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THE PLACE AND SIGNIFICANCE OF ACQUAINTANCE ACTIVITY IN THE UPBRINGING OF INTELLECTUAL ABILITY YOUTH

Abstract: The article highlights essence of the upbringing process to enhance the intellectual creative potential reflects the inner connections and relationships that are characteristic of the process and manifest in certain laws by the helping scientific literatures. Therefore, the process of developing the intellectual and creative potential of young people, children acquire the skills and attitudes that will benefit society and meet their own ethical requirements.

Key words: upbringing, youth, intellectual, ability, potential, connection, process, children.

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Introduction

The role of education plays an important role in the development of intellectual and creative potential of young people. The essence of the upbringing process to enhance the intellectual creative potential reflects the inner connections and relationships that are characteristic of the process and manifest in certain laws. In the process of developing the intellectual and creative potential of young people, children acquire the skills and attitudes that will benefit society and meet their own ethical requirements.

“We will continue our youthful state policy, with no hesitation. Not only will we continue, but we will continue to elevate this policy to the highest level that we need today. We mobilize all the strengths and capabilities of our state and society to make our young people think freely, with high intellectual and spiritual potential, to grow up and be happy in their own world around their peers” [1, p.16].

To achieve this, a systematic, systematic impact on the child's mind, worldview and will. When any of these is ignored in the course of your creative potential, it becomes more difficult to achieve your intended purpose. Only taking into account these psychological aspects will allow young people to develop and develop their intellectual creative

abilities. Today, the process of training is not limited to acquiring knowledge, skills and skills in certain subjects. In this context, it is necessary to radically restructure the learning process. In this regard, the problem of enhancing the cognitive activity of students in educational institutions is of particular importance.

The issues of cognitive activity are detailed in the work of the renowned psychologist and educator P.P. Blonsky. P.P. Blonsky first analyzed the thinking of the learner in the formation of logical judgments (problematic, foresight) in the pedagogical-psychology and the conclusion of the conclusion. He considers cognitive activity as a dialectical connection with psychological phenomena - memory, will, perception, and reveals the inner connection of memory with thinking and speech as shaping memory theory. P. Blonsky's ideas for motivation and independence for learning, independent work, and the organization of students' cognitive abilities are effective.

Research methods.

Cognitive processes are those mental processes that allow a person to understand, understand, and understand the specific and important features of the environment in which he or she is involved, and to

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make the necessary conclusions and plan their behavior.

Cognitive processes primarily involve cognitive events: intuition, cognition, memory, thinking, speech, imagination.

Sensation is a simple, elementary form of psyche that consists of reflecting some of the features and events (color, temperature, odor, etc.) that affect the senses at the same time.

Perception is a reflection of a whole, whole thing and events and their parts. Perception is always based on a set of senses.

Memory is a reflection of past experiences, in other words, to recall, remember, and recall. This is the result of the formation of nerve connections in the brain, the ability to retain them, and the ability to regenerate any of the nerve processes and states that have ever occurred in the brain [2, p.40].

Thinking can be based solely on senses, perceptions, memories, that is, knowledge that is accumulated by emotional experience. Thinking is the process of processing knowledge in humans through language. Thus, speech is not only a basic and important means of communication between people, but also a form of thought. Active processing of knowledge is also carried out in the imaginary process. Fantasy refers to the emergence of new ideas and images that we do not perceive directly. These ideas are based on our past experiences, by combining our cognitive processes in a new order, or by combining elements of memory images and self-concept. Any cognitive process is an active process. The focus is on keeping our mind focused on something at the same time without distracting it. In most cases, attention is also considered to be a process of cognition.

The complexity of cognitive processes is that we can directly perceive the essence of things and events around us, but we are indirectly aware of the processes involved in psychic life, the essence of what is going on in our mind, brain, and mind. For example, one of our friends likes it and always has a good, positive impression on us, but when we see, evaluate and analyze his or her actions directly, we love him. we do not have the ability to directly perceive and perceive our sense of belonging. Exactly this is different from the phenomenon in psychology. After all, one of the most important tasks facing the modern cadre is a talented professional in all aspects of rational organization of social work and social work, knowing their identity, their abilities, individuality, personal qualities and qualities as future professionals is to operate.

