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# Sub-Sensory Narrative and Unconscious Settings as a Contributing Factor of Consciousness

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**ABSTRACT**

In this article, subsensory speech and unconscious awareness are described as a phenomenon that complements awareness. By the 21st century, the development of effective methods, the creation of scientific research and the formation of directions within the framework of the sciences of philosophy and psychology in the world, which have made a certain contribution to the study of consciousness and unconsciousness, are of great importance. The article deals with the influence of the unconscious ustanovka on the intellectual process, the formation of the ustanovka mechanism at the unconscious level.

**Keywords:**

Narration, irrationality, creative thinking, microsemantic analysis, consciousness, unconsciousness, unconsciousness, productive thinking, psyche, functional balance of the psyche, psychosemantic analysis, subsensory perception, psychic reflection, ustanovka, mind overload

At the present stage of world civilization, the importance of the human mind and thinking is incomparable. At the same time, the human intellect has turned social processes into a driving force on a global scale. Indeed, all the knowledge and experiences, words and concepts, imaginations and conclusions in the world are relevant to human activity. The prognostic value of personality differences in intellectual activity depends primarily on the managerial ability of personality traits, which is manifested in the independent acquisition and improvement of new knowledge, armed with psychological knowledge and the formation of self-awareness, right thinking skills.

As a result of reforms carried out in the Republic of Uzbekistan since the first days of independence to inculcate national ideas and patriotic feelings in the minds and hearts, to expand the range of methods and tools that directly affect it, positive changes have been achieved in youth thinking, worldview, spirituality and intellectual activity. In recent

years, modern scientific-philosophical and methodological-comparative analysis of the factors influencing consciousness and unconsciousness of our country, the actions of the thinking process, the prediction of mental development of the individual, the problem of consciousness and unconsciousness in creativity is aimed at obtaining important scientific results.

An analysis of research papers devoted to the study of conscious and unconscious components of the cognitive process shows that some aspects of this problem are covered. In fact, the problem of "unconscious" has been studied in the teachings of Socrates, Plato (reminiscent of the "world of ideas"), Aristotle (part of the soul) since the beginning of philosophy.

Central Asian thinkers such as Abu Rayhan Beruni, Abu Ali ibn Sino, Mahmud Zamakhshari widely studied the human consciousness, states of unconsciousness, Sufi psychology, "Psychology of Sufism" in their

teachings. Ibn Sina's idea of "natural persuasion of the soul" was a novelty in the history of the study of the possibility that "man can cultivate his own nature".

If we look at the research of Western thinkers, among the first to study the problem of unconscious were B. Spinoza ("unconscious causes that deatamize desire"), G. Leibniz (who introduced the concept of "unconscious" and interpreted it as the lowest form of mental activity), D. Hartley (connection with the functioning of the system), I. Kant (connection of unconscious with intuitive and emotional cognition), I. Herbart (unconscious in the context of intellectual psychology), A. Schopenhauer (unintelligible internal impulses), E. Hartmann ("philosophy of ignorance"), G. Fekher (ideas about the "iceberg-spirit"), V. Wundt ("unintelligible thinking" and "unintelligible nature of cognitive processes"), G. Helmholtz (the doctrine of "unintelligible mental inferences"), I. Pavlov ("unintelligible" mental life"), V.M. Bekhterev ("activity of unconsciou") and others.

Russian scientists A.Yu. Agafonov, D.B. Bogoyavlenskaya, I.B. Lebedev, B.F. Lomov, I.P. Merkulov, D.N. Uznadze, V.V. Selivanov, N.N. Pletenevskaya, A.P. Fedorkina, A.E. Sheroziya, N.S. Yulina conducted research in various areas of the subject. Their research focused on the concept of cognitive style of unconsciousness, its impact on the types of thinking (word-logic, figurative-figurative, object-action), their interaction with consciousness.

In the researches carried out by psychologists of our country E.G. Goziev, E.V. Li, G.M. Ruzmatova, Z.T. Nishanova, R.I. Sunnatova, special attention is paid to the actions of thought process, modern scientific and philosophical problems of consciousness and unconsciousness in scientific creation and methodological-comparative analysis, in the dialectic of the relationship between consciousness and unconsciousness in the teachings of Freudianism, and to the fact that the human psyche, individual-typological features of thinking activity are inextricably linked with the possibilities of independent development.

In the XXI century, in the world of philosophy, psychology, the development of effective methods that contribute to the study of consciousness and unconsciousness, the creation of scientific research and the formation of directions are becoming increasingly important. In particular, the influence of unconscious activity on memory, imagination, creativity, psychological institutions and their psychophysiology in consciousness and unconsciousness, components of cognitive reflection, psychological interpretation of stereotypes, habits and intuitions, reflection in sub-sensory perception complements the role of unconscious intellectual functions in thinking are acquiring importance and special attention is paid to the study of the manifestation, the process of thinking that occurs in the subconscious.

