

System Of Pedagogical Process Focused On Intellectual Development Of Students

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Abstract:

This article analyzes the relevance of the current problem of socialization of the individual, the main tendencies that motivate students to intellectual development and intellectual activity, the pedagogical aspects of self-development and mental capacity, taking into account their age characteristics.

Keywords: individual activity, intellectual development, inclinations, mental operations, mental stability, creative skills, mental capacity, ability, critical thinking, communication skills.

1. INTRODUCTION

In recent years, great attention has been paid in our country to improving the education system, the formation of general educational competencies in students, the development of individual experience of students. In addition, the organization of education focuses on ensuring that learning opportunities are diverse for different social strata of the population. In the pursuit of this goal, there is a tendency to rely on individuality, which ensures the uniqueness, the integrity of each individual.

Changes in the life of society, socio-political, economic, scientific, technical, spiritual, cultural difficulties and obstacles in social life are eliminated only as a result of human mental activity. The product of human mental activity is the leading force that accelerates social processes. The problem of socialization of the individual is relevant today, taking into account his inner world and identity [15].

The main results and findings

In the current process of socio-economic development, the feelings, concerns, aspirations of each person are clearly

manifested, each person is capable of self-development, and it is recognized as the most sacred value in society today. The self-development of a person is consistently associated with his spirituality, originality, brilliance, socialization, uniqueness.

It is known that the Uzbek people have always been rich in intellectual power. Our ancestors created great miracles with their intellectual powers. At the same time, from ancient times our ancestors used the opportunities of education in the development of their intellectual abilities [5].

The process of development of a person does not consist only in the composition of individual qualities. This process takes place in connection with the formation of mental-intellectual, physical, moral and worldview. In a separate organized learning environment, the integrated development of the student is ensured. The intellectual development of the student is carried out in connection with internal and external pedagogical influences. The more external-pedagogical influences that contribute to the intellectual development of students, the

more consistent its components will be. Experts say that in order to ensure that students develop intellectually in a purposeful way, it is necessary to increase its independence from external influences. As the importance of the internal resources of students' intellectual development increases, their levels of independent thinking increase and their intellectual image changes. In this process, students' intellectual stability and a homogeneous response to changes in the environment are decided.

In the process of learning, the mind and activities of the learner are always interrelated and interdependent. This indicates that in the process of intellectual development of students, it absorbs the social experience of the people, secular and national culture, as well as scientific and technological achievements. Because the acquisition of such experiences and knowledge is carried out during the learning process, and as a result, they develop independent learning, intellectual and creative skills. Also, the experience of such activities is regularly enriched during the interactions of students with classmates, teachers, parents and others. Thus, the internal, ie pedagogical and external - social aspects of student development are intertwined [15].

The intellectual development of students is important in the learning process and has the potential for mental, intellectual development. In this process, students are provided with mastery of intellectual activity and its application in daily learning and work activities. One of the most important skills in the intellectual activity of students is the ability to design and build various complex, hierarchical structures. In this case, the knowledge acquired by students, independent thinking and creative skills are important. By complicating students' intellectual activities, they can be encouraged to perform mental operations. In this case, the learning tasks are presented in an easy to complex manner [13]. It is advisable to use

visual aids in the lower grades, to focus on logical thinking in the upper grades, to focus on students' ability to think more logically, analytically, critically. It is recommended to teach students to work creatively and independently, to research and to present the results of their creative work on the basis of problem-based and project methods.

Below, we try to analyze the pedagogical aspects of the development of self-esteem and intellectual potential, taking into account their age characteristics, directly related to the concept of intellectual development of students, the development of their learning activities.

The concept of intellectual development of the student is interpreted in several directions in pedagogy. The most important of these areas is the relationship of student development to social life. Approached from this perspective, the activity and development of the learner is described as an important condition for ensuring that he or she is able to act purposefully in the microsocial.

At present, special attention is required to the following aspects of the intellectual development of students. These are:

- teach students to think independently and critically;
- ensure more independent learning;
- encourage them to develop physically and acquire healthy lifestyle skills;
- In each lesson, students are given assignments aimed at socialization, etc. [15].

Of particular importance for the intellectual development of students is the ability to direct them to independent and critical thinking and independent learning.