Results and discussions.

To have a deeper understanding of the processes of cognition, to provide optimal stages of life and optimal functioning at any age, to be psychologically prepared for various changes, to form new thinking

and scientific outlook, to objectively and fully understand the processes taking place cerebral palsy.

Each person is distinguished only by his or her individual cognitive process, emotional state, will, character, and behavior. When a person is well versed in the psychological laws and mechanisms inherent in the formation of his personality, he or she will not be stuck in life. Every prospective expert needs to have a thorough knowledge of each subject's matter techniques, but also cognitive processes at the present time when it comes to the education of a perfect person and a perfect person [3, p.23].

Seventy questions - the answers of seventy questions - thinkers and thinkers whose lives and creations help students to work on themselves, give them a deeper understanding of the subject of psychology, although their cognitive processes provide knowledge about the meaning of the scientific worldview. The introduction of key words and phrases, the independent study of other issues and the analysis of mental phenomena help students to gain modern pedagogical and psychological knowledge and to use these processes in everyday life, effectively contributing to the formation of the scientific worldview of the individual. ensures the acquisition of pedagogical and psychological concepts, basic knowledge in Andy's activities, knowledge of the psychology of the person, his / her activities, communication.

There is no personal issue in the educational process, and some of the individual psychic processes are manifested, formed and developed in the human psyche, in the course of its practical activities. Today, the study and management of the psychology of the entire generation is the main task of learning and managing its psychology, and it provides a solid foundation for enriching the intellectual and scientific worldview.

Therefore, an understanding of the cognitive processes provides an opportunity to manage the education system. In order to manage the educational process on a scientific basis, the educator needs to have a system of views on nature and society. Therefore, it is reasonable to dwell on the notion of worldview and its essence in order to conclude that the cognitive processes underlie cognitive processes [4, p.45].

An analysis of the literature on didactics and psychology reveals that there is a need to differentiate between "know" and "teaching".

The concept of "cognitive activity" is much broader than the concept of "learning activities". The cognitive aspect of the cognitive activity is beyond the formal curriculum based on the curriculum. The cognitive activity is not only the knowledge, skills, and skills required for a person's weapons, but also the ability to choose and organize it and his or her life, based on the needs for improvement and improvement.

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Pedagogy theory addresses the issue of activation of cognitive activity in terms of a set of factors: social factors (both objective and subjective) and the presence of a particular spiritual need in the subject [5].

To enhance the cognitive functioning of learners, it is necessary to form the following:

- readiness to learn;
- Skills in cognitive activity;
- Need for cognitive activity.

The process of forming students' need for cognitive activity is based on the psychological evidence of the activity. Revitalization of cognitive activity should be focused not only on improving the learning process, but also on the formation of activity and independence, which is the most important quality of personality.

Interest in revitalizing cognitive activity is of particular importance. Scientists regard the interest in learning as a special attitude to the positive, emotional, knowledge, skills and abilities.

Interest in learning is a particular type of interest in teaching. Interest in knowledge is seen as a comprehensive, in-depth study and knowledge of a person's complex relationship to subject and environmental events and their important features. The interest in learning is focused on selection, and it depends on the individual's needs [6].

Interest in the knowledge, the nature of the cognitive activity, is related to the close proximity of ideas to the object.

Signs of interest to know are:

- have an intellectual character;
- Be creative.
- Stages of development of interest in knowledge:

• interest - elemental level of target – “intended interest”;

• curiosity - passion for knowing, joy, penetrating the boundaries of the object;

• curiosity - search for the truth, seeking to penetrate into the nature of events.

• theoretical interest - the desire to know the theoretical foundations, regularities by actively influencing reality.