Hence, the study of works devoted to the problem of unconsciousness shows that there are certain historical periods in the study of the problem of unconsciousness.

In this study, we studied the effects of unconsciousness on intellectual activity, which is the most complex and controversial layer in the human psyche. In our study, we tried to shed light on intellectual activity, its psychological features, perceived and unconscious mechanisms in thinking, the role of institutions at the level of unconsciousness in intellectual activity. Our study involved 392 subjects aged 18 to 38 years who were able to address the effects of the components of unconsciousness on intellectual activity. These subjects were given general psychological methods of scientific knowledge - analysis and synthesis, induction and deduction, generalization, comparison, conversation, observation, and research methods such as "Methods of studying the unconscious" and special psychological modeling.

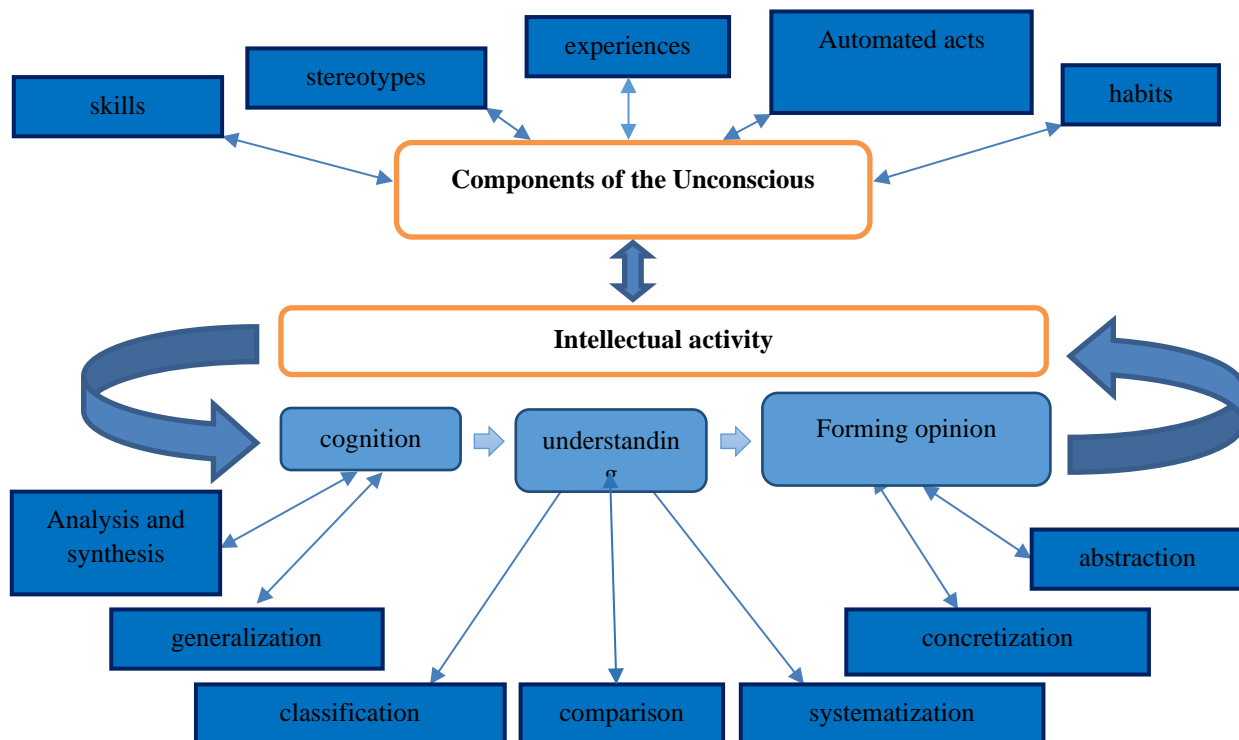
At a conscious level, there are unintelligible triggers of perceived behaviors. The "decade" must reach the top of the hierarchical pyramid of mental processes. It develops as a long and tense form of mental activity. The return of new attitudes or feelings as well as creative ideas to the mind is its integral result.

