Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 8, July 2021: 4325-4333

Development of intellectual activity of students through the heritage of our ancestors

Pazilova Meruert Ermekbaevna

Republic of Karakalpakstan, Nukus, Nukus State Pedagogical Institute named after Ajiniyaz, Faculty of Pedagogy, Head of the Department of Pedagogy, Candidate of Pedagogical Sciences, and Associate Professor.

Abstract. The following article deals with the reforms in the field of higher education and innovations in the new stage of development of Uzbekistan. Their content, direction and functions, the need to develop students' creativity, intellectual culture skills, pedagogical factors, effective use of the works of great thinkers were studied as well.

Key words: higher education, innovation, student, modern specialist, ancestral heritage, Eastern thinkers, Eastern Renaissance, intellectual activity, intellectual culture, innovative idea, and pedagogical factor.

Introduction. The problem of intelligence, intellect has a particular importance in world Psychology subject, so talent, value, spirituality and intelligence are the mirror of the nation from an ethnopsychological point of view. Its devaluation is a sign of political and economic backwardness and decline of the society, because talent, ability, talent, intelligence is the spiritual factor in which humanity.

According to the scientific dialectical doctrine, the psyche is a property of highly composed matter, or a product of the brain. Usually, the psyche is formed on the basis of the direct influence of the external world (universe) on the human brain through the sensory organs, and is involved in cognitive processes, personality traits and emotions, feelings and character traits, qualities, interests and needs to find expressions.

At the heart of the psyche lies the reflex activity of the brain. It represents the response of internal or external biological organs to pathogens (of various types and appearances) entering from the outside world (environment). The temporal neural connections that occur in the large hemispheres of the brain are the physiological basis of mental phenomena, and they are formed as a result of external influences. The temporal neural connections that form in the cerebral cortex and they have occured on I.P.Pavlov's laws of "irradiation" and "concentration" and "mutual induction" of neural processes. These laws provide an opportunity to explain how different types of temporary connections, associations occur; under what conditions braking (excitation) temporary connections disappear or

appear.

According to psychophysiological laws, the function of the brain is formed under the influence of the mechanism of unification of temporal nerve connections and the mechanisms of activity of analyzers.

The study of the psyche is the study of the whole conscious activity of man, his theoretical and practical life and activity too.

The consciousness of the human race is reflected in its various activities and behaviors (unconsciousness → consciousness → awakening).

The human form is found in theoretical and practical activities of various forms and meanings. The environment, hereditary traits, upbringing are the main factors (man → man → subject of personality (individuality) → perfect man).

The development of human cognitive activity (process) allows him to reflect more deeply, more fully, more accurately the being around him, and more and more clearly illuminates its essence, various interrelationships, complex relationships and connections. At the same time, there is an attitude towards this emerging being, reality, bodies, people and oneself (stages of cognition: moving emotional → emotional → mental (rational) → creative → historical).

The development of the human mind is manifested in its active reflection of the external world. According to social philosophy, a person's material life is not only the basis of the system in which he lives, but also a set of lifestyles, universal images, beliefs, worldviews, professions, social aspirations, activities, creative products and behaviors (growth → development → puberty→ maturity → development).

Man’s reflection of being is an active process. It is known that the development of the human race occurs in the presence of an objective being (reality) and self-active autopsychological influence (self-assessment, self-control, self-command, self-management, self-development, self-activation, self-improvement, self-expression, and others).

The speed and unexpectedness of human intellectual development are explained not only by the properties of the material basis, but also by the emergence of the field of perception, the emergence of the "artificial" system, the spatial hesitation of the material basis (natural and "artificial") in exchange for the full use of relationships, biological and psychological opportunities (through the creation of favorable and special conditions) is a key factor of discoveries and inventions.

At the present time, the creation of the most favorable conditions and opportunities for intelligent, creative, inquisitive, independent-minded young people, the realization of their distance from the living and operating microenvironment, specially organized, modern educational, methodological tools, tools, Teaching in educational institutions equipped with pedagogical and information technologies is a requirement of the time.

