



CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

eISSN: 2660-6828 | Volume: 03 Issue: 10 Oct 2022
<https://cajlp.centralasianstudies.org>

Imaginations are the Result of our Practical Activities

Akhmedova Mukarram Tursunalieva

Associate Professor of the Tashkent Medical Academy

Umarova Shafolat Sunnatillo

Student of group 206 "A" of the Faculty of "Medical Prevention" of this academy

Received 19th Aug 2022, Accepted 15th Sep 2022, Online 7th Oct 2022

ANNOTATION

This article reveals that imagination is a mental process that reflects objects or events that are not perceived at the moment, but whose image is restored based on past experience, as well as the psychological phenomenon of ecological imagination.

KEY WORDS: practical activity, spiritual ecology, ecological consciousness, representation, perception, thinking processes, schematization, phenomenon.

Today, the issues of satisfying people's needs in normal conditions that do not harm life are very urgent. These include not only the needs for food, water, air, housing, but also the maintenance of spiritual and moral climate moderation. Indifference to the natural ecology leads to the destruction of the ecology of the body. Negation of the requirements and laws of the psychic, spiritual ecology can lead to moral, cultural, and ultimately intellectual decline. At the present time, the problems of environmentalization of people's mind, formation of environmental culture, and raising of a mature person in all aspects are one of the central problems.

When studying ecological consciousness, we should not forget that consciousness is a collection of perceptions about the world. So, first of all, we need to clarify the psychological essence of imagination. All around, we receive information about the material and spiritual world that surrounds us with the help of intuition and perception. The loss of exposure to stimuli does not mean that the stimulation created in our sense organs has disappeared without a trace. After the impact, specific coherent images appear, which remain for a certain period of time. These images themselves are not of great importance for the human psychic life. What is more important is that we can restore the image of this object, event or event long after we perceive it, either voluntarily or involuntarily, and this phenomenon is called "imagination".

Imagination is a mental process that reflects objects or events that are not perceived at the moment, but whose image is reconstructed based on past experience.

Imaginations do not arise by themselves, they are the result of our practical activities. Imagination is very important not only for the memory process, but also for all mental processes that support human cognition.

Perception, thought processes, and written speech are always related to imagination, as is memory, which stores information and therefore creates ideas.

Imaginations have their own characteristics. First of all, it is possible to mention their presentation. Imaginations are emotional-visual images of reality, their closeness to perceptual images is shown. However, perceptual images are reflections of currently perceived objects of the material world, while imaginations are processed and restored images of objects perceived in the past.

The next characteristic of images is their fragmentary nature. Some parts of the images may appear clearly, some parts dimly, and other parts may not be present at all.

Instability is another important aspect of imagination. Imaginations are very variable, and sometimes one aspect of the reconstructed image comes to the fore.

It should also be emphasized that images are not just a clear manifestation of reality, but in a certain sense they are generalized images. In this respect, they are close to concepts. Generalization does not exist only in imaginations related to a number of similar objects, it also exists in concrete objects and events. We do not observe each object or phenomenon familiar to us only once, each time we form a new image of this object or phenomenon. However, when we try to restore it in our mind, the image that appears will always have a generalized character.

Our imaginations are always a generalized product of individual images perceived. The degree of generalization embodied in imaginations may vary.

Imagination, like other mental processes, performs a number of tasks in the mental control of human behavior. Most researchers distinguish three main functions of imagination: signal, management and preparation.

The essence of the signal function in each specific situation is expressed in the reflection of not only the image of the object and event that previously affected our sensory organs, but also various information about the concrete effects that govern the behavior related to this object or event.

The management function of images is closely related to their signaling function, and is manifested in the selection of necessary information about an object or event that has previously affected our sense organs. This selection process is not abstract but based on the real conditions of future activity.

The next function of imagination is expressed in the direction of human activity taking into account the appearance of environmental influences. I. P. Pavlov, while studying the physiological mechanisms of voluntary movements, found that the emerging moving image strengthens the readiness for action of the behavioral apparatus that ensures the performance of specific actions. The preparatory function of imagination provides the influence of imagination on a certain level of action, which helps to form the algorithm of our activity.

