

Affective and sexual Education through Emotions mediated by Artificial Intelligence

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Abstract: To offer theoretical reference models, it must be understood that Artificial Intelligence (AI) induces ideational, somatic and visceral modifications through emotions. A holistic medical-pedagogical model in affective and sexual education, imagination is like reality regarding the processes that concern the adaptation of the human species with biological algorithms. Artificial perceptual experience (Metaverse) involves the Epigenetics of neuronal plasticity as much as Emotional Intelligence (EI).

Keywords: Affective and sexual Education; Epigenetics; Artificial intelligence.

1. Introduction

The mental image (Borruso F., 2019) as a sensorial reality represents the interface between two biological truths. Between the significant adult who should and would like to transmit identity models of values and those who are growing in their neuronal fragility in the course of neuro-development. The educational act, often not very conscious, consists precisely in what comes through the sensorial and perceptive dimension through each example in a conscious or unconscious way. The primary education agencies involved are the family with the delegation to the school, the places of social, cultural and religious aggregation, the social and mass media, the State itself in which we live through its shared values and the comparison of this with the other foreign states. Informing means training and therefore educating (Harari Y.N., 2024) not only the individual but the entire species in its ability to adapt to the environment, with Lamarckian and certainly not Darwinian modes of compliance.

The bodily experience therefore begins fully already at an imaginative level in its neuro-biology of epigenetic activation with respect to the Genome of origin of the human species through the new emotional and artificial scenarios of learning and teaching that continually arise with the capacity for phenotypic modulation. Sensory activation evokes, through mechanisms of epigenetic modulation, the capacity for gene expression through the emotions conveyed by the educational environment. The awareness of this direct contribution between the input of content by the significant Adult and the response obtained in its users should represent in the shared social pedagogical competence to be modulated in the best directions of reinforcement with respect to affective-cognitive and emotional-relational and social development of each individual in their right to affective, sexual and social maturation (Lopez A.G., 2018). All confirming a holistic vision that brings the individual back to a global epistemological dimension through the relationship between educational



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practices and PNEI (Psycho-neuro-endocrine-immunology). Taking into account the epigenetic interaction (Yang BZ, Zhang H, Ge W, Weder N, Douglas-Palumberi H, Pereplechikova F, Gelernter J, Kaufman, 2013) through emotions between life events (traumas) and the individual genetic heritage of the Person an effective educational action therefore requires the modulating contribution of a narrative order in the categorical perspective of both primary prevention or risk reduction which can only be implemented through effective educational practices (Villanova M., 2006) and of care in its dimension of narrative pedagogy to build the autonomy of thought and freedom from any Dependence, as in the risk of Substances for luxury use and any other method of fraudulent recruitment (influencers), indoctrination and manipulation (Villanova M., 2021).

2. Affective and sexual education

In our era the need for a pedagogical system in the centrality that the mental image assumes in its educational value at a time when in the continuous and transversal basic training of Educational Professionals and the helping relationship the need to build Theoretical reference models that allow them to transfer the ability to use consciously (and not in a passive and casual way) the contents to be used in coaching, in childhood (Montessori M., 1926), adolescence, in parental construction and in any fragility neuronal, from immaturity, disability, interculturality (Fiorucci M., 2020), post-traumatic. The purpose of this training need relating to the educational consequences regarding the conscious use of Symbols and Signs which constitute Semiotic elements regarding a constructive Syntax of the mental image is to be able to achieve a holistic synergy of transversal support. The objective is to solicit the phenotypic dimension of each individual in the best possible way, albeit starting from their basic genetics. If "DNA does not have the last word" (Feuerstein R., Rand Y., Rynders J.E. (2011), in fact one can receive from the environment even in Outdoors (Pizzigoni G., 1930) emotional stimuli that modulate the affective response that allow us to repair previous traumas and preserve from the unwanted expression of those deriving from previous generations and which also have not expressed themselves phenotypically ("what is not expressed is imprinted", Lipton B., 2009).

Transmitting content useful for conservatively modifying the epigenetic component of each individual's thought and emotional response should become the objective of each individual personalized project but also the one to adhere to in order to lay the epistemological foundations useful for creating an "educating environment". (Gramigna A., 2023). The accumulated experiences thus become shareable as products of the knowledge of each generation. In the Social Web training agency, the need for a wise alliance with Artificial Intelligence (AI) is increasingly felt (McCarthy J., 1998); Rocchi A., 2022) which passes through the awareness that every sensory stimulus that reaches the pre-frontal cortex and that through emotions induces perceptual changes that act at an ideational, somatic and visceral level. What happens in the imagination is as if it were happening in reality and the provenance of every acquired data and every usable decision-making process takes on secondary importance when it is drawn from global supply systems. The Genome of the Species becomes the repository of every (Kellermann N.P., 2013) and individual experience, including and above all those implemented through virtual reality and AI. DNA can then be considered the Algorithm (Panciroli C., Rivoltella P. C., 2023) on which the expres-

sion of the entire phenotypic modulation is based through epigenetic mechanisms, in turn modified by the environment through emotions.