Intellectually developed, highly capable and talented students are a huge source of strength that drives the scientific and technological progress of society, they have the power not only in science, but also to bring the socio-economic potential of our country to world standards.

The further development of Uzbekistan is primarily based on science. As the President of the Republic of Uzbekistan Sh. Mirziyoyev said: “We consider pre-school education the system of higher and secondary special education and scientific and cultural institutions as the four integral factors of the future Renaissance. We consider kindergarten teachers, schoolteachers, professors and scientific and creative intellectuals to be the four pillars of the new Renaissance”.

Now that we have moved from a national revival to a national upsurge, the head of state has made it a strategic task to achieve a third Renaissance. Indeed, historically, we have experienced two Renaissances: the first in the IX-XII centuries, the second in the last quarter of the XIV century - the first quarter of the XVI century. In the First Renaissance, such great geniuses as Fergani, Khorezmi, Farobi, Beruni, Ibn Sino, Yusuf Khas Hajib, Mahmud Kashgari, Mahmud Zamakhshari, great hadith scholars - Bukhari, Termezi, Moturidi and Abul Muin Nasafi and other famous secular and religious scholars illuminated. In the Second Renaissance - Ulugbek, Giyosiddin Jamshid Kashi, Qazizoda Rumi, Ali Kushchi, Lutfi, Jami, Navoi, Behzod, great architects, composers, painters, historians came out and created works that still amaze the world today. In both Renaissance periods, we were among the most advanced nations of the world. If we want to reach such a level again, we need to realize the Third Renaissance.

It should be noted that in the heritage of our ancestors, that is, the previous two Renaissances took place on a solid spiritual and ideological basis, first of all on the basis of high morality, justice, thirst for knowledge and tolerance. Islam has put honesty and integrity, fairness and justice, knowledge and practical activism above all else. "Even if you go to China in search for knowledge there as well", "Acting on you is a blessing from me", "One hour of justice is better than forty days of prayer for all people" and many similar hadiths and narrations have become the social goal of our ancestors.

In Baitul Hikma, more than 40 translators have translated scientific, medical and philosophical works from ancient Greek, 14 from Sanskrit, and 4 from Chinese into Arabic. There were also translators from Latin, Assyrian, and Hebrew. Scientific truth takes precedence over religious affiliation. It is not denied that this work belongs to the pagans and that it belongs to the disbelievers. Our ancestors learned the language and traveled the world in search of knowledge. They were not bound by the shell of limitation, stagnation, localism that were unknown to them. “Baytul Hikma”, Khorezm Mamun Academy, in general, the activity of scientists of the Islamic world was the brightest example of international scientific integration at that time.

Therefore, we need to model in advance of the requirements of "fourth industrial revolution" based on artificial intelligence and high technology, and adapt the education system to them.

One of the important tasks is to increase the intellectual potential of students using the scientific heritage of the above-mentioned thinkers. To do this, students need to know what our ancestors achieved during the Renaissance, their contribution to world civilization, comparing the achievements of other nations with the regions, creating one of the world's leading cultures, science, art and literature, and advanced social ideas copmletely.

Literature review. Indeed, the 21st century is being interpreted as the century of intellectual generations. At the heart of this idea lies Intellectual potential that is manifested in all spheres of society and human activity today. The word "intellect" has several meanings, first, if it reflects a

person's mental ability, the ability to accurately reflect and change life and the environment in the mind, to think, read, learn, know the world and receive social experience; second, it represents a person's level of intelligence, intellect, perception of the outside world, and mastery of social experience. According to Shaykhova, “intellect is a concept that defines a person's intelligence and spirituality. Through the intellectual potential of man, with his or her emotional, spiritual, moral activity, he or she attains knowledge and intellect. This process becomes the basis of potential only through upbringing, knowledge, experience, values, positive lessons learned from life. Potential develops through a person's multifaceted ability, endurance, confidence, courage, talent, research and aspiration, struggle” (Shaykhova H. Intellectual potential is a criterion of development. - T.: “Uzbekistan”, 2011 – 12p.).

