

DEVELOPMENT OF THE INTELLECTUAL COMPETENCE OF FUTURE TEACHERS IN EDUCATIONAL INSTITUTIONS

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Abstract: The article analyzes the researches of expert scientists on the intellectual culture and its pedagogical aspects, methods of increasing the intellectual potential of graduates of higher education institutions. Terminological and lexical explanations are also given to the concept of intelligence, which is a general expression of mental ability. The need for intellectual potential today, the educational criteria recognized in prestigious higher education institutions, and in general the issues of developing the intellectual potential of future teachers are highlighted.

Key words: intellectual culture, innovative pedagogical methods, innovative information, ability to analyze and synthesize, creativity, intellectual ability, verbal intelligence.

INTRODUCTION. In the development of civil society based on national and universal values in the Republic of Uzbekistan, intellectual culture based on the consciousness, thinking, abilities and aspirations of young people, and their activity in the field of science is gaining importance. In the context of the reforms implemented in our country, the increase in youth activity, as well as the expansion of participation in the field of national identity awareness, free thinking, scientific outlook, and the application of scientific achievements to the development process are of socio-political significance.

In the period of new development, in the structure of youth spirituality, his thinking, mental activity and scientific values have a serious impact on social development, as long as this is the case, the analysis of the specific laws of his mental-qualification factor, scientific thinking and activity in the field of science is considered an urgent philosophical problem [15 :12].

In the course of the development of civil society, modern scientific knowledge is constantly developing and expanding the limits of its possibilities. New technologies and innovations are being discovered in society, theories and knowledge specific to globalization, and new sciences are emerging. Methodological bases for their research are being created. The development of scientific potential at such a level has a decisive impact on the intellectual culture of the society, so that completely new technologies and methods of discoveries and researches, distribution of religious and worldly knowledge and transfer to consumers are emerging in the social space.

Education is a social mechanism that forms the intellectual potential of society and ensures the development of science, technology and technology.

Science is one of the factors that ensure the country's development and is an indicator of its intellectual potential. That is why the development of higher education is given a special place in the Action Strategy for further development of the Republic of Uzbekistan for 2017-2021 [19]. The higher education system, which plays the role of an important factor in the growth of intellectual abilities of young people, should prepare competitive personnel necessary for the future and the present, contribute to the sustainable development of society, educate competent students and conduct activities based on world standards.



The President of the Republic of Uzbekistan has been drawing attention to the existing problems of the educational system, in particular, the quality of teaching in higher education, and the aspects that should be given special attention. In this regard, President Shavkat Mirziyoev said: "It is necessary to fundamentally revise the curriculum and programs, involving experienced pedagogues and specialists. Also, the implementation of modern curricula and methods related to the quality of teaching in higher educational institutions is not up to the level of demand... Another problem is also very important to solve: it is the professional level of pedagogues and teaching staff, their special knowledge. In this regard, it is necessary to create an environment that actively supports the processes of education, issues of spiritual and educational maturity, and the formation of real values," he says [1:45].

The effectiveness of the educational system is measured by the potential and intellectual culture of the specialists it produces. Therefore, it is necessary for a higher education institution to educate an educated person with specific social maturity characteristics, i.e., a formed psychological culture, a stable humanistic point of view, and developed intellectual qualities, in order to become a master of his work in the future. There are certain difficulties in solving this task, which consist of the gap between the level of development of science and technology and the level of intellectual development of graduates of educational institutions, that is, a disconnection, and this problem is currently being actively discussed by a number of authors[10:3].

REFERENCES AND METHODOLOGY. Research on the development of the intellectual culture of future teachers in the world education system in an innovative-pedagogical way can be divided into two groups - studies in Western and Eastern countries.

The intellectual culture of future teachers in Western countries, scientists S. Legg, M. Hatter, A. Roubeck, N. Humphrey, K. Clifton, H. Broad, R. Felder, R. Brent, H. Drumound, A. Weiz, R. Gilar, researched by P. Minano, J. Doland, P. Collins.

