



## VERBAL INTELLIGENCE AS A FACTOR OF EFFECTIVE ORGANIZATION OF THE LEARNING PROCESS

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## ВЕРБАЛЬНЫЙ ИНТЕЛЛЕКТ КАК ФАКТОР ЭФФЕКТИВНОЙ ОРГАНИЗАЦИИ ПРОЦЕССА ОБУЧЕНИЯ

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## ВЕРБАЛ ИНТЕЛЛЕКТ ТАЪЛИМ ЖАРАЁНИНИ САМАРАЛИ ТАШКИЛ ЭТИШ ОМИЛИ СИФАТИДА

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***Abstract** We know that the effectiveness of the organization of the educational process at any level and at any age directly depends on the knowledge of the laws of the development of mental abilities and the factors that determine this process. Also, the influence of the learning environment is indirectly determined by the formation of mental abilities, age and individual internal characteristics. This article is written about the role of verbal intelligence in the learning process.*

***Keywords:** verbal intelligence, non-verbal intelligence, learning, educational process, test.*

Introduction. The structural structure of intelligence depends on a number of factors, such as a person's age, educational level, specificity, professional activity and individual characteristics. Knowing the structure of intelligence and who of them is the leader in a person is important for understanding your personality, lifestyle, career choice and decision making. Of course, here it is necessary to focus on issues of human verbal and non-verbal intelligence.

Verbal intelligence. Reflects the general intellectual ability inherent in a person's language skills. Many researchers recognize the importance of verbal intelligence, which is reflected in the fact that this type of intelligence appears as a separate component in all major hierarchical models of human intelligence [8].

Non-verbal intelligence. The type of thinking based on images and images that is responsible for visualization is commonly referred to as non-verbal intelligence. This is an interconnected process with the development of mental activity [9].

**Materials and Methods.** In general, verbal intelligence allows a person to analyze, organize and display information in the form of speech (verbal) signals. This type of intelligence has been described by a number of researchers. According to Howard Gardner, linguistic - verbal intelligence is a type of intelligence that refers to a person's ability to effectively use words to express their thoughts. People with this type of intelligence are distinguished by their ability to work effectively with information, learn languages and write quickly, and work effectively in areas such as writing, journalism, law and teaching.

According to the researcher, people with strong verbal intelligence have the following characteristics:

- memorize written and oral information well;
- likes to read and can write well;
- speaks convincingly;
- knows how to explain well;
- often uses humor to tell stories [1].
- Listening and memorizing verbal information.
- Solve language problems of a literary, logical or social type.
- Ability to perform complex language-based analysis.
- Understand the meaning of written or oral information.

**Results and Discussion.** According to British psychologist Charles Spearman, intelligence is a general mental ability - «mental energy» that determines the success of any activity. If general intelligence is high, he said, any type of intelligence test will be positive. Some time later, Charles Spearman discovered that the structure of general intelligence includes linguistic (verbal), mechanical (spatial-dynamic), and mathematical intelligence as components.

The research of the Russian psychologist EI Stepanova showed that the process of intellectual development of an adult is different, it is characterized by low changes and changes in the system of mental cognitive processes [6].

In another study, scientists will look at gender differences in the manifestation of intelligence in humans. The results show that the difference in general intelligence between women and men is negligible. However, studies have shown that women have significantly higher levels of verbal intelligence than non-verbal intelligence. It is said that in men, the two types of intelligence are almost identical. Also, the ratio of verbal and non-verbal intelligence in men with high, medium and low general levels of intelligence is approximately the same, while in women this balance is observed only in persons with high intelligence. [7]

In human life, there are several main stages of intellectual development:

- 18-25 years - frequent ups and downs, instability and active restructuring

of mental functions;

- 26-35 years - a general increase in the level of intellectual development by increasing stability, reducing the level of involuntary memory, increasing voluntary attention, activity of thought processes, personality formation;
- 36-40 years - strengthening the integrity of the mind, judgments, the manifestation of the perfection of wisdom;
- After 40 years, there is a further development of verbal intelligence, which resists the aging process and the weakening of intellectual functions [5].

As a person grows up, accumulates life experience and improves professionalism, the influence of the mental style of work on intellectual development increases. To maintain intellectual potential, it is necessary to consciously manage the processes of collecting knowledge and logical changes from a person, to maintain active mental activity.

I.P. Pavlov classifies verbal and non-verbal intelligence as special types of activity of the human higher nervous system, which distinguish between artistic, intellectual and secondary types based on the ratio of primary and secondary signaling systems.

According to the scientist:

1) The artistic type is characterized by the predominance of the functions of the first signaling. These people make extensive use of emotional imagery in the thought process. They perceive events and things as a whole, without breaking them into parts.

2) The second type is a type of thinking when the work of the signaling system is enhanced. In this round, the ability to distract from reality is sharply manifested, based on the desire to divide the truth into parts, and then combine the parts into one whole.

3) The middle type is characterized by the balance of the functions of the two alarm systems.

Everyone has a certain level of intellectual development that helps him to succeed in life. In this regard, his verbal and non-verbal skills are very important. A person's levels of verbal and non-verbal intelligence are usually determined using tests. To identify them, special verbal and non-verbal intellectual tests are used.

Verbal intelligence tests and their properties. Verbal intelligence tests consist of items, and usually the test materials are presented in linguistic form. These can be words, phrases and texts. The test allows you to determine whether a person is able to draw conclusions from information, clear and understandable texts, as well as correctly formulate questions. The most popular of the verbal intelligence tests is the one that uses a block of validation questions. To formulate a test answer, it is necessary to

compare the confirmation with the text and identify it as correct, incorrect or insufficient information. In this test, a person faces certain difficulties, because information is often given vaguely, and it can be very difficult to distinguish «incorrect» from «insufficient information». Often in an oral test, answers are given in the form of confirmation along with a set of questions [10]. With the help of such tests, a person learns to quickly identify practical verbal problems, and also improves their skills in solving such problems.

Non-verbal intelligence tests. No reading or writing skills are required to pass the non-verbal logic tests. Everything in this test is based on the use of oral advice and diagnostic interviews. Objects, images, and more are used as assignments in the non-verbal test. Sometimes non-verbal tests can also be supplemented with verbal material. In this case, the examinee is required to express the meaning of words or phrases, short paragraphs and even texts transmitted using visual aids. When it is impossible to adequately assess a person's intelligence using standard and verbal tests, such tests are used. For this reason, verbal tests are mainly carried out for children who do not have developed speech or who cannot read [10]. It can also be used to test the intelligence of children with speech and intellectual disabilities, illiterate people of any age, and participants who have had a communication deficit for a long time.

Conclusion. In short, human verbal intelligence is the ability to perceive and enrich words, analyze the information received and organize it in the form of speech signals. This type of intelligence is usually used by a person and is directly related to the indicators of his mastery. The verbal intelligence of a person is a predetermining factor in his successful mastery and knowledge of the humanities. Today, verbal and digital tests are the main criteria for selecting potential employees for large companies.

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