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## The role of determining the representative system of pupils in increasing educational efficiency

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### Abstract

The article highlights the importance of determining the dominance of which channel (audal, visual, kinesthetic, discrete) in which students receive information in order to dramatically increase the effectiveness of education in the educational process, and analyzes and makes recommendations. Its application to the educational process, that is, the provision of appropriate multi-touch reception of information, serves to increase its effectiveness.

**Keywords:** behavioral indicators, multi-sensory perception, audal, visual, kinesthetic.

### Introduction

Pedagogical skills and competence are the result of each teacher's self-improvement and creative work. Self-improvement and self-development are important in improving pedagogical skills. The culture of pedagogical knowledge, creativity, pedagogical technique, pedagogical communication, etc., plays an important role in the effective demonstration of pedagogical skills. Because they help to effectively guarantee this learning outcome. The use of innovative creative technologies in education is the main source of pedagogical skills. Neurolinguistic psychotechnologies and psychotechnics, which have begun to be used in education, are one of the innovative sources.

Neurolinguistic programming is such a field of knowledge that it studies the structure of subjective experience, its structure, its descriptive language and the mechanisms of its realization. The first name of neurolinguistic programming is "metabolism", which means the integration of subjective (successful, successful) experience into the activities of others on the basis of modeling.

The "neuro" part of the name of neurolinguistic programming describes the processes of brain neurological processes responsible for receiving, storing, processing, and transmitting information in describing subjective experience. The "linguistic" part includes the verbal description of the mechanisms of thinking and the processes of organization of communication as an important feature of language and the manifestations of behavior. The "programming" part refers to the structure of thinking and behavior, and means that they are manifested in a certain order. Because "program" in Greek means a clear sequence of steps in achieving the results of a specific goal.

Neurolinguistic programming is one of the most modern and effective forms of applied psychology, opening up the possibility of a more complete use of the resources of the human psyche. This, in turn, effectively activates the subconscious activity by adjusting, modifying, programming, reprogramming almost all aspects of human psychological activity. Similarly, neurolinguistic programming focuses on the clear, positive setting (positive thinking) of the goal in accordance with the requirements of the subconscious in carrying out any activity.

These, in turn, are psychotechnics, technologies, to create a neurolinguistic model of human perfection and transfer it to others, to improve his subjective experience, to make his life a success.

It is known that in the reception of information, the perception of being takes place depending on the dominance of the activity of the cerebral hemispheres.

Typically, information reception and processing (usually in thinking) is manifested in 3 different forms (modality) (audal, visual, kinesthetic). That is, information is transmitted and received through 3 sensory channels: audal, visual and kinesthetic. It is very important to take these modalities into account in interpersonal relationships. The multiplicity of information reception prevails in the educational process, so the guarantee of learning

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outcomes ensures the assimilation in education of adequate transmission of information to the appropriate modality of reception.

**Materials and Methods**

Nowadays, psychologists say that in about 70 percent of students, learning difficulties are caused by inconsistencies in learning strategies and methods to their information-receiving modality. Similarly, there is an increasing number of visual modalities in the perception of information among students today.

This is due to the fact that the global network is overcrowded with figurative information and reading is much slower. This, of course, makes it difficult to receive audio information, leading to its compression through visual modality.

According to most high school teachers, students think just like themselves and are almost unaware of their thinking strategies. It may not be so important to be effective in anything, but it is important to be aware of thinking strategies and, based on that, to convey information to others according to the circumstances, the circumstances. All of this requires a differentiated and individualized approach to children.

While the hierarchical level of education in a school differs from each other, there are different typological modalities in the reception of information according to the individual-psychological characteristics of the age of the learners. Elementary school students are mostly kinesthetic: they perceive, comprehend reality by touching, smelling,

throwing, disassembling (M. Grinder3).

In the upper classes, the dominance (modality) of information perception changes and becomes kinesthetic, audal, visual receivers. It should be noted that non-compliance with multi-sensitivity in the transmission of information, or inconsistency of information with the dominance of information reception makes it difficult to assimilate information and lags behind in education. This is one of the main reasons for the gaps in the learning process. Typically, a normal class of thirty has students with visual (V), audal (A), and kinesthetic (K) abilities. But each of their categories differs in the dominance in the reception of information.

For example, while kinesthetics can be effective in practical training, visuals are behind them in this area, and they are more effective in imaginative activities. Audals, on the other hand, express themselves effectively in a voice information environment.

**Results and Discussions**

Therefore, in order to dramatically increase the effectiveness of education, the teacher is faced with the task of determining which channel (audio, visual, kinesthetic, discrete) dominates when receiving information from students. Because ensuring its effective transmission in multi-sensory reception of information guarantees high mastery in modern education. To determine it, it is necessary to take into account the behavioral indicators listed in the table we recommend below.