The past is based on imagination As far as subjective experience is concerned, the classification of perceptions can be made based on the classifications of intuition and perception.

Accordingly, there are visual, auditory, kinetic (kinesthetic), tactile, olfactory, gustatory, temperature-related, and organic forms of perception.

Classifications of images can be made according to the following signs: 1) according to their content (mathematical, geographical, technical, musical, etc.); 2) according to the level of generalization (general and

private perceptions). In addition, it is possible to classify imaginations according to the level of voluntary efforts.

We have already mentioned that when imaginings are classified according to the level of generalization: they are divided into private and general. It is this aspect that makes it possible to distinguish images of imagination from images of perception: images of perception are always transitory and give only information about a concrete object. Transient perceptions are perceptions based on observation of an object. General images are images that summarize the properties of a number of similar objects.

It should be emphasized that imaginations that differ according to volitional effort are voluntary or involuntary. Involuntary visions are those that arise spontaneously without activating a person's will and memory, and voluntary visions are those that appear as a result of a person's volitional effort in pursuit of the interests behind the set goals.

All people differ from each other according to the role and priority of imagination in one or another form in their life. The existence of qualitative differences in perceptions between people is reflected in the doctrines of "types of perceptions". According to this theory, people can be divided into several categories according to the priority of their imagination.

It should be recognized that there are very few people who clearly express their visions in one form or another. Most people have different types of imaginations to some extent and it is difficult to determine which one is dominant. Individual differences can be expressed not only in the predominance of certain forms of imagination, but also in the characteristics of imagination.

The main condition for the formation of images is the abundance of perceptual information. The essence of this statement is that our imaginations depend to a large extent on the usual way of our perception, so there is a need to take them into account when solving concrete problems.

An important stage in the formation of imaginations is the acquisition of the skills of voluntarily awakening the necessary imaginations from the involuntary emergence of imaginations. It is only necessary to remember that any imagination contains an element of generalization, and the formation of imagination should go through the way of multiplying the elements of generalization. The generalization content of the images can be increased in two directions: 1. Scheme. As a result of schematization, imagination loses a number of individual characteristics as it approaches a certain pattern; 2. The way to develop typical images. At such a time, imaginations become more concrete and clear without losing their individuality and begin to represent a whole group of objects and events.

A person constantly interacts with the external environment. Tens and hundreds of different stimuli affect our sense organs every moment, most of them are imprinted in human memory for a long time. An interesting aspect of this phenomenon is that impressions of real-world objects and events obtained through past experience are not only imprinted in memory for a long time, but also undergo certain processing. The existence of this phenomenon also revealed the possibility for people to change it appropriately by influencing the environment.

We must also recognize that there are sharp differences between the impact of the animal world on the external environment and the impact of humans on the external world. Unlike animals, a person has a planned impact on the environment in accordance with the goal he has set for himself. Such a method of changing the

reality in the labor process requires that a person should consciously imagine what he wants to get during his work, that any work requires the development of such a project, and only then its implementation.

Therefore, it can be concluded that imagination has an important place not only in the regulatory processes of the human organism, but also in controlling its motivated behavior.

Literature:

