

Emotions and cognitive processes in labor activity: the role of emotional intelligence

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Abstract

The article is devoted to the study of the problem of the relationship between emotions and reason, as well as the phenomenon of emotional intelligence (furthermore - EI), which combines the ability to recognize and manage one's own emotions and the emotions of others. This paper examines the critical components of emotional intelligence, such as self-awareness, self-regulation, motivation, empathy, and social skills, and their impact on the professional environment. A high level of emotional intelligence allows employees to more effectively cope with emotional stress, improve interpersonal relationships, motivate themselves and others, and make informed decisions in stressful situations. The article provides an overview of the main theories of emotions proposed in the context of analytical, cognitive, and domestic psychology, with the aim of expanding the understanding of emotional intelligence. The primary attention is paid to the analysis of theories that consider emotions as a result of physiological reactions or cognitive processes, as well as in the context of social learning and motivation. The critical aspects of the interaction of emotions with perception, motivation, and mental processes, as well as their role in the formation of the integrity of the personality and adaptation to the external environment, are considered. Essential accents are made on analyzing emotional reactions, assessing their significance for the subject, and searching for a connection between emotional states and cognitive activity. The article's conclusions emphasize the importance of EI as a critical factor in understanding emotional reactions, making it an essential element in psychological theory and practice.

Keywords: emotional intelligence, motivation, professional environment, cognitive psychology, social learning, work, theories of emotion

Жұмыстағы эмоциялар және когнитивті процестер: эмоционалды интеллект рөлі

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Түйін

Мақала эмоциялар мен ақыл - ойдың өзара байланысы мәселесін, сондай-ақ өз эмоцияларын және басқалардың эмоцияларын тану және басқару қабілетін біріктіретін эмоционалды интеллект құбылысын (бұдан әрі-ЭИ) зерттеуге арналған. Бұл жұмыс эмоционалды интеллекттің өзін-өзі тану, өзін-өзі реттеу, мотивация, эмпатия және әлеуметтік дағдылар сияқты негізгі компоненттерін және олардың кәсіби ортаға әсерін қарастырады. Эмоционалды интеллект деңгейі кәсіби және цифрлық дағдылармен қатар қажетті қасиет болып табылады. Мақалада эмоционалды интеллект туралы түсінікті кеңейту мақсатында аналитикалық, когнитивті және отандық психология аясында ұсынылған адамның эмоционалды күйінің негізгі теориялық аспектілеріне шолу жасалды. Эмоцияларды физиологиялық реакциялар немесе когнитивті процестер нәтижесінде, сондай-ақ әлеуметтік оқыту мен мотивация контекстінде қарастыратын теорияларды талдауға баса назар аударылады. Бұл жұмыс эмоциялардың қабылдаумен, мотивациямен және танымдық процестермен өзара әрекеттесуінің негізгі аспектілерін, сондай-ақ олардың жеке тұлғаның тұтастығын қалыптастырудағы және кәсіби ортаға бейімделудегі рөлін зерттейді. Эмоционалды реакцияларды талдауға, олардың субъект үшін маңыздылығын бағалауға және эмоционалды күйлер мен когнитивті әрекеттер арасындағы байланысты табуға маңызды назар аударылады. Мақаланың қорытындылары ЭИ-нің эмоционалды реакцияларды түсінудегі негізгі фактор ретіндегі маңыздылығын көрсетеді, бұл оны психологиялық теория мен практикада маңызды элемент етеді.

Кілттік сөздері: эмоционалды интеллект, мотивация, кәсіби орта, когнитивтік психология, әлеуметтік оқыту, еңбек, эмоция теориялары

Эмоции и когнитивные процессы в трудовой деятельности: роль эмоционального интеллекта