<b>AUDAL (behavioral indicators)</b>	
1.	During the treatment, he turns his ear slightly towards the patient and looks at his mouth, the source of his voice.
2.	Sound information is easily and quickly received and memorized.
3.	Quickly and accurately detects the source of audio information.
4.	Any noisy noise distracts and distracts him. They are noisy.
5.	They make gestures with their hands in their pockets, touching the ears and the lower part of the face.
6.	It is inappropriate to stop them while they are talking. Because they get distracted and have to start all over again.
7.	Can clearly analyze a person's voice in communication and can feel the timbre, high, low, intonation, and so on well.
8.	Through the voice of the interlocutor, he quickly and clearly perceives and feels his mental state.
9.	Uses verb-related verbs a lot and quickly, quickly, throughout the conversation. Therefore, establishing a relationship with him through these verbs facilitates the assimilation of information and ensures its effective flow.
10.	They love to talk, to participate in discussions.
11.	They are good at imitating sounds.
12.	They are easy to learn by listening, they love music very much.
13.	In them the articulation of sounds is clear, they can pronounce new words clearly, they can easily learn foreign languages.
14.	They are interested in sound-dominated professions and are easy to master (announcer, musician, composer, etc.)

<b>VISUAL (behavioral indicators)</b>	
1.	During the treatment, he looks straight at the patient and looks him in the eye.
2.	Receives visual information easily and quickly and remembers.
3.	Any information focuses on the image and the image dominates in assimilating and displaying it.
4.	Visualizes the information image quickly and accurately.
5.	Any visual appearance attracts and distracts him.
6.	They love calm, orderly cleanliness, cleanliness, beauty, and are relatively sparse.
7.	Can clearly analyze the image of information in circulation and can visualize its indicators in terms of size, volume, color, sharpness, brightness, and so on.
8.	Uses verbs related to sight a lot and quickly during the interaction. Therefore, establishing a relationship with him through these verbs facilitates the assimilation of information and ensures its effective flow.
9.	They have a vivid figurative fantasy. They are good storytellers and strong at reading.
10.	They find it difficult to assimilate, accept, and learn new words from verbal instructions given through sound.
11.	For them, visual contact is important and they tend to visualize information throughout the interaction.
12.	They like to dress nicely with taste, they are adept at gesturing to behave nicely.
13.	They are prone to critical accusations, prone to criticism, and very sensitive to image words.
14.	They are interested in professions that are dominated by visual information and are easy to master (artist, sculptor, architect, designer, etc.).

<b>KINESTETIC(behavioral indicators)</b>	
1.	During the treatment, the movement members of the patient pay attention to the arms, legs and do not look into his eyes. Through moving information and participation, information is easily and quickly received and memorized.
2.	It focuses on the movement of any information, and tactile sensations of action and perception dominate in assimilating and displaying it.
3.	He prefers to be involved in the reception and easy assimilation of information.
4.	Any movement attracts and distracts him.
5.	They are impatient with noisy traffic and cannot stand still for more than 40 seconds.
6.	Can clearly analyze the movement of information in a transaction and has a good sense of its size, volume, spatial location, speed, dynamics, and so on.
7.	Uses verbs related to movement and sensory tactile features frequently and frequently during behavior. Therefore, establishing a relationship with him through these verbs facilitates the assimilation of information and ensures its effective flow.
8.	They have very good tactile sensations
9.	There is a physical orientation in their behavior During the conversation, they stand close to the interlocutor and try to touch them.
10.	They learn by walking in motion, easily remembering information about the activities they have participated in or practiced
11.	In them the slowness of nervous processes is observed. Usually there is meaninglessness on their faces, but below the neck there is a movement.
12.	They easily grasp the general content of information, albeit sluggishly in detail in reading.
13.	They speak logically concisely and succinctly and take active action during the conversation.
14.	They are interested in active professions and easily master them (sports athletes, cooks, tasters, seamstresses, etc.)

### Conclusion

Determining which channel (audal, visual, kinesthetic, discrete) dominates when students receive information and adequately transmitting information makes it easier and easier to assimilate and increases the chances of achieving the objectives of the lesson. This requires the preparation of textbooks, lesson plans, teaching materials, taking them into account.

Thus, adherence to the requirements of positive thinking in the classroom and a clear, positive setting of the goal in accordance with the requirements of consciousness, adequate transmission of information to the dominance of the information-receiving channel of students fully activates the resources of oncost. Taking into account these features, the preparation of textbooks, teaching aids provides high efficiency of mastering. It is useful to apply it to educational and pedagogical processes.

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