

WAYS TO PROVIDE INTELLECTUAL DEVELOPMENT OF STUDENTS IN THE EDUCATIONAL PROCESS

M. K. Qalandarova

Doctor of Philosophy in Pedagogical Sciences

A. P. Berdiev

Student at TSPU

ANNOTATION:

This article analyzes the role and importance of pedagogical tools for the intellectual development of students in the educational process to ensure their intellectual development

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INTRODUCTION:

The most important task for education professionals today is to improve the quality and effectiveness of education, which largely depends on the work of teachers, the completeness and thoroughness of the knowledge and education provided to the student. The mastery of the student depends on the depth and thoroughness of his knowledge and upbringing at the level of modern requirements, the professionalism, knowledge, experience and rich methodology of the teacher. From this point of view, the teacher must be well-prepared for each lesson, work on himself, bring his creative activity to a high level.

The orientation of any learning process to the student's personality depends on its purpose, and the effectiveness of the process of intellectual development of students depends on its purpose. In order for teachers to clearly define the goals of intellectual development of students, they need to know its importance, ways to achieve the goal, the challenges they face, and conduct regular monitoring to achieve success in this area.

Pedagogical tools for the intellectual development of students serve to ensure their intellectual development. In the early stages of this process, it is advisable to use the following tools: learning issues; learning tasks that encourage students to take a positive approach to intellectual activity; didactic games.

The second stage includes: learning situations, didactic games.

In the third stage, it is advisable to use learning situations, didactic projects and intellectual exercises.

Unlike younger students, adolescents are able to solve intellectual tasks without relying on a previously learned pattern, but by making their own assumptions about possible ways to solve it. Another aspect that first fully manifests itself in adolescence is the propensity to experiment. This age is characterized by an increase in intellectual activity, which is stimulated not only by the curiosity of the age, but also by the desire to develop their abilities and show them to others, to get high marks from others. If a student repeatedly asks a teacher a question, it does not mean that he or she does not understand or remember the answer given, but rather that there is a need to delve deeper into the essence of the event. Because students always want to hear over and over again about events that are fun and exciting for them. In order to answer a student's questions, the teacher must first have thoroughly studied the

event being asked. Because students are always trying to find out the truth, and they always look for it in the answers of teachers. If the teacher is unable to answer the question posed by the students, he or she should look for the correct answer together with the students or emphasize that he or she will study the problem in detail and answer it.

First and foremost, every teacher should have a plan for the intellectual development of students. You can't just create a student development plan and program. If a student is forced to follow a certain program, he or she will be discouraged from attending classes. The educational process aimed at the intellectual development of students should be organized in such a way that one of the most important issues for adolescents today is their choice of profession. Students will always be interested in what they are doing. Every science teacher, class teacher, and parent should inform students as much as possible about the specifics and characteristics of the profession in which they are interested. This requires teachers to make effective use of pictures, illustrations, videos, popular science and art works in the field.

The form of the lesson is especially important for the intellectual development of students. Encourage them to find time to read. And you have the opportunity to have interesting conversations everywhere at any time. This not only saves the teacher time, but also improves the quality and effectiveness of the lessons. Students will always be able to better understand a story as it is told. That's why they like to ask teachers questions. When a teacher asks a question to a student, they should not think, "My teacher is testing me or testing me." The more natural the process, the deeper the students' desire to acquire knowledge and information. The teacher should ask students a lot of questions in order to ensure their intellectual development, but not to give them the impression that all the information on the topic is known in advance. In addition, teachers are required to help students master the information and memorize the facts as they explain the topic. In this way, students are able to memorize most of the learning material. Encouraging students to work together is important when using this method. In this collaboration, students share what they have learned. They will be able to spread their knowledge and information. This, in turn, contributes to their intellectual development.

One of the most important conditions for the intellectual development of students is to praise, applaud and encourage them for every good deed they do. In this way, students are convinced that they are capable, and they are directed to study and learn more. A teacher should never threaten his students by saying, "You don't understand," "You don't understand." This attitude discourages students from learning.

Every student needs a variety of content-rich experiences in the learning process.

The process of intellectual development of students is a very complex process, and they are always interested in a humane, democratic and emotional attitude towards themselves. Such relationships are reflected in the emotional state of adults, parents, and teachers. In this process, it is important to identify similar levels of attitudes toward students' intellectual development. This, in turn, is necessary to determine their emotional response to the evaluation of the results of their intellectual activities. The intellectual activity of students should and should be interrelated with the goals and means of this activity.

The student is able to voluntarily and consciously organize and manage his / her intellectual activity and behavior, so that he / she can overcome difficulties in achieving his / her goals. In intellectual development, its voluntary component is characterized by the fact that they interact with themselves, enriching their 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 their intellectual development;
- Students' ability to evaluate the results of their intellectual activities;
- Creative thinking, processing, improvement of their abilities and abilities in the process of intellectual activity;
- Ability to develop one's 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 they have acquired in the process of intellectual activity.

One of the most important aspects of a system of voluntary-value relationships is that students analyze and think about their state of mind. This, in turn, allows students to fully understand the purpose of intellectual development. As a result of the analysis of their intellectual activity, they evaluate themselves. Analyzing one's own intellectual activity encourages them to think about how to improve it. Identifying specific aspects of students' intellectual development allows them to clarify the interrelationships between its parts.

Students should always be able to understand and feel that their parents and teachers love, appreciate, and strive to master their knowledge. Based on this approach, the teacher builds a relationship with his students based on mutual trust and respect. As a result, they are able to carry out their learning activities without contradictions and contradictions. Thus, a favorable pedagogical, psychological environment for their intellectual development is created.

CONCLUSION:

All these activities allow to enrich the technological structure of the educational process, aimed at the intellectual development of students. It also helps to select the appropriate didactic materials that will be the basis for organizing this process. It is important to examine and determine the effectiveness of learning outcomes that serve the intellectual development of students.

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