

THE ROLE OF DIMITRI UZNADZE'S "THEORY OF ATTITUDE AND SET" IN PEDAGOGY

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Abstract. Georgian psychologist, philosopher and public figure Dimitri Uznadze is the founder of the Georgian school of psychology, his scientific legacy is the achievement of world psychological science. Georgian and not only Georgian, psychologists talked about him and his scientific works. The famous Swiss psychologist Jean Piaget published an article in 1944 where he used the term "Uznadze effect" to describe the visual field illusion. As a scientist, Dimitri Uznadze started his work in philosophy. His doctoral dissertation - Vladimir Solovyov: His Epistemology and Metaphysics (1909) - is a philosophical work. Throughout his life, he continued to work in philosophy and created interesting works, the importance of which will be appreciated by specialists in this field. In addition to philosophy, Dimitri Uznadze also worked in pedagogy, which today is called the science of education. His innovations in the science of education are still considered modern and innovative and are actively used in general educational institutions. In addition, D. Uznadze published history textbooks. The present paper touches on Dimitri Uznadze's psychological heritage, in particular, there is discussion about his work "The Psychology of Mood", which was published separately in his own textbook of general psychology in 1940. Here Uznadze's main psychological ideas are developed in the form of the theory of mood. Based on all the above, the aim of the paper is to show the theory of mood as a psychological theory and its importance in pedagogy.

Keywords: Mood, pedagogy, psychology, learning, student.

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1. Introduction

Dimitri Uznadze - "Psychology of Mood" (1940) - According to Dimitri Uznadze's theory of mood, the main determining factor of human behaviour and the mental processes taking place in it is mood, which is determined by the coincidence of active needs and a specific situation. According to mood theory, repeating an activity multiple times will reinforce the mood. In this case, it is fixed, which determines the free, unhindered course of behaviour later, when the appropriate situation exists. In terms of human action, both positive and negative effects of fixed mood on behaviour have been shown in many studies.

In the theory of mood, high and low forms of needs are distinguished, taking into account the things or events that are important to a person. The needs of the first type lead to the satisfaction of human biological needs, while the requirements of the second form are the basis for the realization of moral, intellectual and aesthetic aspirations of a person.

In the case of acting at the level of the subject, a person is aware of his needs and future actions, but his decision does not consider any relationship with other people. In addition, the personality is manifested only in such actions, generally in such mental activity, which takes into account a certain relationship with other people. At this time, a person makes a special decision, which can be fulfilled through certain relationships with other people. Such activity is called social-psychic activity.

Behaviour in the case of a person is given as a process of realizing a conscious need, a conscious goal. Psyche, as a reflection of external reality, is inseparably connected with behaviour, practice, i.e. with the process of meeting needs and striving for a goal. A person and his psyche are formed in the process of social behaviour and social practice. Separated from the behaviour of a person, mental actions do not have an independent way of their development.

Mental activity manifests itself in the behaviour of a person. The mental side of behaviour is inextricably linked with its physiological side, namely movements. Behaviour cannot be carried out without the participation of the movement of body organs. But, psychologically, a complex of movements will be considered a behaviour only if it is experienced as carrying a certain thought, meaning, value: this value, this meaning, makes it a behaviour. Without it, it would be a meaningless physical act.

Behaviour is always directed towards a certain goal, task. A person has conscious goals. However, what goal person will set in each individual case, this circumstance is determined by the motive. Motive is the basis on which a person directs conscious purposeful behaviour. It is a psychological document of behaviour, that is, the subject's answer to the question posed to himself, why he should take care of achieving such a goal, what meaning or value will be the results of such behaviour for him as a subject of actualized needs and as a person involved in the system of public relations. Motive motivates a person to act, causes person to behave. Motive and purpose turn individual actions and movements into behaviour that carries one overall meaning. According to the common view, the motive of behaviour is considered to be a need.

2. Main part

Uznadze's pedagogical concept was formed in 1910-1916. It was a system of views built on a unified methodological basis, which included a precise definition of all basic pedagogical concepts. Such a philosophical-psychological foundation was laid for the idea of a single and active person as an object of education. An idea that later turned into a mood theory.

Dimitri Uznadze is the founder of the Georgian psychological school and the author of "Mood Theory". He laid the foundation for the scientific research of child psychology in Georgia. According to his theory, in order to study the peculiarities of different stages of human development, great importance is attached to the study of behaviour from the point of view that it is the form of behaviour that gives each age stage its characteristic shade.

According to Uznadze, behavior is an activity and means the subject's relationship with the environment, external reality. Behavior is determined by a need and the object that should satisfy this need. However, the subject does not directly determine this or that act of behavior. Uznadze describes the process of behavior as follows: a living organism turns to the external material reality to satisfy a certain need; the environment directly

affects it and arranges the object to the corresponding action, which should satisfy this need.

Uznadze distinguishes two main categories of behavior: estrogenic and intragenic.

