Ways of Expressing Emotions on Different Age Groups: On Children, Teenagers and Adults

Abdisheribov Sulayman Javlanbek o`g`li

Master Student at Urgench State University, department of Linguistics: English language

Zaripova Donokhon Kamiljonovna

Primary school teacher high school number 29, Res.Uzbekistan, Khorezm Region, Urgench

Rakhmonova Munira Bakhtiyorovna

Student at Urgench State University, Foreign Philology faculty

Saparbayeva Gulandam Masharipovna

Doctor of Philosophy on Philological science, assistant professor of Translation theory and practice department

Abstract: Emotion plays vital role in everyday personal interactions. Expression of feelings diverse according to people's ages. This article includes the ways of displaying feelings in different age groups through various ways. This is a new research basing on the theory and practice of sociocognitive approaches suggest that the capacity to comprehend feelings should be very much kept up with in adult maturing. However, neuropsychological factors indicate possible weaknesses in handling feelings in older adults. In the current study, we will analyze how children, young adults (aged 20–40 years) and 30 older adults (aged 60–80 years) were tested on a range of emotional ability measures. There were no age effects on the ability to decode emotions from verbal material. Older people were less able to identify facial expressions of anger and sadness, and showed poorer ability to identify theory of mind from pictures of eyes. The results indicate specific age-related deficits in identifying some aspects of emotion from faces, but no age effects on the understanding of emotions in verbal descriptions.

Keywords: communication, emotion, oral speech, cross-disciplinary, clinical interaction.

Introduction

The ability to show enthusiastic prompts has been contended to assume a significant part in keeping up with successful connections and solid mental working (e.g., Carton, Kessler, and Pape, 1999). Carton and colleagues show that the capacity to interpret emotional cues prompts from faces and voices connects with relationship prosperity and misery scores in a non-clinical test. Great capacity to comprehend feelings likewise connects with generally speaking life fulfillment (Ciarrochi, Chan, and Caputi, 2000). Somewhat little is had some significant awareness of grown-up age contrasts in feeling understanding. In the current review, we explore the impact old enough on key assignments from the psychometric and neuropsychological writing that expect to survey the comprehension of others' feelings.

The act of expressing one's emotions involves the circumstances causing the communication, thoughts, and feelings of the interlocutors, and surrounding events. The process of emotion sharing usually starts immediately after an emotional episode. The intensity of the emotional

event corresponds with the frequency and length of the sharing, with high-intensity events being told more often and over a longer period of time. Research shows that people communicate with others after almost any emotional event, positive or negative, and that emotion sharing offers intrapersonal and interpersonal benefits, as individuals feel inner satisfaction and relief after sharing, and social bonds are strengthened through the interaction (Rime, 2007).

In this article, I state the reaction of different aged people to various events and define ways of expressing their feelings.

Expressing emotions on children

During the infancy period, children express themselves by both verbal and non-verbal means of communication. In this period, emotional expression is hugely depend on the others around them who helps children. In addition, emotional expression is closely linked to the cultural and societal influences of family and environment. Children's relationships with their caregivers help them develop the ability to identify and express both their negative and positive emotions in a socially and culturally acceptable way.

People can identify first smile on babies at around their 6-8 weeks of age. However, children communicate their feelings and needs to their caregivers as soon as they are born through signals and gestures.

Here below I am going to present grouping of children according to how old they are and how they recognize emotions on other people:

➢ **In their 9 months:**

In this period children begin to express their emotional states through variety of ways including verbal and non-verbal and begin to improve communicational feelings with their caregivers.

Children are able to express themselves by:

✓ the use of sounds and facial expressions to get what they want: cry, smile, gaze, coo;

✓ the usage of their body language in order to show their stress, happiness and other emotional states: clapping, laughing, squealing, arch back, head moving, crying.

Interaction rules with children in this period:

✓ adopt the children: it means you, as a caregiver, should try to meet needs of the children in their 8-9 months. For example, feed when they are hungry, rock children in order to help to sleep when they are tired.

✓ respond to the child's emotions positively: if they are happy, you should also show your surprise with open eyes and big smiles.

➢ **7 months to 18 months**

Kids start to communicate through feelings with aim, and with the assistance of their caregiver(s) they can build their scope of passionate articulation.

Children are able to express themselves by:

✓ deliberate efforts to communicate their thoughts: discards undesirable item, attempts to go after a natural grown-up while needing to be carried;

✓ shows fear by crying or moving in the direction of caregiver(s) for comfort;

✓ shows outrage and disappointment, e.g., cries when a toy is taken from him or her;

✓ perceives and communicates feeling toward a natural individual, e.g., shows feeling by embracing a kin;

Strategies for interaction:

✓ Answer kid's showing of fear or stress; console and solace the youngster;

✓ Model passionate representation for the kid by making looks and utilizing words to name the emotion;

✓ Respond activities and motions the youngster starts, e.g., wave hi, make a gesture of blowing kisses, give embraces.

