

INTERNAL AND EXTERNAL PEDAGOGICAL IMPACT ON THE INTELLECTUAL DEVELOPMENT OF STUDENTS

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Abstract. Human intelligence is characterized by a way of thinking, way of thinking, quality of mind, cognitive processes, mental operations, knowledge, reading skills, knowledge, skills, competencies formed outside the academic subject and academic subject, systematic knowledge within the framework of special and general education. The student's way of thinking is reflected in his knowledge and creative abilities. This article is about these things.

Keywords: intelligence, intellectual development, internal and external pedagogical influence.

ТАЛАБАНИ ИНТЕЛЛЕКТУАЛ РИВОЖЛАНТИРИШДА ИЧКИ ВА ТАШҚИ ПЕДАГОГИК ТАЪСИРЛАР

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Аннотация. Инсоннинг ақл-заковати тафаккур тарзи, фикрлаш усули, ақлнинг сифати, билиш жараёнлари, фикрий операциялар, билиш, ўқиш кўникмалари, ўқув фани ҳамда ўқув фанидан ташқарида ҳосил бўлган билим, кўникма, компетенциялар, махсус ва умумтаълим доирасидаги тизимли билимлар билан тавсифланади. Талабанинг тафаккур тарзи билиш ва ижодкорлик фаолиятида намоён бўлади. Мазкур мақолада айнан шулар хусусида фикр юритилган.

Калит сўзлар: интеллект, интеллектуал ривожланиш, ички ва ташқи педагогик таъсир.

ВНУТРЕННЕЕ И ВНЕШНЕЕ ПЕДАГОГИЧЕСКОЕ ВОЗДЕЙСТВИЕ НА ИНТЕЛЛЕКТУАЛЬНОЕ РАЗВИТИЕ СТУДЕНТОВ

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Аннотация. Интеллект человека характеризуется образом мышления, образом мышления, качеством ума, познавательными процессами, мыслительными операциями, знаниями, навыками чтения, знаниями, умениями, компетенциями, сформированными вне учебного предмета и учебного предмета, систематическими знаниями. в рамках специального и общего образования. Образ мышления студента отражается на его знаниях и творческих способностях. Эта статья об этих вещах.

Ключевые слова: интеллект, интеллектуальное развитие, внутреннее и внешнее педагогическое воздействие.

Introduction. Philosophers have been dealing directly with the problem of intellectual development of a person since ancient times. They studied the desire and possibilities of intellectual development of each person, in connection with the change of his personal qualities. In this, they rely on a person's personal, internal, free, voluntary, point of view. 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 are. According to experts, in order to ensure the intellectual development of students, it is necessary to increase their independence from external influences. As a result of the increase in the nature of internal sources of intellectual development of students, their level of independent thinking increases and their intellectual image changes. In this process, the mental stability of students and their unique attitude towards the changes around them are decided [1].

Materials and methods. The well-known psychologist A. Maslow [2] said that the student's independence based on conscious activity has the potential for great freedom and freedom. Accordingly, the independence of the student should be evaluated as his freedom and freedom. D.A. Leontev [4] interprets the freedom and liberty of a person as an active action that can be turned in another direction at any time. Accordingly, it is necessary to create a consistent didactic system that serves intellectual development by providing an individual approach to students in the educational process. The internal

independence of the student leads to a lack of understanding of the external and internal forces affecting him [3]. Such students cannot set clear goals for themselves. By providing students with independent thinking activities, it is possible to ensure their activity and intellectual development.

N.N. Poddyakov identified the following areas of student development: mental, physical, moral, spiritual, creative development. A.A. Kirsanov [5], as a result of intellectual development of students, revealed the changing aspects that occur in them. Including:

- opportunities to acquire cultural thinking bases that allow thinking on the basis of reciprocity will expand;
- high-level emotional imagination skills of students develop;
- they acquire the forms of moral culture that give them the opportunity to perceive themselves and the material world from a spiritual and moral point of view;
- they consciously master the basics of physical culture, which will allow them to develop their physical health and hygiene.

Taking into account the didactic importance of the intellectual development of students, A.V. Suvorov based the existing aspects of their development. According to him, the intellectual development of students is manifested in:

- occurrence of qualitative changes in the student's perception of the world, self and his place in material existence;
- improvement of the student's attitude, activities, behavior towards himself, the surrounding people and material existence.

Well-known psychologists G. A. Tsukerman, A. A. Makarenya, E. Goziev, Z. Nishonova understand the intellectual development of students as the desire to consciously and naturally implement and improve their activities. As a result of intellectual development, students choose means of improving intellectual activity.

Based on the existing theoretical approaches to the intellectual development of students, it can be said that one of the important conditions for such development is their understanding of the nature of their intellectual activities. Without understanding the essence of their activity, students cannot perform it consistently [7].

In order to effectively implement the intellectual development of students, organizing the educational process taking into account their characteristics, needs and inclinations has an important didactic value [8, 9, 10]. At the time, A. Maslow also classified the specific needs of students as follows:

- physiological needs that ensure the student's life;
- the students' confidence in the future and life security needs, in this process he tries to protect himself, feels the need to satisfy the desire to get rid of fear and danger;
- students' social needs, a sense of belonging, acceptance, social cooperation, connectedness, and support;
- students' needs to gain respect, including their need for self-respect, their need for special attention, to have personal achievements, to be respected by others, to be recognized;
- students' needs for gratitude, in the process of which they seek intellectual development.

