Components and structures of cultural-intellectual development of high school students

Структурные компоненты и структуры культурно-интеллектуального развития старшеклассников

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Abstract
The problem of spiritual, intellectual and creative development of a modern student's personality is an urgent socio-pedagogical and priority issue, creativity, creative abilities, intellect, intellectual activity, creativity, creativity, intellectual creativity, abilities, intellectual-creative abilities, studies concepts such as creative imagination, intellectual-creative process, activity.
Keywords: High school students, intellectual development, creativity, ability, creativity, education.

Аннотация
Проблема духовного, интеллектуального и творческого развития личности современного школьника является актуальной социально-педагогической и приоритетной проблемой, творчеством, творческими способностями, интеллектом, интеллектуальной деятельностью, творчеством, интеллектуальным творчеством, способностями, интеллектуально-творческими способностями, изучает такие понятия, как творческое воображение, интеллектуально-творческий процесс, деятельность.
Ключевые слова: старшеклассники, интеллектуальное развитие, творчество, способности, креативность, образование.

Introduction

The President of the Republic of Uzbekistan Sh.M. Mirziyoyev encouraged students to work and think in a new way according to the requirements of the times; calls for research, initiative and entrepreneurship. Therefore, improving the educational system and content, bringing it closer to real life, as well as intellectual and creative development of young people; it is necessary to develop social and communicative skills. This idea occupies a leading position in a number of decisions and decrees of the President of the Republic of Uzbekistan adopted in recent years. The intellectual-creative activity of students is of great socio-pedagogical importance, and it is a factor of development and improvement of the basic qualities and abilities of a mature generation. After all, intellectual-creative development is related to the spiritual sphere of the "person". This is the formation and satisfaction of moral, intellectual and aesthetic demands and interests in the process of active activity. When a high school student creates a creative product, he must understand that the work is aimed at a specific goal, is planned in terms of content, has a logical and coherent perception of the material, has a wide creative imagination, knows not only the historical and cultural, but also the artistic value of the source, its aesthetics, emotional impact. It is necessary to reveal, expressing his bold judgment and opinion, to

be able to summarize the main content, to have a creative approach to the intellectual-creative product, to be able to express himself, to be able to give a list of used literature.

Materials and Methods

The following requirements are imposed on the system and quality of intellectual-creative work carried out with high school students:

- proportionality of subject and content of training; diversity and complexity;

- duration and complexity of studying historical and cultural material; to be able to develop the student's creativity, to direct them to creative self-development.

It is worth noting that in order to develop creativity, the student needs to have a high emotional and positive mood, and for this, it is necessary to provide the necessary didactic conditions in the educational process. In the process of perceiving the assigned material, the following requirements are imposed on high school students:

Activities aimed at developing creative abilities (perception, creative preparation of information materials, socialization in different educational audiences) are interesting for students and are considered important and necessary educational activities that meet their needs. This kind of activity especially attracts high school students. This age is characterized by the strength of perception, creative activity, formed intellect, creative potential, social-communicative activity, intellectual-creative development, and the desire for improvement[1].

Adolescents develop not only creative-intellectual skills, but also social-communicative skills such as communication, striving for social activities, interest in mass media, national and world culture, and sharing their knowledge. It activates emotional, intellectual and volitional qualities such as foresight, planning, responsibility, determination, self-control, control.

1. Artistic-aesthetic analysis of ancient architectural monuments based on general, active perception and creative imagination, distinguishing their main and important aspects;

2. Artistic-aesthetic analysis of ancient architectural monuments based on general, active perception and creative imagination, distinguishing their main and important aspects;

3. Emotional perception;[2]

4. Ability to generalize; draw conclusions; to have one's opinion.

Intellectual development - ability to think, requires organization of mental activity at a high level, interest in learning increases. During this period, holding clubs, studios, sections, and various events is of great importance. Their interest in reading books increases. Self-awareness, evaluation, education are formed. He begins to compare himself with others. However, in addition to the above, there are also complex contradictions in the character of a teenager. This is considered a new beginning of adolescent activity, new traits in behavior. But not all teenagers have a high level of interest in learning. 38 percent of teenagers are not interested in studying any academic subjects. Others are interested in three or two academic subjects, and in most cases, one academic subject. The interest of young teenagers depends on their education. But their interests, as well as reading, are not stable. 21 percent of teenagers participate in various clubs, and the rest are engaged in sports or music. 40 percent of students do not have stability in participating in extracurricular activities.

The most important interest is focused on television broadcasting. 88 percent of teenagers watch TV every day.In order to find out the answer to the question of how they spend a normal day with their free will, the results of the study noted the following: 85 percent of teenagers spend their time on their own, 70 percent watch movies or TV, 50 percent do sports, 45 percent rest by sleeping or lying down. Also, the number of teenagers who go to school to avoid bad grades is 15 percent. Teenagers develop a need to achieve something. The fulfillment of social requirements by them affects the development of the nervous system. Therefore, school life is full of "difficult" tasks. At this age, teenagers try to demonstrate their independence in front of adults. The demand for self-education grows. They painfully accept the assessments of adults as "lazy", "rude", "inattentive", "incompetent".

