

DEVELOPMENT OF INTELLIGENCE IN STUDENTS AND TEACHERS OF PRIMARY SCHOOLS

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Abstract

This article is about teachers and primary school students and their intellectual development.

Keywords

Intellectual abilities, intelligence, intellectual development, emotional background, intellectual skills.

The development of students' intellectual abilities in a modern school environment is of utmost importance. Attention to this problem is dictated by the conditions of modern life: society needs creative, self-developing individuals who are able to realize their individual personal needs and solve society's problems.

So what is hidden under the concept of intelligence? American psychologist, creator of world-famous intelligence tests D. Wexler understands intelligence as the ability to successfully measure one's strengths, life circumstances, using accumulated experience and knowledge. That is, he views intelligence as a person's ability to adapt to the environment. Psychologist I.A. Domashenko describes intelligence as a general cognitive ability that determines a person's readiness to assimilate and use knowledge and experience, as well as to behave intelligently in problem situations.

So, intelligence is the totality of an individual's qualities, which ensures a person's mental activity.

Intellectual abilities are abilities that are necessary to perform not just one, but many types of activities. Intellectual abilities mean memory, perception, imagination, thinking, speech, attention. Their development is one of the most important tasks in teaching young children. Intellectual development does not occur on its own, but as a result of the multilateral interaction of the child with other people: in communication, in activities and, in particular, in educational activities.

Passive perception and assimilation of new things cannot be the basis of solid knowledge. Therefore, the task of the teacher is to develop the mental abilities of students and involve them in active activities.

The main task of primary school is to ensure the development of the child's personality at a higher level compared to the preschool period of childhood.

Academic success has a significant and sometimes decisive impact on the relationships between children in the classroom. Children may respect students who are good or excellent students more than those who are smart. This is especially noticeable when smart children study unevenly and without interest, because they are bored at school.

An essential feature of classes on intellectual development, in contrast to traditional subject lessons, is the shift of emphasis from the effective side of learning to its procedural side. There are no marks given in intellectual development lessons, but assessment is mandatory. Students get rid of the "marking" psychology; they are not afraid to give the wrong answer, since all the children's answers are accepted, listened to carefully, and as a result of a collective discussion, the children come to the right decision. Students gradually develop an attitude towards these activities as a means of developing their personality. The main criterion for the effectiveness of such classes are:

- a) the joy of knowledge;
- b) constant achievement of new results;
- c) acquiring new intellectual experience.

The general atmosphere in intellectual development lessons creates a special positive emotional background: relaxedness, interest, desire to learn how to complete the proposed tasks. Awareness of one's success helps to reveal the psychological capabilities of students, increase their self-esteem and self-confidence.

This emotional background, the students' positive attitude towards our assignments, have a certain aftereffect and gradually spread to regular school lessons. Thus, parents note after classes on intellectual development that students are more active, attentive, and cope with academic tasks more successfully. The children themselves say that after classes they complete their homework faster and study better. Thus, intellectual development lessons become one of the ways to form a positive attitude and interest in learning in general: as a result of these lessons, students achieve significant success in their development. They also acquire the necessary intellectual skills, which are used by schoolchildren in

academic work in subject lessons, which leads to the child's first successes, which means that interest in learning arises.

In general, in order to maintain and harmonize the process of development of intellectual abilities, during classes it is necessary to do the following:

- Encourage the child's independent thoughts and actions.
- Do not interfere with the child's desire to do something in his own way.
- Respect the student's point of view.
- Encourage children to do more free drawings, verbal, sound, tactile and taste images and other spontaneous creative expressions during the lesson.
- Treat children's creativity without judgment.
- Sometimes create and play with children together - as an ordinary participant in the process.
- Pay more attention to organizing the process of intellectual and creative tension, rather than to the results.
- Use "creative" techniques and tasks, creative games with words, body movements, sounds, visual images, etc.
- Maintain a positive emotional background in the classroom for the teacher and children
 - cheerfulness, calm concentration and joy, faith in one's own strengths and the capabilities of each child.

Successful organization of educational and cognitive activities of primary school students is impossible without the use of an individual approach. In addition to the set of characteristics of such components of the intellectual sphere as perception, attention, thinking, memory, imagination, it is necessary to take into account the characteristics of the emotional and volitional sphere of the child, as well as the characteristics of temperament and the speed of various reactions. Try to take into account the personality direction of each child.

That is why one of the most important places in the work system is occupied by the diagnosis of the development of children's intellectual abilities. Diagnostics makes it possible to monitor the dynamics of the intellectual development of students, the effectiveness of the work system, and, most importantly, to have an effective influence on the process of their education and upbringing, using a reasonable, differentiated, individual approach to each child.

Diagnosis of the development of first-graders is the basis for building all further work with each specific child, group of children, and class as a whole. In the future, it is necessary to monitor the results of the development of children's intellectual abilities and compare them with those obtained previously.

From the book “Psychology of Intelligence” by the famous Swiss psychologist J. Piaget:

- “Being the most perfect of psychological adaptations, the intellect serves as the most effective and necessary tool in the interactions of the subject with the outside world, interactions that are realized in the most complex ways and go far beyond the limits of direct and momentary contacts in order to achieve pre-established and stable relationships.”

Thus, by developing intelligence, we can give the child a powerful impetus to understand the world around him. A person with developed intelligence uses the acquired amount of knowledge much more actively not only in the classroom, but also outside it.

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