

Development of Students' Intellectual Area - as a Pedagogical Problem

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Abstract: In this article, a logical thought is made about intelligence and its essence, intellectual and creative activity, metacognitive experience, and the formation and management of intellectual activity, and some pedagogical problems that should be paid attention to in this regard are analyzed.

Keywords: Intellect, intellectual activity, creative activity, metacognition, intellectual culture, intellectual initiative, thinking, theoretical thinking, educational process, educational activity.

Intellect is a Latin word that means to understand, to imagine, to know. On the other hand, intellect means understanding, judgment, thought, and essence. In the encyclopedia of pedagogy, intellect (lat. intellectus: intelligence, perception, intelligence): 1. In a broad sense; activity based on a person's full knowledge of the essence of the event and manifested through it; in a narrow sense: human thinking, thinking potential. 2. Human mental ability: the ability to accurately reflect and change life, the environment in the mind, thinking, reading, and learning, knowing the world, and accepting social experience; it also means the ability to solve various issues, come to a decision, act rationally, and foresee events [1].

Intellect is the activity of understanding and cognition in a person, the operation of thoughts, and the ability of the brain to know through thinking. If thinking is expressed in concepts, judgments about the external and internal worlds, and categories, then intellect is understanding the world through concepts. These concepts make it possible to express objects through words. This is not emotional, but intellectual activity apparatus of a person.

From a psychological point of view, the essence of intelligence is the ability to create orderly activities aimed at eliminating chaos based on the individual needs of a person based on the objective requirements of reality. This is a subjective view of the reality in a person's life provided by mental mechanisms. This is an activity that allows action that corresponds to reality. In general, intellect is a form of individual mental experience for a person, and the mental field that is born with it consists of a mental representation of the reality that is realized within this field. In a word, intellect is the existing mental structure of a person, the space of mental reflection created by him, and the form of emergence and manifestation of individual mental experience as mental images of the events that occur in this space. It is appropriate to discuss these ideas as a scientific model of intelligence. It is a form of a person's representation of reality in a mutually compatible way, which ensures the conscious implementation of actions. It helps to bring this reality into line with the methods of changing it. The study of the problem of intelligence and the efforts to formulate it show that there is a need to measure it. The need to develop methods to determine the level of a person's intelligence is growing. The analysis of personality intelligence and creative activity was carried out by well-known psychologists M.A. Kholodnoi and D.B. Bogoyavlenskoi. The analyses carried out by experts created a basis for the promotion of critical approaches.

The critical aspects identified by experts are expressed in the following:

1. The results of measuring the coefficient of a person's intelligence do not represent his intellectual achievements and do not allow to think about these achievements. This can be seen especially in the context of educational activities.
2. There is no direct relationship between the educational ability of students and the increase in the IQ.
3. In addition, it is based on the fact that the coefficient of intelligence changes during a person's life, which makes it possible to show that the intellectual abilities of students are increasing.
4. Students who make quick decisions make more mistakes than students who tend to make slow reactions and decisions. That is why the intelligence of students who make slow decisions is considered productive.

In this regard, experts have emphasized that in diagnosing the intellectual capabilities of students, not the description of the final result, but the cognitive mechanisms that create this product are important. (M.A. Kholodnaya) In this place, metacognitive experiences of students occupy an important place. Because metacognitive skills serve to ensure students' personal activities. In this place, students' voluntary intellectual control, metacognitive awareness, and open knowledge take a special place.

Meta-cognitive awareness refers to ideas about the construction of scientific knowledge and methods of effective use of these ideas. These mechanisms serve to develop the abilities of students to intellectually carry out their activities, acquire the skills to freely manage them, and organize independent learning and learning processes. The specific features of the development of students' intellectual spheres include the formation of a culture specific to their internal processes, the creation of conditions for the birth of new ideas on a regular basis, and the provision of intellectual development for students. That is why, first of all, it is necessary to think about the development of intellectual culture in students. On the basis of intellectual culture, there is an opportunity to develop the intellectual activities of students. Intellectual activity encourages a person to regularly learn about events that are important to him.

Views about the nature of intelligence should be explained on the basis of an analysis of all its cognitive mechanisms. Because, based on the analysis of cognitive mechanisms, the effectiveness of intellectual activity is considered. Accordingly, by measuring and evaluating the mental mechanisms of the student, it becomes possible to manage his intellectual activity. Every person should have the ability to manage their intellectual activity.

The use of creative space is of particular importance in the formation and management of intellectual activity, and this idea was put forward by D.B. Bogoyavlensky. As a result of studying the nature of intellectual initiative, it should be noted that it is interpreted as the ability to independently develop activities. According to A.M. Kondakova and A.A. Kuznestova, the first layer of this method is evaluated as an instrumental resource by students. The scope of the second layer includes the external, undirected form of intellectual activity. Students do not know about it, but the need to know attracts them to intellectual activity. Until recently, there was no instrument for measuring the intellectual capabilities of students; therefore, no attention was paid to the use of technologies for the development of intellectual areas in students.

Intelligence and its mechanisms develop in the process of acquiring knowledge. Intellectual activity occurs when students have an idea about certain things, when their logical memory organizes and popularizes the knowledge they have acquired as a separate cognitive process. When the instrumental provision of educational mechanisms is implemented in the pedagogical process, there is an opportunity for the intellectual development of students. This requires the development of mechanisms for students to learn, implement, and apply knowledge. The educational process is directed at the formation of competence in students by providing them with knowledge, skills, and abilities. However, this process is mainly carried out within the

framework of practical thinking; that is, the students' thinking process represents the progress of practical activity. Unlike theoretical thinking, which is aimed at solving theoretical tasks, practical thinking serves to solve tasks of a practical nature. In this process, the task of creating new methodological tools is not set.

One of the important tasks of the educational process is to form an experience of intellectual activity by developing students' theoretical thinking. As a result of an educational process based on practical thinking, its main components are unclear, and there will be no opportunity to present knowledge. They consist of the presentation process itself, its level and quality of comprehension for the presenters, and the quality of students' knowledge acquisition and perception.

The productive thinking of students allows them to perform assignments creatively. Such tasks will consist of a set of tasks for students with new, non-standard solutions of an intellectual nature. It should be noted that creatively completing assignments is also characteristic of practical thinking. Creative activity does not just happen to students. It becomes a reality when it succeeds in creating a specific product in the process of creative activity. The product of creative activity is formed and presented to others with deep understanding. These skills are formed as a result of educational activities in the educational process. For this, it is necessary to develop a methodology for selecting pedagogical tools of a new character, because this methodology creates a new, productive situation in the educational process. Accordingly, as a result of the development of the intellectual sphere of students, it is possible to create a mutually compatible internal culture in them. For this, it is necessary to develop productive thinking in students during the educational process. It is important that the student have essentially individual content. In order to form such a mindset in students, it is necessary to theoretically justify the pedagogical essence of this problem. Identifying the general laws and signs of this phenomenon theoretically allows for a broader idea of the nature of the problem. For this, it is necessary to ensure communication between the subjects of the pedagogical process. This process covers everything from didactic goals to students' acquisition of skills, qualifications, and competencies necessary for mastering knowledge, their control, and their evaluation.

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