



The Specificity Of Perception In The Development Of Understanding Of Psychological Knowledge And Creative Thinking

Yusupova Yodgarhon Muhammedjanovna

Andijan State University Faculty Of Socio-Economics. Senior Lecturer Of The Department Of General Psychology, Uzbekistan

ABSTRACT

In our whole mental life, in all spheres of our activity, and especially in reading and teaching, the importance of cognition is great. Therefore, special attention should always be paid to the quality of perception. The whole richness of our mental life comes from the content formed by our intuition and perceptions. According to psychologists, what a person perceives, he perceives in the figure and in the background. A figure is something that can be clearly perceived, separated, seen, heard, and felt. The background, on the other hand, is something more vague, more general, and helps to distinguish a specific object. Cognition of the universe is the starting point of our activity. The information generated by perception is stored in our memory and then becomes the basis for the higher processes of our mind - thinking, imagination, willpower. How complete and clear our imaginations are is determined by the quality of our perception. Perception serves as a source of a variety of emotions and especially aesthetic perceptions.

KEYWORDS

Activity, cognition, psychologist, mental life, imagination, minds – thinking, person.

INTRODUCTION

The speed, completeness, clarity, and precision or accuracy of perception are among its qualities. The speed of perception is measured by the time elapsed from the time the perceived object begins to affect our sensory organs until we perceive the image of that object.

The realization of this is usually expressed in the affirmation that I am seeing something, hearing something, since it is something. The identification of an image can also be manifested in the reaction of the organism to the action of recognizing (orienting) what is being perceived. The speed of perception may be equal to the speed of the senses underlying

perception, or the deceit may be slower. To some extent, the slowness of perception is also marked by a certain degree of apperception. The speed of perception is measured in tens, hundreds, and thousands of seconds, and sometimes in seconds.[1]

In order to master every teaching material given by the teacher, the student must first understand, see and hear it.

The student remembers and understands what he perceives. The faster, fuller, clearer and clearer the student perceives the learning material, the easier and more accurately he will grasp and comprehend the material, the easier, more complete and solid the knowledge will be. Therefore, it is necessary to take into account the characteristics of the quality of cognition in reading, to ensure the best understanding of the material, to organize teaching and learning in such a way that the material can be perceived quickly, completely, clearly and precisely. To do this, he must know what causes the quality of perception.

At this point, we analyze the mechanisms of implementation of some tasks on the study of the features of perception.

Through this assignment, students can test their understanding based on their previous knowledge.

Students perform the task in the following order to study the nature of cognition. For the experiment will need 5-6 items (eraser, chalk, cotton, ring, screwdriver, button). Any student can participate in the experiment. The other student records the information provided by the test taker and it is placed on a specific chart. The subject closed his eyes as he turned to the audience. He extends the palms of his hands forward, facing downwards, and turns his face to the side. Phase 1 of the experiment: the teacher shows the items to everyone sitting in the classroom.[2] The items selected for the experiment are then placed in a row on the back of the test taker's palm, each time asking what is placed. Phase 2 of the experiment is continued as in Phase 1 of the experiment. But

the items are placed on the palm. Phase 2 of the experiment is performed in the same way as the first of the experiment, now the student is allowed to touch the object. Before performing this phase of the experiment, the secretary introduces the student to work - reading the test taker's responses to the first and second experiment invaders. Based on the results of the experiments, the following conclusions are drawn.

According to the results of the experiment, 15 out of 25 students who took part in the experiment had positive results, and 10 had no positive results in the experiment due to many inaccuracies and misunderstandings. However, according to the results of the experiment, 65% of students was formed. So,

1. Perception is formed as a result of the influence of things on our sensory organs.
2. Perceptions reflect certain aspects and qualities of things.
3. Perception cannot be called the sum of perceptions.

In perception, the differences between the qualities of things, the way they are treated, the person's past experience, and the contour of things play a big role.[3] Several laws specific to the processes of personality perception are cited in the scientific literature written by psychologists, some of which we will consider.

