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## MODERN PEDAGOGICAL ASPECT OF THE DEVELOPMENT OF SCIENTIFIC AND COGNITIVE POTENTIAL OF PHILOLOGY STUDENTS

Society necessitates the presence of graduates who possess a significant degree of scientific and cognitive potential, along with professional training, the capacity for rational decision-making, and the ability to act responsibly. Moreover, these graduates must exhibit a creative approach when faced with any given task, ensuring that they see it through to completion. Furthermore, they must be capable of engaging in continuous learning, rapidly assimilating new innovations, and swiftly adapting to the ever-changing conditions of our era. Within a competitive environment, individuals who possess these competencies are highly esteemed, as they are able to consistently enhance their knowledge and respond promptly and appropriately to the evolving circumstances of their lives. We firmly believe that one of the avenues through which the level of training for future specialists can be augmented is by intentionally fostering their scientific and cognitive endeavors. Such endeavors serve as integral aspects of a future specialist's personal attributes and constitute vital prerequisites for their self-fulfillment. The means and methodologies employed to activate students' learning activities have long been regarded as perpetual issues within the field of pedagogy. Over time, this matter has been identified as a central pedagogical concern. This article is devoted to the study of the modern pedagogical aspect of the development of the scientific and cognitive potential of philology students.

**Key words:** scientific and cognitive activity, pedagogical aspect, competency-based approach, educational activities, scientific and cognitive interest, scientific and cognitive potential.

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### Филолог-студенттердің ғылыми-танымдық әлеуетін дамытудың заманауи педагогикалық аспектісі

Қазіргі қоғамдық сұранысқа сәйкес болашақ мамандардан ғылыми-танымдық әлеуетінің және кәсіби даярлығының жоғары болуы, ұтымды шешім қабылдауға және жауапкершілікпен әрекет етуге қабілетті болуы талап етіледі. Түлектер кез келген академиялық міндетті шығармашылық тұрғыдан шешіп, тапсырманы соңына дейін жеткізу керек. Сонымен қатар олар үздіксіз білім алуға, жаңа инновацияларды тез меңгеруге және өмір сүріп отырған кезеңнің үздіксіз өзгерісіне жылдам бейімделуге қабілетті болуы тиіс. Қоғам бәсекелестігінде аталмыш құзыреттілікке ие тұлғалардың мәртебесі жоғары болатыны сөзсіз, өйткені олар өз білімдерін үнемі жетілдіріп отырады және қоғамдағы өзгерістерге жылдам әрі нақты жауап бере алады. Болашақ мамандарды даярлау деңгейін дамытудың жолы олардың ғылыми-танымдық әлеуетін мақсатты түрде жетілдіру екендігіне сенімдіміз. Ғылыми-танымдық қызмет – болашақ маманның тұлғалық қасиеттерінің бір бөлігі және оны жүзеге асырудың маңызды алғышарты. Ғылыми-танымдық әлеуетті жетілдіру мақсатында қолданылатын құралдар мен әдістерді ұсыну педагогика саласындағы маңызды мәселе болып саналды. Дегенмен, уақыт өте бұл мәселе педагогикадағы басты мәселеге айналды. Мақалада филолог-студенттердің ғылыми-танымдық әлеуетін дамытудың қазіргі педагогикалық аспектідегі мәселелері талданады.

**Түйін сөздер:** ғылыми-танымдық қызмет, педагогикалық аспект, құзыреттілік тәсіл, оқу қызметі, ғылыми-танымдық қызығушылық, ғылыми-танымдық әлеует.

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### Современный педагогический аспект развития научно-познавательного потенциала студентов-филологов

Общество требует наличия выпускников, обладающих значительной степенью научно-познавательного потенциала, профессиональной подготовкой, способностью к рациональному принятию решений и умению действовать ответственно. Эти выпускники должны проявлять творческий подход при решении любой задачи, гарантируя, что они доведут ее до конца. Более того, они должны быть способны к непрерывному обучению, быстрому усвоению новых инноваций и быстрой адаптации к постоянно меняющимся условиям нашей эпохи. В конкурентной среде люди, обладающие этими компетенциями, пользуются большим уважением, поскольку они способны постоянно совершенствовать свои знания и быстро и адекватно реагировать на меняющиеся обстоятельства своей жизни. Мы твердо убеждены, что одним из способов повышения уровня подготовки будущих специалистов является целенаправленное поощрение их научных и познавательных усилий. Подобные стремления служат неотъемлемой стороной личностных качеств будущего специалиста и являются жизненно важными предпосылками его самореализации. Средства и методы, используемые для активизации научно-познавательной деятельности, уже давно считается серьезным вопросом в области педагогики. Со временем этот вопрос стал центральной педагогической проблемой. Данная статья посвящена исследованию современного педагогического аспекта развития научно-познавательного потенциала студентов-филологов.

