



## DEVELOPMENT OF STUDENTS' INTELLECTUAL COMPETENCE

**Submission Date:** April 20, 2024, **Accepted Date:** April 25, 2024,

**Published Date:** April 30, 2024

**Crossref doi:** <https://doi.org/10.37547/pedagogics-crjp-05-04-08>

**Journal Website:**  
<https://masterjournals.com/index.php/crjp>

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

**Uzokov Shahrizod Zafarjan ogli**

**Researcher of the Institute of Counter-Engineering and Economics, Uzbekistan**

### ABSTRACT

In the article, in the process of higher education, the qualities of students such as mobility, dynamism, professionalism, competitiveness, intellectual development of students, in particular, the fact that the result of education is all the subsequent behavior, activities and lifestyle of a person, serious changes in the personality of higher education, qualities such as mobility, dynamism, professionalism, competitiveness, that the intellectual development of students, in particular, depends on the qualities that require the development of their intellectual potential, the intellectuality of students simultaneously with education, which includes the enrichment of the mental experience of each person in the direction of increasing his intellectual efficiency and increasing the individuality of his mentality, intellectual development, intellectual abilities are based on the ability and willingness to self-educate, the ability to effectively apply one's knowledge in solving current problems, as well as the ability to regulate and balance one's intelligence in accordance with the surrounding reality, issues of intellectual potential development, possibilities and content of forming the intellectual competence of students in higher education - the essence is interpreted.

### KEYWORDS

Education, process, student, intellect, intellectuality, competence, competences, mobility, content, essence, cause, search, formation, result, development.

### INTRODUCTION

Modern life today cannot be imagined without the progress of science and education. Science and

education, intelligence - this is what should create the human capital that ensures the country's



competitiveness and its innovative development. Our future depends on it. It is clear that in order to produce specialists capable of being the drivers of innovative development, at least there should be a higher education system that meets international requirements.

It is not without reason that the development of education is defined as the first task. After all, the future development of the country is closely related to its achievements in this field. Today, the activity of teaching students is further improved, and the quality of our people's desire for knowledge, which has been formed over the centuries, is once again manifested. Our young people are trying to live a healthy and beautiful life, to have a permanent job in their profession, to take responsibility, not to belittle their human dignity, in short, to achieve perfection, and in this process they see education as the most important condition. In the modern world, education is one of the most important aspects of human life. The result of education is all subsequent behavior, activities and lifestyle of a person.

Serious changes in society have created a demand for higher education to increase qualities such as mobility, dynamism, professionalism, competitiveness, intellectual development of students, especially qualities that require the development of their intellectual potential.

**Main part.** A key outcome of the educational modernization strategy is the willingness and ability of young people to take personal responsibility for their own well-being and the well-being of society. In this regard, the main result of the activity of the educational institution should not be a system of knowledge, skills and competencies, but a set of basic competencies. The goal of forming a socially active, creative person in intellectual, civil law,

communication, information and other fields of psychological sciences is gaining new meaning. While preserving the fundamental nature of education, its practical, life-oriented nature is strengthened [10].

The main points in the theory and practice of improving modern higher education are issues of personal development of the student and formation of his readiness for future professional activities. An important factor for the development of personality in the field of education is person-oriented education aimed at creating conditions for the manifestation and enrichment of the experience of a student who develops as a person [3]. The important role of the teacher in the development of creative thinking of students, as a result, leads the student to want to engage in self-development of creative abilities.

The problem of learning competences is one of the problems in the educational process, and the works of many domestic and foreign authors are devoted to it. The broadest definition of competence D. Raven gave and considered it a success in life in a socially important field [1, p. 253]. He identifies 39 types of competencies, which he calls "motivational abilities," including self-discipline, self-control, critical thinking, willingness to solve complex problems, self-confidence, persistence, teamwork, personal responsibility, and others [1, p. 281–296]. In the narrow sense, competence means J. Raven understands the special ability necessary to effectively perform specific actions in a certain subject area (including highly specialized knowledge, special skills and ways of thinking) [2, p. 54].

