

## The Significance of Domination of Receiving Information in Students

Ubaidulla Akhrorovich Kasimov

Head of the department "Pedagogy and psychology, educational technologies" of the National Center for Training Pedagogues in New Methods of the Bukhara region, candidate of psychological sciences, docent

**Annotation:** The article highlights the importance of using neurolinguistic programming opportunities in the educational process, analyzes and gives recommendations. Neuro-linguistic programming, as one of the most modern and effective forms of applied psychology, opens up the opportunity to make perfect use of the resources of the human psyche. Its application to educational processes (correct formation of educational and educational goals through positive thinking, and appropriate provision of multi-sensory reception of information) serves to increase its effectiveness.

**Keywords:** Neurolinguistic programming, positive thinking, multisensory perception, aural, visual, kinesthetic.

Among its components, pedagogical knowledge and creativity play an extremely large role in the effective manifestation of pedagogical skills. Because they help to effectively guarantee the same educational result. 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 content of subjective experience, its structure, its description language and mechanisms of realization. The first name of neurolinguistic programming is "metaknowledge" and it refers to the modeling of subjective (lucky, successful) experience by transferring it to the activities of others.

The "neuro" part of the name Neurolinguistic Programming refers to the neurological processes of the brain responsible for receiving, storing, processing, and transmitting information when describing subjective experience. The "linguistic" part includes the description of the mechanisms of the realization of thinking and behavior characteristics and the processes of communication organization as an important feature of language. and the "programming" part refers to the systematicity of thinking and behavior, and means that they are manifested in a certain order. Because "program" in Greek means a specific sequence of action steps to achieve a specific goal.

Neurolinguistic programming is one of the most modern and effective forms of applied psychology, which opens up the possibility of perfect use of the resources of the human psyche. This, in turn, effectively activates consciousness, adjusting, changing, programming, reprogramming almost all aspects of human psychological activity. For the same reason, neurolinguistic programming pays attention to clear, positive setting (positive thinking) of the goal in the implementation of any activity in accordance with the requirements of consciousness.

Thus, neurolinguistic programming is a systematic process related to the subjective positive successful, lucky experience of a particular activity.

These, in turn, are psychotechniques, technologies, which consist of creating a neurolinguistic model of human perfection and transferring it to others, improving his subjective experience, and making his life successful.

It is known that perception of existence occurs depending on the superiority (dominance) of the activity of the cerebral hemispheres when receiving information.

Usually, information is processed (usually thinking) in 3 different forms (modalities) (audial, visual, kinesthetic). It is important to consider these modalities in interpersonal relationships. Multisensory reception of information prevails in educational processes, therefore, the guarantee of the educational result, the appropriate transfer of the modality of information reception ensures mastery in education.

Today, psychologists say. About 70 percent of students have difficulties in education due to the incompatibility of educational strategies and methods with their modality of receiving information. In the same way, the number of students using the visual modality in receiving information is increasing.

The reason for this is the overflow of working with visual information on the global net, and the reading rate has decreased significantly. This, of course, makes it difficult to receive sound information, which leads to its replacement by the visual modality.

Most high school teachers believe that students think like they do and are largely unaware of their own thinking strategies. It may not be that important to be effective at anything, but awareness of thinking strategies and how to communicate information in a context-appropriate manner is essential. All this requires a differentiated and individual approach to children.

As the hierarchical level of education in the school differs from each other, different typological modalities are manifested in the reception of information suitable for the age and individual-psychological characteristics of the learners. Elementary school students are mainly kinesthetic: they perceive and understand reality by touching, smelling, throwing, and dividing into parts (M. Grinder3).

In the upper classes, the dominance (modality) of receiving information changes, and they become kinesthetic, aural, and visual receivers. It is worth saying that the non-observance of multi-sensory 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 aurally and visually, corresponding to the dominance of 2 channels, the receivers with kinesthetic dominance will not absorb the information and a gap called "corridor" will appear and they will be left behind in education. This is one of the main reasons for gaps in education.

A normal class of 30 students usually includes students with visual (V), auditory (A) and kinesthetic (K) abilities.

But those of each of their categories differ in their dominance in receiving information.

For example: kinesthetics are effective in practical activities, visuals are behind them in this area, and they are more effective in imaginative activities. Audals effectively express themselves in the 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) is dominant in receiving information. Because. ensuring effective transmission of information in multi-sensory reception guarantees high mastery in modern education. To determine it, you can use some behavioral indicators listed in the table below.

