

Role And Influence Of Intellectual Qualities On Thinking Functions In Acceptance Of Educational Material

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Annotation: The “readiness” of learning and learning consists of the intellectual characteristics of a person who is able to concentrate on the mental function that plays a certain role in the success of the material under all equal conditions.

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Independence is the result of thousands of years of aspirations and efforts of the country. Totalitarianism is a solid foundation for building, forming a civil society, increasing the country's power and further prosperity. To build a democratic state, the older generation needs to develop a strategy for transferring experience and educating young people strong, strong-willed, with character, motivated for success, striving to continue the development of the strategy.

The society develops spiritually mature, physically healthy, highly intellectual people, independent thinkers and people who look to the future with confidence. They ensure the growth and sustainability of society. Therefore, from the first years of independence, the special attention of the state to the upbringing of the young generation as the holder of modern knowledge has become an urgent necessity and social duty today. As a result, the Law on Education and the National Training Program were adopted.

One of the necessary and priority areas of continuing education is updating the content of the curriculum, which leads to the need to transfer the lesson on the basis of best practices and ideas based on modernized, improved and scientific-pedagogical technologies. Because learning is the basis for learning. It should be noted that the Termez State University has created the centers “City of Talented Youth” and “Student Youth Theater”.

At the same time, the urgent problems of the current period of events taking place in the country are of great relevance, and in any case, the demonstration of exciting scenes of violence in the world is not affected by extremist influences, but has a great educational direction for students. The desire to learn, gain knowledge, education is the priority of today's youth. This is our great educational achievement.

In the early years of independence, this became one of the priorities of state policy in secondary schools in order to bring the quality and effectiveness of education to modern requirements. In this context, the modernization of

educational enlightenment in the light of innovative technologies is a prerequisite for today. After the general education system, it is necessary to use modern methods and means of advanced training of secondary specialized and vocational education, as well as go to the next stage.

The motive is the reason that prompts a person to work. The main reason people are active is their needs. Therefore, depending on the type of needs, motives are different. The modules of the social activity of the teacher are complementary components of the educational process, which allow you to perfectly understand the educational process, set objective goals and achieve them at a guaranteed level, realize the planned results. An effective solution to the problem of the effective use of social activity among primary school teachers is how teachers in the school have access to information about social productivity and their significance, the ability to apply theoretical knowledge in practice,

In a traditional school, the most important social values are manageability (obedience, discipline, diligence, normativeness (compliance with the standard, set norms) and uniformity (uniformity, typicality).

From the first years of school life, the child is taught not to answer their questions - to questions invented by other teachers, authors of textbooks, called-ups, they write this way in methodological developments, to develop students' creative imagination. Knowledge, skills, abilities correspond to the set standards; the behavior meets the established standards. The less the student's answer differs from the teacher's story, from the text of the textbook, the more chances he has to get the highest mark.

The traditional approach that has dominated high school for 2,000 years has suggested that there is a generally accepted set of knowledge that reflects the foundations of the sciences and is described in the textbook. School-nick can only honestly learn them. The best technique is understanding, and then memorizing the material with its subsequent repetition (in tasks and questions).

The teacher is called upon to fulfill the following functions: to organize, control and evaluate the course of the educational process. Thus, his work is to convey to the students a scientifically developed program material. Written works, control, annual assessments and the transition from one level of knowledge to another - all this is necessarily included in the school curriculum. Training is conducted in groups where students of the same age are selected. It is assumed that since they have the same age, then their abilities should be approximately the same. Therefore, children of 11 years can study in one class according to a single program. They should move forward at the same speed, although it is known that the pace of learning can be different for different people.

The content of the program, in their opinion, is based on academic disciplines, adjusted depending on the needs of society. In the lower grades,

reading, the basics of language, social sciences and natural sciences are taught. General courses are replaced in the upper grades by narrower and more specific ones, for example, English, history, and physics. Driving courses, labor lessons, physical education or military training are practical knowledge. Training in a single (standard) program for all is put on stream and prepares students, like cars on a conveyor belt, according to the general template.

Higher education institution is the center of spiritual education. Higher education should be as informative as possible. One of the most important tasks of today is to accelerate the education of primary school students as mature, morally and intellectually stable people. This is due to an increase in the effectiveness of education and upbringing in the process of restoring national values and mentality.

The characteristics of elementary students are unstable, their views are simple, and they are characterized by a quick capture of external impressions. It is well known that during this period the teacher deals with a person of a different psychological nature. Therefore, successfully used interactive interaction with one listener may not have the expected effect on another. Therefore, higher levels of achievement can be achieved if the impact of interactivity is achieved through an individual approach to students.

