



ACTIVATION OF THE COGNITIVE PROCESS OF A PERSONALITY AS A CONDITION OF ITS WELL-BEING DEVELOPMENT

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Annotation:

This article explores the role of the taxonomy of the American psychologist B. Bloom in enhancing the cognitive process. The taxonomy is fully based on the laws of psychology, psychophysiology, pedagogy that the educator uses in the course of training as a controlled process.

Keywords:

Blum taxonomy, cognitive process, professional training, competence, representation, psyche, teaching, skills, perception, management

The viability of society in a market economy now directly depends on the professional competence of the younger generation, on its ability to solve practical problems optimally in a real-time system. The development of professional competence is based on the acquisition of knowledge, skills, and abilities that determine the qualitative indicators of abilities. Competence is formed on the basis of a scientifically soundly organized cognitive process.

The cognitive process is a field of psychology. It starts from the perception of information and continues in consolidation in memory, comprehension in thinking and the transformation of the knowledge gained into skills of activity. From reflection and sensation to perception and presentation of images based on the information received – all these processes occur according to the laws of psychology and physiology. According to the results of our research, B. Bloom's taxonomy, which reflects the stages of cognition based on knowledge, understanding, application, analysis, synthesis and evaluation, does not take into account the procedure of consciously evoking a clear, clear, long-term representation between the procedures “knowledge” and “understanding”.

The mastery of B. Bloom's taxonomy by teachers is part of their professional instrumental training, since this systemic training includes theoretical, methodological, practical and methodological training. In this regard, the opinion of I. Zakharova is relevant, she emphasizes that “... the solution of educational problems begins with the professional training of teachers. Without the qualitative growth of pedagogical professionalism, we will be doomed to remain in the past” [1, p.5].

Life circumstances determine that it is necessary to teach future teachers the skills and abilities to purposefully evoke and keep in the memory of students bright, clear, long-lasting ideas. This requirement is of particular relevance today, when the computerized receipt of

immense information via the Internet, disks and electronic sources does not allow a person to normally concentrate consciousness and attention on an object, to call and hold a representation for its awareness and understanding.

In this article, based on a long-term analysis of the formation of an active cognitive process in learning, we will try to substantiate the role of the "presentation" procedure for a clear understanding, application, analysis, synthesis and evaluation of the information received. Imagination is impossible without representation. There is an opinion that the idea needs to be developed, mainly in primary school age. And in adults, this process, be it, happens by itself. In our opinion, the ability to represent is necessary, to teach adults, especially high school students and students.

The main requirement of modern development for the education system of the younger generation is the transition to competence-based learning. It is implemented on the basis of new pedagogical technologies and further actualizes the consideration of the problems of studying the process of "presentation" as an additional category.

At first glance, Bloom's taxonomy is simple, understandable, accessible. In fact, it is polysyllabic, requiring conscientiousness, perseverance, patience in its use. Therefore, its use requires a certain systemic professional competence from the teacher.

At present, all universities of the Republic of Uzbekistan are gradually moving to a modular and credit organization of the educational process. Modular training and its credit organization, as an effective process of creating educational and educational work, are aimed at ensuring the professional competence of future specialists, which also proceeds on the basis of B. Bloom's taxonomy, actualizes the problem of scientific development of the "Presentation" category.

The function of the category "Representation" is that from the information received and stored in memory to create as vividly and lastingly as possible images of representation, to show the connections between the parts of the resulting image, to create as many images and pictures about objects, phenomena and processes as possible.

The function of the "Understanding" category is to capture laws, principles, similarities and differences from the presented images, their parts and the relationships between them and fix them in long-term random access memory.

The function of the "Application" category is understood laws and patterns, knowledge, principles, methods and methods that must be used in practice.

Knowledge in this situation is understanding, retention in memory and the ability to reproduce the basic facts of science and theoretical generalizations arising from them (rules, laws, principles, conclusions).

The formation of knowledge as a part of the cognitive process will be more effectively helped by the procedure for invoking the presentation by the teacher, teacher, pupils and students.