<b>AUDAL (behavioural indicators)</b>	
1.	During a conversation, he turns his ear towards the person he is talking to and looks at his mouth, the source of his voice.
2.	Receives and remembers sound information easily and quickly.
3.	It quickly and accurately adapts the source of sound information.
4.	Any loud noise attracts and distracts him, they are a noisy.
5.	They are observed pointing with the hand in the pocket, touching the ears and lower part of the face
6.	Don't interrupt them while they're talking, because they'll get distracted and have to start over.
7.	In communication, he can clearly analyze a person's voice and feel its timbre, high, low, intonation, etc.
8.	Through the voice of the interlocutor, he can quickly and clearly understand and feel his mental state.
9.	During communication, he uses verbs related to sound a lot and quickly, therefore, establishing communication with him through these verbs makes it easier to learn information and ensures its effective passage.
10.	They like to talk and participate in discussions.
11.	They are good at imitating and simulating sounds.
12.	They learn easily by listening, they love music very much.
13.	Their articulation of sounds is clear, they can pronounce new words clearly, they learn foreign languages easily.
14.	They are interested in and easily acquire professions dominated by sound (announcer, musician, composer, etc.)

<b>VISUAL (behavioural indicators)</b>	
15.	During a conversation, he looks directly at his partner and looks into his eyes.
16.	Receives and remembers sound information easily and quickly.
17.	He focuses on the image of any information, and the image dominates its assimilation and presentation.
18.	Visualizes the image of information quickly and clearly.
19.	Any visual appearance attracts and distracts him.
20.	They are quiet, tidy, neat, clean, beautiful and relatively quiet.
21.	In communication, he can clearly analyze the image of information and can well imagine its size, size, color, clarity, brightness, etc.
22.	During the conversation, he uses the verbs related to seeing a lot and quickly, therefore, establishing a conversation with him through these verbs will facilitate the acquisition of information and ensure its effective passage.
23.	They have a vivid visual imagination and are good storytellers and strong readers
24.	They find it difficult to learn and accept verbal instructions given by sound and learn new words.
25.	Eye contact is important for them, and they strive to present information figuratively during the transaction.
26.	They like to dress up with taste, and are good at making beautiful gestures.
27.	They are demanding, blaming, criticizing, and very sensitive to offensive

	words.
28.	They are interested in and easily acquire professions where visual information prevails (painter, sculptor, architect, designer, etc.).

<b>KINESTETIK(behavioural indicators)</b>	
29.	At the time of the transaction, he pays attention to the hands and feet of the partner and does not look into his eyes.
30.	Easily and quickly receives and remembers moving information and information through participation
31.	He focuses on the movement of any information, and the tactile senses of movement and feeling are dominant in its acquisition and manifestation.
32.	He prefers to participate in receiving information and easy assimilation.
33.	Any movement attracts and distracts him.
34.	They are impatient with noisy activity and cannot stand still.
35.	He can clearly analyze the movement of information in communication and can feel its size, size, spatial location, speed, dynamics, etc.
36.	During the conversation, he uses verbs related to movement and tactile properties a lot and quickly, and establishing the conversation through these verbs facilitates the acquisition of information and ensures its effective flow.
37.	They have very good sense of touch
38.	There is a physical orientation in their behavior. During the conversation, they stand close to the interlocutor and try to touch them.
39.	They learn by doing and easily remember information about activities they have participated in or practiced.
40.	Slowness of nervous processes is observed in them. Usually, their faces are blank, and there is activity below the neck.
41.	Although they are slow in detailing in reading, they easily follow the general content of information.
42.	During the conversation, they speak logically short and concisely and perform active actions.
43.	They are interested in professions that demonstrate agility and easily acquire them (athletes of sports, cooks, tasters, tailors, etc.).

Determining which channel (audial, visual, kinesthetic, discrete) is dominant in students' reception of information and adequate information transmission ensures easy and light assimilation and increases the possibility of achieving the intended goals of the lesson. For this purpose, it is necessary to prepare educational manuals, lesson plans, educational methodological complexes taking them into account.

Thus, following the requirements of positive thinking during the lessons and clearly and positively setting the goal in accordance with the requirements of consciousness, adequately conveying information to the dominance of the students' channel of information reception will fully activate the reserves of consciousness. effectively activates almost all aspects of psychological activity. Taking into account these features, the preparation of textbooks and teaching methods ensures high efficiency of learning. Its use in educational and educational processes is not without benefit.

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