

DESCRIPTION OF THE METHODS OF DIAGNOSING THE COGNITIVE STYLE OF PUPILS IN THE EDUCATIONAL PROCESS

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Abstract: This article opens the main point of the cognitive style, individual peculiarities of the cognitive style, and also the psychological peculiarities of the cognitive development in the process of educational activity. The article is available to students, teachers, specialists working on the problem of cognitive method.

Key words: Kognitiv style, kognitiv control, kognitiv temp

Current global processes and Advanced Research in the field of Science and technology imposes on the representatives of the social sphere the necessary tasks associated with the development of the individual in harmony with the requirements of society and the decision – making of active cognitive motivation. In such cases, it is of decisive importance to draw up a scientifically based prospective plan of social development of society and determine its priorities. The first president of the Republic of Uzbekistan A. Karimov supports the sphere of education from the National didactic point of view and distorts it as follows: “Education gives creative activity to the spirituality of the people of Uzbekistan. All the good opportunities of the growing generation are manifested in it, the professional Curry, the skills are constantly improved, the wise experience of the older generations is perceived and passed on to the younger generation.

Today's reform period dictates the creation of effective methods of teaching, the further development of cooperation between teachers and students, ensuring the leadership of education and training in the formation of human personality, the implementation of educational and educational activities, relying on the characteristics inherent in the individual style inherent in the age and individual characteristics of students, national feelings, the process of current global processes and Advanced Research in the field of Science and technology imposes on the representatives of the social sphere the necessary tasks associated with the development of the individual in harmony with the requirements of society and the decision – making of active cognitive motivation. In such cases, it is of decisive importance to draw up a scientifically based prospective plan of social development of society and determine its priorities. The first president of the Republic of Uzbekistan A. Karimov supports the sphere of education from the National didactic point of view and distorts it as follows: “Education gives creative activity to the spirituality of the people of Uzbekistan. All the good opportunities of the growing generation are manifested in it, the professional Curry, the skills are constantly improved, the wise experience of the older generations is perceived and passed on to the younger generation. Today's reform period dictates the creation of effective methods of teaching, the further development of cooperation between teachers and students, ensuring the leadership of education and training in the formation of human personality, the implementation of educational and educational

activities, relying on the characteristics inherent in the individual style inherent in the age and individual characteristics of students, national feelings.

In the process of training, the mites are given the same training by the mites. But it's different for the influencers to lose weight and accept the flow activity. The attitude of the reader to the educational process is manifested in the fact that his attention in the activity of the reader is directed in the right direction, is interested and is ready to spend his willpower to overcome difficulties. Successful diminution of knowledge by mites depends on the stability of their attention, their quick and easy to find on the necessary objects, their correct distribution, the accuracy of perception, the speed of thinking, consistency, content, independence, depth, the consistency of memorization, the accuracy of recalling and other characteristics. Therefore, in the educational process, the study and diagnostics of the cognitive style of students is one of the urgent tasks.

In modern psychology, effective, highly validated and reliable methods of studying various forms of cognitive styles are being developed.

One of such methods is the “sterjen – frame” methodology, developed by Whitkin and ASHS in 1948 for the purpose of diagnostics of the cognitive style “subordination to the field – independence from the field”, serves to determine the individual characteristics of spatial orientations. The experiment is conducted in a special fully darkened room. The controller sees a light frame and sterjen facing across the room. The controller stands in another room and changes the position of the frame and sterjen on the basis of a special program. And the function of the sweeper is to bring the sterogen to a vertical position on the Earth's surface.

Impulsivity is one of the effective methods of diagnosing the cognitive style of reflexivity is Kagann's method of “comparing similar images” (1966). In this case, the examiner will be shown pictures for 2 exercises and for 12 basic experiments. In the upper part of them there is a well – known predicate, and in the lower part there are 8 predicate paintings, which are arranged in two rows, very similar to the ethalon-shape. One of them corresponds exactly to the ethalon – shape. The controller must be able to find the same form without fail. The indicator of impulsivity reflexivity is determined depending on the total number of latent periods and errors that have passed before the time when you give the initial answer.

To conduct Kagann's methodology of “comparing images formed on the basis of vision and vision” (1966), initially a geometrical form is presented turganda depending on the eyes to the controller. The controller can sock it as much as you want. Then five similar subjects are recommended for the reflected whiteboard vision analyzer. One of them corresponds exactly to the ethalon – shape. The controller must be able to find the same form without fail. The impulse is determined depending on the total number of latent cycles and errors that have elapsed until the moment when the indicator of volatility and reflexivity responds.

Concrete-abstract concreteness is a variety of variants of the “unfinished sentences” methodology, which can be most widely used in determining the cognitive style. In the methodology of “incomplete sentences” (Schroder, Driver, Stroufert, 1970), the verifier is recommended a set of sentences that reflect different social situations (guilt, marriage, its own” me”, past, etc.). Its weight is to complete the sentence that follows these sentences. As an indicator of concentration, a qualitative analysis of the responses and an assessment criterion of 5 points is used in the system. The more accumulated the sum of points, the higher the level of development of such a concentration.

"I believe because ..." (eyey, 1966; 1970) will also have to continue the verification sentence in the methodology. D. in the study of cognitive singularity and complexity style. Different variants of the method "repertoire fence", developed by Kelly, are used. From the positive and negative feedback about the person, which is recommended in turn to the examiner, to those who have a style of singularity, if they are determined newlyilikni quickly, at the same time, the owners of a cognitive complex style are limited to evaluating them as anti – dependent. When thinking about the method of cognitive complexity, a number of features of the organization of subjective constructions are taken as a basis: the differentiation of contractures, their interrelationships, integration and stability meyori, etc.

The methods described above were developed mainly in the 50-70-ies of the XX century, serving to study cognitive methods. Currently, studies are being conducted on the creation of a cognitive style and more recent types and tools for its study.

For educators and practicing psychologists, the following recommendations can be made in order to ensure an effective diagnosis and develop the characteristics inherent in the cognitive style of students:

One of them. Create a database of psychodiagnostic methods of diagnosing individual characteristics in the processes of cognition, behavior and interaction of students by practicing psychologists of each educational institution;

Two. Further kuchaytirishga achievement of the developmental role of training with students;

The three. Development of cognitive style of students through pedagogical guidance to educational activities tirishga creation of situations that give an opportunity;

The four. To identify and encourage students' achievements in their activities on time by establishing Individual relationships;

The five. To teach students to think independently, to be observant, to be interested in any innovations in the environment, to be creative and communicative;

The six. Development of cognitive style should be achieved by improving the quality of training in educational institutions.

Observance of these recommendations allows you to educate a person who is physically and intelligently mature, independent-minded, distinguished from others by all his characteristics. The presented scientific and methodological recommendations provide the basis for the creation of socially active, highly qualified specialists' training programs.

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