# Cognition in action: how we think, problem-solve, and make sense of the world.

### Michael Gollob\*

Department of Immunology, Uppsala University, Uppsala, Sweden

# Introduction

Cognition is the cornerstone of human intelligence, defining our ability to think, problem-solve, and make sense of the world. It is a multifaceted process that allows us to perceive, process, and store information, enabling us to navigate the complexities of our daily lives. Understanding cognition is not merely an academic pursuit; it is vital for comprehending the fundamental mechanisms of human behavior and for finding practical applications in fields ranging from education and psychology to artificial intelligence and neuroscience. In this exploration of "Cognition in Action," we will delve into the intricacies of how we think, problem-solve, and make sense of the world, shedding light on the underlying processes that drive human intelligence [1, 2].

Cognition, at its core, is the process by which we acquire, process, store, and use information to interact with our environment. This multifaceted mental activity encompasses various aspects, such as perception, memory, reasoning, and problem-solving. It is a dynamic and adaptive process that allows us to continuously adapt to the ever-changing world around us. Perception is the initial step in the cognitive process, where we gather sensory information from our environment. Through our senses - sight, sound, touch, taste, and smell - we create mental representations of the external world. Perception is not a passive process but a complex one influenced by our prior experiences and expectations. For example, when we look at a tree, our cognitive system combines the visual input with our memory of what a tree is, allowing us to recognize it [3, 4].

Memory is another crucial component of cognition. It involves encoding, storing, and retrieving information. Our memory is not a static repository but a highly dynamic system with different types, such as sensory memory, shortterm memory, and long-term memory. How we remember and forget information is a subject of intense research, as it holds the key to improving learning and memory strategies. Problem-solving is a quintessential cognitive activity, and humans excel at it. We encounter problems daily, from simple puzzles to complex life challenges. Problem-solving requires a combination of critical thinking, creativity, and decisionmaking. Cognitive psychologists study problem-solving strategies and explore ways to enhance our problem-solving skills [5, 6]. Reasoning and decision-making are cognitive processes that drive our choices and actions. We often make decisions based on logical analysis, weighing pros and cons, and considering consequences. However, cognitive biases can influence our decisions, leading to suboptimal choices. Understanding these biases is crucial for improving decision-making in various contexts, from personal finance to public policy. Language is a quintessential cognitive skill that sets humans apart from other species. It allows us to convey complex thoughts, share information, and collaborate with others. The study of linguistics and cognitive psychology provides insights into how we acquire and use language, as well as the cognitive processes involved in understanding and producing speech [7, 8].

investigates Cognitive neuroscience the biological basis of cognition by examining brain structures and functions. Advances in neuroimaging techniques, such as functional magnetic resonance imaging (fMRI) and electroencephalography (EEG), have revolutionized our understanding of how specific brain regions are involved in various cognitive processes. This interdisciplinary field provides a bridge between psychology and biology, shedding light on the physical underpinnings of cognition. Cognition in action has far-reaching practical applications. In education, understanding cognitive processes can inform teaching methods that enhance learning. In healthcare, it can help in diagnosing and treating cognitive disorders. In technology, it's pivotal for designing more intuitive user interfaces and developing artificial intelligence systems that can think, learn, and problem-solve like humans [9, 10].

## Conclusion

"Cognition in Action" is an intriguing journey into the mechanisms that underlie human intelligence. It highlights the interconnected nature of perception, memory, problemsolving, reasoning, language, and decision-making. The study of cognition is not confined to the realm of academic research; its applications span diverse fields, impacting how we educate, diagnose, innovate, and understand ourselves. As we continue to unravel the complexities of cognition, we gain a deeper appreciation of how our minds work and how we make sense of the world around us. This knowledge empowers us to enhance our cognitive abilities and improve our quality of life, making the study of cognition an ever-relevant and fascinating subject.

\*Correspondence to: Michael Gollob, Department of Immunology, Uppsala University, Uppsala, Sweden, E-mail: michael234@mg.edu.in Received: 21-Oct-2023, Manuscript No. AAJPC-23-119348; Editor assigned: 23-Oct-2023, PreQC No. AAJPC-23-119348 (PQ); Reviewed: 04-Nov-2023, QC No. AAJPC-23-119348; Revised: 09-Nov-2023, Manuscript No. AAJPC-23-119348 (R); Published: 20-Nov-2023, DOI:10.35841/aajpc-8.6.201

Citation: Gollob M. Cognition in action: how we think, problem-solve, and make sense of the world. J Psychol Cognition. 2023; 8(6):201

#### References

- 1. Jamaludin A, Hung D. Problem-solving for STEM learning: Navigating games as narrativized problem spaces for 21st century competencies. Res Pract Technol Enhanc Learn. 2017; 12(1):1-4.
- 2. Yukawa J. Co-reflection in online learning: Collaborative critical thinking as narrative. Int J Comput Support Collab Learn. 2006;1:203-28.
- 3. Smith JG, DuBois B, Krasny ME. Framing for resilience through social learning: impacts of environmental stewardship on youth in post-disturbance communities. Sustain Sci. 2016;11:441-53.
- Kessler AM, Stein MK, Schunn CD. Cognitive demand of model tracing tutor tasks: Conceptualizing and predicting how deeply students engage. Technology, Knowledge and Learning. 2015;20(3):317-37.

- 5. Chinnappan M. Cognitive load and modelling of an algebra problem. Math Educ Res J. 2010; 22(2):8-23.
- 6. Sudzina MR. Case study as a constructivist pedagogy for teaching educational psychology. Educ Psychol Rev. 1997;9:199-260.
- 7. Borge M, Mercier E. Towards a micro-ecological approach to CSCL. Int. J. Comput.-Support. 2019;14:219-35.
- Schmittau J. Vygotskian theory and mathematics education: Resolving the conceptual-procedural dichotomy. Eur J Psychol Educ. 2004;19:19-43.
- 9. Falloon G, Hatzigianni M, Bower M, et al. Understanding K-12 STEM education: A framework for developing STEM literacy. J Sci Educ Technol. 2020;29:369-85.
- Anderson RJ, Goddard L, Powell JH. Social problemsolving and depressive symptom vulnerability: The importance of real-life problem-solving performance. Cognit Ther Res. 2011;35:48-56.

Citation: Gollob M. Cognition in action: how we think, problem-solve, and make sense of the world. J Psychol Cognition. 2023; 8(6):201