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Аннотация

Статья посвящена исследованию проблемы взаимосвязи эмоций и разума, а также феномену эмоционального интеллекта (далее - ЭИ), который объединяет в себе способность распознавать и управлять собственными эмоциями и эмоциями окружающих. В данной работе рассматриваются ключевые компоненты эмоционального интеллекта, такие как самосознание, саморегуляция, мотивация, эмпатия и социальные навыки, и их влияние на профессиональную среду. Уровень эмоционального интеллекта является необходимым качеством наравне с профессиональными и цифровыми навыками. В статье проведен обзор основных теоретических аспектов эмоционального состояния человека, предложенных в контексте аналитической, когнитивной и отечественной психологии, с целью расширения понимания эмоционального интеллекта. Основное внимание уделено анализу теорий, которые рассматривают эмоции как результат физиологических реакций или когнитивных процессов, а также в контексте социального научения и мотивации. В данной работе исследуются ключевые аспекты взаимодействия эмоций с восприятием, мотивацией и когнитивными процессами, а также их роль в формировании целостности личности и адаптации к профессиональной среде. Важные акценты сделаны на анализе эмоциональных реакций, оценке их значимости для субъекта и поиске связи между эмоциональными состояниями и когнитивной деятельностью. Выводы статьи подчеркивают значимость ЭИ как ключевого фактора в понимании эмоциональных реакций, что делает его важным элементом в психологической теории и практике.

Ключевые слова: эмоциональный интеллект, мотивация, профессиональная среда, когнитивная психология, социальное обучение, работа, теории эмоций

Introduction

Today, more and more attention is paid to the intriguing connection between feelings and reason, emotional and rational, their interaction and mutual influence. Managing one's emotional state and the impact on the emotional state of communication partners is necessary for personal and work relationships and is expressed in emotional intelligence (furthermore - EI). Different types of emotional intelligence help solve work problems depending on the situation. A high level of EI helps an individual reduce stress and make the right decisions in the workplace.

Employees with high emotional intelligence better understand and evaluate their emotions, which allows them to realize how the emotions they experience affect their behavior and productivity. The ability to control and manage your emotions helps to create a positive work atmosphere and prevent emotional burnout of individual employees. Among the factors that underlie the development of emotional intelligence, empathy, i.e., the ability to empathize, should be considered first. At work, this is expressed in the desire to help a colleague, take his place, and contribute to creating a solid team. Conflicts within companies are an inevitable part of the work process. Still, if the conflict involves employees with a high level of empathy, then such a conflict will be resolved faster.

On the other hand, when communicating with clients, more empathetic employees can build trusting relationships with clients. In interpersonal communication, too much empathy can lead to unnecessary stress since the inability to refuse colleagues can lead to overwork, burnout, and loss of control over the situation [1]. Therefore, a balance between the ability to penetrate the needs of others and your own is essential. When hiring, employees are tested not only for professional suitability but also for communication skills. Only the HR department most often needs to tell employees that emotional skills are equally crucial in productive work as digital ones. It is also noted that there is no gender dependence in determining the degree of development of emotional intelligence; on the contrary, there is a balance between the qualities of men and women, which together strengthens the team [2]. Company managers began to pay attention to selling goods and services and creating a suitable team. Therefore, studying the theoretical aspects of the human emotional state is a necessary component and is used in developing tests for employment [3]. Organizations that support the development of EI among their employees can expect increased productivity, improved teamwork, and reduced stress levels, ultimately leading to success for individuals and the entire organization.

Literature review

Emotion, a term with no single, universally accepted definition, is often described in terms of emotions: anger, disgust, fear, joy, sadness, and surprise. This list expands when considering employees' emotional states, highlighting the diversity of definitions in the literature.

Applying the term 'emotion' to reward and reinforcement in 1989 and its use in physiological psychology, sensations, and consciousness marks a significant historical

context. This historical context is crucial for understanding the evolution of the concept of emotions. A definition of emotions is needed: "Although there is a huge amount of literature on psychobiological effect, there is no single or even preferred definition of emotions in work" [4]. In 1981, Kleinman and Kleinman listed 92 different definitions of emotions, including their own, and nine skeptical statements compiled from the literature on emotions [5].

In the dictionary "Cognitive Psychology", the term "emotion" is not formally defined, but the operational definition is derived from five pages devoted to emotions: emotion, a mental state sudden problem, acute experience of fear, surprise, joy and others. In the work process there are no identical clients and communication problems appear inside companies among employees and externally, which clients bring with them [6]. After "Cannon", some authors believe that physiological reactions in emotional subjects characterize emotions. For example: "Although emotions have long been classified as purely cognitive, it is now clear that the mental representation of emotional experience includes motor and visceral components, as well as cognitive ones".