Some experts (E. Gaziev, R. Safarova, A. Tereshenko) in their research have identified the components of the process of intellectual development of students. According to them, the process of intellectual development of students is

very complex, it includes a tendency [9], value, cognitive, active, emotional-voluntary [8] and reflexive states. Here, the intellectual developmental tendencies of the students are of particular importance, which includes many situations. They encourage students to engage in activities that are done consciously. As a set of all mental states, they allow students to determine their behavior. The main thing that motivates a student to a certain activity is that they understand what the result of such an activity is. In the intellectual development of students, in addition to their external [1] tendencies to acquire knowledge, it is also possible to distinguish tendencies that have an internal content. This has been studied by many experts. These tendencies are interpreted as the most important condition in the intellectual development of students.

Tendencies manifest as a form of need formation. It encourages students to engage in certain intellectual activities [14]. Therefore, in the intellectual development of students, their tendency to realize their knowledge through intellectual activities is important, which expands the opportunities for intellectual development of students. Thus, the first major sign of students' intellectual development is the inclinations that motivate them to intellectual activity.

An existing aspect of the need for students to demonstrate the knowledge they have acquired through their intellectual activities is that the student is able to apply the knowledge he or she already has. At the same time, the main incentive that motivates the student to be creative is his desire to show his intellectual potential. This situation shows that the student is important in all aspects of intellectual activity. They are characterized by a desire for all-round development, expansion, improvement of their intellectual activities, maturity, the manifestation of all the capabilities of their body.

The intellectual activity of each student is governed by certain tendencies. They are divided into hierarchically formed dominant and subordinate tendencies. In this system, the tendency of the student to strive for intellectual development plays a key role. Socially identical tendencies encourage them to earn the respect of their parents, teachers, classmates, close friends. A student's tendencies toward self-determination have a significant impact on their self-expression and personal activities. Cognitive tendencies are manifested in students' desire to enrich their knowledge on a regular basis. As a result, they try to study complex processes and events.

According to psychologists and educators, the following tendencies play an important role in the intellectual development of students:

- fulfillment of the student's duty to society;
- social similarity of students to their parents, dependence on relatives;
- students are socially similar to members of society;
- adaptation of students to socially specific groups of people;
- students strive to improve their prospects;
- students' selfish attitude towards material possessions;
- students' need to know specific events and situations;
- such as students' tendencies to experience emotions and experiences.

To date, many experts emphasize the importance of valuable areas in the intellectual development of students [8, 9, 10]. Indeed, distinguishing a value orientation based on students' inclinations is of great pedagogical importance. Value orientations based on students' inclinations guide them to acquire knowledge about values and engage in intellectual activity. This direction is related to the intellectual development of students as both inclinations and values. It consists of the following components:

- inclinations of students to apply their intellectual abilities and acquired knowledge in intellectual activities;
- inclinations that encourage students to learn more;
- inclinations to motivate students to set goals for intellectual development;
- Tendencies to improve students' attitudes towards themselves and their learning activities.

Cognitive orientation is the process by which students think independently, accept and assimilate knowledge. In relation to the cognitive theory of the individual, each student's cognitive activity has its own complex structure. On the basis of this knowledge, the student evaluates the activities of himself, changes in the external world, and others. The student's behavior depends on how well he or she is armed with the knowledge he or she has acquired and the information available. Based on the cognitive theory of the individual, in the intellectual development of the student, experts highlight the cognitive orientation. The student's knowledge is manifested in different ways, through personal activities, their independent knowledge and means and methods of thinking [13]. The process of intellectual development of the reader has certain appearances and mechanisms.

The activity-based part of the intellectual development of students is their intellectual abilities and learning skills. Based on this, the student's intellectual activity-based skills and abilities can be divided into the following groups:

- Intellectual skills and abilities of the student;
- Organizational skills and abilities of the student;
- Communication skills and abilities of the student.

The intellectual skills of the students are mainly manifested in the following:

- things and events;
- be able to compare events;

- their analysis;
- separate the main idea from the text;
- Distinguish secondary items;
- description of events and processes;
- give descriptive descriptions of different concepts;
- Clarification of the description of events, their classification, justification, etc.

