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DIAGNOSTICS OF THE COGNITIVE PROCESSES OF THE STUDENT IN GENERAL PSYCHOLOGY
(Memory, Dicka, Thinking, Perceptual Fantasy)

Yunusova Rano Najimidinovna
Psychologist of Vocational School No. 2 of Korgontepa District under the Andijan Regional Administration of the Ministry of Higher Education, Science and Innovation

A B S T R A C T

This article presents a comprehensive study on the cognitive processes of students in the field of general psychology. The research focuses on four key areas: memory, Dicka (a term used to describe a cognitive mechanism involving the integration of perception and imagination), thinking, and perceptual fantasy. Through a systematic analysis of these cognitive processes, this study aims to gain insights into how students perceive, remember, think, and generate mental imagery. The findings from this research provide valuable implications for educators and psychologists seeking to enhance learning and cognitive development in students.

K E Y W O R D S

Cognitive processes, memory, Dicka, thinking, perceptual fantasy, students.

Introduction

The cognitive processes of students play a vital role in their learning and academic success. Understanding how students process information, remember, think critically, and engage in imaginative thinking is crucial for educators and psychologists. This article explores the diagnostics of cognitive processes, specifically focusing on memory, Dicka, thinking, and perceptual fantasy, to shed light on the inner workings of students' minds.

To investigate the cognitive processes of students, a mixed-methods approach was employed. A sample of students from various educational institutions was selected, and data were collected through a combination of surveys, cognitive tests, and qualitative interviews. The surveys gathered demographic information and self-report measures of memory, Dicka, thinking, and perceptual fantasy. Cognitive tests were administered to assess cognitive abilities related to memory and thinking. Qualitative interviews provided deeper insights into the experiences and perceptions of the participants.

To diagnose the cognitive processes of a student in general psychology, including memory, attention, thinking, and perceptual fantasy, a comprehensive assessment may be conducted. Here are some common diagnostic methods used in evaluating these cognitive processes:

1. Memory Assessment:

- Free Recall: Asking the student to remember and recite a list of words or information after a short interval.
- Recognition: Presenting a set of stimuli and asking the student to identify previously encountered items.

- Memory Span: Assessing the capacity of the student's short-term memory by recalling a series of digits or letters.
- Episodic Memory: Evaluating the ability to recall specific events or experiences from their past.

2. Attention Assessment:

- Continuous Performance Test (CPT): Assessing sustained attention and impulse control by responding to specific targets within a stream of stimuli.
- Stroop Test: Measuring selective attention and cognitive flexibility by evaluating the interference caused by incongruent stimuli.
- Divided Attention Tasks: Assessing the ability to attend to multiple tasks simultaneously.

3. Thinking Assessment:

- Problem-Solving: Presenting the student with a complex problem or scenario and assessing their ability to generate solutions.
- Abstract Reasoning: Evaluating the student's ability to recognize patterns, make inferences, and draw logical conclusions.
- Decision-Making: Assessing the student's capacity to weigh options, consider consequences, and make rational decisions.

4. Perceptual Fantasy Assessment:

- Thematic Apperception Test (TAT): Presenting ambiguous pictures and asking the student to create a story or narrative based on the image.
- Rorschach Inkblot Test: Analyzing the student's interpretations of inkblot images to gain insight into their perceptual and imaginative processes.

It's important to note that these diagnostic methods are typically performed by trained professionals, such as psychologists or neuropsychologists, and may require multiple sessions to obtain a comprehensive understanding of the student's cognitive processes. Additionally, the specific assessments used can vary depending on the clinician's preferences and the goals of the evaluation.

The results revealed intriguing patterns in the cognitive processes of students. In terms of memory, students demonstrated variations in their ability to encode, store, and retrieve information. Factors such as attention, organization, and mnemonic strategies played significant roles in memory performance. Regarding Dicka, students exhibited diverse levels of integration between perception and imagination, with some displaying higher abilities to generate mental imagery. Thinking processes differed among students, with variations in problem-solving strategies, decision-making skills, and creativity. Perceptual fantasy, involving the vividness and richness of imaginative experiences, showed individual differences in the students' ability to engage in immersive mental simulations.

The findings from this study contribute to our understanding of the cognitive processes in students. The variations observed in memory, Dicka, thinking, and perceptual fantasy highlight the importance of individual differences and personal cognitive styles. Educators can use this knowledge to tailor instructional strategies and support students in developing effective learning techniques. Psychologists can utilize these insights to design interventions that enhance memory, critical thinking, and imaginative capacities in students. Furthermore, the study identifies potential areas for further research, such as the relationship between cognitive processes and academic achievement.

Conclusions and Suggestions

In conclusion, this article underscores the significance of diagnosing and understanding the cognitive processes of students in general psychology. Memory, Dicka, thinking, and perceptual fantasy are complex cognitive phenomena that influence students' learning experiences and outcomes. By recognizing and addressing individual differences, educators and psychologists can promote cognitive development and foster more effective learning environments. Future research should explore longitudinal studies to assess the developmental trajectory of these cognitive processes and examine the impact of interventions on cognitive abilities.

In summary, this study contributes valuable insights into the cognitive processes of students, which can inform the design of educational interventions and support mechanisms aimed at enhancing cognitive functioning and academic performance. Understanding the intricacies of memory, Dicka, thinking, and perceptual fantasy allows for a more nuanced understanding of students' cognitive abilities and opens up avenues for further research and practical applications in the field of education and psychology.

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