

Abstract:**Importance of Cognitive and Affective Processes when Working with a Computer**

Research Question (RQ): Why and how to measure human emotions when working and learning with a computer? Are machines (computers, robots) implementing such binary records, where there is a simulation of cognitive phenomena and their processes, or do they actually reflect, therefore, able to think?

Purpose: Show the importance of cognitive and affective processes of computer and ICT usage, both in learning and in daily work tasks.

Method: Comparative method, where scientific findings were compared and based on these conclusions were drawn.

Results: An individual has an active role and the use of ICT enables, through the processes of reflection and exchanges of views, for an individual to resolve problems and consequently is able to achieve excellent results at both the personal (educational level) and in business. In learning and working with computers, individuals need internal motivation. Internal motivation can be increased with positive affective processes that also positively influence cognitive processes.

Organization: Knowledge of generational characteristics is currently becoming a competitive advantage of organizations. Younger generations are growing up with computers and both teachers and managers have to be aware and accommodate their teaching and business processes to the requirements of ICT.

Society: In the 21st century we live in a knowledge society that is unconditionally connected and dependent on the development of information technology. Digital literacy is an everyday concept that society also is aware of and training programmes are being offered on computer literacy for all generations.

Originality: The paper presents a concise synthesis of research and authors points of views recorded over the last 25 years and these are combined with our own conclusions based on observations.

Limitations/Future Research: The fundamental limitation is that this is a comparative research study that compares the views and conclusions of different authors and that new research with new findings was not conducted.

Keywords: affective processes, work, education, cognitive processes, learning, artificial intelligence, business processes, computer.