Without a full understanding of the content, structure, mechanisms of formation of intellectual culture, it is impossible for students to explain the essence of intellectual culture. From this point of view, the study of problems in the field of research has been systematically analyzed by world philosophers on the logical and psychological foundations of intellectual culture, its structural elements, its interaction with other forms of intellectual processes and the impact of continuing education on it. Among the scientists who studied this field in the West were G. Eisenk, A. Bine, F. Galton, V. Stern, L. Thurstone, J. Gilford, R. Sternberg, H. Gardner1 and O.D. Shipunova, A.Zinovev from the CIS countries, D.V.Mitrofanov, G.A.Vorontsov can be included. Researchers from Uzbekistan, such as O.Okyulov, M.Kalandarova, V.I.Indriyanova did not conducted a separate study of intellectual culture only, but in their research on artistic, philosophical and legal issues, they mentioned aspects of their content. They describes the three elements of intellectual culture as intellectual-pedagogical, socio-legal, spiritual-moral aspects. The first element includes mastering the basics of science, as well as the formation of intellectual abilities and skills in the individual. The second aspect is the socio-legal factors of intellectual culture, and the third is the place of national and universal factors in intellectual activity, which consists of a dialectical connection between the object and the subject of continuing education. O.Musurmonova, Sh.Sharipov, Sh.Shodmonova conducted scientific research on socio-pedagogical, anthropological and acmeological issues of development of intellectual culture of students. There are certain complexities in solving this task, which is the difference between the level of development of science and technology and the level of intellectual development of graduates of educational institutions, which is currently being actively discussed by a number of authors.

Researcher U.Naisser described cognitive activity, which is an important component of students' intellectual culture, that is associated with the acquisition, organization, and use of knowledge. Indeed, this definition is important and can be supported. The creation of diagnostic methods of mental development has gained new meaning in the study of the problem of developing students' intellectual culture. Socio-psychological literature published during the former Soviet era also paid some attention to the development of students' intellectual culture.

Researcher A.G. Ananyev and his colleagues conducted research in the field of creative thinking, which is an important component of student intellectual culture, D.B. Bogoyavlenskaya conducted research in the field of intellectual activity, and A.A. Brudny analyzed qualitative aspects and functions of intellectual culture. Researchers A.V. Brushlinsky, O.K. Tikhomirov, A.V. Voyskunsky, A. Kadyrov, U. Kerimov and others studied the problem of "artificial intelligence" in the study of

students' intellectual culture as a functional state of intellectual operations. Problems of mental development are also considered in the works of L.S.Vygotsky, D.B. Elkonin, V.V. Davidov and others. The Russian psychologist L.S. Vygotsky's cultural-historical approach to the formation of higher mental functions allows students to view their intellectual culture as a socio-cultural phenomenon. In this approach, the phenomenon of intellectual culture is structured as a result of the rational knowledge, control, and assimilation of experiences.

The development of students' intellectual culture takes place under the influence of human development, social (scientific and technological) development. The emergence of new forms of intellectual culture does not necessarily mean a delay in its development, the disappearance of previous forms, and the denial of cultural heritage. Each subsequent stage embodies the original aspects of its practice, which have passed the test of life. The basis of students' intellectual culture is a set of secular knowledge, the relationship between them and the intellect is a dialectical process: knowledge, on the one hand, is the result of cognitive activity, on the other hand, is an integral part of the intellect, intellectual culture. Professor S.L. Rubenstein said: "Any event in the acquisition of this or that knowledge is indeed an inward condition of thinking in the acquisition of new knowledge".

Education is a social mechanism that forms the intellectual potential of society and ensures the development of science, technology and engineering. In this regard, the organization of higher education is based not only on intellectual and practical experience, but also on the specific features of social maturity, the formed psychological culture, stable humanistic outlook, developed intellectual qualities, the goal of becoming a master of his craft in the future. should consist of educating the individual. Although scholars of various fields have conducted research on the development of intellectual culture of students in higher education, the issue of socio-pedagogical aspects of the development of intellectual culture of students in the context of modernization of the training system has not been specifically studied.

