



DEVELOPMENT OF STUDENTS' INTELLECTUAL QUALITIES AS A PEDAGOGICAL PROBLEM

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ABSTRACT	KEYWORDS
In the article, the development of intellectual qualities of students is a pedagogical problem; intellectual style, talent, intelligence are discussed, and it is aimed at clarifying the possibilities for developing the intellectual qualities of students.	Intellectual style, talent, intelligence, ideal.

Introduction

An educated and talented child determines not only his own future, but also the future of the people and the nation. Talented youth is an important factor that ensures the social and economic development of the Republic of Uzbekistan and its rightful place in the world community.

"Intellectual style Who are talented young people?" a question arises. "Iqtidar" in Arabic means "to be able", "to do", a concept that means the creative nature and mental activity of a person, and talented young people are striving for a goal, perseverance and hard work. they are distinguished by such qualities and a strong desire to engage in creative activities. The main goal of searching for, identifying and educating talented students is to train, help, and support young people with intellectual potential who develop the scientific and creative potential of the republic. to show and develop their abilities in relevant fields of knowledge and specific areas of science and to realize their unique talent is to create opportunities.

In a word, in educational institutions, it is necessary to create conditions for the development of students' personality, realization of their interests, talents, independent learning and creative work. That is why the state supports talented young people. The tasks of educational institutions in guiding such students to a purposeful life are as follows:

- paying special attention to the development of intellectual potential, in-depth knowledge and abilities of gifted students;
- mobilizing qualified teachers to work individually with talented students;
- wide involvement of talented students in the work of the scientific society in the priority areas of science development;
- formation of a database of information about gifted students and monitoring of their permanent diagnosis in educational institutions when working with gifted students;
- identifying advanced pedagogical technologies for working with them;
- cooperation with advanced specialists working in higher educational institutions, professional education and academic lyceum.

The content of targeted training of gifted students can be implemented in the following order:

- individual training according to the target program;
- training according to the in-depth program (fundamental sciences, general professional sciences);
- additional professional, creative and educational training of talented students at the school based on the requirements of higher educational institutions, professional education and academic lyceum direction and introduction of educational services. Targeted training programs for gifted students include the following factors that they need to acquire:
- mastering subjects at a high level; - computer literacy and deep knowledge of programming;
- literacy in foreign languages;
- acquiring skills and abilities to think independently, to express new opinions in the process of performing scientific and creative work;
- quick acquisition of industry news;
- to show oneself as a patriotic, well-rounded person who correctly understands and supports the domestic and foreign policy of the state.

It is known that creating the necessary conditions for educating and teaching talented students helps to form the national elite in different countries, the achievements of science, art and the national economy. ensures competitiveness. Unveiling this talent is necessary not only for an individual, but also for society and its development. The importance of this most important strategic national task is the theoretical (concepts, types, forms of manifestation, etc.) and practical aspects (working with gifted children) of children's talent. organizational forms) encourages a deeper study of research.

Talent is an opportunity of the psyche that systematically develops throughout the entire life of the human psyche, which ensures that a person achieves unconventional and extraordinary results compared to others. Talent directs all the capabilities and thinking of a person to solve new demands of life and adapt to new conditions. The problems of talent search, manifestation, education and upbringing are still relevant for scientists and practitioners of the whole world. In the study of gifted children of different ages, a sufficient amount of material has been collected about the connection of sparks of talent with one or another age characteristic and the course of age changes. encourages thinking about issues.

According to the American psychologist L. Terman, "proper education of the gifted" will make them "adults of an ideal level" and they will succeed in real life [3]. Therefore, preserving children's talent is a pedagogical problem, in fact, it becomes an educational problem. Many researchers have come to the conclusion that most gifted children have special characteristics that distinguish them from many of their peers. Gifted children's ways of knowing the world do not always correspond to the traditional educational environment [3].

Because for gifted children, understanding this world is a normal phenomenon that fits organically in their perception. A gifted child faces a number of difficulties because he is not inclined to conformism. Some gifted students outright reject boring and repetitive curricula and teaching methods because of a lack of interest.

