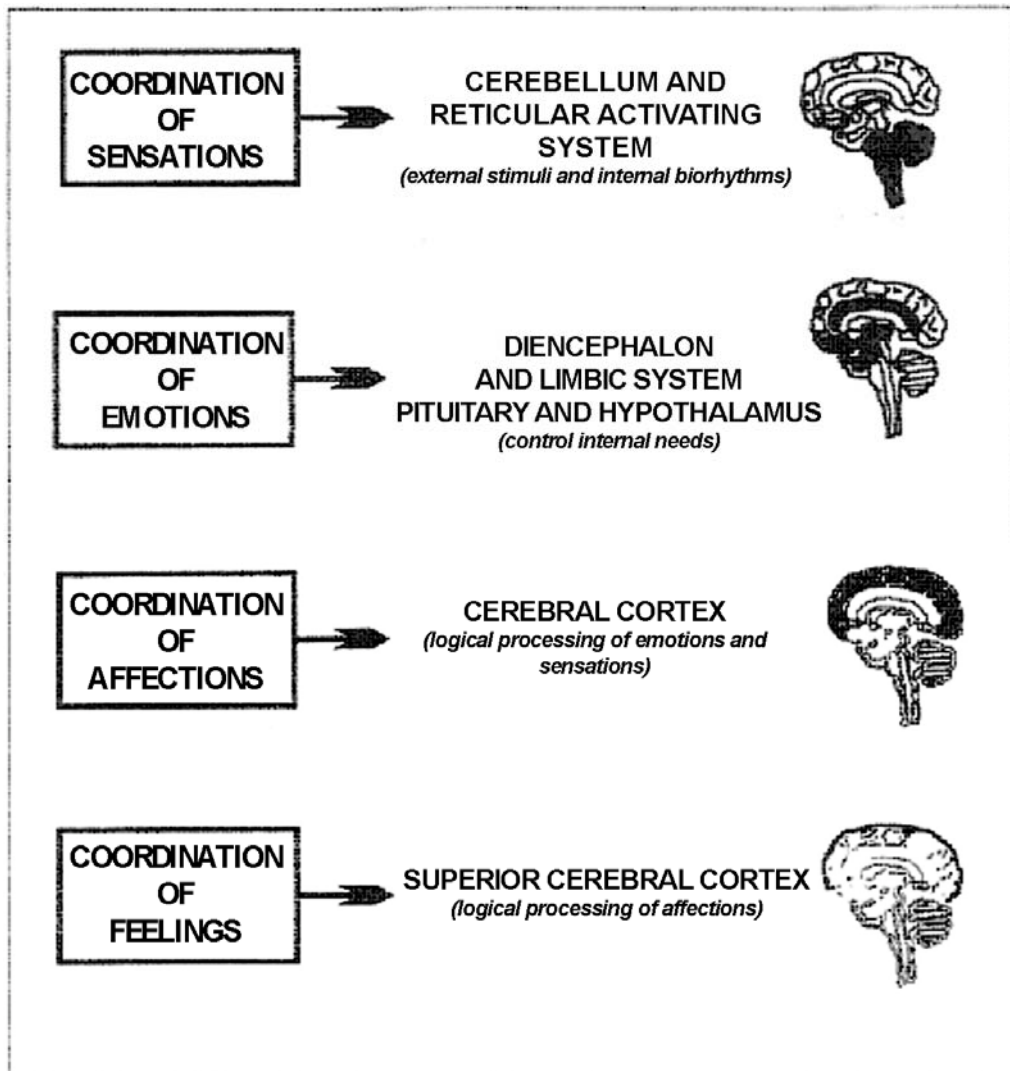


Fig. 1. *The coordination structures emotional processes*

Mental activity of the upper cerebral cortex allows a psychological reflection on their emotional states and affective, which leads to a conscious introspection of his own personality, which, in turn, allows a gradual formation of **conscience**, the mental universe (fig. 2). Then, the upper cerebral cortex is the seat of consciousness, while the reticular activating system is the unconscious neurological headquarters. The unconscious is the mental activity formed by stimuli that are perceived by the individual, but that are not processed by the cerebral cortex, then stop in the reticular activating system.

The reticular activating system, built for the coordination and control of the body's biorhythms, is therefore to assume a vital role the mental universe, since it is the first brain filter that controls what information must arrive universe mental and which must not pass because, would create disorder, confusion or psychological difficulties.