Who of the students wants to get even deeper theoretical, fundamental knowledge, are engaged in the procedure of "Analysis" according to the taxonomy of B. Bloom. In this process, the student penetrates deep into each phenomenon, process, divides them into parts, examines each part separately, capturing the new properties of these parts.

The function of the "Synthesis" category is, based on the new knowledge gained from the analysis, to create new images, ideas in thinking, innovations, and to be creative. This is the basis for the development of the individual and the state.

The function of the "Assessment" category is to systematically monitor the development of one's cognitive process, on which the formation of a systemic integral image of the obtained or obtained result depends, to assess the positive and negative, to conduct marketing research

according to today's and tomorrow's demands of the market economy and to optimally manage its development ...

In our study of the patterns of the cognitive process using Bloom's categories, we studied the role of the procedure for creating the presentation process to ensure a more effective flow of the understanding process.

As we emphasized earlier, a representation is a process in which the memory of the image of a perceived object or phenomenon is restored, as well as the creation of an image through imagination.

Memory, thinking, imagination, emotions, etc. are actually involved in the process of the appearance of a representation. In general, a representation is a process and result of the mental reconstruction of images of objects and phenomena that at the moment do not affect the human sense organs. It is also known that the images of representation are the basis for the reflection of information in memory, fixing and reproducing it.

In our study of the concept of "Representation" we rely on the interpretation of this concept in psychological terms, as a visual image of an object and phenomenon that arises on the basis of past experience through its reproduction in memory, thinking and imagination.

On the basis of such a formation of a representation, a weak or complete understanding of it directly and indirectly depends on previously and just received information. Here, interactive pedagogical methods come to the rescue: brainstorming, two-part diary, Venn diagram, cluster, sync wine, "ZHU" system, etc.

The conscious evocation of ideas in pupils and students by keywords, basic "concepts", "terms", categories of the topic or section of the studied subject is aimed at increasing the efficiency of the cognitive process, thanks to which, mentally, students, catching causal relationships, learn these laws passing from simple to complex, from unknown to known, from understanding the form of phenomena, processes of reality to their essence, which is the basis for the development of knowledge.

Studying the category, "Representation" comprehensively, from the point of view of pedagogy, psychology, philosophy, physiology and sociology, revealed that it has the following properties:

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|-----------------|----------------------|
| - Clarity | - Dullness |
| - Intensity | - Interconnectedness |
| - Brightness | - Causality |
| - Duration | - Detail |
| - Fragmentation | - Patterns |
| - Volume | - Visibility |
| - Dynamism | - Stability |
| - Constancy | - Instability |

In our research, as in the taxonomy of B. Bloom, we tried to create a class of action verbs, reflecting the structure and semantic significance of an action for the reproduction of a qualitative, practical representation. The number of such verbs was 50 units.

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| - Create | - Complicate |
| - Make up | - Specify |
| - To form | - Simulate |
| - See | - Imagine |
| - Design | - To show |
| - Design | - To recreate |
| - Catch | - Structure |
| - Correct | - Learn |
| - Mix | - To shape |

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- | | |
|---------------|--------------|
| - Convert | - Confuse |
| - Reestablish | - Heat up |
| - Fit | - Zoom in |
| - Cut | - Illustrate |
| - Push away | - Reduce |
| - Foresee | - Exaggerate |
| - Cut | - Expand |
| - Shrink | - Deepen |
| - Detach | - Compare |
| - Shatter | - Condition |
| - Quit | - Vibrate |
| - Highlight | - To arrange |
| - Inflate | - To tie |
| - Skip | - Erase |
| - To arrange | - Outline |
| - Systematize | - Resume |

According to the results of the study, for the appearance of a representation, first of all, it is necessary to carry out the procedure of restoring the image of the necessary information from memory, to hold, systematize, see, design, imagine, structure, foresee, form, design.

Thus, we believe that in the six-level hierarchical structure of the cognitive sphere of B. Bloom, it is necessary to introduce the seventh category "Representation", which will be located after the "Knowledge" category and before the "Understanding" category.

The introduction of the category "Representation" in the taxonomy of B. Bloom and the management of the cognitive process with its help will significantly improve the quality of the knowledge gained, the development of skills and practical skills, which determines the professional competence of a specialized specialist.

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