Many authors combine elite and elite education and compare it with equality (equal, convenient) [3]. The problem of gifted students has been discussed by a number of psychologists and pedagogues of our country and abroad, A.N. Kolmogorov, B.V. Gnedenko, A.M. Matyushkin, V.A. Krutesky, V.L. Yurkevich, I.Ya. Kaplunovich, N.S. Leytes, V.I. Panov, Dj. Renzulli, C.L. Rubinstein, A.I. Savenkov, M.A. Kholodnaya, V.D. Hadrikov and U. Yuldashev, R. Boqiev, T.T. Azlarov, Z.

Yuldashev, F. Zokirova, A. Abdukadirov, B. Boltaev, etc., are described in their studies [4]. Despite the advantages of special education, many authors emphasize the disadvantages of special education for gifted children. D.B. According to Bogoyavlenskaya, when a gifted child leaves an ordinary secondary academic lyceum, the average academic performance and the intellectual level of his previous class are significantly higher. decreases [5].

For the manifestation of talent, it is necessary to encourage the child or his diligence, striving for the goal, qualities of will. It is the combination of motivation and hard work with talent that allows him to realize his abilities [4]. Many theorists and practitioners criticize too early specialization because it can harm a child's overall development. In addition, not all globally gifted children develop early enough interest in a specific area of knowledge. They have a wide range of interests. The experience of working with gifted children in recent years shows that traditional admission to academic lyceum education and training is more important than the task of developing the creative potential of a growing person.

The use of different differential forms of organizing the educational process for gifted children is effective only when the content and methods of teaching are changed. The leading methods of teaching gifted children were developed by V.S. Yurkevich, V.S. Rotenberg, A.I. Researchers such as Savenkov et al[4]. The following strategies of interaction with gifted children are based on the forms of pedagogical work with students:

- development of special educational programs for gifted children;
- significantly support a gifted child;
- coordinating the educational content of a gifted child.

The level, quality, and nature of talent development is always related to heredity (natural inclination) and the child's activity (play, cognitive, work). is the result of the complex interaction of the socio-cultural environment. At the same time, the student's own activity, as well as the mechanisms of self-development of a person, which are based on the formation and realization of individual talent, are of particular importance. The talent and talent of the student is the potential of mental development for the next stages of the person's life. To realize this potential, it is necessary to create a comfortable and rich development environment for the formation of talented and creatively thinking children.

Talent is a unique individual characteristic of human ability. The psychology of a child with early intellectual development is distinguished only by the characteristics of all the categories involved in the child.

The main focus is on the differences between such children. Children with signs of early mental development differ from each other in many personal aspects. That is, the aspects that are considered important in their development are manifested in self-evaluation and self-criticism. The problems of education and upbringing of children showing a high intellectual level are of great social importance. Every talented person is a unique asset for society. The spiritual potential of society and its material development in many cases depend on the efforts of scientists, industrial managers, and culture lovers. In the education and upbringing of mentally developed gifted children, it is impossible not to focus on the individual characteristics that develop in a person. It is impossible to have a general opinion on whether it is necessary to transfer children with early development of mental abilities from one class to another. In pedagogy, the problem of intelligence, intellectual potential, intellectual development is one of the oldest problems, and sometimes it seems to be an "eternal" problem.

The concept of "intelligence" is very diverse, and it is impossible to understand the results of this study without first determining the meaning given to it in a particular study. In addition to the use of this concept by educators, philosophy, sociology, psychology, cybernetics, physiology and other fields of scientific knowledge also work and it is also present in everyday consciousness and is an everyday concept. Each field of knowledge develops its own ideas about intellectual capacity, which do not allow for simple unification or rational waxing. The relevance of the research topic is determined by the role of intellectual potential in solving social and individual psychological problems of each student. The importance of research on the problem of intellectual potential is primarily due to the growing role of spiritual processes in the assessment of social development, and at the same time, human arises from the increase of intellectualization of activity.

Mechanisms and manifestations of the development of intellectual potential are individual, and intelligence is traditionally an important factor that determines the psychological appearance of a person within the framework of the psychology of individual differences. is studied as one of the characteristics.

The initial understanding of intellectual potential as a hereditary ability (F. Galton 1869) has undergone significant changes over time. Most of the modern researchers come from the understanding of intellectual potential as a set of important features of the cognitive field, manifested in various forms of cognitive activity. By analyzing the results of cognitive activity and drawing conclusions about the characteristics of intellectual potential based on them, these authors make a number of methodological mistakes. Among them, the main thing is to determine the result of the activity and its mediating psychological characteristics.