Exterogenous behavior is when it receives an impulse from the outside (from an object) and proceeds with an externally determined mood. However, when the organism does not have any material, practical needs, it is not in a passive, inactive state, but it also has a need for activity and action. Uznadze calls the need that arises for a living organism when its forces remain inactive and it is no longer forced to act to satisfy a certain practical need. In this case, the behavior (activity) is not determined from the outside, but derives from an internal impulse and will proceed with the mood that in a certain way derives from the experience of the subject.

This behavior is free from external coercion, it originates from inside the organism, therefore Uznadze calls it intragenic behavior.

According to Uznadze's classification, the forms of exterogenous behavior are:

Consumption, service, labour, business.

Forms of intragenic behavior are: aesthetic enjoyment, art, creativity, play, sports.

As for the game, Uznadze considers it a specific form of child behavior. In early childhood, forms of behavior other than play, particularly exogenous, are either not observed at all or occur very rarely. However, play is characteristic for not only early childhood or preschool age, but also for school age (8-10 years) and adult age. Play as a behavior is based on the enjoyment of the function, that is, the main motive of the game is for the child to get pleasure from the activity itself.

Learning as a form of behavior is especially important. Uznadze believes that forms of behavior in human life are so closely related to each other that it is often difficult to attribute this or that specific behavior to any of the mentioned forms. Learning is a form of such behavior. If we consider that learning is one of the types of work, in particular mental work, then it should be an exterogenous form of behavior. However, this is not so. In order to see whether there are similarities as well as differences between study and work, we must compare the products of these two behaviours. When we talk about labour, we always mean a certain product, to create which we spent labour energy. The concept of labour, apart from the creation of this product, does not take into account any other effect. As for learning, it is different here. For example, we teach a child to write. Child already learned to write letters and then could write two words. In this process, child learns not only to write specific letters or words, but also acquires the ability to actively activate his/her muscles in a certain direction, which helps to write other letters, other words easily. That is why it is no longer necessary to teach the child to write all the words one by one. A literate person can freely write a word that he has never written, but also never heard.

The concept of learning is very broad. There is no form of exogenous behavior that cannot be studied. Uznadze calls this the general character of learning and explains that during learning it is important not only to acquire the habits, skills and knowledge that the child acquires at that time, but also to develop the adolescent's strengths in a certain direction. It is with this quality that learning is similar to play, that is, the development of the adolescent's strengths is as specific to learning as to play. Game, in turn, is as general a form of behavior as learning. From this it seems that the conclusion should follow that play and learning are the same form of behavior, but this is not so. The impulse of behavior during play is a functional tendency, that is, the behavior of a child of this age is guided by functional pleasure. Therefore, when a child enters school and begins to

study, it will be more effective to use a game to activate his intellectual functions, that is, to guide learning through play.

The recognition of the social nature of the goals of education leads to D. Uznadze until discovering the main contradiction of the educational process, which he called “the main tragedy of education”.

The gap between the aspirations of the educator and the student appears because the educator, as a bearer of social goals, even if educator believes that he/she is guided by the future well-being of the student, in reality does not pay attention to the wishes of the student, does not take into account the individual characteristics of students and is guided by his/her own motives. Dimitri Uznadze wrote that what, according to the educator, is well-being, often turns into a curse for the educator.

3. Conclusion

Based on all the above, it can be said as a conclusion that it is important to offer the student the unity of forces to act and organize the appropriate forces. The student-subject, who is disposed according to the situation, is actively ready to absorb the newness in order to solve the problems, to turn it into an integral part of his/her cognitive system.

Mood contains both the cause and purpose of behavior. Behavior without mood is the sum of mechanical actions. Therefore, learning situations with content matching the inner needs of the adolescent are the springboard that the adolescent needs to develop knowledge structures in the child's mind, to acquire solid, dynamic and functional knowledge.

It is significant that the model created for managing the production of industrial products is used as a means of managing the growth and development process. This fact reveals a mechanistic view that underlies a curriculum focused on observable and measurable actions. This means nothing else than considering a person as a “measurable object”. Based on this, we confirm that in the “student-object” paradigm, we will consider curriculums focused on the list of content issues as well as on observable and measurable behaviours.

It is important for educators and teachers to consider that childhood should not be taken away from a child. Before adolescence, the incomplete and inadequate passage of all age stages of life leads to the fact that during adolescence, the individual will be characterized by childish behaviours, i.e., the loss that he experienced at the initial stage manifests itself negatively in later years of life. The phenomenon of play is also misunderstood. Nowadays, teaching with games is quite relevant. From the kindergarten, the child meets directly at the school desk and in the garden, he/she has nothing to do but play and the introduction of preschool education means preparing the child for the learning process. At school, greatly restricting the child, depriving him of the right to play, controlling him as much as possible leads to the frustration of the child's desires. Here we should not forget that the game is one of the initial stages of the realization of the child's ideas and fantasies, that is why it is given a lot of attention in the process of upbringing.

It is necessary to implement the student's behavior in an environment where his/her needs are fully satisfied. Knowing all this is very important for every teacher and educator. As a result of a properly planned upbringing process, the child becomes a full-fledged person who knows what he wants in life, what is good and what is bad, he truly

appreciates his own abilities. Which leads to the fact that a person plans his future correctly and success is guaranteed.

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