➢ **16 months to 24 months**

Youngsters continue encountering a wide scope of feelings (e.g., friendship, dissatisfaction, dread, outrage, bitterness). At this point in development, youngsters will communicate and act on impulses, however start to gain abilities from their caregiver(s) on the most proficient method to control their enthusiastic articulation.

Indicators for children include:

➢ Shows anger and disappointment through a wide scope of physical, vocal, and looks, e.g., temper fits

➢ Communicates pride, e.g., smiles, applauds, or just tells: "I made it happen" after accomplishing a task.

➢ Tries to utilize a word to portray sentiments to a similar grown-up

➢ Communicates surprise and joy while investigating the climate and connecting with others

Strategies for interaction

➢ Use words to depict the inclination; this assists the child with partner the associate with the name;

➢ Give close consideration to the signs the child is representing;

➢ Model fitting ways of communicating various emotions;

➢ Recognize and approve the feelings the youngster is feeling, e.g., "I can see you are so energized by the manner in which you are bouncing around."

Emotional expression in adults

Contrasting with youths grown-ups address their feelings in various ways. Both verbal and non-verbal feelings fluctuate appropriately individuals' ages. For example, looks pass on significant data on passionate conditions of our interaction partners. In any case, in collaborations among more youthful and more seasoned youngsters, there is proof for a diminished capacity to precisely interpret enthusiastic faces. Past examinations have regularly followed up this peculiarity by looking at the impact of the observers' age. However, disentangling passionate countenances is likewise prone to be impacted by upgrade highlights, and age-related changes in the face, for example, wrinkles and folds may deliver faces of more established grown-ups more earnestly to interpret. One potential clarification for reduced interpreting precision for more established appearances might be that there really is a distinction in the manner more seasoned and more youthful grown-ups express feelings in their countenances.

Nonetheless, investigations of unconstrained facial expressions propose that there might be "dialects," which are related to the age which is slight contrasts in the manner in which more established and more youthful adults express specific feelings.

For example, older adults expressed sadness mainly through a lowered head, whereas younger adults also showed lowered brows (Malatesta and Izard, 1984). While reliving anger and sadness eliciting episodes, younger adults showed longer durations of shame, contempt and joy expressions, which may be interpreted as a cynical, self-conscious, perhaps mocking facial presentation that is common in younger adults (Magai et al., 2006). Older adults, on the other hand, showed more knitted brows, possibly indexing a generalized distress configuration in a regulated form, serving to indicate that negative emotion is present, but protecting social partners from emotional contagion (Magai et al., 2006). The wrinkles and folds in the older face may resemble emotional facial expressions and lead to the impression of a permanent affective state (Hess et al., 2008). These background affects may make older adults' facial expressions more ambiguous and reduce the signal clarity (Ebner and Johnson, 2009; Hess et al., 2012).

An alternative explanation may be that younger adults are preferred over older adults (Ebner and Johnson, 2009). Although there are both positive and negative elements in age stereotypes (e.g., Hummert et al., 2004; Kornadt and Rothermund, 2011), both younger and older adults showed more positive implicit attitudes (Ebner et al., 2011b) and explicit evaluations (Ebner, 2008) of younger than older faces. In addition, young adults implicitly associated themselves more closely with the concept of being young than old (Wiese et al., 2013b). For example, if individuals hold the stereotype of older persons being less satisfied, they may be more prone to attribute sadness and less prone to attribute happiness to an older compared to a younger face. Higher decoding accuracy for emotions corresponding to stereotypes and lower decoding accuracy for emotions contradicting stereotypes may result.

Young and Older Adults Differ in their Ability to Identify Emotional Experiences Accompanying Smiles, with Variations by Genuineness of Smiles and Age of the Smiling Person

Individuals show comparative looks in different circumstances. Riediger et al. (2014) fostered a broad arrangement of dynamic episodes of positive-full of feeling, pessimistic emotional, and emotionally impartial grins of youthful and more seasoned grown-ups. Differentiating past work (Murphy et al., 2010), youthful members beat more established members at distinguishing proof of passionate encounters going with grins. This superior presentation in youthful comparative with more seasoned grown-ups was weakened for more aged faces. Adults were more outlandish than youthful grown-ups to credit positive feelings to grins, and bound to demonstrate a grin as presented. Be that as it may, youthful grown-ups all the more often ascribed positive feelings to grins in more established than youthful appearances. Utilization of dynamic, content-legitimate grin demeanors give a promising scene to concentrating on age contrasts in feeling acknowledgment and thought old enough of-face control further illuminates the image.

Conclusion

According to given facts and results of researches, it is clear that, emotional perception and reflection can be various in different age groups. This can be affected by circumstances, situations, and people around us. Regardless of the impediments recently illustrated, this study adds to how we might interpret age contrasts in passionate portrayals by exhibiting that the energy impact found in individuals' depictions of their own enthusiastic encounters is likewise found in their portrayals of others' feelings. Notwithstanding their hypothetical

significance, our discoveries have significant useful ramifications. From one viewpoint, an inclination to decipher one's own feelings and those of others all the more well might help social connections by forestalling the heightening of contentions and energizing good unavoidable outcomes.

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