

ПСИХОЛОГИЯПСИХОЛОГИЯPSYCHOLOGY*Жумабекова Н.М.*

**СТУДЕНТТЕРДИН ӨЗДҮК ЭФФЕКТИВДҮҮЛҮКТҮН
ДЕНГЭЭЛИН КӨТӨРҮҮ МАКСАТЫНДА КОГНИТИВДИК
ТЕОРИЯЛАРДЫН ЫКМАЛАРЫ**

Жумабекова Н.М.

**МЕТОДЫ КОГНИТИВНЫХ ТЕОРИЙ
В ПОДНЯТИИ УРОВНЯ САМОЭФФЕКТИВНОСТИ
СТУДЕНТОВ**

N.M. Zhumabekova

**COGNITIVE THEORIES METHODS IN RAISING THE
LEVEL OF SELF-EFFICACY OF STUDENTS**

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Макалада окутуу процессинин эффективдүү натыйжаларына таасир эткен окутуучулардын эдвайзерлик ишинде жана окуу процессинде пландаштырылган жүрүм-турум теориясы, социалдык жүрүм-турум теориясы, когнитивдик-бихевиоралдык теориясы деген сыяктуу билим берүү теорияларынын эффективдүүлүгү көрсөтүлүп, алардын теоретикалык өбөлгөлөрү талкууланган. Бул үч теориянын адамдын жакшы маанайга ээ болуусу, кереги жок ойлордон баш тартуусу сыяктуу окшоштуктары жана, ошону менен бирге бул теориялардын өзгөчө айырмачылыктары каралган. Пландаштырылган жүрүш-туруш теориясы жалпы жүрүм-турумду карап, ал адамдын максаттарына жараша болорун далилдейт. Когнитивдик жүрүш-туруш теориясы депрессиялык абал менен күрөшөт жана социалдык-когнитивдик теориясы адамды оптимисттик багытка жолдоп кайсы бир иш аракеттерин аткара аларына ишендирет. «Билим берүүдөгү социолнгвистика» сабагындагы курс-тук иштин мазмунусунан алынган макаланын аннотациясын жазуу боюнча түшүндүрмөнүн негизиндеги тапшырма өзүнө инструкция кылуу боюнча мисал катары берилген.

Негизги сөздөр: жүрүш-туруш, теория, когнитивдик теориясы, өздүк-эффективдүүлүк, социалдык, өз алдынча, билим алуу, өздүк инструкция, ойлор, коом, адам.

В статье рассматриваются теоретические предпосылки образовательных теорий, таких как теория запланированного поведения, социальная когнитивная теория, когнитивно-поведенческая теория с целью показать их эффективность применения как в учебном процессе,

так и в эдвайзерской работе преподавателей для эффективного воздействия на результаты обучения. Анализируются общие и отличительные черты трех теорий, такие как, получение положительного настроения человека, избавление от нерациональных мыслей и, в то же время, специфичность трех теорий. В теории запланированного поведения дается более общее описание отношения человека к своему поведению, связанного с его намерениями. Когнитивно-поведенческая теория имеет дело с депрессивным состоянием человека, и социально-когнитивная теория устанавливает оптимистический настрой на способность человека выполнить какие-либо действия. Дается пример использования само-инструкции на практических занятиях по предмету "Социолнгвистика в образовании" на основе объяснения выполнения задания по оформлению аннотации на статью-выдержку из курсовой работы.

Ключевые слова: поведение, теория, когнитивный, самоэффективность, социальный, самообразование, самоинструкция, мысли, общество, человек, поведение.

The article considers theoretical premises of educational theories, such as theory of planned behavior, social cognitive theory, cognitive behavioral theory in order to show their application either in learning process, or in advisor's work of instructors for effective influence on the results of teaching. Common features, such as changing the mood of a person for the better one and getting rid of irrelevant thoughts and distinctive features of all three theories are being analyzed. The distinctive things relate to giving more general description of behavioral attitudes of an individual when his thoughts are related to intentions. The cognitive behavioral theory deals

with depressive thoughts, and the social cognitive theory has to do with looking at bright side and being ready to implement an activity. Self-instruction at the practical lessons of the discipline "Sociolinguistics in education" is exemplified through explanation of the assignment on writing an abstract of the article composed from the content of a course paper.

Key words: behavior, theory, cognitive, self-efficacy, social, self-education, self-instruction, thoughts, society, person, behavior.