Sensation, Perception, Emotion affect the psycho-neruro-endocrine-immune modulation but above all on the response of the limbic system. The expression curve of Ideation is modulated depending on the decoding that the genomic algorithm provides. But DNA is modified through epigenetic mechanisms that modify the sequence of the nitrogenous bases and therefore modify the phenotypic reading of what was originally a heritage deriving from the common Genome of the Species. However, the psychic function of Consciousness can self-regulate towards gradual awareness through constant and gradual integration processes that concern the adaptation of the human species to the biological environment. This phase of the evolution of the human species is increasingly characterized by the possibility of building media tools as an increasingly apparently complex aid for modulating individual responses. These aids can prove, if well used, to be excellent reducers of complexity with respect to the resolution of repetitive and recurring problems, both on an educational and training level. The sensorial experience of imaginative permanence in artificially created perceptive scenarios (Metaverse) (Lavanga F., Mancaniello, M. R., 2022) but although real from the point of view of subjective experience becomes a precious aid for engaging maturational learning.

3. Education and Epigenetics

Emotional activation acts through stresses that implement epigenetic modifications with neuobiological mechanisms of gene stress and silencing such as methylation, acetylation and ubiquitylation (Mulder RH, Walton E, Neumann A, Houtepen LC, Felix JF, Bakermans -Kranenburg MJ, Suderman M, Tiemeier H, van IJzendoorn MH, Relton CL, Cecil CAM., 2020) establishing the centrality of the educational relationship in the effectiveness of accessibility to algorithms as an element of usability of each resource. This systemic opportunity however represents the biological part of Education in accordance with the neuronal plasticity of childhood, adolescence and in the construction of parenthood. Constantly overcoming the dualism of cognitive provision deriving from Emotional Intelligence (EI) of human origin and AI of cybernetic origin towards a transversal integration in Neuroscience according to a global medical-pedagogical model becomes increasingly a sustainable objective for the benefit of emotional, affective and sexual.

The traumas deriving from genomic inheritance (PTSD, Post-Traumatic Stress Syndrome (Youssef N.A., 2022) and Aces, Adverse Childhood Experiences (Felitti V, Anda R, Nordenberg D, et al., 1998) and those accumulated over time of early life ("first habits", Piaget J., 2016) of an allochronic, allomorphic, allovalue and allonomic order as a consequence of the types of child maltreatment (physical, emotional, sexual, pathology of care, assisted violence) can be reprocessed through the right calibration of direct support, mediated by the example of the "significant adult" and the contribution of the supporting Artificial Intelligence (Luckin, R., 2017) to the Emotional Intelligence of spontaneous, improvised and unpredictable human subsistence in this context we can explain the effectiveness at the level of synaptic enrichment of the neuronal banks which can be implemented through the modification of the State of Consciousness which can be implemented through neuro-motor activity, processing and restitution through the practice of acting on stage and in theatre, Spirituality.

4. Artificial Intelligence and Algorithms

To teach Democracy, it is necessary to cultivate a "Science of Consciousness" (Gramigna A., 2010), that is, to also implement practices that can intervene on starting substrates, or algorithms that can interact with other already existing ones and through the educational process, which it must be gradual, delicate, made of sensitivity and slow assimilations made of attention and constancy, nuances and very slight changes, and certainly not of coercion and drastic changes. You start to change things in motivation and so you start to get the proposal for action. In fact, first of all comes the mental image, then the imagination with the hope and dream, then the motivation, finally the action. To interest, to amaze, to amaze to induce hope, to dream to motivate (Chirico A., Gaggioli A., 2021). Affectivity and Ideation, the World of Ideas, are closely linked and correlated in their consecutiveness as is the Will. Everything else remains an action that is not understood and not shared, therefore experienced as constraint, or violence.

This reaction is typical of legislative provisions that are not shared and motivated, but cannot be considered the founding basis of a pedagogical project which can be followed by a shared and comparable educational path. This is why prison fails and many legislative measures, perhaps based on a legislative measure created in an emergency, have never had real effectiveness. The law of Biology is DNA and it is considered the biological legislative reference Algorithm of a Species but still susceptible, like all Laws, to interpretations (Epigenetics) and modifications (Evolutionary Genomics).

If then in the continuous and transversal basic training of Educational Professionals, of the helping relationship and often increasingly also of Security, the construction of theoretical reference models becomes increasingly important, it becomes important to understand the modulating action of the educational activity (Malavasi, P., 2019).