Novelty of the article. Intellectual culture reflects the level of development of the future specialist, the student and a well-organized symbiosis of knowledge, the ability to think independently, the ability to distinguish priorities, as well as the desire to read and acquire new knowledge, evaluate and organize them, creative approach to any task represents the implementation of one's own plan, acting according to the situation in accordance with the purpose. The intellectual culture of students divides into two aspects: axiological, that is, values, the rational use of ancestral heritage; the separation that is the basis of activity. This article examines the need-based, cognitive, organizational-functional, and ergonomic aspects of the basic, interconnected structural components of student intellectual culture.

Research Methodology. Any methodology in terms of content and essence highlights the rich historical, cultural, religious, territorial heritage of a particular people, nation, people, clearly defines the ways of development of the dialectic of spirituality of socio-economic way of life, modern and future progress in solving huge problems serve to anticipate ideas**.**

According to scientific sources, intellect is derived from the Latin word intellectus, which usually means intellect, comprehension, comprehension, comprehension. Intelligence consists of the structure of an individual’s somewhat robust, and stable mental abilities.

The study of human mental development in the process of creating and implementing an intellectual system of knowledge is not only one of the important tasks facing science today, but this problem has been in the spotlight of thinkers, enlightened scientists since ancient times. Even this issue has attracted the attention of famous philosophers and scientists who lived and worked in ancient times. In their view, the nus is the highest, yet uniquely intelligent structure of the human soul, as Plato and Aristotle argue is the most acceptable way to know existence about the universe. For the same reason, "nus" (mind) is interpreted as the highest stage of knowledge.

By the Middle Ages, the meaning and essence of the concept of "intellect" was further expanded, enriched with new results, based on the products of science. For example, the concept of divine intellect began to be studied in "scholasticism", one of the most widespread doctrines of the time, and the term was used to describe higher, higher, higher cognitive abilities. According to the famous philosopher I. Kant, the intellect (German - vestrand) is the cognitive ability of the structure of all existing concepts in us, and the mind (German - vermouth) is the cognitive ability of the structure of metaphysical ideas.

In explaining the nature and development of the intellect, currents with different characteristics have prevailed since ancient times, and they have been united on the basis of certain ideas, considerations, and evaluated in the framework of the same approach. Among scholars, there were two views on the nature of the intellect, its interpretation, and its "assimilation":

According to the representatives of the first group, intellectual qualities are passed on to people by parents through heredity.

Representatives of the second group explain intelligence by linking it to the speed of the child's perception and his attitude towards external stimuli.

The intellectual ability of the student reflects the level of development of the future specialist and a well-organized symbiosis of knowledge, independent thinking, the ability to distinguish the most important areas of their activities, as well as learning, desire to acquire new knowledge, evaluate and regulate them, creative approach to any task is to achieve the specific goals you have set for yourself. Based on the analysis of the structure of the intellectual culture of the student, we have identified the following interdependent component:

1) The motivational component of the need determines the purposefulness of the student's personality, the dominant scope of his interests and knowledge, the value system that allows him to realize his intellectual desires at different levels of intensity and effectiveness;

2) The cognitive component determines the quality of the student's intellectual ability and the formation of certain aspects of the culture of thinking: the development of the cognitive process, analysis (analysis) and synthesis, categorization, generalization and classification, ie the direction of data flow and their processing manifested in the ability to receive;

3) The organizational component of the organization of research and creative activities, the ability to record and formalize the results, the quality of speech and the ability to express the essence of intellectual achievements, the ability to justify their views, self-control and self-assessment of intellectual activity determines his or her mastery, readiness to study independently;

4) Ergonomic component determines the availability of knowledge and skills in the rational organization of intellectual activity, the proper distribution of their forces and the prevention of severe fatigue, ergonomic requirements for the organization of intellectual labor, achieving great results with minimal expenditure on the aesthetic side of mental activity.

