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Article



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ANALYSIS OF THE CURRENT STATE OF CULTURAL- INTELLECTUAL DEVELOPMENT OF STUDENTS

Abstract: Intellectual development refers to the increase in the ability of people to understand and reason. In young adolescents, intellectual development is not as visible as physical development. During adolescence, young people exhibit a wide range of intellectual development, including the development of metacognition and independent thinking. During this period, young people develop the ability to think, but the transition to higher levels of cognitive functions varies significantly at each age.

Key words: intellectual development, cognitive functions, youth, lesson, thinking, ability to reason.

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Introduction

Young people typically move from clear logical processes to developing and testing hypotheses, analyzing data to clarify content with complex concepts, and acquiring critical thinking skills. As they mature, they begin to analyze situations, derive meaning from conventional wisdom, and experience metacognition. They begin to think more and more on ideological topics, discuss positions and challenge the recommendations of adults. They form impressions in themselves through introspection and "have the ability to perceive". In addition, they appreciate higher levels of humor. To make sense of the world around them, young adolescents rely on their personal experiences and prior knowledge as learners. Experience plays a central role in brain development and encourages students to create meaning based on what they already believe and understand. During adolescence, young people are more interested in life experiences and real learning opportunities; they are less interested in traditional academic subjects. Intellectually young adolescents look for opportunities to explore different aspects of their environment. They are also curious about adults and often closely observe the behavior of adults. In addition, they have developed the ability to think about the future, anticipate their own needs, and

develop personal goals. Implications for practice. Teachers should take into account differences in the intellectual development of young adolescents when planning learning experiences. To address this diversity, educators must provide a range of instructional approaches and materials that are appropriate for a wide range of students' cognitive abilities. For example, concrete thinkers require more structured learning experiences, while abstract thinkers need more challenging activities. In addition, young adolescents need teachers who understand and know their thoughts. Teachers should plan curricula around life concepts and provide authentic learning activities (eg, experimentation, data analysis, and synthesis) that are meaningful to young learners. As young adults' interests develop, they demand opportunities for exploration throughout their educational programs. To develop intellectual development, these young people need to interact directly with their world - through conversations with peers and adults, and through hands-on experience. Likewise, young adults need to learn and embrace democratic principles. Teachers can also hold forums to explore the reasons behind school, home, and community rules. As role models for adults, teachers

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can guide young adolescents to connect intellectual reasoning and moral reasoning.

Results and Discussions

Identification and formation of creative abilities. The main development of creative abilities in everyday life is carried out through play. In the game, children will probably like games that are able to determine the most interesting range of activities for children. Therefore, the game is one of the main ways to identify creative abilities. Psychologists have developed special tests in the form of a game that allow you to determine how well your imagination is developing and how the child thinks. Some children act on the power of imagination, while others tend to capture images from memory. Sometimes children refuse to participate in such games, which indicates the need for a special approach to the child. Creating the necessary conditions for the development of children's creative abilities also plays a big role. Parents should not only give the child the opportunity to develop, but also actively participate. In no case can you put pressure on the child, allow him to play the game or participate in practical arts. In particular, this error is allowed with the development of musical abilities. Since the child's interest in music is not enough, parents are in a hurry to send him to a music school. In order to develop any creative abilities in children, it is necessary not only to identify the baby's inclinations, but also to carry out serious work that strengthens the desire to develop in the right direction. You can use almost all surrounding objects and situations as a means of developing creative abilities. Creativity means to create, to create. Therefore, the main goal of the child's lessons is to teach him how to describe and understand what he discovered in the end. Sometimes, we unknowingly develop children's creative abilities through play and communication. However, consistency and method are necessary for successful development. For example, do not bring a child to a wedding while playing developmental games. If you feel that interest is starting to wear you down, leave the game. But long-term breaks are not done either. The best way to create a program for developing children's creative abilities. The program should include all methods of development - visual, verbal and practical. Visual methods include seeing any pictures, drawings, or real vision. For example, when studying clouds, determine what they look like. Oral methods include various forms of communication, stories, conversations. For example, the combined composition of fairy tales, in turn, contemplates a judgment on a plot. Practical methods include games, creating and using different models, and doing developmental exercises. By combining all the methods, you can achieve comprehensive development of the child, which will positively affect your intellectual abilities.

Results and Discussions

The development of artistic abilities can begin up to 1 year. At this age, children learn about objects and their properties. It is recommended to come across a variety of things for paper, bright pencils and markers in the child's view. By the age of 2-3, the introductory period begins, children make arbitrary lines and shapes and are very interested in colors. First, parents should monitor the child's safety. When children turn 3, parents participate. First, it is recommended to declare lines, for example, a circle is like an apple, a line to a path. It comes down to drawings with children's drawings, there is a transition from arbitrary tweets on paper to the desire to produce a meaningful picture. During this period, it is important to encourage and support the baby, to give him freedom in his work. It is recommended when a child develops enough interest in drawing to be sent to an art school. Development of musical creative abilities of children. Development of musical abilities can begin from the first days of a child's life. Children are very sensitive to sounds, voices and intonations, they easily know the mood and state of their parents, and prolonged exposure to music or TV sounds is disturbing and disturbing. After all, children are introduced to music. Listening to the work of older children, learning songs together, conducting artistic exercises with musical instruments. Harmonious development of a child's musical ability is possible only with the active participation and interest of parents. The basis for the development of children's creative abilities is, first of all, freedom. Parents should not force and force the child. Success in this regard requires patience and certain tactics - the parent must listen to the child's opinion, encourage and encourage his interest in any creative activity. Creativity is a combination of many qualities. And the question about the components of human creativity remains open, although there are currently several hypotheses about this problem. Many psychologists associate the ability of creative activity, first of all, with the specific features of thinking. In particular, Guilford, a well-known American psychologist who dealt with the problems of human intelligence, found that creative individuals are characterized by the so-called divergent thinking. People with this type of thinking do not focus all their efforts in solving the problem on finding the only right decision, and start looking for a solution in all possible directions to consider as many options as possible. Such people tend to create new combinations of elements that most people know and use only in a certain way, or to make connections between two elements that at first glance have nothing in common.