Berekenova J. D. defines emotions as "a state of physiological activation" and cognition corresponding to this state of arousal. "Whether the preferred concept of emotion is James-Lange or Cannon, the common factor arises from these different sources: emotion is a mental state, even when somatic signals are involved in this mental experience [7]. For example, according to Scherer, all cognition involves emotions, and Griffiths considers emotion as "a destructive motivational complex in higher cognition." Problems begin when someone tries to determine further; dictionaries and specialists overcome difficulties by adding a list of emotions: anger, disgust, fear, joy, sadness, and surprise [8].

Various theories (classical, frustration, and need-motivational) provide a theoretical basis for understanding emotional intelligence. It's important to understand that emotional intelligence, as a communication process, is not limited to a single dimension of employee emotions. Instead, it's a complex interplay of various emotional dimensions. The development of the study of theoretical aspects has led to the emergence of various directions in the study of the emotional state of a person.

The author singled out emotions as elements of feelings, colored by shades and having a degree of impact. Continuity and the possibility of combination are the main factors in forming emotional intelligence. At the same time, intelligence develops, and various new situations contribute to the emergence of an emotional color of consciousness. Microsensors are combined into larger ones, larger ones into brighter ones, and this whole system has a three-level character. Such a system includes three bipolar directions (six in total): activity, strength, and evaluation. Activity is replaced by apathy, muscular tension can be replaced by calmness, and dissatisfaction and anxiety can be replaced by joy. Sometimes, one feeling can also have the most vivid character, which settles in the character [11]. Thus, emotional intelligence is also a complex evaluation of other people's positive, neutral, and negative emotions, including differences in time and intensity of emotions. [12]. Comparative analysis helps to compare the key elements of different theories of emotions with the understanding of emotional intelligence (EI). Emotional intelligence analyzes, evaluates, and manages emotional states in various contexts (Table 1).

Table 1. Comparison of the main theories of emotions and their connection with emotional intelligence

Theory	The leading position is emotion	Communication with emotional intelligence (EI)
Theory B. In Wund	Simple feelings combined into a single emotional structure: bipolar variables.	EI is the ability to analyze and understand various components of emotions and their interaction.
Theory James-Lange	The perception of stimuli causes the result of physiological changes.	EI helps to recognize physiological reactions and correlates them with emotional state.
Theory K. Jung	They form a psychological type connected with introversion or extroversion, affective complexes.	EI allows to analyze emotional reactions, determine personality type and relationships with affects.
Theory Z. Freida	Form of discharge of instinctive energy: Effect can be suppressed or discharged through actions.	EI is the ability to analyze mental trauma and manage defense mechanisms and emotions.
Theory J. Watson	They are divided into stereotyped and complex: stereotyped innate, and complex associated with learning.	EI helps to recognize primary and complex emotions and analyze the level of social adaptation.
Theory A.N. Leontieva	They reflect the relationship between motive and activity, which has a polydeterministic character.	EI is the ability to analyze the connection between motives and emotions and to evaluate the subjective perception of a situation.
Cognitive theory M. Arnold	The result of an instant situational assessment (sensory judgment).	EI allows you to analyze emotional judgments and evaluate how valuable emotions are for the subject.
Theory S. Shekhtera and D. Singer	They arise through a cognitive designation of physiological activation caused by a stimulus.	EI is the ability to estimate physiological activation and social influence on emotional experiences.
Differential theory K. In Izard	Cognitive, neurophysiological, and affective activators trigger system reactions.	EI helps to manage emotions and analyze their influence on perception and behavior.

Note: compiled by the authors based on sources [7], [8], [9], [10], [11]

Within the framework of functionalism, the theory of emotions, it is possible to see that they are represented as a trace or reflection due to the subject's interaction and adaptation to the external environment. According to James-Lange's peripheral concept,

emotion is defined by the experience of physiological changes in the body that follow the perception of a stimulus [13].

