

The Influence of Intergroup Emotion on Self-Awareness and Social Development in Interpersonal Communication

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Abstract. The purpose of this study is to deeply explore the multi-dimensional influence of intergroup emotion on individual self-consciousness and social development in the process of interpersonal communication. Through the integration of social psychology, developmental psychology and other multidisciplinary theories and research results, the connotation, types and generation mechanism of intergroup emotions are analyzed in detail. It is found that positive intergroup emotions, such as pride and love, help to enhance individual self-identity and social initiative, promote the formation of a good interpersonal network in group communication, and promote social development; However, negative intergroup emotions such as anger and jealousy may interfere with the accuracy of individual self-cognition, cause interpersonal conflict and social withdrawal, and hinder social development. In addition, individual cognitive regulation plays a key mediating role in the relationship between intergroup emotion, self-awareness and social development. Based on the above conclusions, the author puts forward the corresponding education and intervention strategies, in order to provide theoretical basis and practical guidance for promoting the healthy psychological development and harmonious interpersonal communication of individuals in the group environment.

Keywords: Intergroup Emotion; Interpersonal Communication; Self-Awareness; Social Development

1. Introduction

In the multi-communication situation of human society, individuals as group members will inevitably experience various intergroup emotions. These intergroup emotions not only reflect the individual's subjective feelings about

the relationship between the group and other groups, but also have a profound impact on the shaping of the individual's self-consciousness and the process of social development. Smith was the first to focus on group-based emotions, namely intergroup emotions [1]. Subsequently, American social psychologist Mackie further proposed the intergroup emotion theory [2][3] on the basis of the self-classification theory of social identity theory and the emotion evaluation theory. According to this theory, emotion is essentially a social phenomenon, and like the individual level, emotion can also belong to the group level [4] [5]. The intergroup emotion theory holds that individuals can experience different emotions [6] depending on whether they see themselves as unique individuals or as members of a group through the process of self-classification, and they experience different intergroup emotions when they see themselves as members of different groups [7]. Kuppens and Yzerbyt believe that group emotion is the emotional experience generated by group members' group evaluation of a situation centered on group interests [8]. Iyer and Leach defined group emotion as the emotion experienced by an individual who classifies himself as a member of a certain group [9]. To explore the mechanism of intergroup emotion in interpersonal communication and its influence on individual psychological development is of great theoretical and practical significance for understanding human social behavior, promoting individual mental health and building harmonious social relations.

2.Theoretical Overview of Intergroup Emotion

2.1 Connotation of Intergroup Emotion

Intergroup emotion theory is proposed on the basis of the integration of emotion evaluation theory, social identity theory and self-classification theory [10]. Therefore, its

basic point of view points out that when self-classification and social identity appear, people will have a comparative evaluation of their own in-group and other groups, and this evaluation is carried out from the perspective of the group. It is different from the emotions experienced by individuals in private situations, but closely related to group-level factors such as group interests, status and reputation. For example, when an individual's country does well in an international sporting event, he or she may experience a strong sense of pride based not on his or her own direct achievement, but on a sense of identity and belonging to the national group.

2.2 Types of Intergroup Emotions

Intergroup emotion can be divided into positive intergroup emotion and negative intergroup emotion. In positive intergroup emotions, pride often occurs when individuals believe that their group has higher status, achievements or unique advantages. This kind of pride can enhance the identity and loyalty of individuals to the group, so that they are more willing to actively participate in group activities and contribute to the development of the group. For example, school students feel proud of their school after their team wins an important game, and show a higher sense of motivation and collective honor in their school life. However, when an individual is fond of the members of his own group and other group members who are friendly with his own group, he may have affection. Affection helps to promote cohesion within groups and cooperation between groups. For example, in a community volunteer activity, volunteers love each other because of their common goals and values, and this emotion promotes collaboration between them and improves the efficiency and effectiveness of the activity.

In negative intergroup emotions, when individuals perceive that their group is threatened, violated or treated unfairly by other groups, they are prone to anger. Anger may lead to hostility and aggression towards other groups, and then lead to inter-group conflicts and contradictions. For example, in international trade disputes, the people of some countries are angry because they think their enterprises are adversely affected by the trade policies of other countries, which may affect the people-to-people exchanges and international relations between the two countries to some extent. When

individuals find that other groups are superior to their group in some aspects, and this advantage threatens their group's status or access to resources, they may develop jealousy. Jealousy may cause individuals to take negative behaviors such as demeaning and exclusion to other groups, and destroy the harmonious relationship between groups. For example, in corporate competition, employees of a company may be jealous of the success of a competitor and take improper measures to suppress it in marketing or business development.