In foreign scientific research, scientists such as N. Humphrey, K. Clifton, and H. Broud pay special attention to studying the intellectual culture, intellectual coefficient, and intellectual ability of future teachers. In the conclusions of the researches, it is known that the mental capacity alone is not enough for the graduates to enter into social, economic, political and professional relations and to find their place in the society. Therefore, it is concluded that it is necessary to form the social conformism of the future personnel along with their mental abilities, skills and capabilities. This makes it one of the urgent tasks to carry out research in the field of intellectual culture of young people as well as social intelligence.

Pedagogical aspects of intellectual culture in Eastern countries, methods of development of intellectual potential of graduates of higher educational institutions were analyzed by scientists S.Panturat, P.Syuvonnoi, J.Ketchaturat, K.Changvong, A.Sukkamart, B.Sisan, M.Salvaratnam in their research.

Issues of development of intellectual culture in Uzbekistan O.Musurmonova, S.T.Shirmatov, I.B.Siddikov, D.Kh. Turdiboev, A.Abduqadirov, R.G'.Safarova, N.Ataqulova, I.B.Askarov, E.Z Philosophers, historians and pedagogues such as .Usmonova, S. Fayzulina have researched it.

Philosopher and scientist A.V. Brushlinsky[14] studied thinking in the form of a functional state of intellectual operations, O.K. Tikhomirov, A.V. Voyskunsky, A. Kadirov, U. Kerimov dealt with the problem of "artificial intelligence". Also, the problems of mental development are studied in the works of D.B.Elkonin, V.V.Davidov[21:280]. The impact of intelligence and modern technologies on the life of society, the relationship between human intelligence and "artificial intelligence" are found in the researches of I.Yu.Alekseeva and E.A.Nikitina[8:107].



It is known that there are more than 70 authors' definitions of the nature and content of intelligence in the present period, which reflect the cultural-historical aspect of intelligence. In this sense, the concept of intelligence is constantly changing. This process of change is associated with the rise of intellectual culture.

THE RESULT. The category "intellect" refers to the ability of a person to think, rationally know, perform abstract-analytical activities, and generate innovative information. The broad and narrow meanings of intellect are covered in the philosophical dictionary. Intellect, in a broad sense, is an activity based on a person's full knowledge of the essence of events and manifested on this basis; in a narrow sense, it means the capacity of thinking and reasoning of a person [20:168].

AllWords Dictionary defines intelligence as "memory, imagination, knowledge, experience, ability to adapt to new situations and solve problems" [6:1-12]. In the Dictionary of Philosophy and Psychology (Dictionary of Philosophy and Psychology), intelligence is defined as "special theoretical thinking and thinking ability". According to another source, it is noted that "intellect is the intersection of the psyche and the mind, the state of understanding each other" [5:54].

Professor V. B. Tarasov stated that "Intellect consists of the structure of certain strong and stable mental abilities of an individual" [17:352]. According to Oxford University professor N. Bostrom, "intellect is a mind capable of solving problems for humanity"[9:496]. Various philosophical currents prevailed to explain the essence and development of intelligence, they were united on the basis of certain scientific views, opinions, considerations, and there were discussions and debates surrounding the same approach. Among philosophers and scientists there are different views on the interpretation and scientific justification of the nature of intelligence.

In the National Encyclopedia of Uzbekistan, the word intellect (lat. intellects - knowledge, understanding, perception) is the mental ability of a person, the ability to accurately reflect and change life and environment in the mind, to think, read and learn, to know the world and to accept social experience; it is noted that it means the ability to solve various issues, come to a decision, act rationally, and foresee events. Intellect includes perception, memory, thinking, and speaking. The development of intelligence depends on social factors such as innate talent, brain capacity, active activity, and life experience. The level of intelligence is determined by the results of human activity, as well as psychological tests[18:179]. The results of a person's intellectual ability are expressed by the term intellectual property.