Relationship between emotional intelligence and theory of emotions

Emotions appear under the influence of external stimuli, and emotional awareness is also shown quite quickly. However, an individual's adaptation to different situations sometimes shows a low level. In stressful situations, employees get new experiences, but automatic reactions are often at the head of actions [14], [15]. Together with cognitive abilities and personal qualities, it is used to judge various emetogenic situations, which are subject to an assessment of adequacy, corresponding to the norm, and determination of the relationship between abilities, the level of motivation, and the manifestation of emotions [16].

Hypothesis F. Within the framework of psychological integrity, Kruger described emotions as the only original carrier of personal integrity, which represents integrity in a diffuse and organized unit of consciousness; prevents too strong isolation and disintegration of parts of a holistic personal worldview; is a unit of integrity; provides holistic experiences. Conscious structures can manifest in emotions; therefore, based on the results of the analysis of the manifestation of emotions, it is possible to judge the individual characteristics of an individual. This is especially important in work because emotions play a crucial role in interacting with colleagues, managing stress, and making decisions. An employee who can control his emotions in stressful situations will likely demonstrate high resilience and professionalism. Emotions can also signal the internal state of the employee: a high level of anxiety can indicate a lack of motivation or job satisfaction.

Kruger added these properties to emotions: depth (degree of decomposition), intensity, short-term, and liability ("fragility," loss of intensity, and expressiveness when concentrating attention on the breakdown of experiences) [9, pp. 108-120].

Emotional intelligence, when considered in different states, is a key factor in creating a harmonious working environment. Together with cognitive abilities and personality traits, it influences the relationship between emotional reactions and the individual's personal perception of the world, leading to the construction of a comprehensive judgment about the subject's character. Analyzing emotional manifestations allows employers to understand better their employees' personal qualities, motivation, and potential for professional growth. This understanding is beneficial during the selection of personnel and during the further development of the team, contributing significantly to the creation of a more effective and harmonious working environment.

J. Theory of Emotion. Within the framework of behaviorism, Watson tends to divide the manifestation of emotions into stereotyped, essential, and complex, caused by conditioned learning associated with society [17]. Regarding the author's point of view, the primary attention was paid to the interpretation of stereotyped emotions, which, according to the author, are hereditary template reactions to stimuli, the most profound changes in the state of the glandular and visceral systems at the level of behavior, are performed with the help of innate patterns of action, the situation in the conditions of

responsiveness of the general state of the organism to the stimulus this kind at a specific moment.

On the other hand, complex emotional reactions to external influences are determined by the almost absolute disappearance of the stereotyped pattern, except for situations of unique conditions and possible clinical pathologies. Some biased judgments can cause deviations and pathologies in behavior.

According to this theory, emotions are not just a biological phenomenon. They exist to bring diversity to the life of an evolved individual and contribute to integrative processes in society. This diversity makes life exciting and keeps us engaged with the world.

Within this theory, intelligence is not just a measure of cognitive abilities and personality traits. It is a tool that allows us to analyze complex social emotions and recognize basic ones. It enables us to make judgments about the subject's adaptation level in society and to find connections between manifestations of emotions and reactions to certain irritants. It is a measure of emotional tension and a direct personal measure of unstructured activity of emotions [18].

Emotions and their role in professional activity

Classical psychoanalysis of emotions is based on the theories of Freud and Jung, who have some contradictory views. On the one hand, emotions are the basis for building a personality's foundation; on the other hand, emotions are a consequence of character and are only manifested [19]. In addition, the scientist discovered the following pattern: the repeated repetition of situations that cause any negative emotional state accumulates an effect that can be discharged by a series of violent acts of behavior that cannot be controlled. This is called an affective explosion. There is an assumption that repeated reproduction of situations that involve positive emotional states can also accumulate affect, which is discharged by an affective explosion [20].

It is for this reason that emotional intelligence tends to be considered as a complex of cognitive abilities and personality traits, which contributes to the analysis of the role of the object in the context of emotional manifestations and the formation of the conclusion about the introversion or extraversion of the individual; building judgments about the degree of significance of feelings relative to other critical mental functions based on the presence or absence of emotional expression — that is, emotion is the leading, rejecting, or additional function; detection of a complex of affects by delayed reaction to speech, as well as disorganization of the process of associations; search for connecting elements between the original affective situation and the affective explosion that appeared [21].