Unconsciousness occurs when the information space changes over time, filling in gaps in the flow of information, mental structures complete their self-formation. The research emphasizes that the automated, conscious, semi-conscious, and unconsciously controlled components of activity - skills, competencies, and habits as unintelligible components of human cognitive activity - are among the problems that cognitive psychology needs to study. In the process of cognition, the transition of unintelligible (implicit) knowledge to perceived (explicit) knowledge is often interpreted as insight, while on the other hand, the control of perception is combined with the transition to automatic actions and forms competence. In our opinion, the development of a scheme of the main stages of skill formation allows to focus on the separation of components of cognitive reflection in the unconscious, focusing on experiments, cognitive processes. Issues of the role of stereotype and intuition in the unconscious are also revealed. The problem of stereotypes is covered in the work of scientists such as P.N.Shikhirev, Yu.L.Sherkovina, K.S.Gadjiev (1999), I.S.Kon (1979), V.A.Yadov (1995), L.A.Zak (1976). Hence, stereotypes are an opportunity to recognize one's place in society through self-awareness, the ability to distinguish one's priorities or shortcomings from others, and the evaluation of one's actions in space and time.

During the years of 1991-2016 modern approaches and research on the problem of unconsciousness and its components emerged in the Russian Federation. In particular, during the period from 2003 to 2016 in Russia scientists such as A.V. Myashchentsev (2003), S.V. Griбанov (2003), D.V. Djamalyan (2004), T.A. Kashirskaya (2004), I.V. Evlannikova (2004), O.V.Stepanova (2004), N.A.Panikova (2005), D.F.Yulaev (2005), Yu.B.Shilova (2006), L.R.Danakari (2006), I. N.Valiev (2006), I.V.Vasileva (2006), N.N.Pletenevskaya (2006), T.I.Barmashova (2006), N.Yu.Pereverzeva (2007), A.V.Bondarenko (2007), V.A.Shumakov (2007), V.A.Dmitrieva (2007), M.A.Ploxova (2008), O.V.Semenets (2010), L.Sh.Bagdasaryan (2010), A.G. Prodovikova (2010), O.V.Naumenko (2010), S.P.Makarov (2011),

S.I.Grishunin (2011), E.A.Nikitina (2011), I.A.Kuevda (2011), M.M.Berumova (2011), I.Yu.Beshkareva (2011), O.V.Bukreva (2013), T.M.Artemev (2014), M.K.Mosienko (2016), A.V. Maslova (2016) have conducted research on the relationship between consciousness and unconsciousness, its components, and cognitive problems. From these studies, Naumenko in his research on "Cognitive unconsciousness in solving computational problems" noted that "Cognitive unconsciousness" is used for a set of unintelligible cognitive structures and processes, and manifests itself as an unintelligible phenomenon in the processing of information in all aspects of cognitive processes. The discovery of (unexplained) implicit possibilities was of great importance to our study.

Incorporating intuition into the basis of the view of the structure of the unconscious makes it possible to reflect the movement of its main components and mechanisms in a more precise and generalized way. The flow of information in different modalities of intuition and the degree to which they occur in past, present (current) and potential situations suggest that selection can be seen as a universal integrative mechanism (Figure 1)



**Figure 1. Influence of components of consciousness on intellectual activity**

In order to shed light on the specifics of the study of unexplained components of thinking, we conducted a four-stage experimental study based on the psychodiagnostic methodology and approach proposed by A.V. Brushlinsky and used in the research of N.N. Pletenevskaya.

During the implementation of thinking as a process at different stages of solving the set

main task, the subjects were repeatedly asked to fill in the semantic differential matrix corresponding to the main components of the task. The matrix includes 11 different concepts and 13 unipolar signs. Each of the eleven concepts presented is more or less related to the main task, the quality of which was assessed on a six-point scale by 13 characters (Figure 2).

		1	2	3	4	5	6	7	8	9	10	11	12	13
		<i>Bright</i>	<i>Light</i>	<i>Cold</i>	<i>Blurry</i>	<i>Soft</i>	<i>Round</i>	<i>Airy</i>	<i>Small</i>	<i>Bad</i>	<i>Dark</i>	<i>Important</i>	<i>Good</i>	<i>Unnecessary</i>
1.	<i>Candle</i>													
2.	<i>Plaster</i>													
3.	<i>Zero-gravity</i>													
4.	<i>Flame</i>													
5.	<i>Heat</i>													
6.	<i>Oxygen</i>													

7.	<i>Matches</i>													
8.	<i>Air</i>													
9.	<i>Candlewick</i>													
10	<i>Burning</i>													
11	<i>Cold</i>													

**Figure 2. Semantic differential matrix of task conditions and requirements based on the model of N.N. Pletenevskaya**

From the amount of Table 1, formed on the basis of data provided by N.N. Pletenevskaya, it can be seen that the first factor represents 51.02% of the variance of all elements, and the second factor represents

22.21% of the total variance. According to our empirical results, the variance of change of the first factor is 49.4%, and that of the second factor is 24.4%.