1. The law of dependence of the figure and the background on the previous motion. This is the meaning of the law: man tends to perceive what he has experienced in the past, what he has encountered directly. If he perceives an object as a figure before, then the next time he perceives it as a figure, and if there is a background, he naturally perceives it as a figure.
2. The law of constancy of perception. This law depends in a sense on the previous one. That is, previous experience plays a big role in this. Meaning: A person tends to perceive things that are familiar to him without change with those properties and characteristics.

Hence, the constancy of our perception, that is, the ability to perceive things as a whole

without changing them on the basis of previous experience, ensures that we adapt properly to the external environment and do not get lost in the world of things. Constancy is derived from the word 'constanta', which means constant, constant.

3. The effect of expectations and assumptions on perception. Often our perception depends on what we expect at the moment. We see what we want to see more often than we expect, we hear what we want to hear.

Thus, human perception seeks to fill the void in the mind through information that has personal meaning and significance. If you are waiting for someone to call from behind, for some reason, of course, even if the initials say the right name, you quickly turn in that direction. Hence, our perception, its content, also depends on the cultural and spiritual environment, arising from this system of expectations.

4. The law of non-perception of immutable information. The essence of this law is that information that is regularly affected is not kept in the mind for long.

Repetition of the same words through speech is used in psychotherapeutic practice as a factor in causing hypnosis. Because if the same words are repeated, they lose their meaning.

5. The law of consciousness. For the perceiving person, the understanding of the figure, its necessity and meaning will be of great importance. If the object we observe, the speech we hear, or what we feel is meaningless, incomprehensible, vague, we get tired and exhausted very quickly. Man usually perceives only what he understands. Even if the facts in the speaker's explanation today are far from your understanding and knowledge, even if you are sitting looking at the professor, his words will not reach your ears. At such times, "What does he say?" We ask our neighbor, even if his speech is in the Uzbek language, which is dear to us. 6. Perception in the process of checking assumptions. We are often mistaken in relying on past experience in the process of

perception, and sometimes we discover news for ourselves and further enrich the experience.[4] Past experience and prediction of the future is a human trait that further enhances the scope and capabilities of the information that comes through our sensory organs. From this perspective, perception is an active process aimed at proving our assumptions about the external environment. We want to feel, touch, and work with things that our perception cannot directly "reach" or "understand". That is, when uncertainty, a mystery, arises in what is being perceived, we ask, "What is this?" we begin to guess based on the question and try to verify it. It is precise action, practical work, that expands and helps to understand the possibilities and limits of our perception. Therefore, before starting any work, we should weigh the less clear information with the knowledge we have in our experience with the question of what we have, what we need and what we can do to get a better result faster and try to expand the real experience with our speech and actions. Thus, perception, which at first glance seems simpler, is also a psychological process associated with human knowledge, understanding, and activity, which is in fact the primary foundation and base of our personal experience.

Hence, the category of 'attitude' is the main one in explaining character. B.F. According to Lomov, character is the basis of a person's inner world, and it is important to study it. Reflecting on the place of character in relationships, V.S. Merlin distinguishes two components in their content:

a) emotional - cognitive - how different aspects of the environment make a person feel emotionally and create an emotional picture of the world;

b) motivational - volitional - the forces that motivate the implementation of certain actions and behavior. So, our relationships are relationships that have a certain meaning and content, in each of which our emotional experiences are reflected and our character is manifested.

In addition to reflecting the objective reality, man has the ability to think about himself, to analyze the processes going on in his soul, to theoretically analyze his behavior.[5] The ability to distinguish oneself from others, the attitude to oneself, the evaluation of one's possibilities, manifests itself as self-awareness. In self-awareness, elements such as self-knowledge, evaluation, and regulation can be distinguished. These elements are specific to a particular person, social group, nation, society, which differs according to the owner-subject of self-awareness.

It is known that the Law "On Education" and the "National Training Program" put forward the idea of introducing advanced pedagogical technologies in the educational process. Indeed, the use of pedagogical technologies in the teaching process leads to an increase in the effectiveness of education. The main thing is to use them effectively in the classroom.