Creative thinking is based on a different way of thinking, which is characterized by the following main features:

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1. Speed - the ability to express the maximum number of ideas (in this case, their quantity is important, not their quality).

2. Flexibility is the ability to express different ideas.

3. Originality - the ability to create new non-standard ideas (this can be manifested in answers, solutions that do not correspond to generally accepted ones)

4. Completeness - the ability to improve your "product" or give it a finished look.

The well-known local researcher of the problem of creativity A.N. Luk, based on the biographies of famous scientists, inventors, artists and musicians, identifies the following creative abilities:

1. The ability to see the problem where others do not.

2. The ability to break down mental operations, replace several concepts with one, and use symbols that have more and more capacity in terms of information.

3. The ability to use the skills acquired in solving one problem in solving another problem.

4. The ability to perceive reality as a whole, without dividing it into parts.

5. Ability to easily connect long concepts.

6. Memory's ability to provide the right information at the right time.

7. Flexibility of thinking.

8. The ability to choose one of the alternatives to solve the problem before investigating it.

9. The ability to incorporate newly received information into the existing knowledge system.

10. To be able to see things as they are, to be able to distinguish what is observed from what is presented through interpretation.

11. Ease of generating ideas.

12. Creative imagination.

13. The ability to improve details, improve the original idea.

Candidates of psychology V.T. Kudryavtsev and V. Sinelnikov (20) on the basis of a wide historical and cultural material (history of philosophy, social sciences, art, specific fields of practice) identified the following universal creative abilities formed throughout human history:

1) realism of imagination - a figurative understanding of some important, general trend or pattern of development of an integral object before a person has a clear idea about it and includes it in a system of strict logical categories;

2) the ability to see the whole before the parts;

3) the suprasituational-transformative nature of creative solutions, the ability to independently create an alternative rather than just a choice in solving a problem;

4) experiment - the ability to consciously and purposefully create conditions that most clearly reveal the hidden essence of objects in ordinary situations, as

well as the ability to observe and analyze the "behavioral" features of objects in these conditions.

In our opinion, the methods of these scientists are more suitable for older children. school age. Therefore, consider what abilities other scientists have identified. Stolyarenko identified the following abilities that characterize creativity: plasticity (the ability to produce many solutions), mobility (quickly moving from one aspect of the problem to another, not limited to one point of view), uniqueness (unexpected, non-trivial, non-trivial solutions). The famous American psychologist D. Guilford (2) identified 16 such intellectual abilities. Among them: fluency of thought (the number of ideas that appear per unit of time), flexibility of thought (the ability to move from one thought to another), originality (the ability to create new non-standard ideas), curiosity (sensitivity to problems in the world), the ability to develop a hypothesis, fantastic (complete isolation of the answer from reality when there is a logical connection between the stimulus and the reaction), completeness. The problem was further developed in the works of P. Torrens. According to his approach, the abilities that determine creativity include: ease, which is evaluated as the speed of completing a task, flexibility, which is evaluated as the number of transitions from one class of objects to another, and originality, which is evaluated as the speed of completing a task. The minimum frequency of the response given in a homogeneous group. In this approach, the criterion of creativity is not the quality of the result, but the characteristics and processes that activate creative productivity: fluency, flexibility, originality and thoroughness in the development of tasks. According to Torrens, the maximum level of creative achievement is possible with a combination of a triad of factors: creative abilities, creative abilities and creative motivation.

In psychology, it is customary to associate the ability of creative activity, first of all, with the specific features of thinking. Creative thinking is characterized by associativeness, dialectic and systematicity. Associativity is the ability to see connections and similarities in things and events that cannot be compared at first glance. Forming contradictions and finding ways to resolve them allows for dialectical thinking. Another quality that shapes creative thinking is consistency, i.e. the ability to see an object or phenomenon as a whole system, to perceive any object, any problem comprehensively, in various connections; the ability to see the unity of interconnections in the laws of events and development. The development of these qualities makes thinking flexible, original and effective.

Conclusion

In order to foster successful experiences for each young adolescent, schools must provide organizational structures such as team building and

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counseling programs. These structures help ensure that each young adolescent is well-known by at least one adult and has a regular presence to build positive peer relationships. Young adolescents need opportunities to build relationships with adults who understand them and are willing to support their

development. Educational programs and practices can be used to promote friendliness, concern, and group cohesion. Young adolescents deserve a school environment that is free from harsh criticism, humiliation, and ridicule.

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