The formation of mental functions in intellectual qualities and types decides the main role in the success of a student. [3. 32]

The development of social intelligence provides the student with a successful involvement in social relations, as it gives him the opportunity to adapt, adapt to each new situation or position for him throughout his life. Thanks to this ability, students are adapted to the conditions of the social environment (social adaptation). So, teaching students leads to an understanding of interpersonal relationships and their management contributes to their effective professional activities, ensuring career growth and positive social well-being.

The definition of emotional intelligence refers to a group of mental abilities that contribute to the awareness and understanding of their own emotions and the emotions of others. In 1988, Reuven Bar-On introduced the concept of emotional and social intelligence and suggested that it consists of many deeply personal as well as interpersonal abilities, skills and abilities that, when combined, determine a person's behavior. Bar-On first introduced the designation EQ - emotional quotient, coefficient of emotionality, by analogy with IQ - coefficient of intelligence. In turn, Carolyn Saarny in 1990 examined the concept of emotional competence and included eight interrelated emotional and social skills. Emotional intelligence, in opinion, includes 4 parts:

- 1) the ability to perceive or feel emotions (both your own and that of another person);
- 2) the ability to direct their emotions to help the mind;
- 3) the ability to understand what this or that emotion expresses;

4) the ability to control emotions.

Students with a high level of development of emotional intelligence have expressed abilities to understand their own emotions and the emotions of other people, to manage the emotional sphere, which leads to higher adaptability and efficiency in communication. Unlike abstract and concrete intelligence, which reflect the laws of the external world, emotional intelligence reflects the internal world and its relationship with personality behavior and interaction with reality. [4. 256]

Emotional intelligence is interpreted as the ability to process the information contained in emotions: determine the meaning of emotions, their relationship with each other, use emotional information as the basis for thinking and decision making. [4.34]

Psychology shows that the degree of “fatigue” associated with the activation of the thinking of a student in primary courses cannot be equally understood by all students. “Readiness” consists of the intellectual characteristics of a person who is able to focus on the mental function, which plays a role in the success of the material, all things being equal. Thus, students with a high degree of “readiness” have the opportunity to independently and quickly learn the necessary knowledge. Of course, such students may have different attitudes toward reading.

If they are positive about reading, this is manifested in their attention, interest, sensitivity and emancipation.

Students with a "low level of education" have a strong desire to study well, and their attitude to reading is often characterized by a lack of effective methods. In many ways, they are still seeking knowledge through memory training methods. Despite the growing demand for their independent thinking, the learning process is very poor.

Students with low "readability" understand that their main task is to remember the information or information provided by the teacher in the textbooks, and to teach, repeat topics. However, some of these features are not always permanent for them, but rather due to proper training.

Students with a "high level of readiness" distinguish themselves from other categories of students who belong to the same category, with a high degree of accuracy, correctness and completeness of their education, synthesis and synthesis.

Students with low “preparedness” and low grades will be very poorly engaged in generalization, analysis and generalization. Students in this category are mostly unstable. They work with a person in organizing large-scale complex scientific concepts and abstracts (summaries) indicative or presented to go, without the need to explain the basics (pressure) affect the organization of exercises, fun, knowledge, motives and desires to satisfy the needs of a certain level to create a sense of purpose. It is imperative that the pressure on students

focused on learning gradually decrease, and gradually increase the content of instruction. The research work of psychologists N.A. Menchinskaya, Yu.B. Babansky and other scientists showed that the reasons that lead to inadmissibility are the following:

- pedagogical shortcomings: low level of educational activity, insufficient labor productivity, rejection of lessons - low attendance; inappropriate personal relationships in education, the vulnerability of parents and family members to being abandoned and neglected by students.

- psychological shortcomings: lack of motivation for educational activity, instability in behavior, lack of discipline, incompleteness of emotional and psychological preparation in education, the presence of numerous violations in the knowledge of students, lack of skills and knowledge necessary for training; student abilities, low level of mental abilities, etc.

- neurophysiological disorders: the presence of an incident with prolonged or temporary inhibition that occurs in any part of cerebral palsy, such as increased general slowness, vision, hearing, articulation, speech impairment, and so on.

According to the psychologist N.I. Murachkovsky, two types of personality characteristics affect the origin of disorientation: firstly, the student is thinking function, and secondly, the student's attitude to the personality's direction, i.e., to the student's internal position.

Certain types of students appear depending on the characteristics of both sides of the student, while the following are available: the first type is students with a positive attitude, but with a low degree of readiness; with the second type - students with a negative attitude, but with a high probability; the third type is students with a negative attitude towards education and weak backwardness.

Interactive interaction, changing the motives of educational activities will give positive results. It is usually noted that students usually benefit from independent work, especially from their creative activities (such as drawing, musical instruments, modeling) and other personal training sessions. [1.45]

Thus, educators and psychologists recognize that they are using their basic knowledge and trying to achieve a result from mental activity, they will moderate development. Each of the students has certain positive qualities. A teacher can achieve positive results only if he is guided by these hidden positive qualities.

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