



USE OF MODERN PSYCHOTECHNOLOGIES IN INCREASING EDUCATIONAL EFFICIENCY

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Abstract

Neurolinguistic programming, as one of the most modern and effective forms of applied psychology, opens up the possibility of full use of the resources of the human psyche. Its application to educational processes (correct formulation of educational and educational goals through positive thinking, and appropriate provision of multi-sensory perception of information) serves to increase its effectiveness

Keywords: Multi-sensory perception, auditory, visual, kinesthetic, neurolinguistic programming.

Introduction

The use of innovative creative technologies in education is the main source of pedagogical skills. Neurolinguistic psychotechnologies and psychotechniques, which have been applied in education, are one of the innovative sources. Neurolinguistic programming is a field of knowledge that studies the composition of subjective experience, its structure, its descriptive language and mechanisms of realization by studying it. The first name of neurolinguistic programming is “metascience” - it involves modeling subjective (lucky, successful) experience and transferring it to the activities of others. Neurolinguistic programming is one of the most modern and effective forms of applied psychology, which opens up the possibility of fully utilizing the resources of the human psyche. This, in turn, effectively activates the subconscious by adjusting, changing, programming, reprogramming almost all aspects of human psychological activity. Therefore, neurolinguistic programming focuses on the clear, positive setting of goals in accordance with the requirements of the subconscious (positive thinking) when implementing any activity. Thus, neurolinguistic programming is a systematic process related to the subjective positive successful, successful experience of a certain activity. This, in turn, is a psychotechnics, technologies that consist in building a neurolinguistic model of human perfection and transferring it to others, improving their subjective experience, making their life successful. As is known, perception of existence occurs





depending on the dominance of the activity of the cerebral hemispheres in the perception of information.

Literature Analysis and Methods

Currently, psychologists say that approximately 70 percent of students have learning difficulties due to the incompatibility of educational strategies and methods with their modality of information reception. Similarly, currently, there are more and more students who use visual modalities in receiving information.³ The reason for this is the abundance of working with figurative information on the global network and the significant decline in reading. This, of course, creates difficulty in receiving auditory information, leading to its compensation through the visual modality.

Most secondary school teachers believe that students think the same way they do and are not very aware of their own thinking strategies. This may not be so important for being effective in anything, but awareness of thinking strategies and, based on them, the ability to convey information to others in accordance with the conditions and situations is important. All this requires a differentiated and individual approach to children. Usually, information processing (thinking in general) is manifested in 3 different ways (modalities) (auditory, visual, kinesthetic)⁶. It is very important to take these modalities into account in interpersonal relationships. In educational processes, multisensory perception of information prevails, therefore, adequate transfer of the appropriate modality of information perception ensures the acquisition of learning outcomes. According to M. Grinder: In the upper grades, the dominance (modality) of information reception changes and they become kinesthetic, auditory, and visual receivers. It should be noted that the lack of adherence to multisensory in the transmission of information, or the inconsistency of information with the dominance of information reception, makes it difficult to assimilate information. That is, when information is usually transmitted in accordance with the dominance of 2 channels - auditory and visual, receivers with kinesthetic dominance do not absorb information and a so-called "corridor" gap appears and lag behind in education. This is one of the main reasons for the emergence of gaps in the educational process. RESULTS, DISCUSSION Usually, in a regular class of thirty students, there are students with visual (V), auditory (A) and kinesthetic (K) abilities. However, each of these categories differs in their dominance in receiving information. For example: if kinesthetics can effectively demonstrate themselves in practical exercises, then visuals lag behind them in this area and are more effective in activities aimed at imagination. Audials, on the other hand, effectively demonstrate themselves in a sound information environment. Therefore,





in order to dramatically increase the effectiveness of education, the teacher has the task of determining which channel (audial, visual, kinesthetic, discrete) students show dominance in receiving information. Because ensuring the effective transmission of information in multi-sensory perception guarantees high mastery in modern education. To determine it, we can use the behavioral indicators proposed by us⁵:

AUDAL (behavioral indicators):

1. During communication, he slightly turns his ear towards the interlocutor and looks at the source of the sound, his mouth.
2. He easily and quickly receives sound information and remembers it.
3. He quickly and clearly perceives the source of sound information.
4. Any sound noise attracts his attention and distracts him.

