



DEVELOPMENT OF STUDENTS' INTELLECTUAL QUALITIES PEDAGOGICAL AND PSYCHOLOGICAL FEATURES

N.B.Usmanov

Senior Teacher Of Karshi State University, Uzbekistan

ABOUT ARTICLE

Key words: Intellectual style, talent, intelligence, ideal.

Received: 15.12.2024

Accepted: 20.12.2024

Published: 30.12.2024

Abstract: 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.

INTRODUCTION

The educational reforms being carried out in our country are primarily aimed at bringing up a generation that is mature in all aspects and is the future of our country. Identifying talented people in time and creating conditions and opportunities for their development is one of the main tasks of today. The fate of the reforms implemented in our republic depends on the moral image and personal integrity of the youth. The implementation of these tasks requires the full inculcation of democratic principles in human relations. In the process of liberating society, we not only create opportunities and conditions for the manifestation of the individual's abilities and talents in all aspects, but also develop the spiritual, spiritual and intellectual abilities of a person. requires full manifestation of its potential.

As a practical solution to these issues, first of all, what do the concepts such as "talent", "gifted child", "intellectual qualities" mean? It is natural that such questions arise. Talent is still a mystery to a wide audience, children, teachers and many parents. The general public is interested not only in its scientific foundations, but also in its manifestation in life, ways of manifestation, development and social progress. Caring for gifted children today is caring for the development of science, culture and social life for tomorrow. Currently, many studies are being conducted to show the intellectual qualities of gifted children. But the diagnosis of intellectual qualities in students, their development at all educational stages, their realization of their own talent and their own creative development there are liability issues.

Children with intellectual qualities in the socio-psychological field are characterized by the following signs:

- an early and strongly developed sense of justice.

They make strict demands on themselves and those around them;

- they fill their lives with adventures and rich harmony. Over the years, they retain their playfulness, inventiveness and creative approach;
- the feeling of fear is strong, and they see its negative consequences in various situations. In addition, they are impatient, emotionally dependent and unbalanced;
- quickly perceive negative things in the environment. As a result, they have difficulty establishing relationships with their peers.

Among the psychological-pedagogical problems, there is a potential manifestation of creative talent in a child as dominance. The relevance of this problem is determined by three phenomena:

1. The "disappearance" of talent with age, in which bright abilities are associated only with the period of youth, and as age increases, it weakens.
2. The phenomenon of personality degradation - "rebirth".
3. Inability to show one's potential due to negative external conditions [6]. One of the more important problems is the manifestation of gifted children, and they are described as follows:
 1. During the early development of a gifted child, such a child is not "understood" by family members, sometimes the child's active interest in cognitive processes is negatively perceived by parents. attitude is expressed.
 2. Active creative activities are accompanied by high mental-nervous excitability in the child. This excitability is observed with inability to sit still in one place, disturbance of appetite, sleep, quick and light headache, etc. Untimely medical and psychological correction of these disorders leads to the development of neurosis and a number of psychosomatic diseases.
 3. A gifted child who falls into a normal school community, seeing that his peers have an average level of ability, overtly or covertly existing resentment and the environment feels that distrust is expressed by As a result, a gifted child tries not to be separated from others like a "white crow", and his talent gradually becomes hidden and disappears [4].

A special feature of gifted children is that they are based on the category of cause and effect in understanding the events that occur in society and draw conclusions accordingly. they do. A child's exploration of various fields is an important moment that cannot be ignored.

Identifying children with intellectual potential is a difficult process, because bright talents are rare in life. Creativity is found in thinking, communication and certain types of activity, therefore, first of all, the child's parents and teachers are asked about his high results, which are preserved in their memories, an individual card of development is opened. On this card, the child's level of speech development, mental activity, the ability to draw conclusions, the uniqueness of memory, intelligence, self-esteem, peers, parents and interactions with teachers, health and nervous system characteristics are recorded. A.I.Savenkov's questionnaire is used to determine intellectual qualities and the type of ability. This questionnaire covers various abilities and talents. In particular: 1. Ability to engage in scientific work; 2. Humanitarian abilities, artistic talent; 3. Musical talent; 4. Artistic talent; 5. The field of artistic taste; 6. Ability to do sports; 7. Intellectual abilities; 8. Technical skills.