**Table 1. Comparative results of factor analysis**

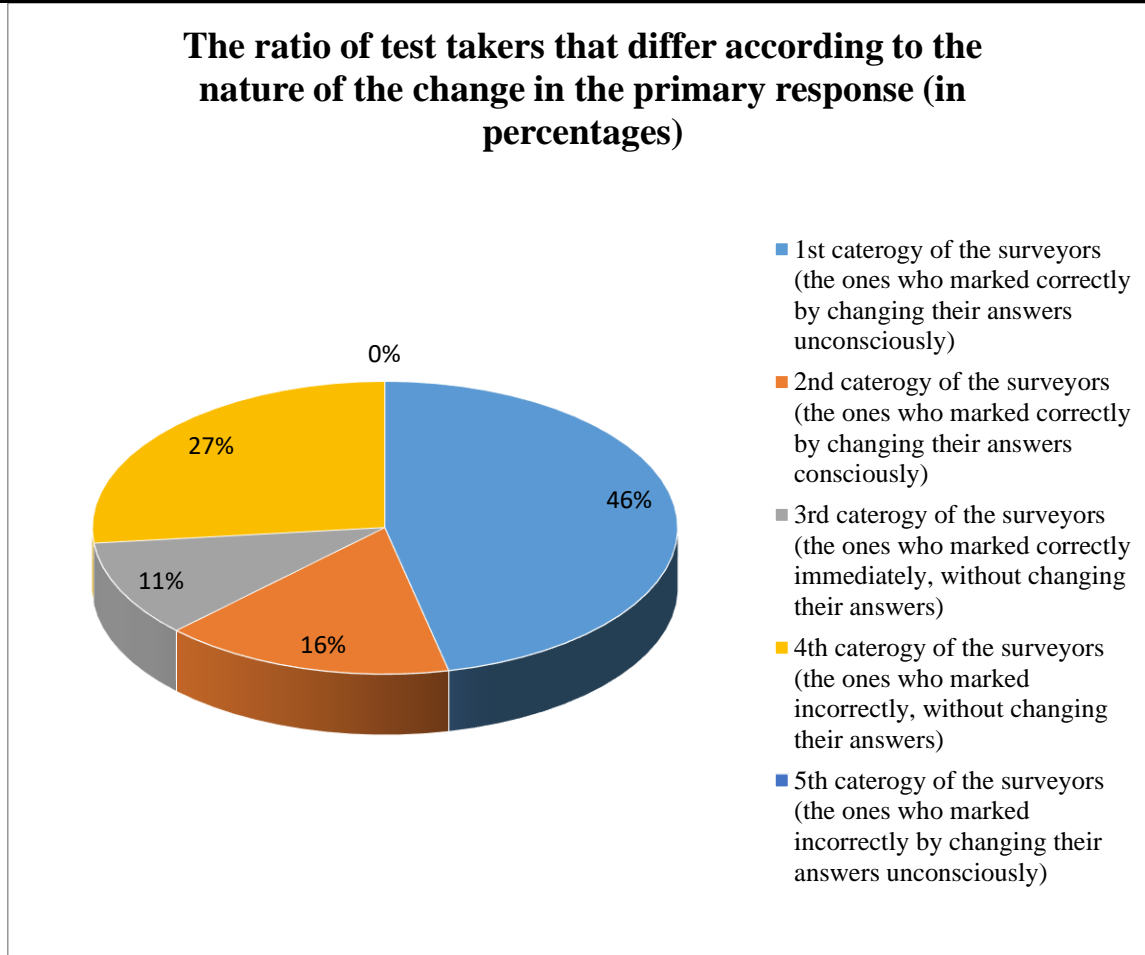
Factors	Results of the calculation of the Factor loads			
	Specific values	The share of each specific value in the total variance	Convergence of specific values	Concentration of specific value shares
<b>The results of the factorial analysis conducted by N.N. Pletenevskaya</b>				
1-number	6,633134	51,02411	6,633134	51,02411
2-number	2,887868	22,21437	9,52003	73,23848
<b>The results of a factor analysis performed as part of our study</b>				
1-number	5,87690	49,43187	5,67432	50,52985
2-number	3,23715	24,41863	9,23176	76,54298

Of course, the factorial analysis of the semantic differential methodology data conducted at different stages of the study suggests that certain changes occur in the unconscious and conscious components of the subjects thinking that yielded different results. We have witnessed that the category of thinking is a changing, dynamic process, influenced by various changes that occur under the mind as a result of sub-sensory and verbal narratives. As the perception of the components of thinking tasks changes at a perceived level, so do the unconscious assessments of the conditions for solving it.

