Conclusion

Upgrading the DL system with an algorithm for a multi-criterion approach to identifying emotional states and emotional intelligence of system users, fundamentally changes, modernizes and improves DL systems. These kinds of systems operate in a temporal domain which is characterized by certain conditions of the environment. It is important to notice that these conditions change under the influence of lecturers, students, weather and seasonal conditions, as well as stressful conditions caused by emotional states of fear, anger, sadness, etc. As noted, besides the analyser and compensators for emotional states, the model establishes a knowledge base of emotional states and algorithms for future actions based on emotional experiences, impressions, treatments and results in certain situations. Even if in certain situations the automated system does not have an adequate answer and cannot provide adequate service, the request is redirected to a “live” agent, and the live agent will have enough initial information (from the system) to be able to prevent unpleasant scenarios.

Feedback about emotional states and emotional intelligence greatly contributes to the quality and success of achieving educational goals. This is especially important for DL education systems with no direct interaction and communication with teachers, as it provides autonomy to the DL system.

References
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