

# INTELLECTUAL DEVELOPMENT AND EDUCATIONAL SUCCESS

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## Abstract:

This article discusses ways to explore and develop a child's level of mental development, which is one of the factors that influences school success and mainly predetermines a student's learning difficulties.

**Keywords.** Mental development, cognitive activity, educational activity, natural brain maturity, education and upbringing.

## Introduction

One of the factors that affect the success of schooling and mainly determines the student's learning difficulties is the level of mental development of children. Certain difficulties in the educational process occur when there is a discrepancy between the requirements imposed by the educational process on the student's level of cognitive activity and the actual level of his mental development. Learning and mental development are far more complex relationships than measurement. The Russian psychologist L.S. Vygotsky conditionally divided the children who entered school into three groups to demonstrate the established position: high mental development, average mental development and low mental development.

Mental development is considered as one of the aspects of the general mental development of a person. Mental development plays an important role in schoolchildren, because the success of educational activities often depends on it. The success of educational activity is manifested in all aspects of the person - emotional, motivational, strong will, character. What affects mental development? To some extent, it occurs as a result of the natural maturation of the brain, which is an indispensable condition for mental development in general. But mainly, mental development takes place under social influence - education and upbringing.

Mental development and intelligence are two characteristics that reflect a person's mental capacity. Mental development is characterized by a set of knowledge, skills and mental actions formed in the process of acquiring knowledge - this is the concept of mental development accepted in classical general psychology. In essence, mental development is a characteristic of the ways, forms and content of human thinking. Mental development is an important concept not only for psychology, but also for pedagogy. Psychologists have shown that the level of mental activity is determined by the content of knowledge and skills that the teacher gives to students (V.V. Davidov, 1986). Not only the volume, but also the quality of knowledge is important; their depth, meaningfulness, dynamism, universality.



Gurevich and Gorbacheva (1991) stated that one of the signs of intellectual development is its specific qualitative direction, its selectivity in relation to various fields of theory and practice, which is manifested in the development of various types of thinking - linguistics, natural sciences, mathematics.

The following are considered indicators of mental development: internalization, that is, the transformation of practical (external) objective actions into mental actions (L.S. Vygotsky, P.Ya. Galperin, N.F. Talizina).

At each age stage, two levels of mental development are distinguished: the zone of real and proximal development (L.S. Vygotsky). We understand the degree of formation of mental processes developed as a result of certain completed development cycles. It is diagnosed using mental tests and mental development tests. The fact that the child can still solve the task only with the help of adults shows his intelligence zone - general mental ability. It is not a sum of knowledge and mental operations, but helps to successfully master further development.

Intellectual development goes in two directions: the functional development of the intellect, which consists in enriching its content with new mental actions, new concepts, and the (age-related) stage of development, which describes qualitative changes in the intellect, its reconstruction.

The stage of mental development describes the typical state of accumulated mental actions, that is, how the subject usually performs them, whether he can recognize them, use them arbitrarily, etc. Thus, if the child is at the stage of visual-effective intelligence, then when mastering each new action, he must start mastering it from a material (or materialized) form. But if the student's intellect has a visual-figurative character, if the material (materialized) form can be omitted, then the form of perception will be present in the child from the very beginning. For the practical purposes of schooling, it is important to emphasize the problem of relative achievement. Considering relative success, L. S. As noted by Vygotsky, the underachievement in the public school is important in connection with the movement.

Relative achievement allows the teacher to see what each student is achieving. This allows for a more accurate assessment of the impact of a certain type of education on the mental development of each student. Identifying children with high absolute achievement and high, medium or low relative achievement; children with average absolute achievement and high, medium or low relative achievement; divided into children with low absolute achievement and high, medium or low relative achievement.

Along with the child's actual level of development, Vygotsky distinguished the concept of the zone of proximal development, which "determines the distance between the actual level of development determined by his independent tasks and the level of development. Using the tasks that the child solves under the guidance of adults and in cooperation with his more intelligent partners defined mental development describes actual mental development level achievements, previous developmental results, and developmental zone, while proximal development describes mental development for the next day.

The maturation of the child's mental function occurs not only according to the complex laws of development, but also due to the participation of adults who take the child with him, perform educational activities with him, and take on the task. In the future, he can do them



independently. For the dynamics of mental development and school success, mature functions today are not as important as functions at the maturity stage: what matters is not what a child has learned, but what he is capable of.

Development at each age is based on different functions. At an early age, the leading function is perception, and later - memory, thinking.

In reality, the transition from one function to another does not occur according to the stages of young development. Each child has its own dominants in the development of functions. Thus, in the context of school education, which is initially aimed at the development of logical thinking, children appear who are clearly not ready for mental development in the recommended way. They may be dominated by visual-figurative thinking, they must solve problem situations (from educational tasks to everyday life situations) with figurative aids. Russian psychologist N. S. Leytes described a similar type of child development and showed not only its negative side, but also the possibilities of creativity.