The development of science and technology and the fundamental innovations in the life of our society, as well as the ever-increasing number of educational information, require a new approach to the educational process. It is no coincidence that the issue of transition to modern advanced pedagogical technologies, based on the creation of a new model of education in accordance with the requirements of the Law "On Education" and the "National Training Program" is already on the agenda. In our opinion, the following work plays a key role in the basis of advanced pedagogical technologies, which are boldly entering the educational process. Perfect (optimal) design of the educational process, full achievement of the intended purpose, raising the learning outcomes to a certain standard (higher) level, a thorough understanding of the essence of didactic issues by the student;

- Correctly determine the solution of didactic problems in the classroom;
- Achieving a thorough mastery of the goals and objectives of the discipline by students;
- Facilitation of the management mechanism of the educational process;

- The educational process is complex and has the following components.

Conducting interviews on this issue is important in educating students to social activism on the basis of self-awareness.[6] It should be noted that during the conversation, students and pupils should realize that everyone is self-created, the formation of correct moral ideas that help to form a spiritual ideal, the spiritual preparation for self-realization. In particular, the process of conversation with them gives positive results. It should be noted that in the process of conversation, students should be given the opportunity to freely express their views. At the same time, they must be guided by the teacher. It is useful to talk about cultivating social activism on the basis of self-awareness and to give examples from the behavior of people with high will today. It, in turn, not only makes the conversation interesting and meaningful, but also has a positive effect. In other words, students receive spiritual nourishment from the positive qualities of the role models, striving to be like them.

When it comes to self-awareness, it is important to note that a person belongs to a particular organism, family, social group, nation, culture, and goes through stages such as self-awareness as a separate and unique "I" regardless of the above characteristics.

The process of human perfection, the development of self-awareness acquires a specific character. For example, in the early period, the child is dominated primarily by perceptions and assessments given by others. As the child's thinking grows, he begins to understand the world independently and learns to evaluate his own capabilities. It is during this period that proper upbringing becomes important. Because it is under the influence of this upbringing that the child may develop a situation of overestimation of his abilities or overestimation. Various socio-economic, political and ideological factors also strongly influence the process of self-awareness.

We conducted our own research, sociological research, tests on the interpretation of psychological terms in order to determine the psychological literacy of students of Andijan State University Level 1-3 and the level of understanding of their content. The results of the experiment showed that it is difficult for students to understand the essence of general psychological concepts in the field of knowledge (emotion, feeling, volitional act, empathy, creative thinking, etc.), there are initial ideas about its essence, principles, forms and content of cognitive processes. The level of formation was about 70-75% in 3rd year students, 55-60% in 2nd year students, and 35-45% in 1st year students, and 18-20% in psychology.

Finally, there is another aspect related to the above, which is the issue of psychological literacy of young people and its enhancement. The essence of the concept of psychological literacy is a complete picture of the person himself, the set of relationships of his emotional experiences with society and the system of interpersonal relationships in it, values, spirituality.

From a psychological point of view, the knowledgeable person has the qualities of objectivity and objectivity in his imagination, so he has the ability to perfect his "me" and establish the right relationships with others. It is true that life, the situations, events, personal experience in it, cause a person to develop in a certain direction, forming a certain system of social perceptions. But psychological literacy, acquired spontaneously through mistakes and successes in experience, differs from knowledge that is goal-oriented, based on clear analysis and good intentions in the interests of the individual and society.

For example, in the case of a management system, the lack of proper communication between the manager and the employee often leads to interpersonal conflicts and disputes. However, if the manager's activities, goals, individual characteristics and social expectations and abilities of the employee are

taken into account, and methods are used to increase the effectiveness of communication, the result will be mutual agreement and consensus of the parties. If a person of the new era, in general, people working in various spheres of production, master the techniques of behavior and self-education technology on the basis of a special program, then the effectiveness of social activity will increase.

Psychological literacy is also necessary because often a person does not have a clear idea of the level of their abilities and capabilities, is influenced by others in choosing a dead school or profession, and makes certain mistakes. As a result, not only does that person suffer, but society is harmed. Healthy human relations prevail in society due to the fact that each person has the skills of self-education, knowledge of the elements of self-training, readiness to communicate with others, skills in training, the art of "being unique", the basis of his spiritual perfection. Educated people have the opportunity to use their knowledge system both effectively and efficiently. Indeed, sometimes the occurrence of dementia due to the breadth of knowledge, inability to find a place in terms of potential, low self-esteem has a negative impact on the development of a harmoniously developed person.