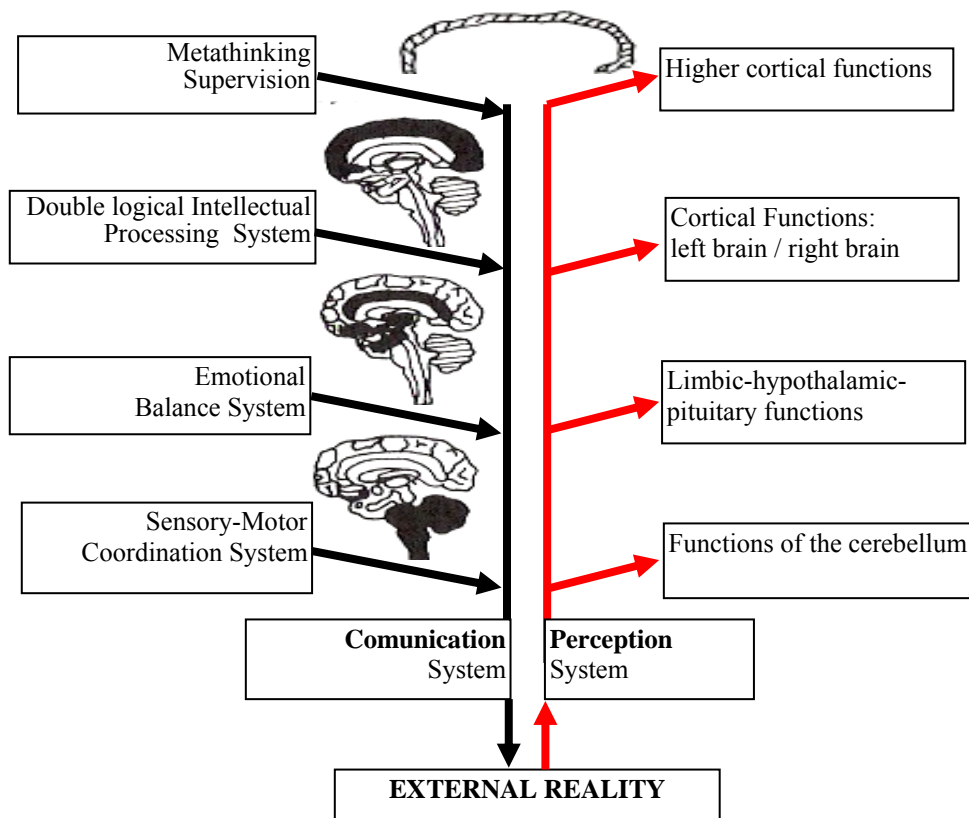


Fig. 2. *The system of operation of mental universe* (Presutti, 1981a)

So sleep, which is adjusted by the reticular activating system, built to biological needs of biorhythms lower during hibernation or at particular times, has assumed a vital role in the mental universe as structuring and restructuring of the mental universe individual. For this reason, the dream (i.e. the state of deep sleep) is crucial to the formation and expression of the mental universe. Moreover, it is for this reason that, during hypnosis, the individual can recall events and details that during the state of conscious wakefulness does not remember.

Therefore, the reticular activating system, together with the cerebellum (as regards the sensory-motor activity), is the first filter which adjusts the individual's mental activity of the universe.

Training and the Universe of Emotions Mental development is determined by the correlation of logical associations that are created in the development of social and emotional experiences between the reticular activating system, the limbic system (limbic system, pituitary, hypothalamus) and the cerebral cortex.

This mental processing allows man to be able to represent and interpret the Emotions in order to be able to abstract concepts or categories such as solidarity, generosity, compassion, and so on. These mental abstractions take the name of "concepts", or "emotional categories", different from those cognitive, since, are characterized predominantly by emotional processes.

While the cognitive process is based on the cognitive information, the emotional process is based on the personal characteristics of the individual (fig. 3).

