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PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS AND ACTIVATION OF ITS COGNITIVE ACTIVITY

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ABSTRACT

The article discusses the problem of increasing the cognitive activity of students of institutions, taking into account age and psychological and pedagogical characteristics.

KEYWORDS

Student, age characteristics, cognitive activity, activation.

INTRODUCTION

Student age is a phenomenon that is directly related to the development of a higher educational institution. K. D. Ushinsky called this age "the most decisive", because it is this period that determines the future of a person, this is a very active period of intensive work on oneself. L.D.Stolyarenko characterizes the student body by the Institute of higher education as a specific social category, a specific community of people who are organically integrated [1]. I A. According to

Zimnaya's definition, the student body includes people who purposefully, systematically acquire knowledge and professional skills, characterized by the highest level of education, the most active consumption of culture and a high level of cognitive motivation [2]. B.G.Ananiev believes that the period of life between the ages of 17 and 25 is important as the final stage of personality formation and the main stage of professionalization. B.G.According to Ananyev, by the

age of 17, a person creates optimal subjective conditions for the formation of skills of self-education activities [3]. A modern student of the institute is, first of all, a young man with all the opportunities for further development. A first-year student with the most important intellectual potential of society is yesterday's student, who does not have the necessary experience and has an urgent need to buy it. In this regard, it is very important that the teacher directs the activities of the first-year student to adapt to independent work as soon as possible. This implies the development of cognitive activity. It is necessary to explain to the student that this activity is carried out not only in order to successfully pass the exams, but also to acquire knowledge, skills and skills. Student youth the student has general age characteristics: biological (type of higher nervous activity, unconditional reflexes, instincts, physical strength, etc.); psychological (unity of psychological processes, States and characteristics); Social (Social (Social Relations, qualities, belonging to a particular social group, etc.). At the same time, when studying a particular student, it is necessary to take into account the individual characteristics of each one, the characteristics of its mental processes and states. It is very important for us to move from adolescence to adolescence, to know the features of development. At this age, people try to find their place in society, strive to understand themselves, be critical not only of themselves, but also of others. These features are

distinguished by domestic and foreign researchers-A. G.Asmolov, L.S.Vygotsky, A.N.Leontiev, D.I.Feldstein et al. Student years are a special stage of the life path. The basis is quite understandable – goals, tasks, and most importantly-training in accordance with the motivation arising as a result of obtaining a specialty in this institute. This is especially difficult for first-year students. The time between finishing school and starting Studies at the institute is very short, and in it it is necessary to significantly change the previously set goals, deeply rethink your habits and behavior, as a result of which new qualities appear that contribute to the performance of new social roles, the manifestation of personal qualities such as independence, curiosity, initiative. The student is faced with difficulties associated with the need to get used to new things — classmates, teachers of specialized subjects, various forms of reporting, and importance in the eyes of others. There is a complex dynamic relationship that varies with age between the learning process and development. L.S.Vigotsky [4] proved that development processes do not correspond to educational processes, but follow them. He identified at a certain stage of development the "zone" of proximal development, characterized by the circle of tasks that the student can solve not independently, but under the guidance of the teacher. But over time, as cognitive abilities develop, these tasks are carried out by him independently. Researchers identify sensitive periods of human ontogenesis that are most favorable

for the development of abilities. Especially intensive development of abilities during these periods can occur before the general development of the individual. This is an important condition for the formation of abilities. B.G. Research by Anan'ev and a group of scientists proves that the nature of the psychophysical development of human maturity is heterogeneous and contradictory, and is a complex structure of various processes. The deepest social and psychophysiological shifts occur at the boundaries between the cessation of maturation and the stabilization of mature, formed human behavior and the structures of intelligence. Moments of social adaptation are components of this structure: increasing the functional level of various mechanisms of activity, stabilizing these levels and lowering them. B.G. As a result of the experiment, Anan'ev compared the moments that make up the structure of the development of psychophysiological functions of a person, separated the years of life, which include moments of increase, stabilization and decrease in the functional level. During this period, personality, style of behavior are rapidly developing. It is no secret that most students set themselves "big" tasks. In this regard, the problem of self-education and self-education comes first. Therefore, when organizing any activity of a student, it is necessary to take into account his psychology, which will change with each new course. During the student period, significant changes occur in interpersonal relationships. They are