In adolescence, the difference between boys and girls increases. Intellectual skills decrease from grade VII. Therefore, it is necessary to pay great attention to the development of children during this period. As a result of self-education, boys are strong, free, attentive, brave; and girls - they start to be very docile, modest and serious. Therefore, it is necessary to help the teenager in planning his time. By the age of 13-14, a sense of duty, responsibility, and self-control begin to appear in a teenager. It is important to respect the personality of a teenager, not to belittle him, to recognize that he has become an adult. Senior school age - college, lyceum students (adolescent age 15-18). This period is the period when teenagers reach puberty. Sexual maturation ends during this period. They begin to feel independence. Adolescents begin to look at life from the perspective of the future. The desire to increase the cultural level will increase. feelings also change. They begin to educate themselves. Ideal choice and adherence to it will increase. During this period, discussions between them will give good results. Teenagers strive for their group. Therefore, it is necessary that all the aspirations of a teenager are directed towards a certain goal. Their need to choose academic subjects is increasing [4].

Adolescence is considered a period of development of human activity. They try to express their thoughts independently and begin to show their personality. Therefore, it is important for teachers and adults to correct their still shallow thoughts and worldviews. After all, during this period, self-awareness, spiritual, moral and social qualities are formed quickly. This is also motivated by his activities, behavior in the team and in public places, and his quick communication with people. He tries to feel like an adult, show his uniqueness, and draw attention to himself. He begins to solve moral problems from the point of view of his views. They measure the essence of life, happiness, duty, personal freedom by their interests. That is why it is very important for adults to give them impartial, correct direction. At this time, the behavior of young people begins to form. In this case, the position of the person in the community, the interaction with the members of the community is important. Of course, the influence of the social movement of young people working in the educational institution is of great importance in this regard. Because teenagers are on the threshold of an impossible life, and their right step into this life is an important condition for them to be an active citizen of society. Socialization of the individual. Personality is formed in the process of social relations. Because in the process of education, children are taught situations and events related to living together in society. In this process, the student "enters" society and interacts with it. They gain certain social experience (knowledge, value, moral rule, instruction), that is, they become socialized[5]. Socialization is a long and complex process. Because any society develops a system of social and moral values, ideals, moral norms and rules in the process of development, every child will have the opportunity to live in this society and become a member of it by accepting and learning the above rules. . For this purpose, the society influences the individual in one way or another. This effect is realized through education. On the other hand, the formation of a person is influenced by various ideas and social environment.

Materials and Methods

People come into contact with social norms and moral rules and learn them. The process of socialization has internal contradictions. A socialized person must conform to the requirements of society, "enter" it, oppose the negative aspects of society's development, life situations that hinder the individual development of a person. But sometimes the opposite happens in life: there are people who are fully socialized, enter society, but do not actively fight against some negative situations in the environment. This situation applies to the whole society, educational institutions, teachers and parents. The contradiction in education can be eliminated only with the help of the idea of humanitarianism. Because, as stated in the "National Personnel Training Program" of the Republic of Uzbekistan, the organization, development and socialization of education is an urgent issue. . The formation of an aesthetically rich worldview in students, the development of high spirituality, culture and the ability to think creatively in them are important social requirements.

Results and Discussions

Situational issues (Cases)

Case 1. There is a literature lesson in the 6th grade. Komil Isayev is answering on the board. All the children are listening to him attentively. Immediately all hands go up until the answerer is caught or slightly lost. And those who are very restless even wave both hands in the air, they really want their teachers to see that they are listening carefully to their friend's answer and are ready to immediately correct his mistake. Kamil started to make frequent mistakes, he gets confused and loses his words. The children did not object to the teacher filling in their friend's answer, or rather interrupting him, but he could not stand it and allowed the most disturbed children to fill in the answer. Kamil was no longer preoccupied with his answer, but more with the situation in the classroom. He often gets confused, drags out his words, gets upset quickly and becomes completely silent.

- Well, my dear, how did you start your answer, why did you keep silent? How well the children helped you. Did you not read the lesson to the end?!

Biology lesson. Iroda Kamalova is answering. Silence in the classroom. What silence is this? Are their friends listening to Iroda's answer (some of them are listening, what about the rest?) Let's better watch the class children.

Here are three students, they are flipping through the textbook, noticing the teacher's next question. A few of them fixed their eyes on the window - their faces were deep in thought and dreams. The others quietly opened their history book and began to prepare for the next lesson. Two girls are "talking with eye contact" about some objects, something that is very far from the content of the lesson. So, even though more than half of the students are sitting at their desks, their thoughts are already wandering around.

