



METHODS OF DEVELOPING THE INTELLECTUAL ABILITY OF FUTURE EDUCATORS ON THE BASIS OF PHILOSOPHICAL KNOWLEDGE

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Abstract: *In this article, in order to improve the quality of training future educators to become intellectually competent, it is fundamentally not enough to simply introduce new content into the process of training students and increase the amount of knowledge they are given. The solution to this problem is to strengthen the main essence of training future educators, one of the components of which should include logical training that provides the ability to critically analyze objects and phenomena in the surrounding world, to convince in statements and arguments, to defend and justify one's point of view.*

Keywords: *intelligence, cognitive development, critical thinking, creative thinking, metacognition, student competence, educational technologies.*

The triple goal of modern education is to teach, educate and develop. Teachers in their professional activities guarantee the continuity and coherence of these processes and are called upon to ensure the effectiveness of the educational process. Thus, the radical changes and transformations taking place in modern society require corresponding changes in all areas, including education. Studies by modern psychologists (P. Ya. Galperin, I. F. Talyzina, etc.) have convincingly shown the need for special training and development of general methods of intellectual activity in the educational process.

It should be noted that the problem under study is still not sufficiently reflected in the psychological and pedagogical literature: in the works we studied, the conditions and system for developing preparation for this activity are not well developed, although the search for effective, efficient conditions and methods for

developing preparation for the development of logical thinking in children is relevant to today's requirements and is relevant for the practice of higher pedagogical schools.

In our country, consistent work is being carried out to provide quality higher education to young people and train specialists who keep pace with development. Reforms in the field of higher education were primarily aimed at increasing coverage, improving the financial situation of institutes and universities, and providing material support to professors and teachers. Over the past 5 years, 12 Presidential Decrees, 65 Presidential Resolutions, 169 Cabinet Resolutions, 66 departmental documents, 1 law, a total of 313 regulatory legal acts have been adopted to improve the higher education system[1]. In order to determine the priority areas of reforming the higher education system in the country, raise the personnel training process to a qualitatively new level, modernize higher education, and develop the social sphere and economic sectors based on advanced educational technologies, the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030 was approved and is currently being implemented. Society's demand for higher education is changing dynamically. The reference point for training future graduates is not the development of knowledge, skills, and even qualifications, but the development of intellectual potential. In this regard, one of the priority tasks has been set: "Increasing the level of coverage of higher education, training highly qualified, creative and systematic thinking personnel, able to make independent decisions based on international standards, creating the necessary conditions for their intellectual abilities to be manifested and their formation as spiritually mature individuals"[2].

The intellectual potential of a person through higher education is a resource that allows society to achieve high results in various fields of activity. "It is necessary to fundamentally revise the curricula and programs, involving experienced teachers and specialists. We face complex tasks in the field of youth

education, training and retraining of personnel in psychology and various other fields. The second task is the introduction of modern curricula and methods related to the quality of teaching in general education schools, academic lyceums and vocational colleges, as well as in higher educational institutions, which is not up to the mark... Another problem is also very important to solve: this is the professional level of teachers and professors, their specialized knowledge. In this regard, it is necessary to create an environment that actively supports the processes of obtaining education, spiritual and educational maturity, and the formation of true values". The problem of intellectual potential, its essence and content are mainly described in terms of the state and changes in the system of education and science. According to some researchers, the concept of "Intellectual potential" is determined by education, and its formation is associated with the growth of the population's education. From our point of view, it is necessary to apply a broader and more differentiated approach to the structure of intellectual potential. Its components can be scientific, educational, innovative and cultural potential. it is necessary to apply an approach. Its components can be scientific, educational, innovative and cultural potential.

The development of intellectual abilities in modern students is still not well understood, since in-depth research on this issue was conducted only at the end of the 20th century. As N.S. Gileva noted in her scientific works, students choose an educational institution not only from the student's point of view, but also as performers of a certain social role with subsequent self-determination . The topic is multifaceted and requires comprehensive research. The collection of literature we reviewed on the issue of the development of intellectual abilities did not identify any studies devoted to the development of intellectual abilities of future teachers during their studies at the university.

“The relevance of this topic is also determined by the fact that the existing dichotomy between intellectual abilities and specialists leads to a lack of support for them in the education system. Therefore, the issue of developing the intellectual

abilities of future teachers in pedagogical science and practice is not fully covered.

An analysis of domestic and international psychological and pedagogical literature on this topic showed that there has been insufficient research on the development of intellectual abilities of future teachers during their studies at the university and the contradictions between:

- the objective needs of society for competitive pedagogical personnel and the insufficient development of intellectual abilities of future teachers;
- the significant pedagogical potential of educational activities at the university for the development of intellectual abilities of future teachers and the insufficient development of scientific and methodological support of this process.

Intellectual potential ensures the adequate functioning of a person in a certain social and physical environment, optimally adapts him to the conditions of the surrounding world, primarily the social world. The problems of developing a person's intellectual potential are considered by researchers in several directions: psychogenetic studies (D. Goodenough and others); psychometric studies (A. Binet, D. Wechsler and others); pedagogical and psychological-pedagogical studies of the problem of intellectual development (M.K. Akimova, Yu.B. Gippenreiter, V.V. Davydov, J. Dewey, V.A. Krutetsky, V.A. Slastenin, S.D. Smirnov, M.A. Kholodnaya, I.I.I.); research in labor psychology, developmental psychology, acmeology (B.G. Ananyev, V.D. Shadrikov, etc.).

Despite the research conducted, important aspects of the problem of developing the intellectual and creative potential of future teachers remain unexplored; the methodological and didactic foundations for the development of intellectual and creative potential have not been identified, and there is no appropriate scientific and methodological support. This requires the organization of special pedagogical activities to develop the intellectual and creative potential of future teachers. The conducted research has identified the dichotomy of creativity and intelligence (innovative and creative potential) [1]. The relationship between

intelligence and creativity is not linear, but more complex (as evidenced by the results in different faculties). If IQ is average or average, it is linearly related to creative potential. The higher the IQ, the higher the creativity indicator. Thus, a teacher with high intellectual and creative potential strives to best realize himself in the pedagogical profession, to adapt his capabilities as much as possible, to perform new, unusual types of activities, to use new methods of activity. These features correspond to the specific needs of a teacher capable of carrying out innovative activities. The development of the intellectual and creative potential of students is one of the necessary conditions for resolving the main contradiction between the rapid pace of cultural growth of the modern education system and the ability of the individual to master it. The real intellectual and creative development of future teachers occurs when they consciously implement progressive changes in their intellectual sphere.

Educational technologies adequate to the development of the intellectual and creative potential of future teachers can be presented at two levels: the level of the holistic pedagogical process and the level of elements of the pedagogical process. Of the technologies aimed at developing the intellectual and creative potential of the student, problem-based learning, modular learning, contextual learning, and game-based learning are most often used

List of used literature

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