Intellect consists of a system of all cognitive (creative) abilities of an individual, such as intuition, perception, memory, imagination, thinking, imagination, and attention. The concept of intelligence, which represents general mental ability, summarizes the behavioral qualities associated with a person's adaptation to a specific situation. Thus, intelligence, on the one hand, is a general ability that provides knowledge and the effectiveness of any activity, and is the basis for others. On the other hand, it is an individual's system of cognition, which consists of intuition, perception, memory, imagination, thinking, imagination.

The concept of "intellect" as a general expression of mental ability is also used as a comprehensive description of behavior that can adapt to the requirements of civil society.

Philosophically, there are three forms of intellectual behavior of young people:

the first is verbal intelligence, meaning the content of the word, erudition reserve, source of independent study, understanding of books;

the second is a person's ability to find solutions to social, economic, and political problems;

the third form, called practical intelligence, is a personal ability that serves to realize set goals.



Intelligence is a certain level of development of thinking, understanding and understanding of young people, which ensures the acquisition of innovative knowledge and their effective use in social, economic and political activities. It forms the basis of a person's knowledge and behavior in society.

The criteria for determining the intellectual potential of future teachers, developed by potential universities in the developed countries of the world and recognized by higher education institutions of many countries, pay special attention to the following.

- analytical thinking
- critical thinking
- the ability to synthesize (synthesis thinking)
- creative thinking
- problem solving skills (problem solving) [7: 1704-1708].

Through these criteria, the intellectual level of future personnel is determined and evaluated as specialists with high potential. The important thing is that in foreign educational institutions, along with the student's level of knowledge, special attention is also paid to his critical thinking, ability to analyze and synthesize, creativity and problem-solving ability. Based on the study of foreign experience, it would be appropriate to introduce this approach to higher education in our country.

DISCUSSION. At a time when socio-economic reforms are deepening in our country, the question of the role of personnel with modern knowledge in increasing the efficiency of enterprises, organizations and various institutions is one of the urgent problems of today. This process requires training of personnel who have not only full knowledge, but also sufficient scientific training. At the new stage of society's development, such a demand for higher education imposes the task of paying special attention to an important aspect of human activity, education of young people, training of future specialists and qualified personnel. One of the important tasks of higher education is to train competitive personnel who are mature in all respects and meet the requirements of the labor market. Foreign experience shows that philosophy, ethics, aesthetics, pedagogy and logic have an incomparable role in improving the intellectual potential of future personnel. The Sorbonne Declaration on the European Higher Education Area signed in 1998 (Sorbonne Joint Declaration) is an example of the ongoing processes of supporting the necessary foreign experience in higher education on the basis of comparative quality assessment criteria [3:67]. Therefore, according to the Bologna declaration, the higher education institution participating in this process develops mechanisms for the formation of a special measure for the sale of the intellectual level of the future teacher in the labor market. In our country, higher education institutions have realized the need to join the Bologna Convention, and some processes have started in this direction. Along with structural changes in higher education institutions, subjects and practical activity criteria are being developed that will shape the intellectual culture of future teachers. It is clear that the main priority task is to educate them as owners of a new way of thinking and deep intelligence. In Uzbekistan, there is a need to create a pedagogical technology for the process of teaching philosophical subjects to improve the intellectual potential of future teachers.

The reserve of qualified personnel trained in the current period does not meet the modern demand of socio-economic systems. This situation, in turn, requires higher educational institutions to implement innovations in the personnel training system and labor market relations. The low level of intellectual culture of today's graduates is estimated by the fact that they are not adaptable to the situation, limited only by theoretical knowledge, unable to apply the acquired knowledge in practice, and do not have a broad outlook and deep thinking. The content of the reforms carried out in our society requires the qualification of specialists, their ability to solve



non-standard problems, regular improvement of their professional skills, and readiness for social changes.