1. Ахмедова, М. Т. & Мусратова, З. У. (2021). Олий таълим муассасаларида устоз-шогирд муносабатларининг стратегик қоидалари ва вазифалари. In *interdisciplinary conference of young scholars in social sciences* (pp. 326-329).
2. Ахмедова, М. Т. (2022). Ёшларда илмий дунёқарашни шакллантириш ва уларни ақлий тарбиялашнинг ўзига хос хусусиятлари. *Integration of science, education and practice. Scientific-methodical journal*, 3(2), 29-41.
3. Ахмедова, М., & Нарметова, Ю. (2022). Neyropedagogika va neyropsixologiya rivojlanib kelayotgan yangi fan sohasi sifatida. *Общество и инновации*, 3(2/S), 103-109.
4. Akhmedova, M. T., Narmetova, Y. K., Nurmatova, I. T., & Malikova, D. U. K. (2022). Communicative Competence Formation in Future Teachers Based on an Integrated Approach. *International Journal of Multicultural and Multireligious Understanding*, 9(4), 54-60.
5. Musratova, Z. (2021). Bo 'lajak o 'qituvchilarda kommunikativ kompetentlikni shakllantirish aspektlari. *Центральноазиатский исследовательский журнал междисциплинарных исследований*, (Conference TSPU), 491-496.
6. Юлдашевна, Х. & Нарметова, Ю. К. (2022). РОЛЬ РЕЛИГИОЗНОГО ОБРАЗОВАНИЯ В ВОСПИТАНИИ ДУХОВНО РАЗВИТОГО ПОКОЛЕНИЯ СРЕДИ ДЕТЕЙ ИНВАЛИДОВ. *INTEGRATION OF SCIENCE, EDUCATION AND PRACTICE. SCIENTIFIC-METHODICAL JOURNAL*, 3(4), 114-117.
7. Ахмедова, М. Аскарлова, Н. & Анварова, Д. (2022). Замонавий таълим тизимида касбий коммуникатив компетентлиликнинг моҳияти ва тузилмаси. *Общество и инновации*, 3(2/S), 47-51.
8. Umarova, S. (2021). Yoshlarda hadislar yordamida sabr toqatlilik hususiyatini shakllantirish.
9. Tursunaliyevna, A. M., & Karimovna, N. Y. (2022). Maktabgacha tarbiya muassasalarida madaniy-gigiyenik malakalarni tarbiyalash–bolalar organizmining jismoniy rivojlanishida muhim vosita. *Integration of science, education and practice. Scientific-methodical journal*, 3(1), 98-103.
10. Мелибаева, Р. (2019). Использование обобщенных способов учебной деятельности-фактор совершенствования творческого мышления.
11. Melibaeva, R. (2021). Bolalardagi giperfaollik VA diqqat tanqisligi sindromi: sabablari, psixologik tashxisi.
12. Narmetova, Y., Melibayeva, R., Akhmedova, M., Askarova, N., & Nurmatov, A. (2022). PSYCHODIAGNOSTICS ATTITUDE OF THE PSYCHOSOMATIC PATIENTS'DISEASE.
13. Karimovna, N. Y. (2022). AUTISM AND THE IMPORTANCE OF COMMUNICATION WITH PATIENTS OF THIS DISEASE. *Gospodarka i Innowacje*. 23, 8-10.

14. Akhmedova, M., Narmetova, Y., & Alisherov, B. (2021). Categories of person in conflict and methods of conflict resolution in the occurrence of conflicts between medical personnel.
15. Шарапова, Д. Б. (2021). ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ «СИНДРОМА ДОМОХОЗЯЙКИ». In *Цифровые технологии на службе педагогики и психологии* (pp. 239-241).
16. Нарметова, Ю. (2014). Бемор аёлларда депрессия ҳолатининг психопрофилактикаси. *Таълим тизимида ижтимоий-гуманитар фанлар*.
17. Baxtiyarovna, S. D. (2022). KASALLIKKA MUNOSABATNI SHAKLLANISHIGA TA'SIR ETUVCHI PSIXOLOGIK OMILLAR. *FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES*, 1(11), 70-77.
18. Ibragim o'g'li, B. A. (2022). MOTIVATSIYANING O'QITUVCHI FAOLIYATIDAGI O'RNI. *FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES*, 1(11), 60-64.
19. Boysoatovna, R. R. (2022). KASB TANLASH MOTIVATSIYASI NAMOYON BO'LISHIDA PSIXOLOGIK OMILLAR. *FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES*, 1(11), 65-69.
20. Дурсунов, А. М. Сайдирахматханов, С. С. Дурсунов, С. А. & Рузикулов, О. Ш. (2022). КЛИНИКО-ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ РЕАБИЛИТАЦИИ ПАЦИЕНТОВ С ПОСЛЕДСТВИЯМИ ТРАВМ КОНЕЧНОСТЕЙ. *FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES*, 1(11), 78-82.