

INTELLECTUAL COMPETENCE AND CREATIVITY OF THE STUDENT

Khuzhanazarova Nargiza Mirzamakhmudovna

ABSTRACT

Today, broad conditions have been created for the formation of the legal basis of the national education system in our republic. In turn, the reforms have improved the structure and content of education.

As the President of Uzbekistan Sh.M.Mirziyoyev noted, "we consider the improvement of the activities of all parts of the education and training system to be our primary task, based on the requirements of today's time."

In the current period, there is an increase in the effectiveness of education, the development of the level of professional competence of specialists, the direction of teaching staff for innovative activities, the introduction of innovative education and information and communication technologies into the educational process in higher education institutions, the assimilation of advanced foreign experience and the target orientation are identified as urgent tasks of modernizing the higher education system. Education is a key factor in reforming society and turning it into a society more open to the outside world and focused on new technologies and knowledge. It is not only a perspective for the development of society, but also determines and defines in advance the individual activity of each person. The concept of "competence" entered the field of education as a result of psychological research. Therefore, competence means "how a specialist behaves in non-standard situations, unexpected situations, enters into communication, stands in a new way in relations with opponents, performs ambiguous tasks, uses information full of contradictions, has a plan of movement in consistently developing and complex processes." "Competence is the education, skills and work experience of an employee, that is, his ability to theoretically perform a certain type of work qualitatively. The term "professionalism" is similar to competence.

Intellectual competence can be represented by factors reflecting intelligence itself and perceptual-analytical abilities, which include: the general level of awareness and perceptual abilities, covering data collection, information processing, verbal and logical thinking, the ability to abstract and find patterns, visually effective thinking, the ability to quickly solve practical problems and conceptual flexibility. These abilities are basic and ensure success in making informed and responsible decisions, allow you to act in an uncertain, problematic situation in cases of information deficiency based on logical conclusions. U.Michel, highlighting the variables of the cognitive plan, indicates the characteristics of competence, including intelligence, self development, social and personal achievements and skills, social and cognitive maturity Pedagogical competence – pedagogical knowledge, high pedagogical skills, ethics, love for his profession, organization of the educational process with an innovative approach.

Creativity (Latin *sgeo* — to create, to create)— the ability to create, the ability to perform creative acts that lead to a new unusual vision of a problem or situation.— the level of creativity, the ability to create, which is considered a stable human quality and is associated with creative thinking. Creative thinking is a person's ability to solve non–standard tasks and find new, more effective ways to achieve their goals. That is, creativity is, in fact, putting forward ideas that are not similar to others, avoiding traditional thinking and knowing ways to quickly solve

problems. Creativity consists of the unity of individual qualities and thinking abilities that create the basis for the formation and development of human creative abilities. According to intellectual competence, it is characterized by an understanding of its high abilities, which determine the measure of development of the subject of a particular area, the type of special organization in the field of a particular object and the strategy of effective decision-making. in this field. Some scientific sources believe that competence is not considered only as the accumulation of experience in a certain narrow area and refers to the general intellectual development of a person in the broadest sense of the word. In particular, as noted by the famous scientist E. In the book "Professional psychology", the formation of the main components of human mental experience is carried out at the following level: the experience of cognition, mechanisms of effective processing of information, mechanisms of forced and arbitrary regulation of consciousness, individually selective mechanisms of intellectual activity., properties of consciousness with objective requirements of the surrounding reality. allows you to balance the intellectual potential can be considered as personality characteristics that are formed under the influence of various factors of order during a person's life⁴. Understanding is not only knowledge, but also the attitude to this knowledge, its meaning, content, not only the content of consciousness, but also the essence of the understanding process. Since the receiving subject has its own value system, the thoughts expressed in the text are evaluated by the subject and are of a personal character⁵. A person's sense of competence forms the basis of the structure of development from birth to the age of twelve, and at each stage of individual development, parental relationships, values and parenting style, as well as socio-economic factors associated with stressful life circumstances of a person are taken into account. Family members, family size, and the level of mental health of the parents depend on the situation and circumstances. The achievement of competence qualities is understood as a kind of inner satisfaction achieved by a person and ensuring his development. It is assumed that a person has an internal psychological need to interact with the external environment. This need has an adaptive value and is not related to biological characteristics. This choice is the basis of sustainable behavior. The qualities of competence make it possible to clearly explain a wide range of research and executive actions, as well as ideas that individuals seek to develop their interests and abilities. Intellectual potential is based on multi-level education, a person's ability to effectively solve problem situations in a specific subject and field of knowledge, and a specially formed knowledge base. In our opinion, this is a complex system of internal psychological components and deep human characteristics. Examples include values, communication needs, self-confidence, and self-esteem. As the most important condition for the development of intellectual potential in any field, you can gain experience in solving problems. Intellectual competence can be defined as one of the criteria of intellectual maturity, since a high level of competent development leads to the development of personality maturity. Intellectual competence (mental ability) at the same time, in different conditions, each cognitive function manifests itself as part of the visual (visible learning process) thinking, the memorization process becomes a fusion of memory and thinking, etc. The content of education should not only be adapted to personal and age characteristics, but also fundamentally changed in the direction of taking into account the real psychological mechanisms of intellectual development of the individual. The criteria for the effectiveness of higher education are not only knowledge, skills, but also abilities, initiative, creativity, self-