**Ключевые слова:** научно-познавательная деятельность, педагогический аспект, компетентный подход, учебная деятельность, научно-познавательный интерес, научно-познавательный потенциал.

#### Introduction

In today's information-driven society, there is a growing demand for high-quality educational institutions overall, with a particular emphasis on excellence in philological education. The modern system necessitates philological instructors capable of thriving amidst the expanding body of scientific knowledge. They should be committed to continuous professional growth and fulfilment, adept at analyzing, interpreting, and generating specialized texts, proficient in designing educational strategies and evaluating their effectiveness. These educators should embody a research-oriented mindset, inspire others through their exemplary conduct, foster an environment conducive to collaborative research and learning, and demonstrate creativity along with advanced levels of communication, information management, and pedagogical expertise. The prospective philologist must engage in active cognitive processes to effectively execute various pedagogical tasks while acquiring advanced professional knowledge through higher education.

We maintain the view that a useful strategy for raising the training bar for aspiring experts is to consciously foster their scientific and cognitive engage-

ment. A prospective specialist's scientific and cognitive activity is a personal quality and a requirement for their self-actualization.

#### Materials and methods

The primary methods for cultivating the cognitive activity of philology students include the instillation of cognitive activity during classroom engagements, the incorporation of scientific and project-based endeavors as a means of fostering cognitive activity, and the preparation of university educators to effectively promote cognitive activity among philology students.

To achieve modifications in the societal milieu, it is imperative to undergo a qualitative metamorphosis of the educational environment, which serves as the principal catalyst for transforming all facets of the system. The educational system can be comprehended as a comprehensive framework of elements that ensures qualitative alternations in the lives of individual philology students.

Educational circumstances guaranteeing the development of the future specialist's cognitive activity: - educational discussions on specialization and the qualifications needed to be a specialist; - involve-

ment of philology students in the process of educational objective. A series of individualized and creative tasks focused on the student's future specialist; - conducting business games that simulate the professional activities of a specialist; - setting for the formation of responsibility (joint goal setting, determination of conditions, means of achieving and implementing it); - including independent study of educational materials using structural and logical diagrams and methodological developments in the educational process (Orlov, 2009: 113-114).

The way that problem-based learning is structured allows for the adjustment of student activities in a variety of learning environments, such as seminars, lectures, practical and laboratory sessions, and the training that goes before these classes. The efficiency of problem-based learning in fostering cognitive development is contingent upon several factors, including the choice and delivery of the problem, the instructor's arrangement of the problem-solving process, and the degree of student participation in the process activity principle

The utilization of the activity principle in education, which gives priority to constructive cognitive activity as exhibited by philology students in problem-oriented assignments, is strongly associated with problem-based learning. As a result, the goal of encouraging and improving the cognitive activity of philology students in the classroom is accomplished by employing a variety of instruments, including cognitive activities, difficult questions, and creative assignments (business games, role-playing, experiments, and instructive).

Effective mental activity strategies and the development of students' cognitive engagement in philology are made possible by a well-designed methodology for developing transferable skills that are specifically designed for study in fields such as foreign languages, history, philosophy, economics, and more.

Research and design project are an essential way for philology students to get the skills required for autonomous theoretical and experimental work. They may be easily implemented into the curriculum of specialized disciplines and smoothly integrated into the educational process (Муханова, 2019: 352).

Scientific clubs, scientific seminars, departmental topics (involving philology students in joint projects with academic departments), state-funded and contractual project within departments, scientific and practical conferences, intra-university and national competitions, student competitions, exhibi-

tions, and so on are the main ways that research and design projects are conducted at the university level outside of regular class hours.

Recently, one new method in raising cognitive and scientific potential of students has appeared. It is called Multiple goal pursuit. According to Manikya Alister, Scott L. Herbert, David K. Sewell, Andrew Neal, Timothy Ballard: "Multiple goal pursuit places goal prioritization within a dynamic, longer-term process of trying to minimize distance to some desired state (i.e., the goal). This framework offers an important distinction from the typical, more widely studied single choice decisions that dominate the broader judgment and decision-making literature, since the multiple goal pursuit framework describes goal prioritization decisions as a sequence of related decisions to prioritize competing goals, with these decisions depending on dynamic characteristics of the goals themselves as well as the preferences and motivations of the person pursuing them" (Manikya, Scott, David, Andrew, Timothy, 2011).