After stating the factors, the terms of the assignment begin to play an important role in finding a solution, which is interpreted as an opportunity to enter a new system of communication and relationships. It is these new communication systems that provide the test taker's entire thought process with a unique direction. From the results obtained, we can clearly see that the use of verbal narrative leads to changes in the level of understanding of the

task conditions and requirements of the thinking process in the subjects, as well as in the case of unconscious of similar thinking actions. In our research with N.N. Pletenevskaya on "The ratio of consciousness and unconsciousness in solving mental problems", "sub-sensory" expression, the degree of incomprehension of the thought process, the detection of certain changes in conscious decision making, mental movement as a thought process, verbal or "sub-sensory") there are general aspects determining the effect of narration. In our view, the latter view of the unity of understanding and non-understanding in intellectual research is the most promising.

In the process of thinking, narration affects the thinking activity of sub-sensory narratives and their micro-semantic analysis is explained. The method of micro-semantic analysis is one of the qualitative methods of research and it is aimed at determining the internal determination of thinking. As a result of the analysis, five categories of subjects were identified (Figure 3).



**Figure 3. The ratio of test takers that differ according to the nature of the change in the primary response (in percentages)**

In our experiments, this was due to a sub-sensory narrative that emerged as a catalyst for the adoption of a generalized intuitive judgment, conclusion, or setting in the study participants. With the introduction of new unintelligible components (a change in the unintelligible plan of thinking), the process of thinking has changed qualitatively to a perceived degree. Test takers distinguish task elements (situational and empirical only) according to generalized criteria of interaction. Subsequent statements at the sub-sensory level are, in general, the basis for a much deeper understanding of the problem situation, the formation of theoretical predictions of the solution sought, and the finding of the correct answer.

At the end of our study, we conducted a questionnaire with 14 "open" questions in order to determine the impact of this or that action in the research program. Of the total number of respondents, 51.6% (80 people) were women

and 48.4% (75 people) were men. The level of education of the examinees is almost equal, all of them are students and graduates of the humanities of higher education institutions. At the same time, the majority of test takers are students of higher education institutions (65.8% - 102 people), and a small number are young teachers (34.2% - 53 people). The processing and systematization of the data from the questionnaire showed that the main part of the subjects 54.8% (85 people) confirmed the above results once again the effectiveness of the study and the state of unconscious during the task.

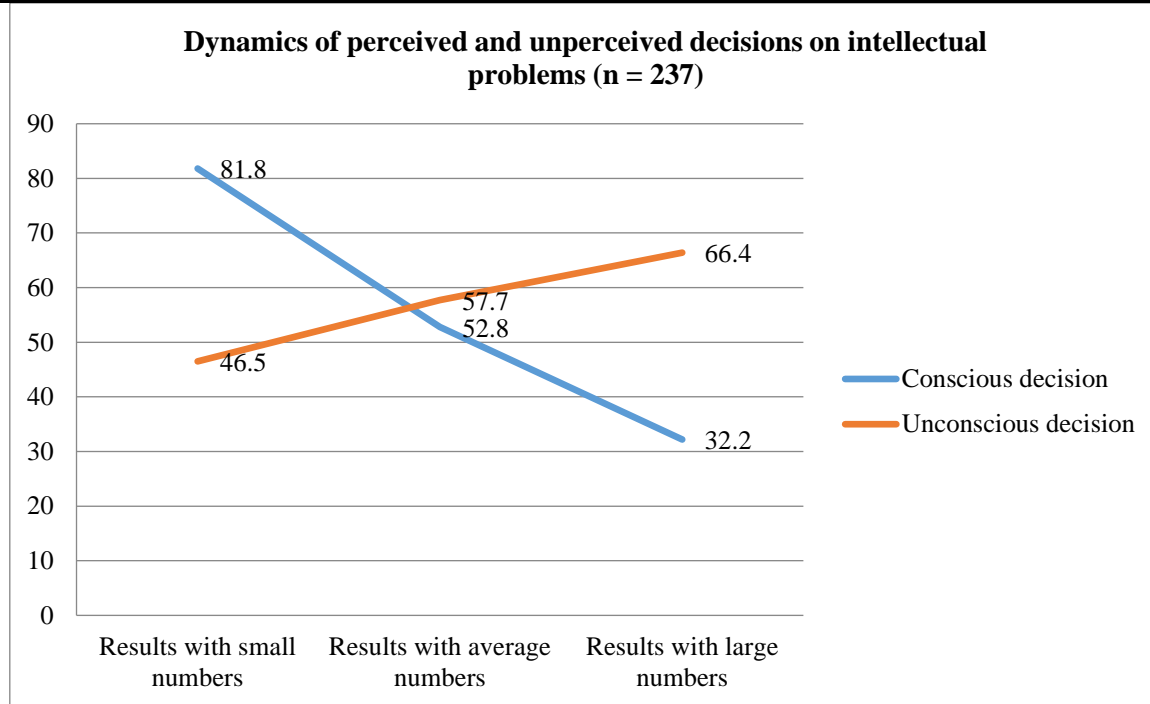
A cross-comparative analysis shows that there are no sharp differences between the results of our empirical research and the model and results of the study of unconsciousness proposed by N.N. Pletenevskaya. This is an indication of the adequacy of the organization of a four-step experiment, which proves that unconsciousness affects consciousness in