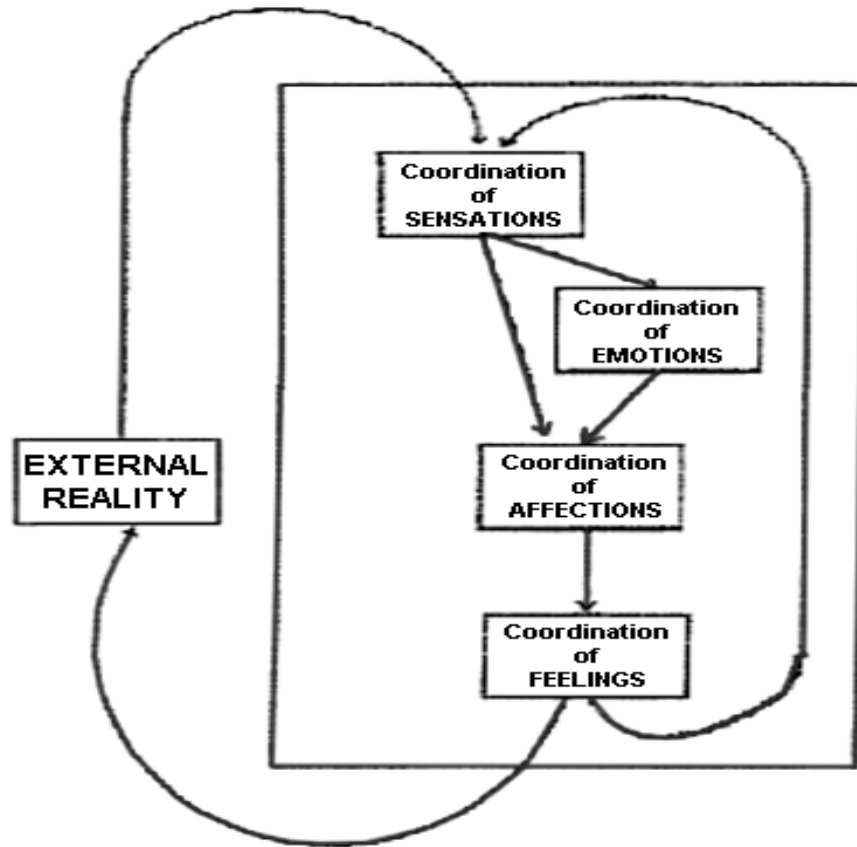


Fig. 3. *System of operation of emotional processes* (Presutti, 1981b)

The control and coordination of the cerebral cortex and the limbic reticular activating system allows you to overcome the subjectivity and the momentary vision of emotional processes through control functions capable of identifying the constant and essential characteristics of an individual's personality and his Mental Universe of Emotions.

In this way they form and structure the concepts of suffering, peace, hate, love, freedom, and through them we express ourselves, and you live in an engaging and meaningful.

As they emerge from the cognitive concepts to grasp aspects and the most useful and important relationships of physical reality, emotional concepts are formed on the meanings and intentions of the human and social reality, in order to have a greater awareness of what is lives and what might happen.

The abstraction of emotional concepts is through the mental processing of sensations and emotions that evolve into emotional situations, which in turn are processed sentimental expressions.

In fact, in the mental structure of the Universe is one thing to "feel fear", another is "to be afraid", yet another is to "understand the fear" and, finally, another thing is "live in fear."

As many aspects of an emotion you live, the more significantly and effectively it processes the mental concept of that emotion.

The emotional concepts, not only lead to structure the attitudes of the personality of an individual, but also the moral values of each person; moral values are experienced by the individual as concepts and theoretical models, valid always and everywhere, which are carried out by means of psychological and social rights and duties.

For example, the value of Good and Evil comes from the processing of emotional concepts, respectively, of pleasure and pain, which, in turn, are determined by the subjective experiences, experienced at individual, to feel pleasure or pain, be in pleasure or in pain, understanding the pleasure or pain, to express pleasure or pain. So, the pleasant experiences that the individual experiences serve to form the concept of good for that person; this concept subjectively compares with the conception of "Good" that owns the community in which he lives, drawn from social experiences and cultural traditions.

It occurs then a constructive relationship of conflict fit between "personal Well" and "Social Good", whose coherence and harmony characterizes the realization of the individual in society. In the same way you develop the concept of evil in the individual, whose instructions are influenced by the concept of Evil of the community, in a reciprocal and dynamic relationship, as shown in the figure 4:

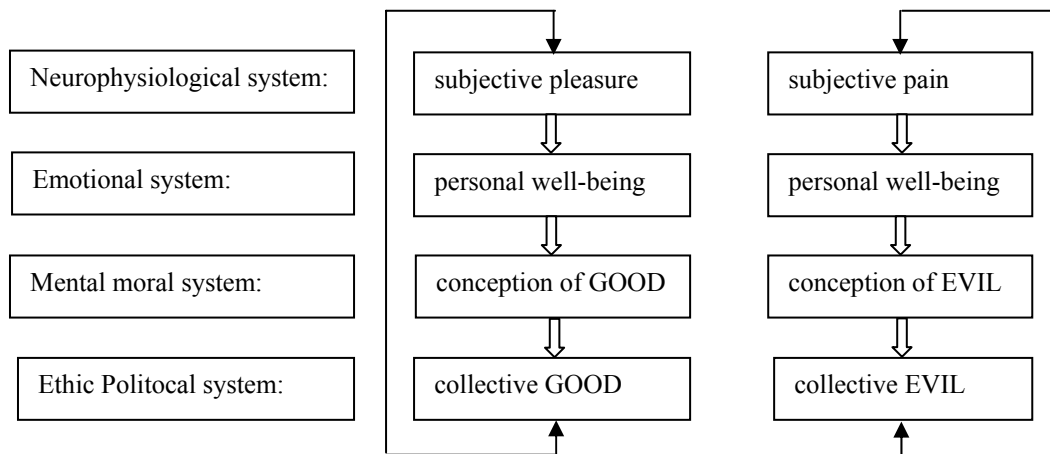


Fig. 4. *Neuropsychological evolution of concepts "good and evil"*

Often, philosophers, politicians and theologians have different models and concepts when they speak of good and evil, because they do not consider and do not define their vision on the experiences and emotional concepts of pleasure and pain of individuals and because no show and do not correlate the different psycho-socio-cultural aspects on which they base their conceptions.

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