



## That the Person Controls His Activities Cognitive Aspects

L. S. Tursunov

Department of P.F.N. associate professor, Tashkent State in the name of Nizomi, Pedagogical University psychology

**Abstract:** This article focuses on the analysis of the specific aspects of cognitive processes in the activity of a person, and the importance of a person's ability to control his own activity in reaching the level of perfection is emphasized.

**Keywords:** personality, phelogeny, ontogeny, identity, activity, consciousness, consciousness subconsciousness, game activity, study activity, activity, lobar activity, subject activity, emotional practical activity, positional, cognitive, logical thinking, personality.

Every person who performs his activities in accordance with the written and unwritten laws of the society, based on religious and national values, has his place in the society. In addition to being a member of society, a person has several positions during his career.

It should not be forgotten that before performing any activity, a self-aware person should ask himself, "Is this activity suitable for my age and position?", and after performing the activity, "Did I act in accordance with my age and position?" it is natural to ask that question.

In the process of answering the above questions, all the cognitive processes of a person are not involved. So it is observed that when a person controls his activity, all his cognitive processes show responsibility for his front.

Perception approaches by reflecting the wholeness of the activity, thinking through generalization, memory through experience, imagination, in turn, by enriching the imagery of activity, and attention, in turn, by summarizing and directing all conscious activity.

If we pay attention to the essence of the word cognitive, it means an individual's understanding of personality and identity. As a person performs activities by realizing his identity, he draws appropriate conclusions from each activity and lays the groundwork for the next activity. It is to this activity that the concept of cognition in relation to inference is relevant. In this situation, the senior scientist of psychology of Uzbekistan E. G'. Goziev tariffs are expressed as follows:

"Usually, when activity is defined, it is first stated that it is directed by a perceived goal, and then that it consists of mental (internal) and physical (external) activity. However, this does not mean that these symbols can perfectly reveal the definition of activity.

It is necessary to refer to several factors of different characteristics in order to consider the existence of a perceived goal in human activity. Motives of activity, means of realization, selection of information and its processing are understood or not, sometimes the understanding is incorrect, even it can be wrong.

We can see below that the personality activity and its control have been defined by different approaches on the part of the famous psychologists of the former Soviet Union.

S. L. Rubinstein puts forward the principle of the unity of consciousness and activity, Labor is not psychological, but a "social category", and psychology studies "psychological aspects of labor activity". The objective form of psychic manifestation or dominance is expressed in behavior and activity.

A. N. Leontev created the psychological theory of activity and introduced the phrase "objective activity" into science as its main concept. The author interprets the phrase "emotional practical activity of a person" as "social person".

B. G. Anan'ev understands the psychology of activity in the sense of the psychology of activity. According to him, cognition and behavior are primary forms of activity.

As can be seen from the mentioned points, it is emphasized that a person controls his own activity regardless of the approach to the conscious activity of a person. The main reason for this is that it is necessary to make a conscious conclusion whether the activity was carried out in a conscious state and in the state of consciousness, and it is emphasized in all branches of psychology.

One of the most complex activities of a person is speaking. This activity, which is a product of human phylogeny and continues to improve in ontogeny, is essentially subject to subconscious control, and it is distinguished from other activities by the fact that its effect is stronger than all other activities.

If we approach the process of development and improvement of speech activity from a cognitive point of view, for the realization of speech, first of all, auditory sensory receptors should work perfectly. If the child has been responding to external influences from infancy to 1-2 years of age through various sounds (the first signal), at the next stages of development, he makes sounds based on the pronunciation of adults.

Professor E. G'. Goziev in his books on the psychology of ontogenesis, "The speech of a three-year-old child fulfills the function of a communication tool and is realized in an integral connection with practical activities. Dialogic speech appears in him, because his asking questions about things that interest him or responding to an adult's question requires dialogic speech. At the heart of dialogic speech lies a wide range of possibilities for actively acquiring the grammatical structure of the native language. In general, dialogic speech is an integral part of a child's activity in cooperation with adults.

Based on this tariff, we can emphasize that in most children over the age of three, speech activity is controlled by the processes of perception, thinking, memory and imagination. Based on the cognitive approach, the focus of the above-mentioned processes is performed by the attention process. So, the influence of the social environment, along with cognitive and neurophysiological bases, is incomparable in the process of controlling the speech activity of the child.

