

Epistemological Functions of Emotions and Their Relevance to the Formation of Citizens and Scientists

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Abstract : Pedagogy of science historically has given priority to teaching strategies that mobilize the cognitive mechanisms leaving out emotional. Modern epistemology, cognitive psychology and psychoanalysis begin to argue and prove that emotions are relevant epistemological functions. They are 1) the selection function: that allows the perception and reason choose, to multiple alternative explanation of a particular fact, those are relevant and discard those that are not, 2) heuristic function: that is related to the activation cognitive processes that are effective in the process of knowing; and 3) the function that called carrier content: on the latter it arises that emotions give the material reasoning that later transformed into linguistic propositions. According to these hypotheses, scientific knowledge seems to come from emotions that meet these functions. In this paper I argue that science education should start from the presence of certain emotions in the learner if it is to form citizens with scientific or cultural future scientists.

Keywords : epistemic emotions, science education, formation of citizens and scientists., philosophy of emotions

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