M.A. According to Kholodnaya, competence is not limited to the accumulation of experience in a highly specialized field of science. Therefore, competence in the broadest sense of the word implies the general intellectual development of a person and the



formation of the main components of a person's mental experience:

- at the level of cognitive experience - effective processing mechanisms. information (including conceptual structures),
- at the level of metacognitive experience - mechanisms of voluntary and involuntary regulation of the work of one's intellect,
- at a certain level of experience - mechanisms of individual selectivity of intellectual activity that allow a fine balance of features.

Simultaneously with the intellectual education of students, it includes the enrichment of the mental experience of each person in the direction of increasing his intellectual efficiency and increasing the individuality of his mentality.

## RESULTS AND DISCUSSIONS

Intellectual development, intellectual abilities are based on the ability and willingness to educate oneself, the ability to effectively apply one's knowledge in solving current problems, as well as the ability to regulate and balance one's intelligence in accordance with the surrounding reality.

A number of authors (M.A. Kholodnaya, V.N. Druzhinin, E.Yu. Savin, V.P. Ivanova, N.A. Sums kaya, etc.) associate such intellectual development with intellectual competence. For example, R. Glazer defines intellectual competence as a person's ability to effectively solve problem situations based on a specially formed knowledge base obtained through intellectual operations, which describes his competence. A characteristic feature of such a knowledge base is that the subject serves as a criterion for the development of individual intelligence. A high level of competence means a high level of

understanding of a problem in a certain field of science [4].

M.A. According to Kholodnaya, this is related to the knowledge base as well as intellectual ability. according to him, it is related to the organization of knowledge that makes it possible to make effective decisions in a certain field of activity. "The difference between an educated person and a competent person... is not in the amount of knowledge (because a lack of knowledge is often a strong incentive for the emergence of creative solutions), but in its power (because too much established knowledge can prevent the formation of a new perspective on a particular problem). It is an individual matter. in how knowledge is organized and how reliable it is as a basis for making effective decisions" [5, p. 206-207].

The analysis of cases shows that intellectual competence is the main component of a person's professional activity. A lot of deliberate practice is required to develop competence in any field [6, p. 295]. E.A. Klimov (1996) in the concept of intellectual competence includes the components of the subject and field of the individual's manifestation in the structure of the profession. O. G. Berestneva, I. A. Dubinin showed in their research that intellectual competence and successful intellectual self-awareness are supported by the formation of certain psychological qualities. These include intellectual creativity (the process of subjectively creating something new, the ability to independently create original ideas and go beyond the standard requirements of reality), intellectual initiative (the desire to independently find new information, put forward new ideas), intellectual self - regulation (reflectiveness, field independence, the ability to manage one's own intellectual activity) [7].



Intellectual competence can be defined as a person's ability to effectively solve problem situations in a specific subject-cognitive field, relying on a specially formed knowledge base obtained through intellectual operations. In the process of developing intellectual competence, the main intellectual qualities of a person are also formed, which ensures the competitiveness of a professional [8, p. 114]. Therefore, in the educational system, it is of particular importance to give the right priority to the benefit of students' acquisition of not only theoretical knowledge, but also practical knowledge. Also, being able to direct students in the right direction serves to improve their abilities and skills; revealed their potential; the ability to demonstrate possible achievements and successes. V.N. Sofina writes that competence should be considered as a systematic characteristic of a person reflecting the result of education and the quality of professional training [9].

I.P. Ivanov [12] in his research, the content of intellectual and personal unity consists of the unity of their psychological mechanism, and the development of intellectual competence in the educational process also affects the development of personal qualities of students. G.Kh. In her research, Izmailova noted that the period of higher education is an effective stage for the development of personal qualities of students and emphasized the following personal qualities: empathy, tolerance, thinking, communication skills. He stated that in the early stages of education, the development of personal qualities is uneven, the formation and development of some qualities precedes the formation and change of others [14]. The dynamics of the development of personal qualities of students A.V. Kaptsov, studying them in the process of establishing relationships in a group. He identified such qualities as the value of self-development, the pursuit of self-development, serious attitude to one's responsibilities,

business ability, high conscientiousness, perseverance, determination and masculinity. The results of the experiment showed that students who are responsible for their own actions and strive to work independently increase the activity, interest and attention of students in class [16]. After completing higher education, many students demonstrate persistence, discipline, self-discipline, and a desire to work independently in their educational pursuits [17].