Thus, the main goal of social psychological education is to psychologically prepare young people for future social activities, to form in them human qualities, to accelerate the process of adaptation to communicative literacy and complex forms of interpersonal communication. Given that today's students must grow up to be the creators, patriots, hardworking people, intellectuals who will lead the communities of tomorrow, it is important that they have a wide range of knowledge and scope.

Only those who can think high, deep and comprehensive, and who can benefit the country from their social activities, can attain perfection. In this process, social psychology contributes with its active methods and laws.

Reflecting on the essence of the radical reforms taking place in the social life of our society today, one of the ways to inculcate the most unique national values in the spirit and spiritual worldview of the younger generation and use them for the common good is to form sufficient knowledge in them.

"Psychological education of the population plays an important role in enjoying the democratic values of the world." Life itself convincingly proves that only an educated, enlightened society can appreciate all the advantages of democratic development, and conversely, educated people with insufficient knowledge prefer authoritarianism and totalitarian regimes.

The blessing of the social efforts made in the implementation of legal and democratic reforms in our country is that independence has expanded the scope of knowledge of the population of our country. The way to study the masterpieces of our history, language, national values, cultural heritage allows us to have a clear idea of the development of national thinking, its past, present and future, to teach young people to think independently. The student period has a special place in the development of the human personality, it is an important stage of human development.[7] Therefore, significant psychological and physiological changes take place during the student period. On the basis of these changes, a sense of greatness emerges in the student's personality and leads to his formation as a person, the acceleration of the process of entering the life of society. Especially in this period, in all areas of behavior, the desire to get rid of the influence of adults, the desire to be independent plays a key role. It is under the influence of independence that self-awareness, self-esteem, and maturity as an individual are formed. It is important to study the objective and subjective factors that influence the occurrence of this process. A number of ideas have been put forward by psychologists in this regard. In particular, foreign psychologists pay practical attention to the problem of self-awareness. Researchers

such as psychologists W. James, K. Rodgers, and M. Rosenberg have highlighted the relationship between self-awareness and various forms of self-perception. According to the personal approach to the study of the characteristics of self-awareness, it is shown that the image of "I" is associated with changes in self-esteem and the motivational circle. In determining the essence of the problem of self-awareness in the form of a psychological process, it begins with the identification of the causes that arise in the process of personal development. Psychologist L. Rubinstein argues that in the psychological study of the individual, self-awareness is a question of whether the person is related to the self. A person as a subject is characterized by his behavior, attitudes, creativity and ability to assume certain responsibilities. S.L. Rubinstein explains self-awareness as a source of development and a driving force in the growing independence of the individual. He argues that consciousness does not arise from self-awareness, but that self-awareness arises during the development of an individual's consciousness.

Accordingly, according to the structure of self-awareness is divided into the following principles:

1. Knowledge, that is, self-awareness;
2. Emotional evaluation i.e. attitude;
3. Voluntary management (self-government) consists of the mutual unity of the parties.

The above principles form the main components of self-awareness in an individual, and it shows important stages of development. It is known that self-awareness occurs under the influence of "I". The concept of 'I' is expressed as the individual's attitude towards his or her own behavior and his or her own attitude and self-assessment of the instructions he or she is given. Psychologist Dubrovin points out that the concept of "I" in students has three manifestations: The past self - the past I - reflects its emotional state. The present self is always aware of its own

moral consciousness and behavior. The future self - in this the image of the future self is imagined and determined by the power of imitation in relation to themselves. The results of research conducted by A.U. Obozny and V.A. Kotersky in 1st and 2nd year students showed that the level of demand in them, the actual performance of the task depends not on the assessment of outsiders, but on the level of student self-esteem. E.I. Savonko's research shows that the relationship between a person's self-esteem, self-awareness, and personality orientation is age-related. It is also suggested by some psychologists that self-awareness may be related to volitional qualities in a person. The problem of self-awareness in a person is related to volitional qualities. One of the negative aspects of a child's will is determined by a lack of self-confidence.

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