



DEVELOPMENT OF INTELLECTUAL ABILITIES OF YOUNGER SCHOOLCHILDREN

Gafurov Mirzo Ulugbek Majidovich,
Teacher of PYMOMM Fergana Region

Annotation

The article provides the main evidence of the need for the intellectual development of primary school students.

Keywords: development, intellect, ability, activity , primary school age.

The development of the intellectual abilities of students in the conditions of modern schools are of paramount importance. Attention to this problem is dictated conditions of modern life: society needs creative, self-developing individuals, able to realize their individual personal needs, solve problems society.

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

So, intelligence is a set of qualities of an individual, which provides human mental activity.

Intellectual abilities are the abilities that are necessary for performing not just one, but many activities. Under intellectual abilities are understood as memory, perception, imagination, thinking, speech, attention. Their development and is one of the most important tasks of early childhood education.

Intellectual development does not happen by itself, but as a result of multilateral interaction of the child with other people: in communication, in activities and, in particular in educational activities. Passive perception and assimilation of the new cannot be foundation of sound knowledge. Therefore, the task of the teacher is the development of mental abilities. students, engaging them in active activities.

The main task of primary school is to ensure the development of the child's personality for more high level compared to the preschool period of childhood. The source of the full development of the child in the primary school years are two type of activity. First





, any child develops as he masters the past. experience of mankind, due to familiarization with contemporary culture. At the heart of this process is educational activity, which is aimed at mastering the child's knowledge and skills necessary for life in society. Secondly, any child in the process development independently realizes its capabilities, thanks to creative activity. IN unlike educational , creative activity is not aimed at mastering already known knowledge. It contributes to the manifestation of independence, self-realization, the embodiment of his own ideas, which are aimed at creating something new. Thus, in the process learning activity forms a general ability to learn, and within the framework of creative activity, a general ability to seek and find new solutions, unusual ways to achieve the desired result, new approaches to the consideration of the proposed situations.

Basically, in the classroom, children are engaged in educational activities, solve educational and training , typical tasks. And with the solution of each subsequent problem of the same type of search activity is gradually curtailed, and ultimately completely disappears.

This greatly hinders the development of the intellect, impoverishes the personality of the child, the attitude towards himself. yourself. Gradually, children get used to evaluate themselves, their capabilities only through successful solving typical tasks, the performance of which depends on the knowledge of a specific rule, on the degree of assimilation of certain knowledge. Most often, this results in high self-esteem in a child does not depend on the manifestations of his invention and ingenuity, but only from diligence and diligence in mastering the rules and knowledge.

Academic success has a significant, and sometimes decisive, impact on relationships between children in the classroom. Children may have more respect for those students who study well and excellently than those who think well. This is especially noticeable when smart children study unevenly and without interest, as they are bored at school. An essential feature of intellectual development classes, in contrast to traditional subject lessons is to shift the focus from the productive side teachings on its procedural side. At the lessons of intellectual development are not put grades, but evaluation is mandatory. Students on them get rid of "marking" psychology, they are not afraid to give an erroneous answer, since all the answers of children are accepted, listened to carefully, and as a result of collective discussion, children come to the right decision. Students gradually develop an attitude towards these activities as a means of personal development. The main criterion for the effectiveness of such classes are:

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





The general atmosphere at the lessons of intellectual development creates a special positive emotional background: looseness, interest, desire to learn how to perform proposed assignments. Awareness of one's successes contributes to the disclosure of psychological opportunities for students, increase their self-esteem, self-confidence. This emotional background, the positive attitude of students to our tasks have a certain aftereffect and are gradually spreading to ordinary school lessons. So parents note after classes on intellectual development that students more active, attentive, successfully cope with educational tasks. The children themselves they say that after classes they do their homework faster and study better. Tem the lessons of intellectual development are becoming one of the ways to form positive attitude and interest in learning in general: students as a result of these occupations achieve significant success in their development. They also buy necessary intellectual skills that are used by schoolchildren in the educational work in subject lessons, which leads to the first successes of the child, which means that There is also an interest in learning.

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

- Encourage your child to think and act independently.
- Do not interfere with the child's desire to do things in his own way.
- Respect the student's point of view.
- Invite children to do more free drawings, verbal, sound, tactile and taste images and other spontaneous creative manifestations during the lesson.
- Be indifferent to children's creativity.
- Create and play sometimes with children together - as an ordinary participant in the process.
- Pay more attention to the organization of the process of intellectual and creative stress, not results.
- Use "creative" techniques and tasks, creative games with words, body movements, sounds, visual images, etc.
- Maintain a positive emotional background for the teacher and children in the classroom - cheerfulness, calm concentration and joy, faith in one's strengths and capabilities every child.