problem solving. The reliability and effectiveness of A.V. Brushlinsky's methodology is confirmed by the fact that the survey also proved its evidence. In the course of our study, in contrast to N.N. Pletenevskaya, we distinguished the following. According to the results of empirical research, the mechanisms of the unexplained general psychological components of thinking perform the function of "masking" and activating the unconscious structure of consciousness. Furthermore, 1. unconsciousness assumes the collection and storage of information as a mechanism to protect the mind from unnecessary information. 2. unconsciousness protects the mind from excessive stress. The results obtained suggest that there is a correlation between understanding and unconscious in thinking and a mechanism for interaction.

In order to study the interaction of unconsciousness and consciousness in the intellectual process, we conducted an empirical study to study and analyze the periodic characteristics of unconsciousness in the intellectual process (237 subjects, including 114 women (51.9%), 123 men (48.1%)): 1) to create a small-scale model of the intellectual process of sums, to analyze the effectiveness of states of consciousness and unconsciousness; 2) to create a model of the average-scale intellectual process of sets, to analyze the effectiveness of states of consciousness and unconsciousness; 3) to create a model of a large-scale intellectual process of sets, to analyze the effectiveness of states of consciousness and unconsciousness.

The amount of descriptions at the level of unconsciousness of cell phone selection was low in the first phase (5), doubled in the second phase, and tripled in the third phase. After the subjects were introduced to the extended descriptions for 30 seconds, the overall picture changed radically. In the control group, the number of correct answers decreased by 52.8%, while in the experimental group it increased to 57.7%, i.e., with an increase in the scale of descriptions to moderate, an increase in unconsciousness and, accordingly, a decrease in conscious decision outcomes were observed. Familiarization of the subjects with the gained number of descriptions allowed to improve the indicators of correct answers in the experimental group by 66.4%, respectively, the indicator in the control group decreased to 32.2%. It turned out that the increase in the amount of aggregate information in the intellectual process is directly proportional to the effectiveness of decision-making in the unconscious and inversely proportional to the outcome of conscious decisions. In turn, unconscious decisions are more productive in the breadth of information, making it harder to make effectively understood decisions. In order to study the periodic descriptions of consciousness and unconsciousness in the intellectual process, the fourth phase of the empirical study included an individual interview with each subject (n = 237) in the control and experimental groups and allowed to create an average statistical timing of conscious and unconscious decision making (Figure 4)

