

Ihor Liakh

Uzhhorod National University, National Academy of Management

Ruslana Zhovtani

National Academy of Management

Taras Dytko

National Academy of Management

Valeriia Chobal

National Academy of Management

METHODS OF DIAGNOSING COGNITIVE PROCESSES IN LEARNERS

The article examines the theoretical and practical aspects of diagnosing cognitive processes as an essential component of the modern educational system. It substantiates the importance of such diagnostics for determining the level of development of attention, memory, thinking, perception, and imagination, as well as for identifying the individual characteristics of learners' cognitive activity. It is shown that diagnostics contribute to the timely identification of learning difficulties, their prevention and overcoming, and also provide the opportunity to predict learning outcomes and develop effective educational strategies. Various approaches and methods for assessing cognitive processes are analyzed, including the combination of traditional psychological techniques with modern digital technologies such as adaptive testing, online tools, and big data analytics. The role of international studies, in particular initiatives by OECD and the PISA program, is highlighted in improving approaches to evaluating cognitive skills and comparing educational results at a global level. Special attention is given to issues of result validity, the influence of emotional, motivational, and sociocultural factors, as well as ethical aspects of diagnostics, including confidentiality and proper data usage. Prospects for the development of this field are identified, associated with the integration of innovative technologies, the use of artificial intelligence, and the implementation of a personalized approach to learning. It is concluded that the diagnosis of cognitive processes is an important tool for improving the quality of education, optimizing the learning process, and fostering a well-rounded, competitive individual.

Keywords: cognitive processes, diagnostics, attention, memory, thinking, perception, imagination, educational process, learners, cognitive development, digital technologies, adaptive testing, data analytics, individualized learning.