They are noisy and noisy.

5. They point with their hands in their pockets, touch their ears and the upper part of their face.
6. It is not permissible to interrupt them while they are talking. Because they get distracted and have to start over.
7. He can clearly analyze a person's voice during communication and can feel its timbre, high, low, intonation, etc. well.
8. He quickly and clearly perceives and feels the mental state of the interlocutor through his voice.
9. They use sound-related verbs a lot and quickly during communication. Therefore, establishing communication with them through these verbs facilitates the assimilation of information and ensures its effective implementation.
10. They like to talk, participate in discussions.
11. They are good at imitating sounds, imitating them.
12. They learn easily by listening, they love music very much.
13. They have a clear articulation of sounds, they can pronounce new words clearly, they easily master foreign languages.
14. They are interested in and easily master professions where sound dominates (announcer, musician, composer, etc.)

VISUAL (behavioral indicators):

1. During communication, he looks directly at the interlocutor and looks into his eyes.
2. He easily and quickly perceives and remembers sound information.
3. He focuses his main attention on the image of any information, and the image dominates in its assimilation and presentation.
4. He quickly and clearly imagines the image of information.



5. Any visual appearance attracts his attention and distracts him.
6. He loves peace, order, cleanliness, beauty, and is relatively quiet.
7. He can clearly analyze the image of information in communication and can well imagine its size, volume, color, clarity, brightness, etc.
8. He often and frequently uses verbs related to vision during communication. Therefore, establishing communication with them through these verbs facilitates the assimilation of information and ensures its effective passage.
9. They have a vivid figurative imagination. They are good storytellers and readers
10. They have difficulty mastering and accepting verbal instructions given in a sound form, and they have difficulty learning new words.
11. Eye contact is important for them, and they strive to present information figuratively during communication.
12. They like to dress tastefully, behave beautifully, and are masters of gestures.
13. They are demanding, prone to criticism, and are very sensitive to figurative words.
14. They are interested in and easily master professions where visual information prevails. (artist, sculptor, architect, designer, etc.)

KINESTETIC (behavioral indicators):

1. During interaction, the person focuses on the hands and feet of the other person and does not look at their eyes.
Easily and quickly receives information through movement and participation, and remembers it.
2. Focuses on the movement of any information, and movement and tactile sensations dominate in its assimilation and manifestation.
3. Prefers to participate in receiving and easily assimilating information.
4. Any movement attracts and distracts their attention.
5. They are impatient with noise, movement, movement; cannot stand still for more than 0 seconds.
6. Can clearly analyze the movement of information in interaction and have a good sense of its size, volume, spatial location, speed, dynamics, etc.
7. During the conversation, they often and often use verbs related to movement and tactile properties. Therefore, establishing communication with them through these verbs facilitates the assimilation of information and ensures its effective flow.
8. They have very good tactile sensations
9. Physical orientation is observed in their behavior. During the conversation, they stay close to the interlocutor and strive to touch them.
10. They learn by walking in motion, easily remember information about the activities they participated in or performed



11. They have slow nervous processes. Usually, their faces are devoid of meaning, but their necks are active.
12. They are slow in detailing when reading, but they easily grasp the general meaning of the information.
13. They speak logically and concisely during conversations and perform active actions.
14. They are interested in professions that require agility and easily master them. (sports athletes, chefs, tasters, tailors, etc.)

Determining which channel (auditory, visual, kinesthetic, discrete) students prefer to receive information and adequately conveying information ensures its easy and effortless assimilation and increases the chances of achieving the intended goals from the lesson. This requires the preparation of textbooks, lesson plans, and teaching methodical complexes taking them into account.

CONCLUSION

Thus, compliance with the requirements of positive thinking in lessons and the clear, positive setting of the goal in accordance with the requirements of the subconscious, the adequate transmission of information to the dominance of the channel of information reception of students fully activates the reserves of the subconscious. This, in turn, effectively activates almost all aspects of human psychological activity. The preparation of textbooks and teaching methodical complexes taking into account these features ensures high effectiveness of assimilation. Its application in educational and educational processes is not without benefits.

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