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

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.*

Language: English

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Introduction

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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

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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.

The methodology of "managing the state of Gavda" (Uitkin, 1949) is also used to study spatial orientation. Sit in a chair in a special small room, which is checked. The experiment consisted of six series, in three series, six walls of the room and the chair were tilted to one side, and in the remaining three series were tilted to the other side. The task of the controller is to bring the chair to the perpendicular position relative to the position of the Earth. Bunda said some of the investigators were based on the condition of their Gav and made fewer mistakes. And those who trusted the deviation of the room made many mistakes.

The methodology of "articulated figures" (Uitkin, Altman, Raskin, Karp, 1971) is one of the herceptive tests, with its various modified options available. In all of them, the task of the surveyors is to find a small shape between complex geometrical

shapes. People with the cognitive style of "field subjectivity" "are slower, and people with the style of" independence from the field" perform the task faster and with fewer errors.

For the purpose of studying the cognitive style of "narrow – wide range of equivalence", it is possible to use the methodology of "free sorting of objects" (Gardner, Holzman, Klein, Linton, Spence, 1959). The task of the controller is to Group 75 real objects using logical, natural and convenient methods. The only correct answer to finding a solution to the problem does not exist. Each controller can be grouped in its own way. The narrow – wide range of equivalence is determined by the number of separated groups, the number of objects in the group, the number of groups consisting of one object. The multiplicity of the number of groups means that the equivalence has a narrow range, and the less it is wide. This text is V. In the modified variant by Kolga, 35 words are used, in which different aspects of the "time" written on separate cards to the verifiers are reflected.

In the methodology of "constancy of dimensions" (Gardner, Holzman, Klein, Linton, Spence, 1959), a verifier is recommended a ethalon-object with a circumference of 39,7 CM in diameter. Its function is to make this benchmark 29,7 CM. from 39,7 CM. the Gage consists in comparing the shapes of sizes from different distances. Before the experiment, they were told that there is a difference between the real size of the objects and their appearance at a distance. Yo'r according to the decree, the verifiable benchmark should compare the form with the forms shown at different distances in size.

As a criterion for assessing the narrow – wide range of equivalence, the diameter of the selected circle is accepted, the more the difference between the subektiv image and the ethalon shape, the narrower the range of equivalence, or vice versa, the greater the difference, the wider the range of equivalence.

One of the diagnostic tools used for the purpose of diagnosing the wide and narrow range of categorization is the "evaluation of Point collections" (1961) methodology of Bruner and Tajfeller. As a Test material, 9 cards of the range are used. Each card consists of a set of 20 to 28 irregularly placed points. The task of the controller is to compare to him the cards indicated in the order in the shortest possible time with the standard sets. The indicator of the classification is determined by the number of Personnel, which is found to be the same as the standard set. Its abundance represents a broad categorization, and the scarcity represents a narrow categorization.

The methodology for "selection of synonyms" was developed by Bottenberg (1970), in which the checker is recommended with different synonyms of 24 basic words (noun, verb, adjective). The task of the checker is to determine which words are synonyms for the main word. The number of synonyms chosen as an

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indicator of the width of the categorization is taken as the basis. The less the number of synonyms, the wider the classification will be. The methodology of "average judgments" (its author T. In Pettigryu, 1958), verifiers are recommended judgments in which an average of 20 units is presented. Each participant will need to find the maximum and minimum malumotni based on the recommended average.

For the purpose of studying the rigidity – elasticity of cognition control, it is possible to use the "word – color interference" methodology (Shtруп, 1935). On the first card, 100 words are given, which represent the four main colors. The verifier should give it read as soon as you can. The second card depicts 100 asterisks in those basic colors. Bunda task should tell the color of the asterisks. On the third card it is necessary to specify colors that do not match the color written. Rigidity and elasticity of control is determined by the amount of difference between the time of performance of the task on the second and third cards. The larger the difference, the higher the interferent effect, the higher the rigidity is expressed.

According to the "free associations" methodology (Gardner, Holzman, Klein, Linton, Spence, 1959), the verifier must be able to write out words that have an associative connection to the word "house" for 3 minutes. The answers are classified by Category 7. These are directly describe the house; the internal structure of the house; counting what is inside the house, the landscape around the house, far from the word house, somehow related words to the word house; word game; Words that are not related to the House. As an indicator of the control of cognition, the length of free-speech associates and the total number of responses in the statement were adopted. The greater the number of associations, the higher the elasticity of the control of knowing the greater.

Rorshax's "ink stains" methodology can also be used to determine tolerance (tolerance) in relation to norealistic experience.

To study the cognitive style of sensory – transcriptional control, it is desirable to use the method of "assessing the size of the circumference in conditions of distracting factors" (Gardner, Holzman, Klein, Linton, Spence, 1959). The task of the controller is to compare the circles recommended by the order to it with the standard – the circle. The Bunda must list as many characters as possible that interfere with the inside of the circle. By the number of errors detected, the width of the copy is determined. The less the number of errors, the wider the copying.

When diagnosing the grinding - forging cognitive style, the methods of schematics of Gardner and Holzmans (1960) are used. In this methodology, the controller is recommended squares that increase in size. The sides of this square are 1 cm. from 18 cm. will increase in size up to. These squares are indicated to the controller by an 8-second break for 3 seconds. Its

task is to evaluate the size of the square. The grinding and grinding method indicator is determined by the number of errors. Kuchay the number of errors in the test is inconspicuous, and the verifier can also detect very small differences. And those who have a grinding technique, as indicated in the series, perceive forms with a very small difference as "identical", that is, the images preserved in their memory brake one after another. "sequence of pictures". It was developed by Santostefano (1986) which shows 60 pictures in turn to the controller. Kuchay if people who are specific to the type of grinding interprets very quickly that some part of the image is being dropped, then those who belong to the type of grinding will detect the differences in the recommended pictures too late.

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

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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 activitiestirishga 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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