2.3 Generation Mechanism of Intergroup Emotion

The generation of intergroup emotion involves many psychological processes such as individual cognitive evaluation, group identification and social comparison. First, individuals need to conduct cognitive evaluation of the relationship between their group and other groups to judge whether the interaction between groups is in line with their expectations and values. For example, when individuals believe that their group has been unfairly treated in the allocation of resources, they will negatively evaluate the relationship between these groups. Secondly, group identity plays a key role in the generation of intergroup emotions. The stronger the identity of the individual to the group, the more likely it is to be affected by group-related events, resulting in stronger intergroup emotions. For example, individuals with a strong national identity will quickly develop corresponding intergroup emotions when the country faces external challenges. Finally, social comparison is also an important factor that triggers intergroup emotions. Individuals compare their groups with other groups in various dimensions, such as wealth, status, reputation, etc. When they find that their groups are in a disadvantageous position or their dominant position is threatened, they are likely to generate corresponding positive or negative intergroup emotions.

3. The Structure and Development of Self-Consciousness

3.1 Structure of Self-Consciousness

Self-awareness is an individual's cognition, experience and regulation of his physical and mental state and the relationship with the surrounding environment. It includes three

aspects: self-cognition, self-experience and self-regulation. Self-cognition is an individual's cognition and understanding of his physical characteristics, psychological characteristics, social role, ability and character. For example, individuals know that they are good at math, have a pleasant personality, etc. Self-experience is the emotional experience produced by individuals on the basis of self-cognition, such as self-esteem, self-confidence, low self-esteem and so on. Self-esteem is an individual's subjective evaluation of their own value, self-confidence is the trust and affirmation of their own ability, and inferiority is a negative evaluation of themselves and not confident. Self-regulation is the ability of individuals to regulate and control their thoughts, behaviors and emotions, including self-restraint, self-motivation and self-adjustment. For example, individuals can be self-motivated to overcome difficulties in the face of difficulties, or self-disciplined to remain calm in the face of emotional agitation.

3.2 Developmental Stages of Self-Awareness

In infancy, individuals form a preliminary sense of self mainly through the development of their own body perception and movement. Children at this stage begin to recognize the various parts of their body, can distinguish themselves from objects in the surrounding environment, such as knowing their hands, feet and other body parts, and can control their own simple movements, such as grasping, crawling, etc. Through physical contact and interaction with others, they gradually establish the perception and understanding of their own physical existence. From childhood to adolescence, the individual's sense of self gradually expands from the physiological level to the social level. At this stage, children begin to pay attention to their role and status in the social environment such as family and school, and pay attention to the evaluation and opinion of others. Through communication with parents, teachers and peers, they learn social norms and codes of conduct, and gradually form their own social role awareness and identity. For example, children strive for good grades in school to gain praise from teachers and recognition from classmates, thereby enhancing their social status and sense of self-worth.

After adolescence, the individual's self-awareness is further deepened, and he

begins to pay attention to his inner world and psychological quality. They begin to think about their interests, hobbies, values, life goals and other deep-seated issues, the pursuit of self-realization and personality development. At this stage, individuals are more independent, able to conduct in-depth self-reflection and self-exploration, and form unique self-concepts and personality traits. For example, young people begin to think about their future career direction, choose learning courses and participate in social practice activities according to their interests and strengths, in order to shape their ideal self-image.

4. The Influence of Intergroup Emotions on Self-Awareness

4.1 The Role of Positive Intergroup Emotions in Enhancing Self-Awareness

Positive intergroup emotions such as pride can strengthen an individual's identity with the group, and thus enhance an individual's self-identity. When individuals are proud of the achievements of their group, they will attribute the success of the group to themselves as part of the group, thus increasing their evaluation and recognition of themselves. For example, in a successful scientific research team, members are proud of a major breakthrough in the field of scientific research, and this pride makes them more aware of their role and value in the team, and enhances their sense of self-identity.

Positive intergroup emotions such as affection can help individuals get more social support and positive feedback in group interactions, thus enhancing self-efficacy. In the process of friendly interaction with group members, individuals will feel that they are accepted and recognized by others. Such positive emotional experience will make individuals believe that they have good social skills and interpersonal communication qualities, and can play an active role in group activities, thus improving self-efficacy. For example, in a volunteer team, members love and support each other. When a member successfully organizes a volunteer activity, he will believe that he has strong organizational ability due to the praise and encouragement of team members, thus enhancing his sense of self-efficacy.