The problem of intellectual development of students is always researched in connection with the problem of the individual, his consciousness, self-awareness. Unity of consciousness and activity is followed as the main principle of intellectual development of students (S.L. Rubinshtein, A.N. Leontev, E. Goziev, M. Davletshin, R. Safarova, B. Adizov). Because in the process of education, the consciousness and activity of the student always develop in mutual relation and require each other. This indicates that in the process of intellectual development of students, the social experience of the people, worldly and national culture and scientific and technical achievements are instilled in them. Because the acquisition of such experiences and knowledge by students is carried out during educational activities, and as a result of it, independent educational, intellectual and creative skills are formed in them. Also, the experience of such activities is regularly enriched during the interaction of students with classmates, teachers, parents and others. In this way, the internal, that is, pedagogical and external - social aspects of student development are harmonized.

Results and discussion. The analysis of theoretical sources shows that the intellectual development of students is important in the educational process, it has the ability to develop students mentally and spiritually. In such a process, it is ensured that students acquire intellectual activity and follow it during daily educational and work activities. One of the important abilities included in the intellectual activities of students is the ability to design and build various complex, hierarchical structures. In this place, the acquired knowledge, independent thinking and creativity skills of students are important.

By making students' intellectual activities more complicated, they can be encouraged to perform mental operations.

Based on the idea of the integrity of the educational process, it is required to activate didactic tools that intellectually develop students. In this, the task-based approach to didactic processes that intellectually develop students takes an important place. According to N.N.Surtaeva, A.M.Kamensky, M.A.Nazmutdinova, A.N.Esev, R.Safarova, B.Adizov, Sh.Abdullaeva, U.Musaev, students having a complete idea of the educational process learn different methods and means of obtaining information. These include reading, understanding, working with computer programs, memorizing, mastering, listening to lectures, and summarizing. In this process, as a result of intellectual development of students, the most necessary skills are formed in them. For this, it is necessary to provide students with as many, expanded educational materials as possible [11].

In addition, it is necessary to expand the possibilities of independent acquisition of theoretical knowledge in order to create didactically favorable conditions for students to work with educational materials and perform exercises. Such an approach should be widely applied to the educational process. As a result, intellectual development of students is ensured and independent thinking and creative activities are expanded. This is reflected in the expansion of the range of their interests, as a result of which the knowledge acquired by students contributes to their understanding of the material world. This is extremely important for the development of students' independent and critical thinking processes [6].

According to pedagogues, educational materials of an innovative nature ensure the holistic development of students' intellectual abilities. In order to create the didactic basis for ensuring the mental development of students in the educational process, it is extremely necessary to first understand the meaning of the concept of «intellect».

In the dictionary of pedagogical terms, the concept of intelligence is defined as follows:

- a) the mental ability of a person, the ability to accurately reflect and change life, the environment in the mind, to think, read and learn, to know the world and to accept social experience;
- b) the ability to solve various issues, come to a decision, act rationally, foresee events;
- c) a person's intelligence, intelligence, perception of the external world and level of mastering social experience.

Every intelligent person knows what intelligence is. Intelligence is such a gift that it may not be found in some people. It is clear that the identification of a person's intelligence makes it possible to develop it. According to R.S. Nemov [1], intelligence is a set of mental abilities that are innately present or accumulated during life experience. The ability of a person, including a student, to occupy different levels of activity is directly related to his level of intellectual development.

Experts recognize that a person with intelligence has the ability to understand correctly, make judgments, think, think freely, adapt to social life on his own initiative.

Based on this point of view, a scale for determining the level of human intellectual development was developed by D. Veksler. According to him, intelligence is the ability to act with the mind. The owner of intelligence is a person who thinks productively and can act correctly in existing situations in social life. They can successfully communicate with the outside world. Many pedagogues and psychologists also recognize that intelligence is an ability that allows a person to establish a correct communication with the environment. When describing the level of intellectual development of a person, special attention should be paid to the tasks he performs. Only when teachers fully describe the levels of intellectual development of students, they can clearly determine the pedagogical possibilities and means of its development. In order to effectively develop students intellectually, it is necessary to teach them to act successfully in all life situations.

From a pedagogical point of view, intelligence is characterized in relation to the specific psyche of the student. This is evident in the student's cognitive, emotional and affective activity.

According to O.S.Grebenyuk, a person's intelligence is characterized by the way of thinking, the way of thinking, the quality of the mind, cognitive processes, mental operations, knowledge, reading skills, knowledge, skills, competencies formed outside of the academic subject and the academic subject, systematic knowledge within the framework of special and general education. A student's way of thinking is reflected in his knowledge and creativity. The student's way of thinking includes the following: concentration of the mind, figurative, visual thinking, etc. The quality of the mind is manifested in the students' ability to understand, perception, flexibility, independence, critical thinking, and consistent activity. Cognitive processes consist of attention, imagination, memory, intelligence, perception. During thinking operations, one or another thing is separated, compared, contrasted,

analyzed, summarized, systematized, formalized, clarified, interpreted, explained, etc. Cognitive skills include the ability to ask questions, divide and integrate problems, propose hypotheses and justify them, draw conclusions, and apply acquired knowledge.

Conclusion. Based on the above, the goals of intellectual development of students are determined. For this, first of all, it is necessary to develop the student's thinking activity and its various manifestations. For example, R.S.Nemov [1] identified the following types of human thinking: knowledge-based thinking, creative thinking, theoretical thinking, and practical thinking. During adolescence and adolescence, the student's cognitive thinking processes expand. In this period of a student's life, his thoughts, actions, attitudes, actions, etc., are expressed in his communication with others, as a result of which internal speech, which is the main form of thinking, is formed, and the ability to manage and control cognitive processes is created. In this way, students develop a full-fledged theoretical thinking. Based on the opinions of S.L. Rubinstein, N.N. Poddyakov, R.S. Nemov, R.Safarova, E.G'oziev, Z.Nishonova, in the intellectual development of students, it is appropriate to develop their theoretical thinking activity in the following two directions:

- 1) thinking based on concepts;
- 2) such as figurative thinking.

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