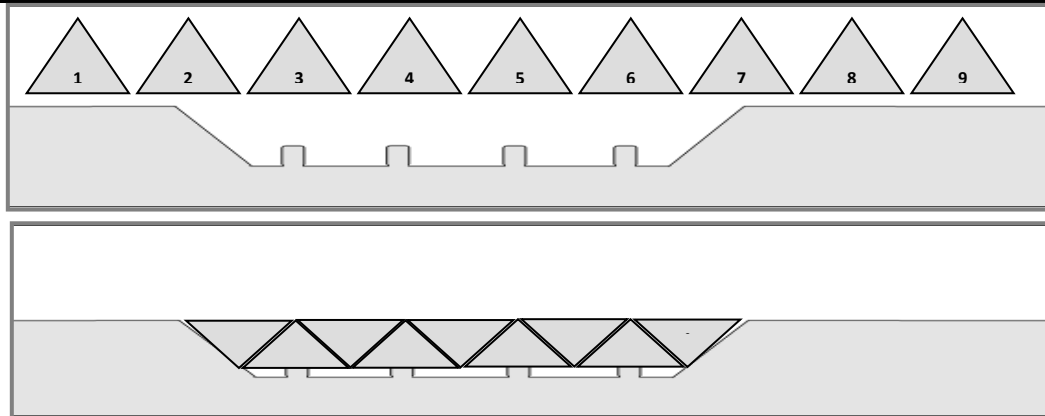




**Figure 4. Dynamics of perceived and unperceived decisions on intellectual problems (n = 237)**

It can be concluded that the solution of small-scale problems of derivatives was better performed at the level of consciousness than at the level of unconsciousness of the subjects. At the same time, in the process of increasing the number of products, the results of the subjects on the level of unconsciousness will be higher. This demonstrates the mobility and effectiveness of the unconscious in solving intellectual problems with large amounts of information. In the next phase, we conducted an empirical study consisting of three conditional steps aimed at proving the effect of unintelligible installations on the intellectual process, and 237 subjects participated. These are: Stage 1 - the formation of the level of unconscious of the institution during the intellectual process; Stage 2 - the impact of an unintelligible setting on the outcome of the intellectual process; Stage 3 was the study of the stability of the installation, which was not

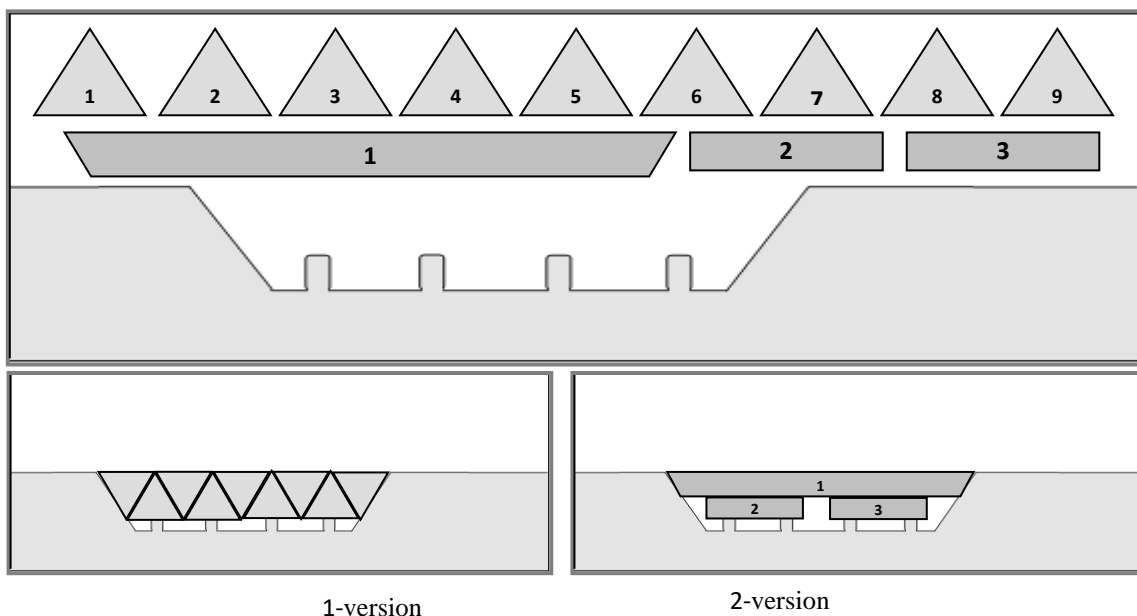
understood in the intellectual process. The experimental group was divided into control (n = 121) and experimental (n = 116) groups. In the first phase of the experiment, only the experimental group was included (n = 116) in order to form an unconscious setting. The group was tasked with building a bridge to a depth of 10 meters using 9 equilateral triangles. In this case, the side of an equilateral triangle is 2 meters (Figure 5). The solution to this problem is to divide the base of the four triangles into conditional bases facing downwards (the triangles under the numbers 1, 2, 3, 4). The subjects were then required to fill in the gap between the remaining five triangles with the bases facing upwards (triangles under the numbers 5, 6, 7, 8, 9). Similar problems have been tried in practice, which involve reducing the number of figures to form a stable installation and, accordingly, taking into account the length of the depth



**Figure 5. The stimulus material of the first phase of the experiment and problem solving**

In the second phase of the experiment, subjects from both the experimental and control groups were included. Examiners (n = 237) were given a more complex problem and the following choices:

- Option 1 - 9 equilateral triangles with side 2 meters;
- Option 2 - 1 trapezoid with a base of 9 meters and 2 rectangles with a length of 3 meters (Fig. 6)



**Figure 6. Stimulus material of the second stage of the experiment and options for its solution**

The results of the problem-solving revealed that the main composition of the experimental group chose Option 1 as a building material for the construction of the bridge, while the same cannot be said about the subjects of the control group. During an individual interview with the subjects, it was found that most of the control group explained that in the choice of option 2, a single trapezoid, two straight rectangles could be built quickly and simply, and more durable than a bridge made of

these triangles. However, in the process of selecting building material options in the experimental group of subjects, no explanatory actions based on a single understood factor were identified. The setting created in the experimental group in the first stage of the experiment influenced the choice made by the subjects in the second stage of the experiment, however, this option is very easy and unreasonable, i.e. the subjects' adherence to the

rule of clear and simple problem solving is almost imperceptible.