University and school educational strategies have purpose to create an appropriate atmosphere so that students will be able to study well and show good results. The learning process is a very difficult and challenging the successful outcome of which go in hand with emotional state, personal attitude and beliefs of students. Moreover, establishing rapport, trust, mutual understanding between a student and an instructor result from a professional approach of an advisor who has to establish contacts with students out of the class and estimate and raise their self-efficacy level before the lesson starts and throughout the whole academic year and after.

The efficacy of the work done is very important, however, with self-efficacy it is impossible to achieve something worthy in our life. There are different behavioral theories helping to understand, change, and predict one's behavior so that to avoid possible psychological problems, mainly, stress and depression states which will inevitably lead to undesirable consequences either in the person's private life and activities, or in the surrounding community of the person.

Theory of planned behavior [1] seems to give more general description of behavioral attitudes of an individual. It controls a person's behavior in relation to his intentions. In other words, behavioral intentions of a person will be combined with his attitudes that he had before to predict his behavior. So, his behavior will be influenced by his perception, by his expectations from his behavior.

The aim of the article is to give similarities and differences in cognitive behavioral therapy approaches and to show their place in a person's self-efficacy issues, namely in students' self-efficacy in their fulfillment of their individual or independent assignments. Therefore, it is worth to analyze these two theories in the aspect of their usefulness and limitedness in helping an individual to get a desirable state of mind.

Cognitive behavioral therapy was initiated by Aaron Beck in the last century to help people with slight, moderate and deep depression to get out of bad mood and prevent undesirable actions because of automatic thoughts which mislead and give incorrect picture of

another person's intentions. According to this therapy there is a triad which causes undesirable thoughts of a person: his attitude to himself, his thoughts about the world or environment and their attitude to him, the future life of the person in his mind. All the three are negatively described by the person, due to his irrelevant thoughts.

In his work *Cognitive therapy of depression*, Beck [2] gives detailed characteristics of the irrelevant thoughts and the methods of cognitive behavioral therapy which helps to correct the mistaken ideas and get a better mood. The therapy will make success if there is collaboration between a psychologist and the person with depression. The depressed person is led so, that he would be able to construct relevant ideas instead of irrelevant ones and construct appropriate attitude to himself, to the surroundings and to his future life.

The uniqueness of the methods of cognitive therapy is that it maybe applied by any person individually in case he or she has a slight or a moderate type of depression. According to Greenberger D. and Padesky Ch.[3] a person can conduct a diary in which he can write down all his irrelevant thoughts and analyze them asking relevant questions which will help him clarify if the actions or thoughts of another person were that bad. In reality the thoughts turn out to be incorrect and misleading. Thus, writing down the thoughts and analyzing them by means of appropriate questions result in getting on a right way of recognizing that person was exaggerating bad attitude to himself, bad attitude of others, and gloomy pictures of his future development.

In cognitive therapy sessions of a depressed person and a psychologist consisting of identifying problems and teaching strategies to deal with these problems, it is the implementation of these strategies in the patient's actual life that represents successful treatment. Certainly, most cognitive therapists would maintain that "insight" attained within a session is relatively meaningless, unless it can be translated into a concrete and specific implementation plan. Furthermore, it has been demonstrated that early completion of homework is a predictor of positive outcome in CT for depression [4].

Though there are no full guarantees of treatment of slight and moderate forms of depression by means of cognitive therapy [5], still this method may be successfully applied in coping with automatic thoughts of people, and, in particular, adolescents and young people who make up vulnerable layer of society. Students may avoid irrelevant thoughts also through their advisor's rapport and empathy. Thus, advisors are to some extent

have command of the methods of cognitive behavioral therapy.

On the other hand, social behavioral theory of Bandura A. [6] deals with self-constructed picture of an individual in relation to his ability to succeed in doing something. Sources of self-efficacy may be mastery experiences, following social models, social persuasion, reducing negative emotional proclivities and misinterpretations of their physical state. Coping tasks are broken into subtasks of easily mastered steps. Each time the person manages fulfilling subtasks he was afraid doing before, he benefits his self-efficacy and challenges another subtask. Anxiety is affected by perceived coping efficacy and also to control disturbing thoughts.