What is introduced by the educational reference figures in a truly holistic dimension of shared and synergistic institutional parenting will create a principle of self-learning of the System albeit with high compliance although limited by what is introduced into it despite the prospect of artificial use. The need for a wise alliance between Emotional Intelligence (EI) and Artificial Intelligence (AI) (Turin A.M., 1950) passes through the awareness that every sensory stimulus that reaches the pre-frontal cortex through emotions induces perceptual modifications that act at an ideational level, somatic and visceral. The reason why everything that happens in the imagination is as if it were happening in reality depends on the provenance of every acquired data and every usable decision-making process. This disturbing relevance takes on a secondary importance when every piece of data is drawn from global supply systems and entered into the dialectical comparison triggered in the IA\EI debate which allows us to intervene precisely on the reference algorithm, DNA, through epigenetic variations of phenotypic reading. However, the psychic function of Consciousness can self-regulate towards gradual awareness through constant and gradual integration processes that concern the adaptation of the human species to the biological environment.

In this phase of its evolution it is in fact increasingly represented by tools as increasingly apparently complex aids but which can then prove to be only complexity reducers with respect to the resolution of repetitive and recurring problems. The sensorial experience of imaginative permanence in perceptive scenarios created arti-

ficially (Metaverse) but still real from the point of view of subjective experience becomes a precious aid for engaging maturational learning. Emotional activation acts through Epigenetics with neurobiological mechanisms of gene solicitation and silencing such as methylation, acetylation and ubiquitination, establishing the centrality of the relationship between effectiveness of accessibility to algorithms as an element of usability of each resource. This systemic opportunity however represents the biological part of Education in accordance with the neuronal plasticity of childhood, adolescence and in the construction of parenthood. Constantly overcoming the apparent cognitive difference deriving from Emotional Intelligence (EI) of human origin and AI of cybernetic origin towards a transversal integration in Neuroscience according to a global medical-pedagogical model increasingly becomes a sustainable objective for the benefit of emotional, affective and sexual maturation in a holistic epistemology of knowledge gathering under the great dome of universal and ethnographically codifiable and transmittable knowledge (Gramigna A. Poletti G., 2021).

5. Conclusions

There may then exist, beyond the just and justified fears that hover in our era, the concrete possibility of self-programming of natural algorithms according to the educational needs of the human species, where instead of a threat they can be a useful and precious resource. The cascade of neuro-educational events that lead to the effective reworking of the natural algorithms linked to the laws of genetic transmission would therefore be the following:

starting from Education as a precept, the pedagogical liturgy of which to be aware and on which to converge the training objectives ("Knowing, Knowing how to be, Knowing how to do, Knowing how to become", Villanova M., 2021) could be summarized as follows:

The Example (matter educates matter);

Attention to the quality of emotions (they evoke mental images);

Emotional intelligence (arises from the relationship with the significant adult and in institutional parenting);

Artificial intelligence (it is a precious tool); Algorithms (DNA as a biological algorithm can be modulated through educational work);

Epigenetics (through mechanisms of phenotypic activation on the individual, the expression of the gene memory of the species is improved through mechanisms of evolutionary genomics).

So the interface between Education and Biology through epigenetic understanding and the understanding of how advanced pedagogical tools can be built through wise management of algorithmic infrastructures represents a reality of real comparison and precious synergy for pedagogical knowledge.

Bringing back to a holistic training epistemological dimension, overcoming the trap of training fragmentation and disinvestment due to the illusion of shortcuts, is the great mission that should unite all recruitment backgrounds in training for educational professions, of the report (Mariani A., 2021) of help and also of safety. A teacher, a doctor, a jurist or a guardian of the Order should have full awareness, and responsibility, that each of his actions through what is poured into the epigenetic heritage of the Species through interaction, even at a distance, however creating mental images, with the individual individual, contributes to modifying the Algorithm that structures

the behavior of the Species itself. The frontiers of social pedagogy go beyond the Person and Society but extend to the entire human species and to the Phylum itself, impacting the logic and memory of the living.

The close connection between mental image and corporeity also allows us to anticipate, simulate and restore corporeity where fragility and trauma may not fully allow it so that the Mind (Bateson, G., 1989) of the individual continues in a project of social belonging by experiencing feelings of union and inclusion with feelings of awareness and transcendence (Villanova M., 2022), of Extended Mind (Sheldrake R. 2018) and of Quantum Mind (Mc Taggart L. 2017) to explain the traces of emotions on the memory of life experiences (Masaru Emoto, 2004). Everything is much more than its scattered parts and emotional-affective reconsolidation is a fundamental element for reuniting with the dimension of the past to understand the future. The environmental (Outdoor, Pizzigoni G.) and Ethnographic (Gramigna A., 2023) component are fundamental to understanding ourselves and continuing to adapt as a Species through a universal pedagogical project shared in educational programs that arise from identity models shared values of affective maturation and social.

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