Domestic psychological theory of emotions, emotional phenomena tend to be characterized by their relationship to an individual's activity. Emphasize that emotions develop and change throughout a person's life because of his interactions with society. This process allows emotions to go beyond purely biological bases and be formed under the influence of cultural and social norms. [6].

Types of emotional phenomena depending on conditions at work

Emotional phenomena at the workplace—affects, feelings, and emotions—manifest differently depending on working conditions, the degree of stress, and the characteristics of team relationships. These three types of emotional reactions can be interrelated but differ in intensity and duration.

Affects are short-term and intense emotional outbursts that respond to sudden events or stimuli. Work conditions can manifest when the employee faces unexpected stress, conflict, or the need to make an urgent decision. For example, a sharp reaction to criticism from the boss or dissatisfaction with unforeseen changes in the project. Such emotional states can be caused by overload, the pressure of deadlines, or sudden changes in the work process. Affects often lead to impulsive actions, which can negatively affect the team and lead to emotional burnout.

On the contrary, feelings are recognized as more stable and long-lasting emotional states associated with the employee's attitude to work, colleagues, or organizational processes. These emotional states are formed based on accumulated experience and perception of what is happening. For example, a feeling of satisfaction from the successful completion of a project or sympathy for colleagues can be formed over a long period. Feelings depend on constant interactions with the team, assessment of their role in the company, and perception of the career. Positive feelings can increase motivation and contribute to developing positive relationships in the team. In contrast, negative feelings can lead to decreased productivity and emotional distance from the work process.

Emotions are short-term but less intense than affected reactions to happening events. They reflect a subjective assessment of the current situation. For example, an employee may experience joy at completing a task, disappointment at difficulties, or resentment at criticism. Although these emotions are short-term, they can significantly affect the overall working mood and productivity. They depend on expectations, feedback quality, and satisfaction with current tasks.

Factors such as organizational culture, working conditions, and personal characteristics of employees significantly impact the manifestation of various emotional phenomena. However, the role of management stands out. When provided, a favorable atmosphere, support from management, and opportunities for self-expression reduce the likelihood of negative emotional outbursts and contribute to the formation of positive feelings. Conversely, overload, unclear tasks, and lack of resources can cause increased stress and negative emotions.

Thus, emotional phenomena at the workplace are not just interesting psychological concepts, but they have a direct impact on the productivity and satisfaction of employees. Understanding and managing these phenomena is crucial for maintaining a healthy and efficient work environment. It is emotional intelligence that is the factor of a company's competitiveness that has previously been greatly underestimated, especially levels.

The first level is devoted to manifestations of organic affective-emotional sensitivity, including physical feelings of displeasure or pleasure determined by organic needs. In this plane, specific sensations and the individual's general state can have an emotional color.

2. The second level, intricately interconnected, corresponds to a subject that is differentiated from a specific sphere (moral, intellectual, aesthetic). This interconnectedness underscores the complexity and depth of emotional intelligence.

3. At the third level, there are feelings of world perception, which convey the individual's general stable worldview attitudes (tragic, sublime, humor, etc.). Moods, passions, and effects in Rubinstein are separate from emotional manifestations but are all related.

Figure 1 describes levels of classification of manifestations of the sphere of emotions.

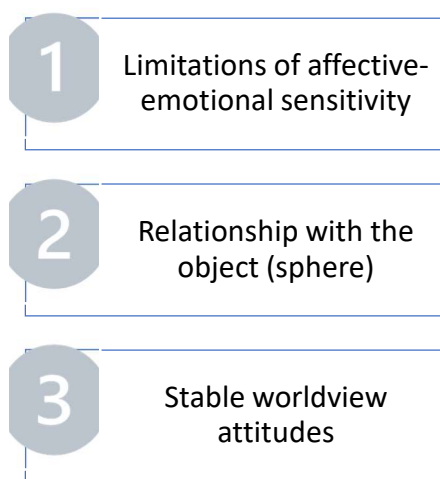


Figure 1. Classification of manifestations of the sphere of emotions by levels

Note: compiled by the authors

Emotional intelligence can be considered a complex of cognitive abilities and personality traits. It contributes to the search for a connection between the initial emotional judgment and emotional reaction by constructing judgments about how helpful the moment of experience will be for the subject, whether there is an interaction, and whether the subject considers mastery achievable object or ego avoidance [22], [23].

