PSYCHOLOGICAL FACTORS OF THE FORMATION OF COGNITIVE NEEDS OF STUDENTS WITH A LOW LEVEL OF MASTERY

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Abstract
The article analysis the study of psychological factors underlying the formation of cognitive learning strategies and the factors influence the psychology of university students may provide valuable information to inform the development of intervention programs and targeted learning activities.

Keywords: psychological factors, university students, emotional intelligence, anxiety, empathy, learning strategies, cognitive strategies, educational activities.

INTRODUCTION

Studying known as the sort of activity includes specific objectives, a set framework, and methods for achieving those objectives. Because of participating in the system of specific tasks and exercises while studying, the individual engages in a cognitive environment and acquires information and skills that help ensure learning is as efficient as possible. The main component of studying is instruction. The systematic completion of educational tasks during the course of study offers the chance to comprehend the richness and diversity of educational activities, to select the most appropriate one for a given work, and to develop into seasoned learners who are accustomed to studying.

RESEARCH METHODS

A learning style signifies individual differences in students' cognitive activity. These are individually peculiar ways of acquiring information in the course of studies. Learning strategies constitute the operational repertoire of an "experienced" student. Making it necessary for the person to choose particular actions from a variety of others, they characterize the navigational activity and the performance of the student for the following reason: although they mostly consist of habitual skills, including the formed ways to process the information, to assess, control and regulate students' own activity, they still can change the habitual structure (to widen, to replace some operations and actions, to change their succession), while preserving the focus on the final goal. Thus, variability, multi-layered structure and hierarchy characterize the structure of learning strategies, because their component composition and form are determined not by the

components of the studies, but by the content of educational work (the type of the task performed) that is to be done, by its complexity and intensity.

RESULTS AND DISCUSSIONS

Correspondingly, in the course of their development, educational activities of the first level form different cognitive learning strategies, while educational activities of the second level - metacognitive ones. It is important to note that studies in higher education institutions significantly differ not only in content, but in functions as well. A specific system of educational tasks and exercises helps to gain knowledge and skills aimed at solving different types of professional problems, a certain range of professional competences. In this system, cognitive learning strategies are a psychological mechanism providing a synthesis of academic and vocational training. Characterizing the activity of students in the course of studies, they directly determine the technology of carrying out different types of class and individual work, which implies mastering the system of professional knowledge, competences and skills while achieving educational goals. In fact, it means that the awareness of the extent of formation of certain types of learning strategies (both cognitive and metacognitive) gives the opportunity to manage the process of studies in higher education institutions, on the one hand, and, on the other hand, to ensure better results of studies in higher education institutions by means of development and formation of the operational sphere of students' studies - the complexes of activities of different levels which let them organize and manage their own studies.

During our teaching process, we noticed that students learn in different ways. In order to meet students' needs in terms of their different learning styles, it became necessary to use certain activities; this was especially so in the case of learners with low academic performance. We, as teachers, should take advantage of our students' learning styles and create an environment in which all the members of the classroom feel comfortable. Considering what was observed in the classroom that we chose for our project, the main focus of this paper was to detect the learning styles students with low academic performance used when learning a foreign language and afterwards give an account of the role they played in the learning process as well as the factors that allowed them to explore their styles.

Within the field of learning styles, several studies have been undertaken with the purpose of identifying individual learning styles, interests and likes. Some authors have approached this topic by giving a definition of the term 'learning style' and by providing a classification of the different learning styles, from both pedagogical and psychological perspectives. Students' learning processes and the differences among them is also important. These differences have to be taken into account for planning classes and for the different activities that can be implemented according to their respective learning processes. Learning styles -also known as cognitive styles- as "some of the views learners hold about language learning and language teaching".

Those styles are strongly related to personality types. Cognitive styles also refer to the preferred way individuals process information.

The students have different ways of perceiving the world and that is influenced by their environment and by the way they manage to solve problems in their everyday lives. From the pedagogical point of view, the following seven types of styles are illustrated below:

Plays with words: This person learns best when given the opportunity to hear, see and say words associated with the desired outcome. It is also known as an auditory learning style.