As the age of the child grows, the scale of perception, the image of memory, the logic of thinking, the creativity of the imagination increases, the influence of the attention after the attention becomes more and more apparent, and the child begins to adapt each word to its own place. So, as the child grows older, he mentally prepares the sentences he should speak (inner speech) in his subconscious activity, and then goes on to express them in his subconscious outer speech.

As a person grows older, after realizing where and how to use each word, he regularly controls speech activity on a cognitive basis with his thinking and perception. We should also emphasize that we should not forget that a person in the period of maturity has the ability to re-check what he talked about under the control of attention after voluntary attention, under the control of memory and logical thinking. The buds of this condition are directly related to the occurrence of internal nutrition in the child.

Above we thought a little about speech activity. It is clear that no one can count how many types of activities a person engages in during a day's life, but in psychology it is emphasized that there are three leading activities. These are: "game activity", "reading activity" and "cocktail activity" in addition to Z. According to Fred, activity was divided into "preconscious", "subconscious" and

"unconscious" types. It would not be wrong to say that history is witness to the fact that there are schools and currents that have arisen in the history of the science of psychology, and they have tried to explain the activity in parts and pieces on a scientific basis.

Therefore, only the children of Adam on our planet reflect the activity in the brain before performing the activity in the course of cognitive analysis, foresee the result based on the cognitive description, can control their conscious activity on a cognitive basis, and at the same time critically approach the cognitive description of the results of their activity.

Cognitive processes are connected with each other like a chain, complementing each other and ensuring their stability. It is clear that if one part of the chain is broken and the whole is destroyed, the meaning and consciousness of the individual will be completely destroyed.

Professor E. G'. From Ghaziev's point of view, "Human activity is a complex and unique process, which is not just about satisfying needs, but is often determined by the goals and requirements of society. For the same reason, we can directly and indirectly see how accurate the tariffs given by the author, "The understanding of the set goal and the experience of work efforts to achieve it are related to the understanding and experience of work efforts to achieve it."

If we pay attention to the phrase "awareness of the set goal and its achievement" in the definition, it is understood that individual activity is not only to satisfy needs, but to feel a sense of responsibility and responsibility before the society and to show individuality without giving up on one's own needs. This is exactly what the professor said

E.G. G'oziev defined it as "High human feeling" and divided it into the following types based on its essence: "1) feelings experienced during labor activity-praxical feelings (derived from the Greek word praxis, which means work, activity, work); 2) intellectual senses (derived from the Latin word intellectus, which means understanding, mind); 3) moral feelings (derived from the Latin word moratis, which means morality); 4) aesthetic feelings (derived from the Greek word aistesis, which reflects the meaning of emotional perception, emotional)".

Professor M. M. Mamatov emphasizes in his ethnopsychological works that a person's characteristic features, such as faith and loyalty to national values, are a form of high character and their development: "In the development of ontogeny, ethnicity develops as the quality of a person's cognitive and emotional perceptions of his own people."

As can be seen from the opinions of both great teachers, the goal and high human qualities are the basis of the individual's activity. It is not a difficult process to understand that the successful implementation of these activities, in turn, constitutes the control of cognitive processes.

One of the specific aspects of the cognitive aspects of a person's control over his activity is the visualization of the sequence of activities after the completed activity. This characteristic of the personality is little studied in psychology, and its specificity depends on the logical guiding (setting) goal. Based on this sequence, a person often emphasizes that he is busy with activities without knowing rest.

In continuous activities, a person who is mainly engaged in one activity, consciously sets a goal in front of himself saying "I will finish this work and do this work, and after that" and directs his attention to his activity with the participation of all cognitive processes, and performs the action in advance under the influence of cognition. .

As can be seen from the above points, a self-aware person does not stop from cognitive control of his activities.

### References:

1. Ghaziev. E. G'. Psychology of ontogenesis-T.; "Publisher", 2010
2. Ghaziev. E. G'. Methodology of psychology-T.; "Publisher", 2013
3. Mamatov. M. M. Ethnopsychology - T.; "Classical word", 2019