The emergence and development of interest can be conditionally classified into the following levels:

• a direct interest in new facts, the lessons learned in the information obtained from the lessons, and the knowledge of the essential features of events and events under different conditions;

• Stable interest in learning. It is important in teaching students, and their interest in learning needs external factors and depends on the conditions and methods of the actual learning process.

Sustainable curiosity includes:

• intellectual activity (indicators - questions and answers independence, aspiration to initiate live activity);

• active use of skills and abilities, their active counteraction (knowledge becomes a technique of acquiring new knowledge, on the contrary, interest in knowledge increases to the highest level of development);

• Demonstration of emotion (hatred, joy, anxiety, feeling in an intellectual state);

• Demonstration of the will - serious attention, weak distraction, striving to complete the study;

• free choice of own actions - freedom to choose any course except during training.

One of the important conditions for the formation of students' interest in knowledge may be the development of emotional state, the need for knowledge and the development of conscious thinking [7].

Cognitive activity is individual, not formed by the individual's innate ability, but formed by his or her behavior. For live cognitive activity of students are:

• deep, comprehensive interest in knowledge and learning objectives;

• active manifestation of mental, physical and intellectual forces;

• concentration of attention, memory, will, and other mental qualities.

In the process of cognitive activity there are 4 levels:

• reproductive activity. This includes readiness to integrate “ready-made knowledge”, as well as intensive processing activities;

• Applied activity - it is characterized by a willingness to engage in intense competition;

• Activity in Interpretation - Ready for Interpretation, Explanation and Revealing of Meaning;

• productive activity - it is characterized by a willingness to create something new.

The development of cognitive activity involves several steps:

• active participation in practical activities, manifested in the pursuit of independent actions;

• striving to incorporate the essence and principles of the events under investigation;

• creative activity is the highest stage, consisting of the causal linkage, the reliability of creative ideas, its vitality and value.

Cognitive independence has the following signs:

• be able to think independently and strive for it;

• Ability to be a target in new situations or to find a way to solve new tasks;

• Not only want to understand the acquired knowledge, but also to find ways to apply it;

• Critical approach to evaluating other cases;

• Freedom of their judgments.

The psychology and pedagogy literature distinguishes the following types of cognitive activity:

• Perspective;

• Reproductive;

• Productive.

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Perspective cognitive activity is a pattern of activity in which the signs and content of a subject, event, event and some information about them are reflected in oral and written means. Perspective activity begins with the intuition and ends with the expression of imagination,

Reproductive cognitive activities are activities that ultimately involve the processing of knowledge in practical and creative activities. This type of cognitive activity involves the acquisition of knowledge, the use of creative work, and the acquisition of different modes of learning [8].

Productive cognitive activity is a type of activity in which a variety of creative tasks are addressed. One of the types of productive cognitive activity is heuristic activity. Heuristic activities are performed in conjunction with students' independent work [9].

Formation and content of each type of activity, their interconnectedness, their alternation, formation and development of students' perspectives, reproductive and productive skills, skills and abilities and should be used in integrity.

Cognitive activity, both the purpose of the activity and the means to achieve it, is seen as the result of it. The concept of "cognitive activity" differs from motivation, intellectual and emotional components [10, p.65].

Based on the foregoing, there are many opportunities to support talented, talented young people in the Republic, to create conditions for the

development of unique abilities and stimulate their aspirations to study. Creating. Highly qualified specialists and self-employed professionals are involved in this work.

Conclusion.

The most effective way to develop young people's thinking is to organize the process of formation of children's knowledge, skills and abilities together with their upbringing. This requires the use of new technologies, training activities and contests to increase the effectiveness of training.

Nowadays, the following are important issues of upbringing harmoniously developed young people:

- Comprehensive study of the problems of nurturing gifted and initiative youth;
- Continuous improvement of educational and training efficiency in the country and achievement of world standards;
- Creation of educational content and national ideology with the aim of creating favourable conditions for young people, taking into account the bases of universal values and national culture;
- To enrich the basics of science based on best practices and conduct research on the introduction of new forms;
- equip prospective educators and educators with the knowledge and skills needed to build a fully developed personality.

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