Results and practical examples. The development of students' intellectual culture through the heritage of our ancestors is a problem of both scientific and theoretical level, which is associated with the high need for well-educated intellectual workers in production and other areas of human activity.

Modern society needs active and enterprising citizens who are able to make decisions independently and responsibly in non-standard situations, that is, active and enterprising citizens, ready to develop themselves and constantly overcome the limits of average opportunities, educated people with high intellectual potential. This requires a clear goal-oriented activity on the qualitative development of the intellect, which is manifested in the phenomenon of intellectual culture. In the acquisition of a simple system of knowledge, a person forms a logically coherent thinking, embodying the subject-specific logic of the acquisition of higher knowledge.

The intellectual development of the student reflects the level of development of the future specialist and a well-organized symbiosis of knowledge, independent thinking, the ability to distinguish the most important areas of their activities, as well as learning, desire to acquire new knowledge, evaluate and regulate them, creative approach to any task depending on the situation.

In the study of intellectual activity of students through the heritage of our ancestors was conducted a study entitled "Technology of innovative development of intellectual culture in students through the heritage of ancestors (Philosophy, ethics, aesthetics, logic, History of Pedagogy). It was attended by 785 students of Nukus State Pedagogical Institute, Khorezm State University, studying in 2-3 stages of pedagogy, psychology, primary education, economics, science and natural sciences.

These experiments were conducted in 2017-2019. Survey, interview and questionnaire methods were used in the research.

The analysis showed that students' knowledge and skills in the field of science, which requires an axiological approach to research, were initially 48%, while in the field of "Philosophy" (Ethics, Aesthetics, Logic), "History of Pedagogy". As a result of conducting mini-lessons on "Technology of innovative development of intellectual culture in students through ancestral heritage", this figure increased by 94%.

We rely on the ideas of a personal approach in developing the essence and structure of students' intellectual culture, the concept of realizing human potential as a focus on achieving the essence of a person's intellectual culture, and the creative application of abilities.

Based on the analysis of the structure of the intellectual culture of the student, we have identified the following interdependent component:

1) The motivational component of the need determines the purposefulness of the student's personality, the dominant scope of his interests and knowledge, the value system that allows him to realize his intellectual desires at different levels of intensity and effectiveness;

2) The cognitive component determines the quality of the student's intellectual ability and the formation of certain aspects of the culture of thinking: the development of the cognitive process, analysis and synthesis, categorization, generalization and classification, ie the direction of data flow and their processing manifested in the ability to receive;

3) The organizational component of the organization of research and creative activities, the ability to record and formalize the results, the quality of speech and the ability to express the essence of intellectual achievements, the ability to justify their views, self-control and self-assessment of intellectual activity determines his or her mastery, and readiness to study independently;

4) Ergonomic component determines the availability of knowledge and skills in the rational organization of intellectual activity, the proper distribution of their forces and the prevention of severe fatigue, ergonomic requirements for the organization of intellectual labor, achieving great results with minimal expenditure on the aesthetic side of mental activity.

Conclusion and recommendations. The formation of the intellectual culture of the student requires the organization of well-thought-out and goal-oriented activities in the higher education institution, which requires attention to the following in the development of the intellectual culture of graduates of higher education institutions:

1. Based on the principles of synergetic thinking and philosophical-anthropological approach, the following functions of the development of students' intellectual culture were identified: educational - the full manifestation of events inherent in nature and society in the eyes of students; educational - mastering the set of views, attitudes, beliefs, moral qualities; developer - directing students to the study of creativity, inclinations, events and actions in an interconnected way, ensuring the activation of thinking; organizational - the primacy of faith in human practice; predictor - to imagine reality by relying on knowledge and laws specific to nature and society.

2. The development of students' intellectual culture consists of three components: intellectual, emotional, voluntary and practical experience. The intellectual and emotional component of these components is important and requires consideration of the virtual worldview and virtual reality in the context of the informatization of education.