Person, environment, behavior make up the triadic reciprocal causation in social cognitive theory. Internal personal factors of cognitive, affective and biological events; behavioral patterns and environmental events all operate together and inter-influence one another. A flight delay because of a storm may eventuate in marriage of two people, changing the life path and career plans [7].

Dale Schunk in his *Learning Theories. An educational perspective* [8] gives description of the social theory of Bandura which stresses the idea that much human learning occurs in a social environment. By observing others, people acquire knowledge, rules, skills, strategies, beliefs, and attitudes. Individuals also learn from models the usefulness and appropriateness of behaviors and the consequences of modeled behaviors, and they act in accordance with beliefs about their capabilities and the expected outcomes of their actions. The opening scenario portrays an instructional application of modeling.

Students have to behave not according to their surroundings interests but according to their own values and intentions. Moreover, they have to regulate themselves in reference to self-educating and self-instruction. In an early study, Meichenbaum and Goodman [9] incorporated cognitive modeling into self-instructional training with impulsive second graders in a special-education class. The procedure included:

Cognitive modeling: Adult tells child what to do while adult performs the task. Overt guidance: Child performs under direction of adult. Overt self-guidance: Child performs while self-instructing aloud. Faded overt self-guidance: Child whispers instructions while performing task. Covert self-instruction: Child performs while guided by inner silent speech.

Self-instruction often is used to slow down children's rate of performing. An adult model used the following statements during a line-drawing task:

Okay, what is it I have to do? You want me to copy the picture with the different lines. I have to go slow and be careful. Okay, draw the line down, down, good; then to the right, that's it; now down some more and to the left. Good, I'm doing fine so far. Remember go slow. Now back up again. No, I was supposed to go down. That's okay, just erase the line carefully. . . . Good. Even if I make an error I can go on slowly and carefully. Okay, I have to go down now. Finished. I did it [9].

After explanation of the framework of writing an abstract to an article; the instructor highlights the topic of an article as an example and gives instructions to be followed by the students. Students having completed a sample task for an article will be able to follow the same instructions doing similar assignment out of class.

The topic of the article is "The notion of power in the older generation females` Kyrgyz conversation"

Steps you have to follow:

1) Find the most general idea in the article

In the paper the talk of females of older generation of about was analyzed in order to see the correlation of the body language used to the utterances conveyed.

(Students search for the idea)

2) Find the less general idea in the article

The question-answer sequences, the types of the questions and the preferable answers in connection with such aspects as power, overlaps, agreement - disagreement signals have been considered.

(Students search for the idea)

3) Make up one sentence of more details about your research in the article

The cultural aspects also have been shown indicating at unwritten laws existing between representatives of the Kyrgyz culture, especially between women of older generation, having command of lots of things connected with traditions and customs of the people.

Another example of step by step instruction on organizing the second practical part of Course paper. The topic is "Politeness in the framework of American and Kyrgyz culture". The practical part deals with analyzing interviews, and the writer should pose general questions helping to achieve the aim of the Course paper. This part of the work is taken as a sample to show other students and let them do similar steps in their own work.

Instructions for students:

1) Discuss the first question of this work

What is the aim of the Course Paper? (to reveal cultural peculiarities of both nations in respect of politeness patterns)

2) Explain what positive and negative politeness are (the author explains: *Positive politeness is the desire to be liked by others, and negative politeness is not taking care about others` opinion*)

3) Now look at the first question of the interview and say if it is a positive or negative politeness.

4) Make up your own 2-3 general questions and try to analyze the same way your first question in the interview.

Such instructions and the subsequent performing them under the supervision of the instructor in the class will help the students perform similar assignments out of the class. So, the level of self-efficacy in doing research work raises, when instructors divide a larger task into details, give instructions on fulfilling one step with necessary performing the same by the students, continues doing the same with the next step and so on.

Conclusion.

In general, we see that cognitive theories make a great input into the development of students ability to complete their tasks effectively. The both cognitive theories may help students to cope with irrelevant thoughts about themselves, first of all, which can be the first and important step to pay their attention to their own self-efficacy and move ahead in coping with more challenging tasks in front of them. Cognitive behavioral theory dealing with revealing problems of undesirable mood and ways of eliminating it, on the one hand, and social cognitive theory looking for the bright side of the issues, putting emphasis on the most positive qualities

of an individual and developing them in order to achieve one`s goals, both are working on helping the student to get out of what they don`t need and pay attention to what they can use for building up better perspectives.

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