Iroda corrected the mistake, but there is no candidate in the class to correct it. Maybe there will be objections later? No. No student in the class was quick to comment on the answer.

1. As in the first and second event, put it on the board and evaluate the effect of oral questioning. Are there any commonalities between these situations? What characteristics of students' behavior can be noticed in this? What can cause them?

2. What kind of educational and educational issues does the teacher consciously put in front of him in the first and second cases while organizing individual inquiry on the blackboard?

3. What issues that the student did not take into account in advance should be expressed by the teacher? Can they be solved in these lessons?

4. What pedagogical methods should a biology teacher use to increase the effectiveness of oral questioning of students and to prevent situations like the above?

Case 2.

Nigora Aliyeva, a 4th-year student of the Faculty of Literature of Pedagogical University, is in the process of practice. He wanted to teach "Mother language" to the students of the 5th "b" class. The 2nd quarter was approaching, it was noticeable that the children were tired. Suddenly it started to rain outside. The heavy rain attracted the attention of the children.

- The children began to jump joyfully, saying that it was raining, it was raining. In response, Nigora ordered the window to be opened, and the pleasant air from outside made everyone open their hearts even more.

- I see that you are all in a good mood, Nigora said with a laugh. Come, let's not miss the joy of this rain, for this we will write an essay on the topic of "Happiness". You can delete the topic name.

- I called it "What is the rain whispering about?" can I say - asked one of the students.

- Okay... Everything is possible now. Write the way you think, imagine and feel about the current event.

1. How do you evaluate such a deviation from the lesson plan?

2. Do you think that the teacher is an achievement of the practitioner? Or…

3. In your opinion, how would a science teacher act in such a situation?

Which method would you choose?

Law of development of intellectual field in education.

According to this law, the learner's thinking (knowledge, creativity), memory, attention, mental qualities (depth, flexibility, thrift, independence), thinking skills (separation, addition, analysis, etc.), knowledge (learners to construct conflicting problems, postulate questionable hypotheses, etc.), prospective methods of development of learning knowledge, subject knowledge, educational and skill formation are developed and forms of their use in practice are created;

The law of development of the field of will in education.

According to this law, the process of forming the desire for the goal in the learner is taken into account. It mainly includes skills such as overcoming nerve and muscle tension, taking initiative, believing in one's own strength, developing self-control, learning knowledge, developing activities, how to implement them, and controlling without external skills. is taken into account;

The law on the development of the ematic field in education.

This law consists of the process of forming the necessary skills for the learner to manage his emotions and mental state, in which it is important to cultivate the ability to overcome excessive anxiety and have the ability to objectively evaluate himself;

Disclosure Act.

According to this law, all components of the educational system will be improved with the help of computer and information technologies in order to prepare students for more effective participation in public and professional activities in the conditions of an informed society. Informatization of education includes: -reorganization of procedural works; the requirements for changing the teacher and his role are increased; increase in the role of the learner and his individualization; to take into account the modernization and change of the role of the educational institution and its impact on the locations of the student population;

taking into account the possible sudden increase in the size of information resources;

taking into account the growing importance of informatization based on the regular increase in the demand for providing modern information services, especially the development of a direction of a predictive, educational and scientific nature; guaranteeing the solution of five important issues. They are: improving the quality of education; facilitating education based on making the educational process convenient; ensuring the increase of population literacy; ensuring the growth of the country's economic potential (power); ensuring the integration of national education into the world education system;

Law of independence in education. According to this law, on the basis of turning the teaching process into an active thinking process in order to be able to apply the knowledge of the students to life, develop the optimal options for forming creative initiative and independent thinking, speech, culture and scientific worldview, belief in them. will be released. Professors R.H. Jorayev and S.T. According to the Turgunovs, independent education is a process of individual actions aimed at learning the experience of ancestors, scientific and technical achievements with the help of tools and literature chosen by a person. In this, the inner world of a person, emotions, and the ability to think independently play a key role[6].

Conclusion

Texts, questions, exercises or case studies are the main didactic materials of textbooks for teaching independent thinking. It is not necessary to emphasize the importance of textbooks, training manuals and the teacher in teaching the learner to think independently, but it should be based on advanced thoughts, scientific conclusions, practical facts, events or it will be necessary to direct the person to express his attitude. In order to teach the learner to think independently in certain subjects, every learner should use the scientific and life truths that are already known to scientists, the author of the textbook, and the teacher from the textbooks. means in his own way within the scope of his ability. Questions in textbooks or study guides or by the teacher should not force the learner to recite (and in some cases memorize) the content of the text. Therefore, independent education is a form of

education aimed at strengthening acquired knowledge, skills and abilities, and independent study of additional information or materials.

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