Cognitive and physiological aspects of emotional intelligence

In the cognitive-physiological theory of S. Shekhtera and D. Singer, emotions result from the activation of interaction, reflexive conclusions of the individual, or the activation of reasons based on the analysis of the situation, which releases emotions. The authors define this same activation as diffuse and require cognitive designation in the form of emotions. Such reasoning can lead to thoughts of a cognitive-emotional nature [24], [25].

The meaning of the theory of emotions in labor activity is presented in Figure 2.

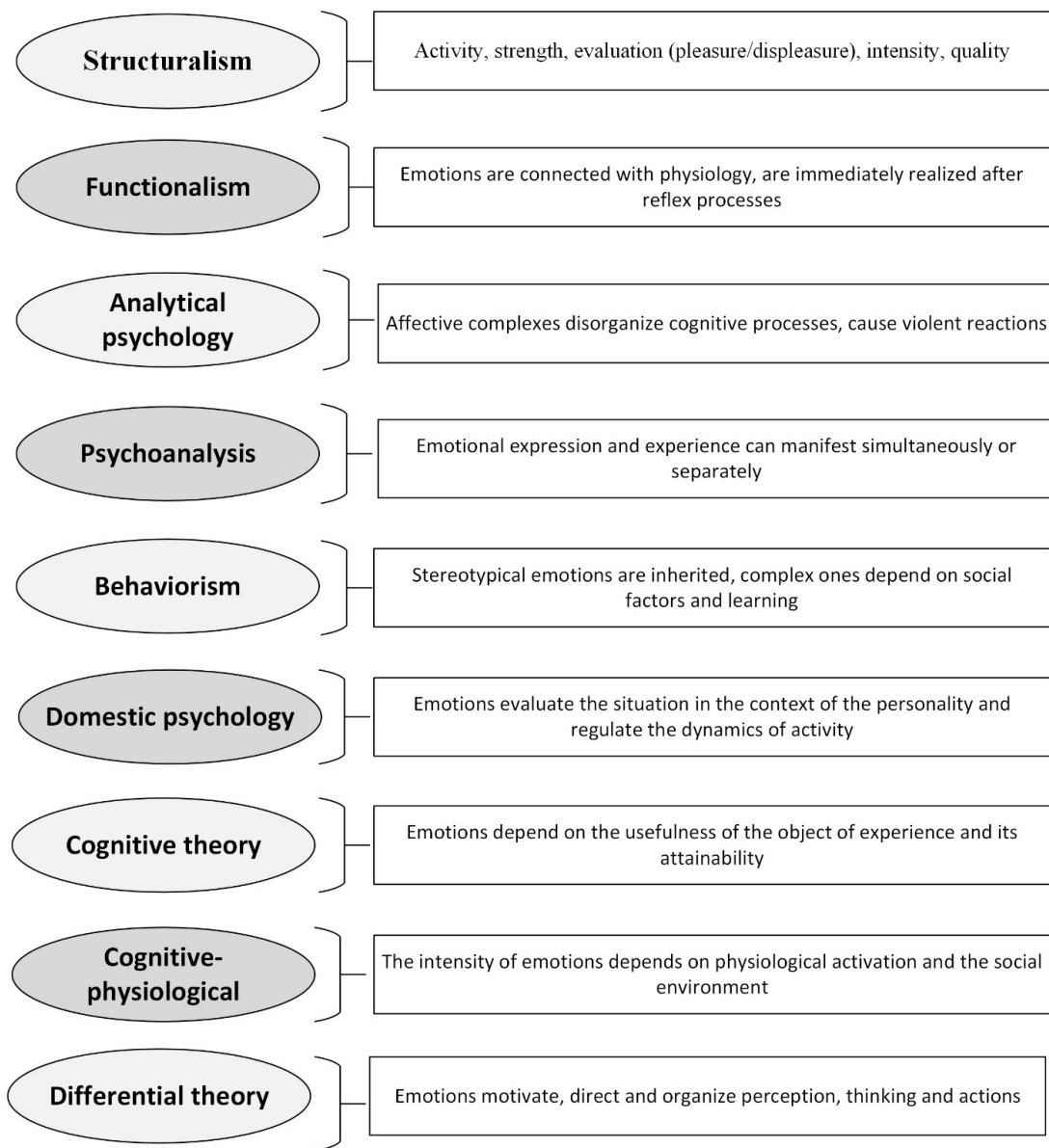


Figure 2. The meaning of the theory of emotions in labor activity

Note: compiled by the authors

Employees often face disappointment when obstacles appear on their way to achieving their goals. These can be objective difficulties, such as a lack of resources or time, and subjective factors, such as the lack of external tasks or support from management. When an employee's expectations of success or performance do not match reality, it causes emotional dissonance. Such disappointment can undermine motivation and reduce involvement in the process, ultimately affecting productivity and work efficiency.

Understanding the nature of these emotional reactions is vital for leaders and organizations. Realizing that the employee's disappointment is caused not only by external factors but also by his internal expectations allows managers to find more effective solutions. Timely support, goal adjustment, provision of necessary resources, and creation of conditions for personal and professional growth can help reduce dissatisfaction and prevent emotional burnout. Thus, attentiveness to the team's emotional state becomes an essential aspect of effective management.

Creating a supportive work environment that nurtures employees' emotional well-being is paramount for organizations. This goes beyond removing immediate obstacles and fosters a culture of openness, respect, and support. Regular goal discussions, feedback, decision-making flexibility, and the provision of necessary tools for task performance all reduce frustration and enhance job satisfaction. In return, employees who feel emotionally secure and confident in management's support demonstrate higher productivity and loyalty to the organization.

Therefore, leaders' primary role is not just managing work processes but also creating conditions that foster employee emotional well-being. This involves understanding the unique needs of each team member and making decisions that aim to eliminate potential sources of frustration. As a result, employees become more motivated and capable of effectively achieving their goals, positively impacting the organization's overall results.

Relationship between emotional intelligence and labor activity