With the participation of all philology students, the many forms of scientific project work offer a chance to recognize the most gifted individuals, entice them to work on large-scale scientific research, and develop the next generation of scientific.

One other aspect of cognitive activity of philology students is cognitive aspect of learning language. Zh.B. Oshakbaeva, A.S. Karykbaeva wrote: "The process of acquiring a second language, which is cognitive in nature, is ensured by knowledge as a system of representing information of various types. In this case, a system of relations is inevitably built between the person mastering the language and the knowledge that he needs for this mastery" (Ошакбаева, Карпыкбаева, 2011: 275).

The degree to which students are engaged in the learning process is largely determined by the teacher's behavior, character traits, techniques, and ability to plan and direct the philology students' research projects. Through the use of direct and indirect pedagogical approaches, the instructor controls the behavior of the philology students by fostering an atmosphere that supports the growth of cognitive capacities and independence during the learning process. By using this method, the curriculum helps to enable the thorough investigation of the philology students' potential, and the teacher-student relationship takes place within the context of the students' personal development.

The cultivation of philology students' cognitive abilities proves to be more effective when employing individualized and differentiated approaches to

teaching, particularly during the deliberate guidance of philology students by the teacher throughout classroom, scientific, and project activities (Kostromina, 2014: 125).

### Literature review

Students participate in learning endeavors fueled by a combination of internal, self-motivated factors, and external influences guided by teachers. When motivation solely stems from external sources, such as aiming for good grades, scholarships, or diplomas, the student's focus tends solely on achieving these outcomes. However, when external incentives coexist with innate interests, internal aspirations for acquiring knowledge naturally arise. Students' cognitive involvement is so triggered. The problem of people's scientific and cognitive activity has received a lot of interest from scientists in a variety of fields as well as the general public (Platonova, 2018, 64).

A review of pedagogical and psychological studies has shown a variety of viewpoints on people's scientific and cognitive activities. According to academics, cognitive activity is an active condition that is defined by a person's wide and deep interest in information, application of trends, concentrated attention, and mental and physical efforts to achieve predefined goals. When talking about potential Kostromina, Svetlana & Bordovskaia, N.V. & Rosum, S.I. & Moskvicheva, Natalia & Iskra, Natalia wrote that "the category of "potential" is often mentioned in books on psychology. For example, one can read about "spiritual potential," "creative potential," "intellectual potential," "self-actualization potential," "professional potential," "developing potential" (Платонова, Никонова, Левченкова, 2018: 136).

Notable contributions to the study of students' cognitive activity, in terms of developing principles and teaching methods, have been made by researchers such as Yu. K. Babansky, M.A. Danilov, M. I. Makhmutov, and others.

J.S. Otepbergenov wote that "cognition is primarily related to psychological cognitive processes, and it requires every learner to be mentally active, i.e., intellectually active. Thus, cognition is the integrative dynamics of the individual, reflecting the combination of motivational-value orientation, cognitive, processactivity and reflexive-evaluative activity, which allows the productive implementation of the process of knowing the objective being, as well as the accumulation of experience in solving

information retrieval, processing and application serves to effectively perform real professional tasks by combining features" (Otepbergenov, 2021: 215).

The importance of integrating instruction's developmental role into educational practices is emphasized in the works of V.I. Zagvyazinsky, I.P. Podlasy, N.A. Polovnikova, T.I. Shamova, G.I. Tsukina, and others. This ensures that pedagogical guidance and student autonomy – which is the main component of student activity – are balanced as best they can (Кожемяко, Кочан, Соколова, Кузнецова, 2019).

In modern times, the development of a capable, socially conscious, and creative person is the main goal of education. As such, it is imperative that the institution provide an atmosphere of instruction that enables its philology students to develop self-reliant and proactive abilities. Additionally, the type of teaching strategies used in a university context should guarantee each student's creative development while simultaneously encouraging their active participation in real-world application.

But the way higher education is now structured makes it impossible to sufficiently prepare students for the greater level of training required of modern professions. Even with the well-known progress made in resolving this issue, a considerable number of university instructors still do not prioritize the development of cognitive activity among philology students, which has a detrimental effect on the caliber of training for future experts.

It is vital to establish organization. It is vital to establish organizational and methodological settings in addition to suitable psychological and pedagogical contexts, while taking into consideration elements that may affect cognitive activation, in order to get a better degree of cognitive engagement among students studying philology.