characterized by a tendency to more personal and meaningful interaction, high reflectivity, become a source of emotional experiences. At this age, the need to understand and build empathy, empathy, trusting relationships increases. Communication with peers is of particular importance and becomes one of the leading factors in personal development. V. S. Ilyin [5] and V. A. Nikitin [6] determines the effectiveness of educational processes and how quickly the restoration of moral and mental health depends on how quickly the student adapts to new living conditions. Adaptation in educational activities is associated with the assimilation of cognitive methods, orientation towards cognitive values. The change in the familiar environment can be exacerbated by dissatisfaction with the results of study, interpersonal relationships, the loss of familiar status in the group, anxiety in choosing a future profession. This leads to stress and nervous exhaustion, fatigue and malfunctions. Incorrect adaptation can be manifested in a change in the internal regulatory system, serious deviations in the psychomotor system, self-destructive behavior, aggression. For some students, the development of a new stereotype of behavior is carried out sharply, and for others more or less evenly. Obviously, the features of this restructuring are associated with the characteristics of the type of high nervous activity. However, social factors are very important here. Knowing the individual characteristics of the student, on the basis of which a system for

introducing him into new types of activities and a new social circle is built, which makes it possible to avoid the syndrome of improper adaptation, to make the adaptation process uniform and psychologically comfortable. In the institute, social adaptation is divided into: Professional adaptation, It is understood as adaptation to the nature, content, conditions and organization of the educational process, the development of independence skills in educational work; socio-psychological adaptation is the adaptation of an individual to a group, the establishment of relationships with him, the development of a specific style of behavior. Many freshmen initially face great difficulties with a lack of independent teaching skills. They do not know how to write lectures, work with textbooks, learn from primary sources, analyze large volumes of information, express their thoughts clearly and clearly. The adaptation of students to the learning process usually ends at the end of the 2nd semester and the beginning of the 3rd semester. Types and groups of students many researchers in the field of Psychology and pedagogy have found that some students work a lot and willingly to master new knowledge. Difficulties that arise at the same time only add energy to them and the desire to achieve the goal. Others do everything "from under the stick", and obstacles dramatically reduce their activity. Teachers and psychologists explain this by the individual psychological characteristics of students. Such characteristics include intelligence (the ability to

master new knowledge), creativity (the ability to independently develop new knowledge), high self-esteem, etc. In terms of the nature of educational activities and the corresponding behavioral models, three types of students are distinguished. It is the first type of cognitive interests that go beyond the knowledge defined by the curriculum and science programs. Students are active in all areas of the Institute's life and are focused on Broad specialization and multifaceted professional training. Students assigned to the second type are distinguished by a clear orientation to the specialty. Here, too, cognitive activity goes beyond training programs, but not wider, but deeper. The entire system of activity is limited by the scope of "close professional interests". Finally, in students of the third type, cognitive activity is strictly aimed only at mastering knowledge and skills within the framework of the curriculum. This species exhibits a minimum level of activity and creativity. Different people come to the institute with different settings and different "starting conditions". In this regard, it is interesting to analyze the student youth in connection with their chosen profession. The student body is clearly divided into three groups. The first group is students focused on education as a profession. This group contains the largest number of students whose interest in future work, in which the desire for self-realization is most important. Only they have a tendency to continue education. All other factors are not so significant for them. The second group consists

of business-oriented students. Their attitude to education is completely different: education acts as a tool (or a possible initial stage) in the future to try to create your own business, engage in trade, etc. they understand that over time this area requires education, but they are less interested in their profession than representatives of the first group. The third group—students, they can be called "ambiguous" on the one hand, and on the other — crushed by various problems of a personal, everyday plan. They face everyday, personal, housing, family problems. It can be said that this is a group of "those who are going with the flow". They cannot choose their own path, for which education and profession are not an interest that characterizes other groups. It is possible that the self-determination of students of this group will occur later, but for now we can assume that this group included people whose self-determination, path selection and purposefulness process are characterless. The process of choosing a profession, studying at the institute has become for many today a pragmatic, purposeful and suitable business for changes in the modern world. The importance of education as a social phenomenon fell into the background. With the advent of "commercial" recruitment, wealthy students who were not used to refusing themselves anything, convinced of the correctness of their choice, well-versed in the peculiarities of future professional activities, came to the Institute. Inspired by the examples of parents (usually entrepreneurs), these students look to the