Successful organization of educational and cognitive activities of junior students classes is impossible without the use of an individual approach. In addition to the complex characteristics of such components of the intellectual sphere as perception, attention, thinking, memory, imagination, it is necessary to take into account the peculiarities of the emotional and the volitional sphere of the child, as well as the





features of temperament, the rate of flow various reactions. Try to take into account the orientation of the personality of each child.

That is why one of the most important places in the system of work is occupied by diagnostics. development of children's intellectual abilities.

Diagnostics allows you to track the dynamics intellectual development of students, the effectiveness of the work system, and most important - to have an effective influence on the process of their education and upbringing, using at the same time, a reasonable, differentiated, individual approach to each child.

Diagnostics of the development of first-graders is the basis for building the entire further work with each specific child, group of children, class as a whole. IN further it is necessary to monitor the results of the development of intellectual abilities children and compare them with previous ones .

From the book "Psychology of Intelligence" by the famous Swiss psychologist J. Piaget: "As the most perfect of psychological adaptations, the intellect serves the most an effective and necessary tool in the interactions of the subject with the outside world, interactions that are implemented in the most complicated ways and go far beyond direct and instantaneous contacts in order to reach in advance established and sustainable relationships.

Thus, by developing the intellect, we can give the child a powerful impetus for knowledge of the surrounding world. A person with a developed intellect is much more active uses the amount of knowledge gained not only in the classroom, but also outside it.

Literature

1. Abdupattoyev, M. (2019). The Congruence and its place in Contrastive Linguistics. *Scientific journal of the Fergana State University*, 2(2), 101-103.
2. Abdurahimovna, B. Z. (2022). MAKTABGACHA TA'LIM TASHKILOTI FAOLIYATINI BOSHQARUVI XUSUSIDA. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMYIY JURNALI*, 2(10), 186-191.
3. Abdurahimovna, B. Z. (2022). MAKTABGACHA TA'LIM MUASSASASINI BOSHQARISH "MENEJMENT" TUSHUNCHASI VA QO'LLANINISHI. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMYIY JURNALI*, 2(10), 201-205.
4. Abduvalieva, N., & Ikramova, G. LEXICAL-SEMANTIC PECULIARITIES OF PERSIAN-TAJIK WORDS USED IN THE GHAZELS OF ALISHER NAVOI. *Zbiór artykułów naukowych recenzowanych.*, 168.
5. Abduvaliyeva, N. A. (2020). SOME FORMS OF REFERENCE (ADDRESSING) IN





- UZBEK DRAMAS. Theoretical & Applied Science, (1), 23-26.
6. Alisherovna, A. N. (2022). LEXICAL-SEMANTIC ANALYSIS OF PERSIAN-TAJIK ACQUISITIONS USED IN GHAZALS. *Web of Scientist: International Scientific Research Journal*, 3(10), 925-932.
 7. Ilhom, S., & Kizi, S. G. N. (2022). Early students in mathematics formation of fundamentals of economic knowledge.
 8. Jalolov, S., & Botirova, Z. (2016). The role of motivation in the second language learning acquisition. In *Современные тенденции развития аграрного комплекса* (pp. 1752-1754).
 9. Kochkorbaevna, K. B. (2021). Effective ways to Increase Student Thinking Activity. *International Journal of Culture and Modernity*, 11, 256-262.
 10. Kochkorbaevna, K. B., & Mamasoliyevna, I. H. (2022). About Methods of Teaching the Native Language. *International Journal of Innovative Analyses and Emerging Technology*, 2(4), 26-29.
 11. Maxmudova, O. (2022). FORMATION OF THE LEXICAL MEANING OF A WORD INTO A DEVIRATIVE. *Science and Innovation*, 1(6), 171-176.
 12. Maxmudova, O. (2022). OZBEK TILSHUNOSLIGIDA BOGIN VA UNING TIPLARI YUZASIDAN OLIB BORILGAN IZLANISHLAR. *OLIY VA O 'RTA MAXSUS TA'LIM VAZIRLIGI FARG 'ONA DAVLAT UNIVERSITETI*, 105.
 13. Maxmudova, O. (2022). СЎЗ ЛЕКСИК МАЪНОСИНИНГ ҲОСИЛА МАЪНО ЮЗАГА КЕЛТИРИШИ. *Science and innovation*, 1(B6), 171-176.
 14. Maxmudova, O. T. (2022). TURKIY SO 'ZLARDA O 'ZAK MORFEMA TUSHUNCHASI. *Журнал интегрированного образования и исследований*, 1(6), 52-54.
 15. Mukhtoraliyevna, Z. S. (2016). The notion of non-equivalent vocabulary in linguistics. *International Journal on Studies in English Language and Literature*, 4(7), 70-72.
 16. Sobirjonovich, S. I. (2021). Professionalism as a Factor in the Development of the Pedagogical Activity of the Future Teacher. *Journal of Ethics and Diversity in International Communication*, 1(7), 76-81.
 17. Sobirjonovich, S. I. (2021). Teaching Preschool Children in a Second Language. *International Journal of Culture and Modernity*, 11, 406-411.
 18. Sobirjonovich, S. I. (2022). Heuristic Activity in the Educational Process of the Institutions of Preschool Education. *Spanish Journal of Innovation and Integrity*, 5, 529-534.
 19. Soliyev, I. S., & qizi Ergasheva, D. S. (2022). BOSHLANG 'ICH TA'LIM FANLARINI O 'QITILISH JARAYONIDA SHARQ MUTAFAKKIRLARI