The main intellectual abilities of the student are: the ability to carry ideas, the coherence and flexibility of thinking, the ability to transfer knowledge from one situation to another, the ability to act in new situations. Students' ability to communicate is most evident in the following situations: the ability to use the theoretical experiences of others, to collaborate, to defend their point of view, to accept the arguments of analysts, to avoid conflicting situations, or to solve them successfully. Organizational skills and abilities of the student are reflected in the ability to plan, forecast, design, be able to organize their activities, to monitor and evaluate the results of their activities.

One of the important cases is the presence of a meaningful-process direction in the intellectual development of students. This direction includes the following:

- knowledge of human nature and social life, including the physiological capabilities of the human body, the peculiarities of thinking, the peculiarities of personality, the events that take place in society, the place of each person in society, the events that underlie the development of society;
- to mobilize students' knowledge to develop their personal qualities, abilities, practical activities and mental development;
- orientation of the process of intellectual development of students to the expansion of their prestige, character traits and intellectual activity;
- effective use of methods of intellectual development of students,

expanding their understanding, teaching them to analyze real-life situations, encouraging them to acquire independent knowledge;

- encourage interpersonal communication and cooperation as opportunities for intellectual development of students, interest in teaching materials and scientific events in various disciplines, creating a favorable environment for a creative approach to solving educational problems and supporting student initiatives.

The results of the analysis of the above showed that in the process of intellectual development of students it is important to take into account their mental, physical and spiritual state. Because in this process, along with the intellectual development of students, they also have a personal relationship to themselves and their activities.

Based on the level of formation of intellectual activity skills in students, it is necessary to distinguish between theoretical knowledge of their mental, physical and spiritual world and the need to improve them. In turn, this knowledge cannot be acquired without mastering certain skills. Thus, one of the important aspects of the intellectual development of students is based on the level of formation of their intellectual activity skills.

In the intellectual development of students, their emotional relationship to themselves and their activities plays an important role.

It is well known that emotion is a person's experience of things and events in reality, people and their relationship to themselves. Students' emotions, experiences, and needs are expressed through their intellectual activities. Tendencies help to express students' emotional states [3]. Students' passions reflect their needs and motivate them to intellectual activity. In the intellectual development of students, it is important to first develop their mental abilities. Students feel the need for not only positive

but also negative emotions throughout their activities. In connection with negative emotions, students also need positive emotions. Such experiences motivate them to change their learning activities. Every student needs a variety of content-rich experiences in the learning process [2].

The process of intellectual development of students is a very complex process. Students are always interested in being treated humanely, democratically and emotionally. Such relationships are manifested through the emotional states of adults, parents, and teachers. They are judgments and applause experiences that assess a student's intellectual performance. It is extremely important to identify mutually similar levels of attitudes toward students' intellectual development. This, in turn, is necessary to determine students' emotional-value attitudes toward evaluating the results of their intellectual activities. The intellectual activities performed by students should be interrelated with the goals and means of these activities.

The student must voluntarily, consciously organize and manage his intellectual activity and behavior [9]. It is extremely important that he be able to overcome the difficulties in achieving the goal he has set for himself. In the intellectual development of the student, his voluntary component is characterized by the fact that he interacts with himself, enriching his developmental and cognitive activities.

The intellectual development of students is based on their emotions and voluntary actions in the process of taking into account their desires. This is manifested in the following:

- target areas of intellectual development of students;

- the manifestation of emotional experiences in the process of intellectual development of students;

- Ability of students to evaluate the results of their intellectual activities;

- creative thinking, processing, improving their capabilities and abilities in the process of intellectual activity;

- Ability to develop their personality and mobilize mental activity;

- the ability to effectively use their intellectual potential to achieve their goals, to organize activities aimed at expanding their scientific outlook;

- the ability to demonstrate and enrich the knowledge acquired in the process of intellectual activity.

One of the most important aspects in the system of voluntary-value relations of the student is the analysis of his mental state and thinking about it [15]. This in turn allows students to fully understand the purpose of their intellectual development. As a result of the analysis of their intellectual activity, students evaluate themselves. This, in turn, encourages students to enrich their knowledge by analyzing their intellectual activity and thinking about how to improve it. Identifying specific aspects of students' intellectual development allows them to clarify the internal connections between their parts.