4.2 The Interference Effect of Negative Intergroup Emotions on Self-Awareness

Anger, jealousy and other negative intergroup emotions may lead to the deviation of individuals' cognition of themselves and their groups. Under the influence of negative intergroup emotions, individuals may pay too much attention to the disadvantages of the group or the advantages of other groups, thus ignoring the advantages and potential of themselves and their groups. For example, in enterprise competition, employees of a company only see the shortcomings of their own company because they are jealous of the market share of competitors, and turn a blind eye to their own company's innovation ability and product advantages, resulting in the distortion of self-cognition.

Negative intergroup emotions are often accompanied by negative evaluation of the group, which will indirectly affect the level of individual self-esteem. When individuals believe that their group is at a disadvantage or unfairly treated in inter-group competition, they will have a lower sense of self-worth and lower self-esteem. For example, in international sports events, after the athletes of a certain country lose the competition, some people in the country may have an excessive negative evaluation of the national sports level due to anger and disappointment, resulting in a decline in the level of self-esteem of these people.

5. Intergroup Emotions and Social Development

5.1 Connotation of Social Development

Social development refers to the process in which individuals gradually master social norms, form social skills, establish social relations and adapt to social life through interaction with others, groups and social environment in social life. It covers the individual's development in social cognition, social emotion, social behavior and other aspects, and is an important symbol of the individual's transformation from natural person to social person. For example, learning to obey traffic rules, respect the rights of others, and cooperate with peers to complete tasks during the growth process are all manifestations of social development.

5.2 Dimensions of Social Development

Social cognition is an individual's cognition and understanding of others, groups, social phenomena and social relations. In the process

of social development, the individual's social cognitive ability is constantly improved, from the understanding of simple characters and behaviors to the understanding of complex social roles, social systems, social culture and so on. For example, as children grow up, they go from being able to distinguish between good and bad people, to being able to understand the social roles and functions of different professions, to having a deep understanding of the influence of social culture on people's behavior and values, which reflects the continuous development of social cognition.

Social emotion is the emotion that individuals experience in social interaction, including positive emotion such as sympathy, care, trust, friendship and negative emotion such as hostility, jealousy and indifference to others. The development of social emotion is very important for individuals to establish good social relations. In the process of social development, individuals gradually learn to regulate their social emotions, cultivate positive social emotions, restrain negative social emotions, in order to promote the harmony and smooth progress of social communication. For example, in the process of growth, individuals gradually develop from self-centered emotional experience to be able to understand the feelings of others and have compassion and care for others, which reflects the positive development of social emotions.

Social behavior is the individual's various behaviors in the social environment, including prosocial behavior and antisocial behavior. Prosocial behaviors, such as cooperation, sharing, and helping others, help to promote social harmony and group cohesion, while antisocial behaviors, such as aggression, sabotage, and fraud, destroy social order and interpersonal relationships. In the process of social development, individuals gradually master social norms and codes of conduct through learning and imitation, increasing prosocial behaviors and reducing antisocial behaviors. For example, under the education of family and school, children gradually learn to play cooperatively with their peers and share toys, rather than meet their needs by robbing or attacking, which reflects the positive development of social behavior.

5.3 Influence of Intergroup Emotion on Social Development

The promoting effect of positive intergroup

emotions on social development. Positive intergroup emotions, such as pride and love, can encourage individuals to participate in group activities more actively, and take the initiative to communicate with group members and other friendly group members, thus expanding social networks. Driven by positive emotions, individuals are more willing to establish connections with others, share resources and experience, and promote inter-group cooperation and communication. For example, in the international cultural exchange activities, culture lovers from different countries actively participate in the exchange activities because of their pride in their own culture and their love for the culture of other countries, make friends from different countries, and expand their international social network. Positive intergroup emotions help individuals to better express themselves and understand others in the social process, thus improving social skills. In a friendly and harmonious group communication atmosphere, individuals can communicate with others more confidently, learn to listen to the opinions and needs of others, and improve their interpersonal skills. For example, in a community art group, members actively interact because of mutual love and pride in group activities. In this process, they continue to learn how to organize activities, coordinate relationships, and resolve conflicts, and their social skills have been significantly improved.

The impeding effect of negative intergroup emotions on social development. For example, anger, jealousy and other negative intergroup emotions can easily lead to conflicts and contradictions between individuals and other group members. Under the domination of negative emotions, individuals may take aggressive or exclusionary behaviors, which will destroy the harmonious relationship between groups and hinder social development. For example, in the class competition of the school, some students of the two classes have conflicts due to jealousy of the other class's performance in some competitions, slander and attack each other, which affects the normal communication and cooperation between the classes. Negative intergroup emotions may cause individuals to have fear or aversion to group interaction, so as to take social withdrawal behavior. After experiencing negative intergroup emotions, individuals may avoid contact with other group members, reduce the opportunity to participate

in group activities, resulting in narrow social circle, lack of exercise and improvement of social skills, and further hinder social development. For example, in enterprise team cooperation, a member may be angry because of conflicts with other members, and then he may gradually withdraw from team activities and become more and more distant from other members, which affects his social development in the enterprise.