Plays with questions: This learner is usually good at math and logic/problem solving and learns best when given the opportunity to classify, categorize, and work with abstractions and their relationship to one another.

Plays with pictures: This person is especially proficient at imagining, manipulating pictures and colors, doing puzzles, and reading charts and maps.

Plays with music: This learner gets new information via melodies, musical notation or rhythm.

Plays with moving: This learner is a dancer, plays sports, and participates in producing a variety of crafts. This person remembers the new information through the body. It is also known as a kinesthetic learning style.

Plays with socializing: This learner is always with a group of people and talking with friends. Organizing, mediating, communicating and understanding people are characteristics of this person. It is also known as a communicative learning style.

Plays alone: This person learns best when the projects are individual, self-paced, and singularly oriented. In order to identify the learning styles of our students. A person's learning style can be determined by learning-styles inventories

Based on what the researchers found, they began to make instructional changes by modeling the different types of learning strategies through exercises, activities, role-play, demonstrations, etc., in order to fulfill students' needs. The previous studies based on learning styles helped us to conduct this research because they shed light on the way styles can be identified and how activities can be implemented to stimulate such styles. However, learning styles are also characterized by the way they work and how dependent on or independent of the field a person can be.

In other words, from a psychological perspective, there is a classification that distinguishes two different styles of learning: field-independence and field-dependence. Persons with a field-independent style are able to distinguish parts from a whole and are able to concentrate on something without being disturbed by surrounding variables. In contrast to field-independence, people with a field-dependent style are able to see the whole situation as a global perspective and can analyze it in a general context.

The classifications of field-dependence and field-independence give us insights into the way we can manage students' differences from both pedagogical and physiological

perspectives. They can also help us observe how students explore their learning styles according to their environment and their ways of working and perceiving things. It is important to take into account students' differences in terms of culture, expectation, knowledge and experience because those aspects play a paramount role in planning. In order to conduct our research, we chose a combination of case study and action research. The advantage of working with case studies is that "case studies in education can focus on individual students and seek to understand specific issues and problems of practice". A wider method that allowed us to perform the research was action research. Action research involves the collection and analysis of data and is characterized as being participatory, self-reflective and collaborative, which makes this method different from traditional research methods.

After I had identified the students whose academic progress was slow, they signed a consent form giving us permission to undertake the research. After this process, a survey was applied in order to identify the learning styles of these students. The survey was interpreted and, according to that interpretation, some activities were designed, and implemented in the classroom. The classes were observed and notes were taken about the students' performance during the development of the activities. Along the process, some samples of the students' work were collected in order to see how they were doing in the activities proposed. At the end of some lessons, a five-to- ten-minute time period was allocated to have students interact and give their opinions about the development of the activities in a focus-group interview. The interview was audio-taped in order to have detailed information about the students' talking. After identifying the students' learning styles via the survey, we planned some lessons with activities that included those styles and preferences. I implemented eight lessons for a period of one month and a half. The activities were useful in the collection of the information we required. The topics of the lessons were taken from the textbook that students used in the school. Some of the activities were taken from English language teaching books and we created others. Those lessons were written in a style that might allow teachers to use them if they are interested.

Regarding the strategy of pedagogical activity of the higher education teacher, in line with the humanistic paradigm of the national education, we can record the desirability of existence of three plans: the direct interaction subject: the teacher of life" (education) and "teacher of wisdom" (actually the teacher, the professor)", concerning the strategy of the student says" about the semantic filling of knowledge and other educational achievements, ensuring a stable internal motivation of learning, stimulating creativity. Thus, the main task of the education content in modern conditions is its translation … into the inner world of personality. To do this, it is necessary to organize a psychologically grounded activity of two equivalents in relation to subjects: a teacher - a student, striving to actualize the formation of students' inner-personal motivation in satisfying their essential (existing and shaped) needs. It is about educational technology - the internal organization of content, that is, about the

logic and content structure in the context of the participants' relationship in the educational, in particular pedagogical action.

CONCLUSION

However, it is also discovered that there is understatement of self-esteem, inadequate level of knowledge about oneself, ambivalence regarding opportunities and methods of providing psychological assistance, low level of intellectual, scientific activity. All this allows us to develop some tips for improving the professional training of future specialists.

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