Currently, a number of contradictions appear in the field of education. In a broad sense - these are the contradictions between culture and education [11:17]. In a narrow sense, this is a conflict between the demands placed on a modern specialist by a society focused on humanizing and humanitarianizing the educational environment, and the main focus is on the graduate student's determination of his place, self-development, the possibilities of the traditional system of professional training in a higher educational institution, and "finding organization" from "formation". , aimed at "development".

These contradictions are more evident in:

- a) increasing requirements for the quality of knowledge and skills of future specialists, low quality of intellectual development of modern youth;
 - b) the need to acquire fundamental professional knowledge and the development of intellectual abilities with the established practice of teaching in an educational institution without being directed to a specific goal;
 - v) the natural needs of graduate students in the development of their intellectual capabilities and insufficient use of the developing functions of professional sciences in the educational process.
- Description of development mechanisms and joint development of intellectual capabilities of teachers and future teachers are important in overcoming these contradictions.

The goal of developing intellectual culture among future teachers is to educate individuals with the ability to create intellectual property. Therefore, the formation of the ability to create a product of creative intellectual activity is a product of the graduate student's intellectual culture. In order to create intellectual property, the student needs knowledge and skills. In general, fundamental knowledge is important in the formation of human intellectual culture. Thoughts are considered to be a product of the mind, and the ability to form an intellectual mind creates a high intellectual culture in graduating students. The high intellectual ability of the future teacher determines the level of intellectual consciousness in him.

The Russian scientist V.B. Tarasov expresses that the intellect itself is a stable mental ability as follows: "Intellect consists of the structure of certain strong, stable mental abilities of an individual" [16:352]. Another English scientist, Nicholas Humphrey, says that the social function of intelligence is "to foresee and predict social problems" [4: 303-317].

It is necessary to measure the intellectual potential of future specialists by their ability to perform the futurological function in their field. This criterion was put into practice in American universities at the beginning of the 20th century. Particular attention is paid to the formation of a prognostic worldview in future teachers [2:54-59]. Therefore, only when we realize that intelligence is a specific process in thinking, we move to the qualitative stage. The intellectual culture of the graduates, the manifestation of thinking at a high level is manifested in the education and training process.

The main task of higher education is to open and develop individual opportunities of the student, to help open and grow personal freedom and opportunities. Today, the struggle of two opposing directions: fundamentalization and professionalization is important in the training of highly educated specialists [12:1-9]. Acquired fundamental knowledge can help in practical activities only when it reaches a certain level of professionalization. And, on the contrary, if the fundamental training is not sufficient, the process of professionalization may stop at certain times.

For most higher education professionals, it is important to consider personality traits first. It is in them that the dominant capabilities of a person are concentrated, because in a person all life activities of a person are summarized in a unique way, his life experience is accumulated.



For this reason, the development of the human personality should be considered as an important aspect of its fundamentalization. It is possible to distinguish the characteristics of professionalization in personal development [13:9-20].

The high qualification of specialists is necessary, especially for a graduate of a higher education institution, because his activity is determined by his competitiveness in social life and his place in the labor market. At the same time, in order to ensure that the graduates have their place in the labor market, it is necessary to develop the skills of social experience in them. That's why there is a need to reform the educational process and create new pedagogical methods of training intellectually capable personnel who can show their personality, abandoning the old system of teaching and taking exams. In this process, forming a philosophical worldview in students is the solution to all problems.

CONCLUSION. Based on the above-mentioned points, the objective socio-pedagogical necessity of developing intellectual culture in future teachers can be concluded as follows:

- during the period of economic reforms and social changes in our country, the demand for personnel with high intellectual potential increases;
- the existence of a need for specialists with a new way of thinking and worldview in the context of the openness policy of our country, opening its doors to the countries of the world, entering the global arena;
- the development of the country - with the development of science - with the development of education - with the growth of the intellectual culture of graduating students - with the effective pedagogical activity;
- the objective need for intellectual culture is manifested in the upbringing of children as a future teacher, as a parent, in the position of citizenship as a person, in understanding the essence of life as a person, in demonstrating high professional knowledge as a specialist.

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