CHALLENGES OF EMOTION CLASSIFICATION IN INTERDISCIPLINARY RESEARCH

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Abstract:

In interdisciplinary research, the problems of classifying emotions are one of the complex and multifaceted issues. Emotions are the main component of a person's mental life and are widely studied within various disciplines — psychology, neurology, sociology, anthropology, linguistics and even art studies. Each discipline analyzes emotions on the basis of its own point of view and methodology, which creates difficulties in bringing emotions into a single system. Researchers should take into account the complexity of emotions, their subjective nature and cultural context, which further complicates the classification process.

Keywords: psychology, neurology, sociology, anthropology, linguistics, emotion, difficulties, research.

One of the main difficulties in classifying emotions is their uncertainty and variability. Emotions depend on the internal state of a person and are often formed from experiences that are similar to each other, but have subtle differences. For example, the line between situations such as joy and joy, anger and anger may not be clear. This makes it difficult to divide emotions into strict categories. At the same time, the combination of several emotions at the same time and their interaction also increases the complexity of classification. In interdisciplinary research, the types of emotions and their expression are also of great importance in cultural and linguistic contexts. The ways in which emotions are expressed in each culture and their social acceptance may vary. In some cultures, certain emotions are expressed openly, while in others they are hidden or manifested in a different way. This prevents the classification of emotions according to the general

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worldview. From a linguistic perspective, words and phrases that express emotions are also culture-specific, and their translation or interpretation may not be clear.[1] In the fields of psychology and Neurology, the main focus in the study of emotions is on their biological basis. Researchers seek to determine whether emotions are related to brain activity. At the same time, it is important to understand the relationship between the subjective experience of emotions and their external expressions. This two-way approach generates some theoretical and methodological contradictions in the classification of emotions. For example, some researchers classify emotions mainly on the basis of biological factors, while others emphasize their consideration in a social and cultural context. Sociology and anthropology study emotion as a social construct. In their view, emotions are formed, along with being a personal experience, under the influence of social norms, traditions and values. This approach shows the need to take into account their contextual characteristics when classifying emotions. As a result, it is difficult to bring emotions to a single standard in interdisciplinary research, as each field uses its own concepts and methods.[3]

Interdisciplinary research requires an integrative approach to the study of emotion. To do this, it is necessary to combine the full capabilities of each field of science. For example, by harmonizing linguistic analysis with psychological assessment techniques, combining the results of cultural studies and neurology, it is possible to more deeply understand the complex and multifaceted nature of emotions. However, to achieve this, it is an important task to create consistency between interdisciplinary terminology, methodology and concepts. The use of new technologies and artificial intelligence capabilities in the classification of emotions is also becoming of great importance. For example, there are attempts to automatically identify emotions by identifying facial expressions, analyzing the tone of speech, and studying biological signals. These approaches are different from traditional classification methods and can give more accurate and quick results. However, the fact that these technologies do not take into account cultural and contextual aspects is seen as their limitation. Another of the problems in the classification of emotions is their subjectivity and individual differentiation. Each person's response to emotions varies, their perception and expression. For this

reason, it is necessary to harmonize general and individual approaches in interdisciplinary research. This creates difficulties not only on the theoretical, but also on the practical front, since standardized classification cannot always fully reflect personal differences.[4]

Ethics issues also play a major role in the study and classification of emotions. In the process of research, it is important to respect the personal feelings of people, to ensure their confidentiality. Especially when collecting psychological tests and biological data, ethical rules must be strictly followed. In interdisciplinary research, these aspects need to be respected and controlled equally. In general, interdisciplinary research raises multifaceted problems in classifying emotions, as each discipline studies emotions with its own methods and concepts. To bring them into a single system, an integrative approach, the application of new technologies, the consideration of cultural and individual differences, as well as compliance with ethical rules are necessary. This process is still in the development stage, and more perfect systems can be created in the future with the help of more research and methodological innovations.[5]

Conclusion:

In conclusion, the problems of classifying emotions in interdisciplinary research are related to their complexity, subjectivity and multifaceted nature. Different approaches from different disciplines, cultural and individual differences, as well as new technologies and ethical rules complicate this process. At the same time, integration and cooperation remain necessary for a holistic and effective classification of emotions. In the future, research in this area will help to further understand the inner world of a person and form unified approaches of the Natural Sciences, Social Sciences and arts.

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