In my view, employing research methodology stands out as a highly efficient method to stimulate the cognitive involvement and creative capacity of philology students. Incorporating it into the curriculum of professional training programs for students at the Faculty of Philology is justified not only by the imperative to enhance students' cognitive participation but also by the recognition that, at this stage of their careers, teachers are expected to balance both instructional and research duties. Students who actively pursue exploratory learning demonstrate creative application of their knowledge while simultaneously honing their skills in independent research. When students work on scientific, coursework, and diploma projects, this teaching strategy is used.

The research problem is: What are the pedagogical conditions required for the cultivation of cognitive activity among philology students? This is a result of the incongruity between the requirements of modern society for the professional and personal attributes of specialists, including their autonomy and engagement in professional endeavors, and the inadequate development of effective means and techniques for fostering these attributes in philology students.

The following are the domains in which educators carry out the instructional activities aimed at molding the cognitive activity of philology students during the learning process: the selection of instructional materials that stimulate the students' interest and provide them with cognitive motivation; the application of problem-based learning approaches and specific stimulating techniques (e.g., creating scenarios in which the students must express their opinions, substantiate their opinions, pose questions, resolve ambiguities, offer advice, etc.); the organization of the students' independent cognitive tasks; the participation of the students in various forms of activities and the subsequent monitoring of said activities; and the philology students' intensive instruction (Липатникова, Ванеева, 2009).

## Results and Discussion

An analysis of the higher education system as it currently exists, as well as the difficulties associated with the formation and development of the cognitive skills of philology students, point to a disparity between the needs of modern society for professionals who possess both technical expertise and personal qualities, who are self-reliant and actively involved in their work, and the lack of progress in devising strategies and tactics to support these attributes in philology students.

It has been shown that the cognitive activity of philology students takes on new relevance in the light of the qualitative development of the higher education system and the rising expectations for university graduates. The understanding of the ultimate goals of knowledge acquisition by philology students, their acknowledgment of higher education as a socially important asset, and, consequently, their innovative approach to the learning process are the primary signs of this transition. Concurrently, mental activity becomes a salient feature of a student's personality.

The cognitive activity of a student is understood as an integrated component of their personality that

guarantees their readiness for self-directed involvement in learning new material, recognizing scientific issues, and coming up with answers. This skill includes applying learned information to solve new problems and carry out deliberate activities that lead to project objectives.

From this angle, we consider V. Kazakov's point of view on the identification of multiple aspects of the problem related to the enhancement of students' independent cognitive functioning to be very fruitful. These include the application of an approach based on activities for students' independent tasks, the formulation of educational objectives when faced with independent tasks, the creation of vocationally-oriented assignments for independent tasks, and the provision of information and methodological support for independent tasks (Мусханова, 2019).

One important way that philology students bridge the gap between their professional training and real-world professional activity is by participating in autonomous professional activities inside the academic context. Additionally, by emphasizing the usefulness of autonomous professional actions, this involvement raises motivation levels. Additionally, it helps students acquire the professional knowledge and abilities required for future philologists to take on autonomous professional duties. Thus, in the research of educational issues, it is important to investigate ways that augment pupils' autonomous cognitive activity. There are several suggested areas of concentration via which this inquiry might be pursued: expanding the role of consultations and discussions in the academic workload of teachers in order to support students' mastery of independent activities; giving students access to educational and methodological resources like programs, manuals, textbooks, and practical class plans in both paper and electronic formats; using electronic teaching tools that make control and prediction easier; using cutting edge teaching strategies like business games, continuous reading, modular training, round table discussions, practical training, seminars, conferences, and workshops; and actively involving students in research projects, competitions, and Olympiads.

This project includes enhancing the administration of the students' self-directed learning activities. This may be accomplished by giving students more freedom to work independently and by improving their readiness for these kinds of tasks. The main focus of addressing the difficulty at the junction of these two methods is determining the best possible balance between the pedagogical as-

sistance that teachers offer and the autonomous cognitive activity that students engage in.

Teachers of pedagogical topics must provide suitable settings that foster the development and expression of professionally relevant personality qualities in order to improve the efficacy of future philologists' autonomous professional activities. These qualities include the ability to recognize a professional issue, evaluate and characterize it, and identify particular solutions; the ability to think integratively; and the capacity to make generalizations, analyze situations, and show that selecting workable solutions to a particular educational issue is feasible.