6. The Mediating Role of Cognitive Regulation in Intergroup Emotion, Self-Awareness and Social Development

6.1 Influence of Cognitive Regulation on Intergroup Emotion

The cognitive adjustment ability of individuals can affect their perception and experience of intergroup emotions. Individuals with strong cognitive adjustment ability can make more objective and comprehensive cognitive evaluation in the face of inter-group interaction events, and avoid excessive inter-group emotions caused by one-sided cognition. For example, in international political events, some people with strong cognitive adjustment ability can analyze the causes and effects of events from multiple perspectives, and will not be easily swayed by extreme nationalist emotions, so as to maintain rational inter-group emotions.

6.2 The Role of Cognitive Regulation on Self-Awareness

Cognitive regulation helps individuals maintain a stable sense of self under the influence of intergroup emotions. When individuals experience positive or negative intergroup emotions, they can correctly attribute and evaluate through cognitive adjustment, so as to avoid distorting self-cognition or overly affecting self-esteem due to emotional fluctuations. For example, after losing a team game, players with strong cognitive adjustment ability can recognize that the game failure is the result of multiple factors, rather than simply denying their own or the team's ability, so as to maintain a relatively stable self-awareness.

6.3 The Role of Cognitive Regulation on Social Development

In terms of social development, cognitive regulation can help individuals better cope with the influence of intergroup emotions on social

behavior. Through cognitive adjustment, individuals can control antisocial behaviors caused by negative intergroup emotions and actively promote the generation of prosocial behaviors. For example, in community conflict mediation, residents with strong cognitive adjustment ability can rationally deal with anger caused by group interest conflicts, solve problems through consultation and cooperation, promote the harmonious development of the community and promote their own social development.

7. Education and Intervention Strategies

7.1 Emotional Education and Training

In school and family education, emotional education and training of individuals should be strengthened to improve their cognition and adjustment ability of intergroup emotions. By setting up special emotional management courses and carrying out emotional regulation training activities, individuals can identify different intergroup emotions, understand their causes and effects, and master effective emotional regulation methods, such as deep breathing, emotional transfer, cognitive reconstruction, etc. For example, schools can organize students to conduct role-playing activities to simulate inter-group conflict situations, so that students can learn how to identify and regulate their inter-group emotions in practice.

7.2 Group Identity and Sense of Belonging Cultivation

Focus on cultivating individual's identity and sense of belonging to the group, and enhance group cohesion. Through organizing colorful group activities and promoting group culture and values, individuals can experience more positive intergroup emotions and reduce negative intergroup emotions in a positive group atmosphere. For example, enterprises can carry out team building activities to enhance employees' sense of identity and belonging to the enterprise, and improve employees' work enthusiasm and teamwork spirit.

7.3 Social Skills Training

Provide systematic social skills training to help individuals improve their social skills in group communication and promote social development. Social skills training can include communication

skills training, cooperation ability training, conflict resolution ability training and so on. For example, communities can organize social skills workshops, inviting professionals to teach residents how to communicate effectively with others, how to leverage their strengths in group cooperation, and how to properly resolve inter-group conflicts.

8. Conclusion

This study explores the influence of intergroup emotions on self-awareness and social development in interpersonal communication. As an important emotional experience of individuals in group communication, intergroup emotions have complex types and mechanisms. Positive intergroup emotions can enhance individual self-identity and social initiative, and promote social development. Negative intergroup emotions may interfere with self-cognition, lower self-esteem and hinder social development. Cognitive regulation plays a key mediating role in the relationship between intergroup emotion, self-awareness and social development. Through the implementation of emotional education and training, group identity and belonging cultivation, social skills training and other education and intervention strategies, it can help individuals better cope with the influence of intergroup emotions, and promote their healthy psychological development and harmonious interpersonal communication in the group environment.

Future studies can further explore the differences in the influence of intergroup emotions on self-awareness and social development under different cultural backgrounds, and how to formulate more effective cross-cultural interpersonal communication strategies based on these differences. In addition, with the development of science and technology, the study of intergroup emotion in virtual group environment and its influence on individual psychological development will also become an important research direction. At the same time, further research on how to enhance the cognitive adjustment ability of individuals through psychological intervention technology to better cope with the challenges brought by intergroup emotions is also one of the important topics of future research. Through the continuous in-depth research, it is expected to provide more comprehensive and in-depth theoretical support

and practical guidance for the psychological development and social harmony of human beings in group communication.

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