- ME'ROSIDAN UNUMLI FOYDALANISH. *RESEARCH AND EDUCATION*, 1(8), 16-20.
20. Toxirjonovna, O. M. (2022). ONA TILINI ORGANISHDA ZAMONAVIY TEXNOLOGIYALAR ORQALI TALABALARDA VATANPARVARLIK RUHINI SHAKLLANTIRISH. *INNOVATIVE DEVELOPMENT IN THE GLOBAL SCIENCE*, 1(5), 81-87.
21. Zokirova, S. M. (2016). About the congruent phenomenon in the contrastive linguistics. *Sciences of Europe*, (8-2 (8)), 45-46.
22. Zokirova, S. M., & Topvoldiyeva, Z. R. (2020). ABOUT BORROWINGS IN THE UZBEK LEXICON. *Theoretical & Applied Science*, (4), 701-705.
23. Zuhraxon, B., & Muazzamxon, X. (2022). MAKTABGACHA TA'LIM MUASSASASINI BOSHQARISH "MENEJMENT" TUSHUNCHASI VA UNING XUSUSIYATLARI. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, 1(8), 528-532.
24. Zuhraxon, Botirova. "PEDAGOGIKA VA DIDAKTIKA KONTEKSTIDA PEDAGOGIK MONITORING." *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI* 2.10 (2022): 181-185.
25. Абобакирова, О. Н. (2020). Жанровые особенности узбекских детских рассказов (на примере творчества Латифа Махмудова). *Проблемы современной науки и образования*, (1 (146)), 95-98
26. Абобакирова, О. Н. (2020). ЎЗБЕК БОЛАЛАР ҲИКОЯЧИЛИГИНИНГ УСЛУБИЙКОМПОЗИЦИОН ХУСУСИЯТЛАРИ. *МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА*, 3(2).
27. Абобакирова, О. Н. (2022). АНВАР ОБИДЖОН ҲИКОЯЛАРИДАГИ БАДИИЙ ХУСУСИЯТЛАР ("ОДОБЛИ БЎЛИШ ОСОНМИ?" ҲИКОЯСИ МИСОЛИДА). *Scientific progress*, 3(4), 525-529.
28. Бахтихон, К. (2017). МАКОН МА" NOSINI IFODALOVCHI LEKSEMALARINING LINGVISTIK MAYDON SIFATIDA O"RGANILISHI. *Актуальные научные исследования в современном мире*, (4-2), 53-58.
29. Ботирова, З. А. (2020). Повышение мотивации учащихся начальных классов. *Проблемы современной науки и образования*, (6-2 (151)), 62-64.
30. Зокирова С. М. О конгруэнтном явлении в контрастивной лингвистике // *Наук Европы*. – 2016. – №. 8-2 (8)).
31. Курбанова, Б. К., & Каримова, З. (2019). Семантические свойства фразем в узбекском и киргизском языках. *Молодой ученый*, (28), 255-257.