

## PROBLEMS OF CULTURAL-INTELLECTUAL DEVELOPMENT OF STUDENTS

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### ANNOTATION

In the article, the author reveals the modern approaches and specific features of the cultural–intellectual development of high school students. The issue of indicators of formation of intellectual abilities of schoolchildren in cognitive independent activity is discussed.

**Key words and phrases:** high school students, cultural–intellectual development, potential, social function, pedagogical condition.

### INTRODUCTION

In the world education policy, the use of the intellectual potential of the student and the development of a strategy for the rapid acquisition of knowledge are assessed as a priority task.

It is also an urgent task to improve the skills of primary school teachers to develop the intellectual abilities of students in accordance with the priority tasks of "Further improvement of the continuing education system, further increase of quality education services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" defined in the Action Strategy for the further development of the Republic of Uzbekistan.

At the current stage of the development of the science of pedagogy, American scientists understand the concept of "cultural-intellectual" as "... the ability to achieve a particularly high level compared to other individuals of a certain age, education and social environment" [2, p. 98].

Intellectual development is the most important component of any human activity. In order to understand his needs to communicate, study and work, he must first understand the world, understand and imagine that he needs to pay attention, remember and think about different parts of the activity. Therefore, intellectual abilities of a person develop in activity and are separated as a separate type of activity.

### ANALYSIS OF LITERATURE ON THE SUBJECT

Based on his research, N. Leytes suggests considering three categories of the student's cultural-intellectuality:

with accelerated mental development;

early mental specialization;

students with certain characteristics of unusual cultural-intellectual [3].

This proves that education plays an important role in cultural-intellectual development. Thus, it is impossible to support the creative potential of the cultural-intellectual in the conditions of today's traditional education and upbringing, therefore we believe that it is necessary to reform the secondary education in order to create appropriate conditions for the cultural-intellectual development of students.

B. Teplov believes that abilities can be innate as individual and psychological. His main idea: "... Cultural-intellectuality is a qualitatively unique combination of abilities, on which the possibility of greater or lesser success in performing any activity depends" [4, p. 26].

Development of human potential, their transformation into abilities is one of the main tasks of the education system, which cannot be solved without knowledge and the development of intellectual processes. In this sense, this concept is related to the concepts of "intellect", "ability" and "creativity".

Intellect (from the Latin *tiieyesit* - knowledge, understanding, mind) - "the mental abilities of a person: the ability to act in the environment, adequately reflect and change it, think, learn, know the world and assimilate social experience; the ability to solve tasks, make decisions, act rationally, predict" [2, p. 113].

## ANALYSIS AND RESULTS

By cultural-intellectual, we understand the genetic, cognitive, motivational and social potential of a person that allows to achieve high results in one (or several) fields of activity. In the intellectual field, a cultured-intellectual person is distinguished by a good memory, lively thinking, and curiosity. Cultural-intellectuality is a complex characteristic of a person, which is "a system of human activity, communication and behavior programs for living in harmony with universal, national culture" [8, page 26].

In the field of communication - adapts well to new situations, easily finds a common language with adults and students, in games - is a leader, takes responsibility. Cultural-intellectuality is characterized by fine and precise mobility, precise coordination, a wide range of movements, good control of the body, high development of basic motor skills, inclination to various types of work, including physical labor [9].

47 countries have mandatory diagnostic programs for all students to determine cultural-intellectuality. Intelligence and creativity are the main national assets in Singapore [10].

Culturally-intellectual students have many abilities that cannot be satisfied by the standard education system. Therefore, in many European countries and the USA, programs for training with cultural-intellectual students have begun to be created. In 1966, the Eurotalant (Paris) organization was established under the Council of Europe in order to coordinate activities with cultural-intellectual students on a pan-European scale [10].

Development of the intellectual sphere. Personality development is generally the growth of physical and psychological skills. It occurs in any specific activity and mental processes are

formed at the same time. The driving force of development is needs, and needs are the desire to improve any physical or psychological actions of a person.

## CONCLUSION

At the stage of forming a tendency for the intellectual development of students, it is to interest students in quick perception of the presented information. Because the process of intellectual development of students requires special pedagogical skills from the teacher.

The levels of cultural-intellectual development of students acquire a systematic character when they are supported by pedagogues. The teacher creates an opportunity for students to express themselves intellectually.

Appropriate selection of tasks and technologies that serve the cultural-intellectual development of students also serves to increase the effectiveness of education. It is of particular importance for science teachers to have clear ideas and pedagogical knowledge about the tasks that serve the cultural-intellectual development of students.

The next stage of the development of the problem of formation of intellectual skills in local didactics is related to the emergence and formation of the theory of optimization of the educational process. The relevance of this theory was understood in connection with significant miscalculations in the organization of intellectual educational activities of students at that time. Modern research within this problem shows many options for solving problems related to the cultural-intellectual development of students.

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