The study deals with the impact of the unconscious institution on the intellectual process, the formation of the mechanism of the institution at the level of unconsciousness. An unintelligible setting determines the choice of one of the methods of solving the task, in which the setting mechanism itself is formed at the level of unconsciousness, and, as required by the rule, allows to redefine the result of the intellectual process only by entering the conscious part. At the same time, it is of special scientific importance to establish the effect of the subjects' unconscious settings, i.e. the periodicity of maintaining its stability. To achieve this goal, the third phase of the experiment was conducted, in which only the experimental group of participants participated (n = 116). The lack of involvement of the control group in this stage is due to the fact that the subjects did not have the ability to solve intellectual problems at the level of unconsciousness. In the third phase of the experiment, the subjects were asked to complete a complex task - "complete the construction of a bridge to a depth of 10 meters in 3,6,9,12 days." From the data obtained, it was clear that the number of test takers who chose option 1 of the building materials decreased relative to the intellectual problem solving period indicator. In the first decision of the intellectual problem-solving process, 84.5% of the subjects chose the first variant of the answer, after 3 days the figure decreased to 62.1% (72 subjects), after 6 days it decreased to 38.8% (45 subjects), for 9 days then decreased to 18.1% (21 subjects) and after 12 days to 7.8% (9 subjects).

Thus, it should be noted that a group of subjects exposed to different levels of unexplained attitudes under the influence of stimuli of different modalities exhibited different reactivity. They are more susceptible to the formation of stable unconscious installations.

Understanding of intellectual activity in modern psychology: a) the complex structure of mental activity; b) various dependences on practical actions and processes of perception of

images; c) it is noted that the speech is studied in relation to previous experiences; g) these complex systems and relationships directly characterize the function of knowing the existing features of the object in general; d) According to modern notions of the time, intellectual activity is a holistic, but multi-component activity carried out by the subject, as a process in different levels and conditions.

The results of an empirical study conducted by giving specific modeled tasks (description of three mobile phones) show that test takers find a solution more effectively in the case of comprehension rather than unconscious in solving small-scale problems. At the same time, the subjects showed a more effective result at the level of unconscious when the amount of products was increased to a certain level. This demonstrates the effectiveness of unconscious when solving intellectual problems with large amounts of information.

As the volume of mobile phone descriptions increases, the process of familiarization and understanding in all groups increases, as it takes more time for test takers to become familiar with the information. However, subjects in the experimental group spent less time than the control group. Solving without comprehension is faster than solving with consciousness, which is reflected not only in finding a solution to the task, but also in trying to understand it (unconscious).

In empirical studies of modeled tasks (building a bridge over a 10-meter-long cliff), there was no evidence of simplification in problem-solving behavior, although the choice was not easy, due to the influence of unconscious settings in selecting specific answer options in the problem-solving process.

When re-examining the solution of a problem (building a bridge over a 10-meter-long cliff) after 3, 6, 9, and 12 days, the sequence of solving intellectual problems is reduced in subjects who chose the primary answer option, despite the settings formed at the level of unconscious. In our view, the stability of unconscious installations, characterized by the duration and short duration of the identified trend, reduces the time to select the primary response option.

Unconsciousness serves to protect the mind from overexertion. This proves that there are incomprehensible processes in the human psyche under any circumstances, and that only the results of this activity reach the mind.

The idea of unconscious research is that the test taker solves an explicit task in which he or she must quickly and accurately press a button in response to targeted stimuli. There is also an additional factor that is not understood by the subject in the experimental situation, which is that the target stimuli are located in a certain sequence. Even if the test taker does not notice these stimuli, the explicit task is performed faster. When the subject's mind is preoccupied with finding the optimal way to perform the task of responding to targeted stimuli, the unconscious begins to perceive the sub-sensory by applying "telling."

In order to study the mechanisms of the unexplained general psychological components of thinking, the automated routine behavior in determining the situation necessary for a person to choose the answer to a particular task allows the subject to feel the need to choose one of the program tasks.

Thus, with the introduction of new unintelligible components (changes in the unintelligible field of thinking), qualitative changes occur at the perceived level of the thought process. Similarly, in the use of unintelligible installations (statements at the sub-sensory level of perception), a change in the unintelligible field of thinking leads to an undifferentiated effect on the level of perception of previously thought.

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