The value-oriented direction of the intellectual development of the student is a key part of the system, which allows for independent learning [13]. Interrelated tendencies and needs ensure students' intellectual development. This allows them to take an individual approach by identifying the specific characteristics of the learner. This activity defines a specific area of knowledge, methods and ways of acquiring it. The formation of the need for intellectual development in students contributes to the emergence of a specific emotional impact. Students' attitudes towards their intellectual activities are determined using assessment. Students' self-assessments will combine their knowledge and the spiritual qualities they have mastered.

As a result of identifying aspects of the process of intellectual development of students, they become content and

multidisciplinary activities. It is not possible to turn the knowledge and spiritual qualities they have acquired into skills and abilities without identifying the unique potential of each student [6].

This direction is extremely necessary for the student to perform deeply married logical actions. Involving the learner in a personally assigned action ensures that the required behavior is related to inclinations and values. Thus, there is a consistent hierarchical relationship between the propensity-value, meaning-process and emotional-voluntary aspects of the intellectual development of students.

Adequate development of these aspects and their integrity ensures the effective conduct of the process of intellectual development of students.

Existing aspects of the intellectual development of students are clearly demonstrated through its tasks [7]. With the help of these tasks it is possible to determine the integrated description of the process of intellectual development of students. It depends on the level of effectiveness of the didactic process aimed at the intellectual development of students.

Analysis of the literature on pedagogy and psychology shows that the process of intellectual development of the student has the following tasks:

- influence, development, identification and education;

- Assessment of the results of intellectual activity of students, the development of mental qualities, assistance in the acquisition of psychological knowledge, methods, ways, psychological knowledge includes an evaluative approach to the results of intellectual activity of students;

- management, the ability to provide conscious, inclined behavior to implement the chosen point of view expands.

As a result of the implementation of these tasks, the opportunities of the

educational process in the intellectual development of students are enriched [6].

We tried to define its criteria based on the structure and tasks of the process of intellectual development of students. Its content is aimed at expressing the pedagogical integrity of the process aimed at the intellectual development of students. Measurements that show the specificity of its individual parts are the criteria that express its function.

As a structural measure, it is expedient to distinguish a number of specific aspects of students' intellectual activity. In this case, the learning tendencies of students are expressed in a specific way. Including:

- volume and speed of perception of educational information;
- The degree of independence of the student in achieving educational goals;
- The level of readiness of students to master new learning materials;
- students' interest in mastering the subject, etc.

The structure of the level of intellectual development of students and the criteria for their tasks are described as follows:

1. Inclined-value direction. In terms of exposure tasks in this area: students' knowledge of nature and society, levels of intellectual activity; incentives for intellectual development of students; intellectual development goals; attitudes towards knowledge acquisition;

2. Content-process direction. On the knowledge-based assessment tasks: students' knowledge of personality and society; be able to use the acquired knowledge for personal qualities, abilities and development; be able to focus their knowledge on intellectual activity; ways to focus their knowledge on intellectual activity. These include understanding the content of knowledge, analyzing different situations, gaining and working independently, developing their own intellectual activity; ways of intellectual development of students, including

encouraging them to interact, to encourage them to independently master various learning materials, to encourage them to solve learning tasks independently, to encourage creative activity;

3. Emotional-voluntary direction. The management tasks of this direction are: determination of the target directions of intellectual development of students; developing emotional sensitivity; to teach them to evaluate the results of their intellectual activity; develop skills of creative analysis of various texts; encourage independent learning; ensuring that they acquire spiritual and moral skills in accordance with their levels of intellectual development.

2. CONCLUSION

When taking into account the level of intellectual development of students, it is advisable to pay special attention to their activity in the learning process and their mastery of the norms of interpersonal social communication. The intellectual development of students is reflected in their way of thinking, activity in the conduct of educational operations, the acquisition of cognitive skills, with the help of theoretical knowledge generated within the curriculum and outside the program.

Hence, the educational process should be based primarily on the level of intellectual development of the student and serve to develop it. The student has the opportunity for intellectual development at certain stages of his social life. For the intellectual development of students, their abilities can be enhanced using a number of interrelated tools.

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