management, unique intelligence, effective understanding and reflection. The main intellectual qualities, which include intellectual potential, are the real characteristics of an intellectual personality. And accordingly, it becomes an integral part of the broader personal characteristics of evaluating the effectiveness of higher education.

The ability to develop oneself is one of the general characteristics of cognition. This is not an accident, but a natural process. The concepts inherent in education were initially introduced as a system for organizing the process of cognition. The educational process is understood as the creation of an image of perfection in a person through active faith in the world of intellectual, social and spiritual culture of a person. The main tool for the development of human intellectual potential in the field of higher education is a personality-oriented education aimed at creating conditions for the manifestation of the student's subject experience and the development of his personality. Intellectual personality within the framework of the realization of personality-oriented educational goals, the two main knowledge - education and participation in education should be coordinated through the development of competence. The development of the student's personality should be recognized as the main goal of teaching in higher education, but the acquisition of knowledge and skills should not be opposed to professional development. Personality is the most widespread and developing system of life experience. Therefore, it is impossible not to see the unity of personal characteristics with knowledge, skills and abilities that make it possible to raise a person's personal experience. One type of educational model that helps to find other ways to understand and experience knowledge in a changing world can be a system model. The meaning of education allows you to connect its content with reality – objective (natural, social) or subjective (the reality of the inner world of a person). Personal relationships ensure the content of the understood material in the knowledge system and more active functioning. Even in the most familiar places, notice everything that looks special, differs from the standard, does not match the templates. Learn to see familiar objects from a new angle, to find unexpected ways to use them. For example, if you look at the branches of trees in early spring, you will notice that they look like the knobby fingers of some fabulous creatures.

REFERENCES

1. Mirzamahmudovna, Khujanazarova Nargiza. "The role of national methods in the detection and prevention of nervous disorders in children." international journal of social science & interdisciplinary research issn: 2277-3630 Impact factor: 7.429 11.11 (2022): 505-507.
2. Hujanazarova, N. "Importance of fairy tales in moral education of preschool children." International Academic Research Journal Impact Factor 7.1 (2022): 6.
3. Mirzamahmudovna, Hujanazarova Nargiza. "Local methods for detecting and preventing nerve damage in preschool children." international journal of social science & interdisciplinary research ISSN: 2277-3630 Impact factor: 7.429 12.06 (2023): 148-152.
4. Xo'janazarova, Nargiza. "Maktabgacha yoshdagi bolalarda ijtimoiy og'ishlarning oldini olish va qayta tiklash." Talqin va tadqiqotlar 1.25 (2023)
5. Xo'janazarova, Nargiza. "Maktabgacha yoshdagi bolalarda ijtimoiy og'ishlarning oldini olish va qayta tiklash." Talqin va tadqiqotlar 1.25 (2023).