These 8 areas are evaluated separately, then the obtained scores are summed up and the child's abilities are displayed graphically. This questionnaire is considered to be a special pillar scheme of diagnosis, but it does not deny that the child's behavior and abilities are manifested. Therefore, a special approach to the problem of talent development prediction is required. One of the methods that helps to discuss the nature of the child's cognitive activity and the dynamics of its development is "SONA" (spontaneous description of unregulated activity). methodology.

In addition, intelligence tests in the diagnosis of talent: Wechsler test, Eysenck test, KOT, Amthauer test, Raven test and P.Torrens methods of creative talent identification are wide. is considered popular. In turn, further studies on the determination of talent have identified "Creative talent" as an important indicator of talent and the qualities of creativity and creativity revealed that he will be more appreciated when he is incarnated. Here, let's look at the scientific research of a number of world psychologists who have conducted scientific research on the issues of intelligence:

F. Galton (1822-1911) in his work "Heredity of Talent" believed that there is a correlation between physical and mental abilities, and emphasized the importance of heredity as a decisive factor. gave [4], and J. Locke studied ability as a result of education [3], L.S. Vygotsky [3] put forward the socio-historical aspect of the development of mental abilities and mastering knowledge put forward the idea that it is a process of participation in the culture created in the historical development of mankind.

S. L. Rubinstein [6] expresses theoretical and practical opinions about the formation and development of forms of thinking (concept, judgment and conclusion) in education. B. M. Teplov [5] puts forward the theory of musical talent, he understands the success of musical activity as depending on a qualitatively specific combination of abilities. He studied the emotional response to music as a key indicator.

Scientific research conducted by N.S. Leytes [4] is of particular importance in the matter of mental ability and talent. He considers the general mental abilities, which include the qualities of the mind, to be the main factor describing a person's theoretical knowledge and abilities in mental activity. A. N. Leontev [5], P. Ya. Galperin, V. A. Krutesky, A. M. Matyushkin [3] and others have studied extensively. In Uzbekistan, M.Vahidov, M.Davletshin [6] separately indicated the basic and leading properties, as well as the auxiliary properties in the structure of technical abilities. In the scientific works of E. Goziev [3] and other scientists, the specific aspects of the intellectual age are highlighted.

In order to analyze the general understanding of intellectual qualities, it is appropriate to provide some information on the factors and contents affecting them:

- that intellectual qualities are psychological characteristics of a person;
- these characteristics depend on the acquisition of knowledge, skills, and qualifications;
- these characteristics themselves do not apply to knowledge, skills and qualifications.

Psychological studies show that a student with an average level of mastery at a higher education institution will later change to a positive side, high in another field. it is possible to achieve results, even to show itself in a specialty close to the specialty. A person who is uneducated and "unfit" in education and social life may later be recognized as a leading expert in any field. Therefore, although intellectual qualities are manifested in the process of acquiring knowledge, skills, and qualifications, they are not directly related to knowledge, skills, and qualifications, for the same reason. when they are analyzed in relation to each other and from a relative point of view, intellectual qualities and knowledge, abilities and skills in terms of essence, content and meaning differ from each other.

Therefore, individual psychological characteristics that are considered a condition for the successful implementation of a person's activities, manifested in differences in the dynamics of acquiring knowledge, skills and abilities characteristic are called intellectual qualities. To determine this feature, it is appropriate to analyze some factors:

- if the sum of certain qualities of a person meets the requirements of the activity acquired during the specified period of time - he has the ability for this activity;
- if a person cannot meet the demands of activity in such situations - psychological qualities, that is, abilities, do not exist.

In psychology, intellectual qualities are described as individual psychological characteristics, and based on this, the characteristics and qualities of one person differ from another person. Therefore, it is impossible to expect the same result and the same quality from each person, because people differ from each other in their qualities to a certain extent. The qualitative description of intelligence means which individual psychological characteristics of a person serve as a necessary condition for the success of an activity.

Talent (Greek talent means a valuable, rare thing, hereditary, natural quality) that ensures the successful and creative performance of certain activities is an individual characteristic consisting of a complex (set) of intellectual quality and talents. Despite the fact that it is defined differently in the psychological literature, the main signs are emphasized in them, the successful, independent and original performance of some complex labor activity A set of abilities that allows to perform in a way is called talent. The main signs of talent:

a) ensuring success; b) performing activities independently; c) the presence of an element of originality; g) that it consists of the sum of intellectual quality and talents; d) individual psychological characteristics; e) such as the ability to change and create social life.