Empirical data indicates that students studying in philology have a tripartite trajectory for improving their independent cognitive activities. First, teachers and students work together to determine the necessary degree of effectiveness in planning autonomous cognitive tasks. Second, a study is carried out to investigate ways to improve students' ability to plan independently of cognitive tasks. Finally, choices are made to address certain professional challenges. The assessment of the proper degree of effectiveness in setting up students' independent learning activities involves a number of components, including techniques for clarifying professional dilemmas (e.g., brainstorming, systematic analysis of problem scenarios, test questions), techniques for analyzing professional dilemmas (e.g., cause-and-effect analysis, group analysis of real-life situations, activity-theoretical analysis of speech scenarios), understanding the standard "a high level of organization of independent cognitive activity as a norm of activity", techniques for gathering and classifying data, recording research findings (e.g., graphs, tables, instructor responses), evaluation of the efficacy of setting up students' autonomous cognitive activities, and control measures. Therefore, while examining strategies to improve the efficiency of independent cognitive tasks, it is necessary to take into account the following elements: the goals of setting up independent work and the procedures for improving independent work. The last phase is what's left behind after efforts to improve mental activity have been made. Students use metrics to assess the level of organizational quality at work, work together to create a strategy to achieve objectives, and pinpoint new assignments. Then the cycle starts over again. When students take on an issue, they have to carefully consider every step of the previous improvement attempts and then set new targets and goals.

The process of cultivating philology students' cognitive activity is perceived as an integral part of the comprehensive educational process within the university. This process is characterized by the unity of teaching, practical, scientific, and project activities undertaken by philology students.

A thorough examination of psychological and pedagogical literature has led to the conclusion that, despite the extensive capabilities of higher educational institutions in training competent professionals, the search for scientifically grounded approaches to effectively shaping philology students' cognitive potential remains relevant. The issue has not been adequately resolved within this particular type of educational establishment. Consequently, the necessity and timeliness of exploring new methods and means to address this problem are evident (Kostromina, 2014: 127).

The demands of society necessitate the production of graduates who possess a high level of cognitive potential and professional training. These people should be capable of making responsible decisions, acting rationally, approaching tasks creatively, finishing projects on time, showing a constant willingness to learn, picking up new skills fast, and adjusting to shifting production conditions with ease.

When examining the matter of developing a university student's cognitive potential, it is advisable to adopt the standpoint that educational should holistically nurture the individuality of a future specialist, extending beyond their cognitive sphere.

The period of entering and mastering a profession within a university instigates significant psychological transformation in individuals. A comprehensive understanding of the fundamental laws governing these processes serves as the foundation for creating conditions conducive to the formation of a future specialist's cognitive potential. Thus, commencing with the compilation of a psychological and pedagogical profile of the student is imperative. In this scenario, the pedagogical component assumes a system-forming role, as it considers the conditions and extent to which the processes of professional training influence the personal growth of the student, as well as the formation and development of their cognitive potential.

The development of the cognitive capacity of philology students necessitates professional self-development, which can be regarded as the outcome of a specialist's intentional engagement with a specific environment. This process involves the recognition of the necessity to cultivate personal qualities that can ensure success in professional endeavors, en-

hance social standing, and improve competitiveness in the labor market. These aspects are integral to the establishment of professional competence.

The foundation of continuous self-education lies in the process of self-education itself, which not only facilitates the acquisition of essential knowledge, but also fosters the cultivation of independence as a significant attribute of an individual's professional identity.

An essential requirement for the professional growth of a specialist is the student's awareness of their inherent capabilities and, based on this awareness, the development of a willingness to acquire a set of actions that guarantee the pursuit of professionally significant objectives and the formulation of a systematic approach to addressing emerging challenges. Ultimately, this leads to successful professional fulfillment.

### Conclusion

The cultivation of cognitive potential is contingent upon the cultivation of cognitive activity, which plays a crucial role in fostering an active cognitive interest within the motivational structure of a student's personality. Additionally, it promotes a

creative approach to educational and cognitive endeavors. Thus, it is imperative that both teachers and philology students strive to foster internal motivations for cognitive activity, as they activate mental faculties and encourage participants in the learning process to be oriented towards creativity.

The development of creative capabilities is an integral aspect of the process of cultivating the cognitive potential of philology students. Creative engagement not only allows for freedom of choice and internal motivation, but also necessitates the student's understanding of a specific objective, with other interests being subordinated to this goal.

An indispensable requirement for effectively cultivating the cognitive potential of philology students is the organization of educational and cognitive activities that aim to shape and enhance thinking and cognitive skills. Enhancing the creative abilities and talents of philology students is the main objective behind boosting their cognitive and mental engagement, therefore, when incorporating a research-oriented approach into philology education, it's crucial to take into account the cognitive and intellectual capabilities of each student within the group. Moreover, it's necessary to establish specific organizational and pedagogical prerequisites to support this endeavor.

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Date of receipt of the article after correction: January 20, 2024.

Accepted: 21 February, 2024.