Emotional intelligence plays a crucial role in the professional sphere, significantly impacting work efficiency and the quality of interaction between employees. The main aspects of the relationship between EI and labor activity can be considered through several essential directions:

A high level of emotional intelligence allows employees to better understand and control their emotions, which contributes to improving the team's psychological climate. Emotionally competent employees can cope with work stress, avoid emotional burnout, and maintain high motivation.

Emotional intelligence is critical to enhancing interpersonal interaction within a team. Individuals with high emotional intelligence have a better understanding of their colleagues' emotional states, which enables them to communicate more effectively, resolve conflicts more efficiently, and build stronger, more trusting relationships. Emotional intelligence is not just a desirable trait but a crucial quality for effective leadership. Leaders with high emotional intelligence can inspire and motivate their teams, manage their subordinates' emotional states effectively, and provide the necessary emotional support in challenging situations.

Conclusion

Emotional intelligence plays an important role in the working environment, helping employees understand their emotional reactions and interact effectively with colleagues. Understanding your emotions allows you to manage stress better, overcome difficulties,

and avoid the negative consequences of impulsive decisions. This, in turn, improves self-regulation, which is especially important in high-stress or conflict situations. The development of emotional intelligence is a crucial factor for successful adaptation in the modern world, where changes occur quickly and require people to be flexible and able to cope with stress. Emotionally literate workers have effective communication, conflict management, and leadership skills, which, in turn, contribute to increased productivity and overall team satisfaction.

From the point of view of labor activity, EI helps employees cope with emotional difficulties, find a common language with colleagues, and achieve high results in their professional duties. Thus, employers should consider emotional intelligence as a crucial element in the recruitment and development of personnel, implementing training programs and training aimed at increasing the emotional literacy of employees.

In conclusion, emotional intelligence is an integral part of personal growth and professional success. It opens new horizons for personal and professional realization, emphasizing its importance in modern society. The development of EI is an investment not only in an individual employee's success but also in the organization's future, contributing to creating a productive and harmonious working environment.

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