Talent, similar to intellectual quality, is considered an opportunity to achieve high skill and success in creativity, and creative expectation (achievement) depends on people's social and historical living conditions. depends. Interest is considered one of the important psychological aspects of a person, in which the individual character of a person is directly established. Curiosity plays an important role directly with people's worldview, beliefs, ideals, that is, their highest goals, good intentions, dreams and hopes, and serves to ensure their success. Interest in mastering knowledge with a conscious, thorough, stable understanding, forming skills and competencies, developing personal abilities, intelligence, fluency, making the world more perfect helps to understand and expand the level of knowledge.

Curiosity, like a motive, creates a creative approach to various forms of activity to know the miraculous aspects of existence, mastering the basics of science, to work, education. forms a responsible attitude, perfect psychological conditions for every single person to develop diligence, enthusiasm, and indomitable will creates.

When approached based on the psychological nature of interest, interest plays the role of a person's desire, activity, internal motivation, and the source of need fulfillment. Major manifestations of the science of world psychology are the interest of a person with his whole mental world, and consequently, a person's mental activity, cognitive processes, will, character, temperament, emotions, abilities. with, in general, he tries to explain in relation to all aspects of the human structure. According to the teachings of the great representatives of the science of psychology, interest arises on the basis of people's needs, arises and is formed in obvious social and historical conditions, in a situation. stabilizes and is embodied in factors such as their personal living conditions and activities, participation in social production. Judging by general interpretations, interest is not a separate process, a specific psychological function, because it is a combination of emotion, will, consciousness, and, moreover, a total of mental states, events, and inner experiences. is a spiritual reality that embodies a complex system.

The first manifestation of the psychological essence of interest is its ability to be perceived or understood by people. A person has a conscious and selective relationship with objects and events of objective existence only by understanding and imagining the product of interest and its consequences. But this reality does not happen in a person all at once, but occurs over a certain period of time due to the development of cognitive processes, personal qualities, individual-typological characteristics.

It is known that feelings, as well as emotional states, strengthen a person's desire for specific reality, things and events, certain activities, and actions. accelerates, directs mobilization to the object. The third manifestation of the psychological essence of interest is its appearance in a generalized application with volitional qualities or an act of will. Volitional effort, striving for a certain decision, overcoming some difficulties, showing independence will determine interest and lead a person to the goal. The fourth manifestation of the psychological essence of interest is its manifestation in combination with the characteristics of higher nervous activity and temperament types.

Interest in psychology can be divided into the following types:

- 1) according to the content: personal and social;
- 2) according to the purpose: directly and indirectly;
- 3) according to the scale: wide and narrow;
- 4) according to the level of interests: stable and unstable, etc.

Levels of interest. Obsession is a short-term type or level of interest consisting of a strong desire for something. Inquisitive curiosity is the level of interest, which consists of interest in knowledge, persistent or professional interest in phenomena, and their active relationship to knowledge. Interest in knowledge is a type of interest directed at acquiring new aspects of physical and mental activity at an understandable level, aligned with the goal. Sustainable interest is an interest directed to the acquisition of professional skills, competencies and knowledge of a person, combined with the level of professional training, showing activity towards achieving the goal. is a type.

In order to understand intellectually developed, gifted children, first of all, we need to know the young characteristics of children's psyche. If ability is some kind of mental quality, then talent is the highest indicator of this ability. Ability and talent are reflected throughout a person's life. Some effective examples of early development in some children:

from an early age, high development success and mental ability are observed in them. At school, special attention is paid not only to students who are behind, but also to students who have intellectual potential compared to others, who have high success in the educational process. also focuses on achieving children.

They differ from each other by the success achieved by students in the educational process and team work. The early development of mental abilities in gifted children should not leave parents, educators, and the public indifferent, because this situation leads to a decrease in their intellectual potential can come.

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, and 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.

In the education and upbringing of gifted children with developed intellectual qualities, it is impossible not to focus on the individual characteristics that develop in a person. Some methods can be used to determine intellectual qualities in pedagogy and psychology. This sociometric method aimed at identifying children with general mental development and intellectual success is intended for students of all age groups.

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