Understanding intellectual potential as a process, a dynamic characteristic of a person, we must not forget that it is a characteristic of mental (internal) activity, which creates problems and opportunities for learning. is manifested externally through a successful solution. Procedural features that can be noted by the student when he is engaged in intellectual activity are manifestations of intellectual potential understood as mental activity.

What are the advantages of a procedural approach to the identification and research of intellectual potential?

First of all, difficulties in understanding the nature of intellectual potential arise mainly due to the results of intellectual activity (learning or solving problems) as a research topic. Free time is interpreted as a manifestation of different gradations of the intellectual potential of students in its productivity (different levels of its intensity). At the same time, the process of intellectual activity and its individual variants are ignored, and the mind serves as a "mythological" feature, nothing is known about its essence.

Secondly, the understanding of intellectual potential as a procedural characteristic made it possible to include skills in the general direction of learning. In discussing the problem of ability, we are based on their concepts, formed theoretically and confirmed in the experimental works of B.M. Teplov and his followers (B.M. Teplov 1985; N.S. Leytes 1960-1971;

V.A. Krutetsky 1968-1971 and others). According to this idea, abilities are those that distinguish one person from another, are related to the success of any activity or many activities, and exist individual psychological characteristics are understood that are not reducible to skills, abilities or knowledge, but explain the ease and speed of their acquisition. Intellectual potential is traditionally considered by all researchers to be related to the success of activities and to exist in individual variants. At the same

time, the third sign, which reflects the non-decreasing of knowledge, skills and abilities, cannot always be explained using general definitions of intellectual potential.

Competence is something that is formed through activity, but is independent of knowledge, skills and abilities. This is an intermediate, middle link between the result of the activity and the biological conditions (propensity) for its successful implementation. Of course, this ability refers to the process of activity that manifests itself. It is widely recognized that abilities can be assessed by observing the educational process and performing the appropriate activity.

Research has shown that these methods are relatively independent of the content of the information, vary between individuals, and are stable across individuals. In Russian psychology, the term "mental work style" is used to describe the procedural characteristics of intellectual activity, which depend on the main characteristics of the nervous system and are manifested in educational activities. introduced (N.S. Leytes 1960). Cognitive and mental work styles have some common features: ontogenetically, according to their researchers, they differ mainly in psychological characteristics. are included and used to help you understand how to achieve similar results. They explain the mechanisms of adaptation to the conditions of intellectual activity and reflect the methods of equalizing individuals in terms of their productivity. Cognitive and mental working methods describe the specific characteristics of the activity process. Both terms describe limited, well-defined features: cognitive styles refer to information processing processes, and intellectual activity is not limited to them; mental work methods are related to the features of the nervous system, the range of psychological features that determine the procedural parameters of a person's intellectual activity is much wider. In connection with the above, we used two terms in our study to describe the procedural characteristics of intellectual activity - individual "intellectual style" and "intellectual strategy".

An intellectual style is a specific individual and very limited set of methods and techniques, formed as a result of a person's encounter with various problems and having the ability to solve them. taken into account by individual psychological characteristics. Intellectual style is not only with groups of mental activities that are distinguished and reinforced by success in solving specific intellectual problems that have become mental stereotypes, but also determined by the general methods and characteristics of activities related to its organization, regulation and management. An intellectual style can appear by itself, if a person intuitively, unconsciously finds useful and effective methods of intellectual activity in certain problem situations and uses them. if used.

Intellectual style is a fairly stable psychological education necessary for a person to successfully adapt to environmental conditions. Therefore, it can be associated with the most important features that determine the psychological appearance of a person.

Strategy is a complex, stable approaches and methods of solving certain problems, taking into account the solution of new types of problems, the specific conditions of their implementation. It is a combination, a specific combination and transfer to the conditions of other types of activities that require the implementation of behavior. The success of intellectual activity largely depends on the ability to formulate a strategy for solving a specific problem based on a familiar activity style, the relationship between style and strategy. depends on the efficiency, as well as the flexibility of using the components of the method.

Intellectual style first of all determines not the level of intelligence (shown in the efficiency of intellectual activity), but its type. This means that two individuals with equal intellectual level can be distinguished by the type of intelligence due to the specific characteristics of their intellectual styles.

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