### **Characteristics of educational activity**

There are several theories in psychology, each of which deals with educational management issues in its own way. In the theory of activity - the theory of gradual formation of mental actions and concepts occupies an important place (P. Ya. Galperin, N. F. Talyzina). The main idea of this theory is the acquisition of knowledge by students as a result of performing a certain system of actions. The learning process goes through several stages. The first is the stage of preliminary familiarization with the action and the conditions for its implementation, the stage of creating an indicative basis for the action. In the second stage, material - objective activity or materialized activity is organized. At the same time, the objective form of movement is combined with speech activity. After studying the content of the movement, it should be transferred to the third stage - the formation of the movement as external speech. At this stage, actions are presented in the form of external speech, oral analysis. The fourth and fifth stages are characterized by the expansion of the mastered movement, distinguished by awareness, but then it shrinks, most of its components are not implemented, the speed and ease of execution increases. The teacher can clearly control where and at what stage the activity is carried out correctly and efficiently, where there are shortcomings and shortcomings. Movement acts as a unit of analysis of the process of acquiring knowledge.

Another form of management of cognitive activity is characterized by setting problems of a problematic type, which require an independent search for a solution to the problem. Effective management of cognitive activity is achieved in this case under certain conditions: when students have received the information necessary to solve the problem, when a system of sequential problem situations is presented and they have mastered the methods of solving them. Learning management cannot be compared to knowledge acquisition management. It is necessary to manage mental development, which is a rather complex task. Studies have shown that in order to manage mental development, it is necessary to rely on the individual psychological differences of children, to pay attention to the typical characteristics characteristic of different groups of children.



Educational activity does not make special demands on the student's natural characteristics, on the innate organization of his higher nervous activity. Children with different characteristics of the nervous system can achieve equally high results in educational activities, other things being equal. Differences in the natural organization of the higher nervous system determine only the methods and means of work, the specific characteristics of the individual activity style, but not the level of success. Differences in temperaments are not differences in the level of mental abilities, but in the specificity of their manifestation.

The term "educational activity", which means one of the types of reproductive activity of children, should not be combined with the term "learning". Children, as you know, learn in various activities (play, work, sports, etc.). Educational activity has its own content and structure, and it should be distinguished from other types of activities performed by children both at primary school age and at other ages (for example, play, social-organizational, work activities, events, etc.). In addition, at primary school age, children perform all the activities listed above and other activities, but the leading and main among them is education - this determines the appearance of the main psychological neoplasms at a certain age, determines the general mental development of young students; forming their personality as a whole.

There are three main features that distinguish it from other forms of educational activity:

- 1) aimed at mastering educational material and solving educational problems;
- 2) mastering general methods of movement and scientific concepts (compared to everyday things learned before school);
- 3) general methods of action to solve problems.
- 4) educational activity leads to changes in the subject (D.B. Elkonin);
- 5) changes in mental characteristics and behavior of the student "depending on the results of his actions". Thus, we can talk about five characteristics of learning activities compared to learning.

As a result of research, it became clear that the activity of educational schoolchildren is stimulated by a whole system of various motives.

### **Conclusion**

There are both quantitative and qualitative changes in mental development. The decisive factor in this is not the number of learned actions, but their content and characteristics. The problem of mental development is closely related to the problem of intelligence. It is not a sum of knowledge and mental operations, but it helps in their successful assimilation. The level of mental development of a person depends on his intellectual abilities. At the same time, it should be clearly understood that the level of mental development of a person depends not only on intelligence, but it is determined by many factors, for example, living conditions, characteristics of an educational institution, teaching methods, random factors, etc. However, it is a mistake to consider education and mental development as two independent processes: both the content and methods of education, the entire organization of the educational process, teaching should motivate students to different types of cognitive activities. in which the relevant qualities of consciousness and other aspects of the personality arise and develop. Different forms are used to determine the level of mental development.



Educational activity does not make special demands on the student's natural characteristics, on the innate organization of his higher nervous activity. Children with different characteristics of the nervous system can achieve equally high results in educational activities, other things being equal. Differences in the natural organization of the higher nervous system determine only the working methods and tools, the specific characteristics of the individual activity style, but not the level of success. Differences in temperaments are not differences in the level of mental abilities, but in the specificity of their manifestation.

"If a teacher wants to teach something well, he must make sure that it is interesting, because the student's activity ("hobby activity") is interest, it is the motive of activity." L. S. Vygotsky "Indeed, boring class time means removing the student from his own life. Nowadays, schools are equipped with computers, and the presentation prepared by the teacher becomes passive thinking and boring. provides too much text intended or becomes a boring presenter.

It should be noted that the teacher should stimulate the cognitive activity of students in the process of knowledge acquisition by students and develop their organizational and communicative abilities. This is done with the help of psychological-pedagogical knowledge, a system of self-education and continuous, systematic professional training.

According to Vygotsky, "In education, it is more important to teach the child to think than to give this or that knowledge."

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