## CONCLUSION

Thus, we can say that it is in higher education that the development of intellectual competence of a person, which affects personal and professional development and self-development, takes place. The main goal of higher education should be the development of the student's personality. The student must acquire the ability to learn, which will later be reflected in professional activity. During the lessons, stable complexes of personal characteristics are formed, the level of activity of each individual is regulated, which affects the formation of the environment for their development.

In conclusion, L.S. Vygotsky wrote about the leading role of training in the development of the 20th century personality: training should precede and lead to personality development. In this regard, he identified two levels of mental development:

- the first level - the actual development as the current level of preparation of the student, characterized by what tasks he can perform independently; he called the zone of proximal development;
- the second, higher level means things that the child cannot do on his own, but he can do with a little help.

Thus, in higher education, a person develops in all aspects, the development of intellectual ability should not only be related to the current level of





development, but also should have the maximum development zone of self-development ability.

## REFERENCES

1. Равен Д. Компетентность в современном обществе: выявление, развитие и реализация / Д. Равен. М., 2002. 148 с.
2. Равен Д. Педагогическое тестирование: Проблемы, заблуждения, перспективы / Д. Равен. М., 1999. 144 с.
3. Иванова В.П. Базовые интеллектуальные качества студентов – будущих профессионалов: опыт теоретико-экспериментального исследования / В.П. Иванова. Бишкек: КРСУ, 2011. 250 с.
4. Glaser R. Education and thinking: The role of knowledge / R. Glaser // Amer. Psychologist. 1984. V. 39 (2). P. 93–104.
5. Холодная М.А. Психология интеллекта: парадоксы исследования / М.А. Холодная. 2-е изд., перераб. и доп. СПб.: Питер, 2002. 272 с.
6. Андерсон Дж. Когнитивная психология / Дж. Андерсон. СПб.: Питер, 2002.
7. Берестнева О.Г. Технология оценки конвергентных и дивергентных способностей как факторов интеллектуальной компетентности студентов / О.Г. Берестнева, И.А. Дубинина // Известия ТПУ. 2006. № 6. С. 227–231.
8. Иванова В.П. Интеллектуальная и профессиональная компетентности: проблема взаимосвязи / В.П. Иванова, А.Ж. Юсупова // Вестник КРСУ. 2014. Т. 14. № 1.
9. Софьина В.Н. Системный подход к анализу структуры профессиональной компетентности выпускника вуза / В.Н. Софьина // Известия РГПУ им. А.И. Герцена. 2010. С. 7–16.
10. Стратегии модернизации общего образования // Материалы для разработчиков документов по модернизации общего образования. М., 2001.
11. Бондырева С.К. Вуз в пространстве культуры и культурное пространство вуза / С.К. Бондырева // Мир психологии. 2003. № 3.
12. Иванов И.П. Развитие творческого мышления студентов в условиях проблемно-деятельностного обучения / И.П. Иванов. Ставрополь. 2002. 170 с.
13. Пономарев Я.А. Фазы творческого процесса / Я.А. Пономарев // Исследование проблем психологии творчества / под ред. Я.А. Пономарева. М.: Наука, 1983.
14. Измайлова Г.Х. Личностное развитие студентов-психологов – залог успешной профессиональной деятельности / Г.Х. Измайлова // Армия и общество. 2012. № 4 (32).
15. Капцов А.В. Взаимосвязь отношений в студенческой группе и динамики развития личностных качеств студентов / А.В. Капцов. URL: <http://www.sudexp.org/publ/17-1-0-1258>.
16. Крутых Е.В. Формирование личностных качеств будущих специалистов в процессе обучения / Е.В. Крутых, К.И. Караваева // Инновационные процессы в высшей школе: материалы XVI Всероссийской научно-практической конференции. Краснодар: Изд. ГОУ ВПО КубГТУ, 2010.
17. Крутых Е.В. Личностные компоненты субъектности студентов в контексте учебной успешности: коллективная монография / Е.В. Крутых // Проблемы и вопросы современной психологии / под ред. В. Стриелковски. Прага: Карлов Университет, 2013.
18. Выготский Л.С. Психология развития человека / Л.С. Выготский. М.: Смысл; Эксмо, 2006. 1136 с.