3. Virtual worldview as a complex social phenomenon serves as an important factor in future development. Regular access of students to scientific information through the Internet, on the basis of interactive software, requires them to acquire the skills of a virtual worldview. The phenomenon of virtual reality is inextricably linked with the development of science and technology, and the sustainable development of socio-natural systems serves as an important factor in the development of students' intellectual culture as a process of improving quality of life today and in the future.

4. The educational process aimed at the development of intellectual culture of students has its own stages, which provide a didactic system aimed at shaping their scientific worldview, based on the level of practical experience, theoretical knowledge and logical thinking. Each particular level of intellectual culture formed in students has its own distinctive features that ensure the continuous development of students ’scientific worldview from one stage to another on a regular basis.

5. It is important that the professor-teacher technological approach to the process of organizing the intellectual activity of students. It is important to apply the theory and algorithm of solving inventive problems in the teaching of social sciences and humanities in the formation of research skills in students based on the results of research. In particular, it is advisable to use interactive methods aimed at developing students' research activities in the classroom and in the process of independent learning.

6. In order to continuously develop the abilities and abilities of students in the process of developing their intellectual culture, it is necessary to introduce a method based on in-depth study of science, technology, engineering, art, mathematics (STEAM).

7. The professional point of view of the teacher plays an important role in the development of intellectual culture of students, and it is expedient to include the module "Intellectual culture and scientific and creative responsibility" in the curriculum of professional development courses.

References

1. Mirziyoev Sh.M. The work of a nation with a great intention will also be great, its life will be bright and its future will be prosperous. Volume 3 - T .: «Uzbekistan», 2019. –P.76
2. Gardner H. Structure of Mind: Theory of Multiple Intelligences. - M .: Business book, 2007. –P.512
3. 3. Shirinova O.D. Intelligence and subjectivity (socio-philosophical analysis): Dis. Dr. Philos. sciences. - St. Petersburg, 2004. –P.354
4. Zinoviev A. Higher education and the logic of intelligence. Alma ata, 2004, № 5. –P.11-13
5. Mitrofanov D.V. Features of the intellectual culture of students. // Bulletin of the Tambov University. Series Humanities. Tambov, 2016. Issue 10 (162).-P. 14-19
6. Vorontsov G.A. The culture of intellectual work as a component of modern education. // Rector of the University, 2011, Rector of Higer education №1. –P.66-71
7. Oqyulov O. Measures to maintain intellectual potential. / Law: Ministry of Internal Affairs "Academy" scientific-theoretical legal journal. - T.: «Sharq», 2005, № 1. –P.1-4
8. Qalandarova M. Didactic possibilities of intellectual development of students in the educational process / Scientific-methodical magazine "Continuous education". - T.: «Sharq», 2010. № 1. –P.15-17
9. Adriyanova V.I. Intelectual upbringing and education of participants. T.:“Xalq ta’limi” scientific methodological journal -2005, №1.-P.138-143
10. Musurmonova O. Pedagogical bases of formation of spiritual culture of high school students: PhD diss. - T., 1993. –P.364
11. Sharipov Sh. Theory and practice of ensuring the continuity of students' professional creativity: PhD diss. abstarct - T., 2012. –46 p.
12. Shodmonova Sh. Formation and development of independence thinking in university students (on the example of vocational education): PhD diss. - T., 2010. –340-p.
13. Verbitsky A.A. Contradictions between education and culture. "Psychology of Education: Problems and Prospects", M., 2004. -17-22p.
14. Neissera U. Hayman A. Cognitive psychology. / Edited by W. Neisser, A. Heimen. 2nd international edition. -M.: "Olma-Press", 2005. -640p.
15. Starovoitenko Ye.B. Modern psychology: forms of intellectual life. Textbook for universities. - M.: Academic project, 2001. – 544p.
16. Vygotsky L.S. Thinking and speaking. Psychological research. - M.: "Labyrinth" publishing house, 1996. -416p.