6. Raximovna, Abdullayeva Nigora. "Methodological Possibilities of Increasing Memory Productivity in Primary School Students." Middle European Scientific Bulletin 17 (2021): 297-300.
7. Abdullaeva, Nigora, and Kamola Yuldasheva. "Methodological possibilities of increasing the specificity of memorization in children of kiichik school age." International Bulletin of Applied Science and Technology 3.5 (2023): 1100-1104
9. METHODOLOGICAL POSSIBILITIES OF INCREASING THE SPECIFICITY OF MEMORIZATION IN CHILDREN OF KIICHIK SCHOOL AGE Abdullaeva Nigora Rahimovna Senior lecturer, Kokand State Pedagogical Institut
10. THE ROLE OF PARENTAL RELATIONSHIP IN THE STATEMENT OF INDEPENDENT OPINIONS IN ADOLESCENT CHILDREN Abdullaeva Nigora Raximovna Senior lecturer at Kokan State Pedagogical Institute
11. Mirzamaxmudovna, X. J. N. (2022). THE IMPORTANCE OF VISUAL ACTIVITY IN THE SOCIALIZATION OF PRESCHOOL CHILDREN. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277- 3630 Impact factor: 7.429, 11(05), 94-98
12. Mirzamaxmudovna, K. N. (2021). Spiritual And Ethical And Socialization Of Pupils Of Preschool Educational Institutions Psychological-volitional Aspects. JournalNX, 7(06), 165-168.
67. Isaxanova, M. E., Xujanazarova, N. M., & Irmatova, M. I. MODERNIZATION OF PRESCHOOL EDUCATION.(2020). European Journal of Research and Reflection in Educational Sciences, 8(3), 120-124.
13. Khujanazarova, N. M. (2023). PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF PREPARING EDUCATORS FOR SCHOOL EDUCATION. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 12(03), 52-55.
14. Mirzamaxmudovna, X. N., & Raximovna, A. N. (2023). PROBLEMS OF DEVELOPMENT AND PSYCHOLOGICAL CHARACTERISTICS OF PRESCHOOL CHILDREN. International Journal of Early Childhood Special Education, 15(1).
15. Hujanazarova, N. (2022). IMPORTANCE OF FAIRY TALES IN MORAL EDUCATION OF PRESCHOOL CHILDREN. International Academic Research Journal Impact Factor 7.4, 1(6), 98-104.
16. Mirzamahmudovna, K. N. (2022). THE ROLE OF NATIONAL METHODS IN THE DETECTION AND PREVENTION OF NERVOUS DISORDERS IN CHILDREN. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(11), 505-507.
17. Mirzamaxmudovna, X. J. N. (2022). THE IMPORTANCE OF VISUAL ACTIVITY IN THE SOCIALIZATION OF PRESCHOOL CHILDREN. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277- 3630 Impact factor: 7.429, 11(05), 94-98.
18. Mirzamaxmudovna, K. N. (2021). Spiritual And Ethical And Socialization Of Pupils Of Preschool Educational Institutions Psychological-volitional Aspects. JournalNX, 7(06), 165-168.
19. Isaxanova, M. E., Xujanazarova, N. M., & Irmatova, M. I. MODERNIZATION OF PRESCHOOL EDUCATION.(2020). European Journal of Research and Reflection in

- Educational Sciences, 8(3), 120-124. 25. Khujanazarova, N. M. (2023). PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF PREPARING EDUCATORS FOR SCHOOL EDUCATION. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 12(03), 52-55.
20. Mirzamaxmudovna, X. N., & Raximovna, A. N. (2023). PROBLEMS OF DEVELOPMENT AND PSYCHOLOGICAL CHARACTERISTICS OF PRESCHOOL CHILDREN. International Journal of Early Childhood Special Education, 15(1).
21. Hujanazarova, N. (2022). IMPORTANCE OF FAIRY TALES IN MORAL EDUCATION OF PRESCHOOL CHILDREN. International Academic Research Journal Impact Factor 7.4, 1(6), 98-104.
22. Mirzamahmudovna, K. N. (2022). THE ROLE OF NATIONAL METHODS IN THE DETECTION AND PREVENTION OF NERVOUS DISORDERS IN CHILDREN. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(11), 505-507
- 23 Jumanovna, T. Z. (2022). FEATURES OF MATHEMATICAL DEVELOPMENT IN PRESCHOOL CHILDREN. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(07), 117- 119.
24. Toshmatova, Z., & Nematova, S. (2023). MUSICAL DIDACTIC GAMES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS. Академические исследования в современной науке, 2(5), 125-137.
25. Toshmatova, Z., & Nizomiddinova, M. (2023, February). INNOVATIVE METHODS OF TEACHING THE SUBJECT OF THE FORMATION OF MATHEMATICAL REPRESENTATIONS. In Международная конференция академических наук (Vol. 2, No. 2, pp. 110-119). 8
26. Toshmatova, Z., & Xusanova, M. (2023). TEACHING PRESCHOOL CHILDREN TO UZBEK FOLK DANCE ELEMENTS. Development and innovations in science, 2(2), 63-70.
27. Jumanovna, T. Z., & Dilabzal, X. (2023). MUSIQA MASHG'ULOTLARIDA JISMONIY HARAKATLARDAN FOYDALANISH VAZIFALARI. Ta'lim fidoyilari, 5(2), 42-50
28. Mirzamaxmudovna, X. J. N. (2022, April). PEDAGOGICAL PSYCHOLOGICAL ASPECTS OF SOCIALIZATION OF EDUCATORS OF PRESCHOOL INSTITUTIONS. In E Conference Zone (pp. 307-309).
29. Khojanazarova, N. (2022). The Essence of Socialization of Children in Preschool Educational Institutions On the Basis of a Systematic Approach. World Bulletin of Social Sciences, 7, 5-7.