future without fear: for them it is a clear perspective. At the same time, in general, the behavior of students is characterized by a high level of conformism. In the process of studying at the Institute, different courses solve different problems. In the first year, the tasks of introducing the former applicant to the student forms of collective life stand: the first-year student does not have a differentiated approach to his roles. The second course is the period of the most intense educational activity of students. All forms of education are intensively included in the lives of second-year students. Students receive general education, their broad cultural requirements and needs are formed. The process of adaptation to a specific environment is largely completed. The third course is the beginning of specialization, strengthening interest in scientific work as a reflection of the further development and deepening of the professional interests of students. The urgent need for specialization (the forms of personality formation in the institute are determined by the specialization factor in the main characteristics) often leads to a narrowing of the sphere of multifaceted interests of the individual. The fourth course-the prospect of a recent completion of the Institute-forms a clear practical relationship to the type of future activity. New, increasingly relevant values are manifested in relation to the material and family situation, workplace, etc. Students are gradually moving away from the institution's collective life forms. For the cognitive activity of the student, the

aesthetic aspect is of great importance, which gives a certain direction to this activity, contributes to the development of interests. Cognitive activity, curiosity and aesthetic education are inextricably linked. The aesthetic content of cognitive activity is somewhat weakened under the pressure of various social structures and interests. The effectiveness of cognitive activity can be ensured through certain pedagogical conditions, through which we understand the interrelated set of measures in the educational process, which ensures the readiness of students to creatively interact with information. Specificity in communication due to the specificity of the goals, tasks, content, forms and methods of the educational process, as well as the age and psychological characteristics of students, the Technical Institute has its own characteristics. Socio-economic conditions require such qualities as entrepreneurship, politeness, willingness to adapt to new working conditions from graduates of technical institutes. The production specialist must deal with the abundant flow of information that needs to be received, processed and delivered correctly, which is impossible without the reserves of personal communication. A number of researchers insist that students of the Technical Institute are characterized by the development of non-technical intelligence, which includes constructive activity skills, more advanced spatial representations, formal logical thinking, a combination of synthetic and analytical thinking (L.A.Baranova, L.N.Borisova, V. N.

Druzhinin, L.N.Sobchik). High levels of concentration, shift of focus, visual memory, high speed and accuracy of mental operations were found. Among students of technical institutes, researchers note the introversion of the individual in the educational process, the predominance of cognitive motivation, the desire for independence, lack of desire for domination, conscientiousness, responsibility, low level of emotion in communication with students, critical attitude to the environment. For a student of the institute, the development of mental abilities becomes an important stage of professional formation: the ability to theoretical thinking, abstraction, generalization develops significantly. Qualitative changes in cognitive abilities occur: a non-standard approach to already known problems; the ability to introduce private problems into common problems; the ability to ask effective general questions even on the basis of tasks that are not developed in the best way. However, Z. I. Kalmykova [8], N. S.Leitz[9], B. M. The works of Teplov [10] and others show that without special complex influences, cognitive activity does not turn into sufficient activity, the level of learning ability, thinking efficiency and student claims decreases. The underdevelopment of cognitive activity is, of course, compensated to one degree or another. If we proceed from the results of many studies, such compensation, first of all, prevents the development of the student's personality, which in turn leads to a decrease in cognitive activity or its unilateral development.

Conclusion in our opinion, cognitive activity involves a wide range of tasks. It can be an integral part of the various educational and extracurricular activities of students, helping to deepen and expand the range of knowledge in the chosen specialty of students. We mainly proceed from the need to form in the student the creative qualities of the individual, the needs and opportunities to go beyond the material under study, the ability to self-development and continuous self-education. In general, cognitive activity, which serves as the most important factor in the development of students, is characterized by the need to expand the general horizon, increase the intellectual level. Thus, taking into account only the age characteristics of students, we can effectively develop their cognitive activity. The latter is one of the leading mechanisms that will ensure a high level of independence and responsibility of the student in the future.

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