

**PHILOSOPHICAL-PEDAGOGICAL IMPROVEMENT OF INTELLECTUAL
CULTURE IN FUTURE TEACHERS.**

Kurbanov Jasurbek Akmaljonovich

Associate Professor, Doctor of Pedagogical Sciences,

Kokand State Pedagogical Institute

Annotation: This article is devoted to the problems of forming the components of intellectual culture in future teachers, the philosophical-pedagogical problems of harmonizing its organizational, methodical, psychological and social factors with social development. It also talks about the socio-philosophical content of the problem of intellectual culture, the development of the intellectual culture of young people in integral connection with the development of society, and its impact on the development of civilization. The article describes the internal structure of intellectual culture, its functions and types, the conditions for the manifestation of intellectual culture in the individual's innovative activity.

Key words: person, intellect, culture, science, global problems, intellectual culture, mechanism of intellect, intellectual capital, innovative ideas, intellectual abilities, structure of intellectual culture, functions of intellectual culture.

Intellectual culture is the ability to define the goals and tasks of the epistemological activity based on the intellectual ability of a person, to plan, to create skills of various intellectual values, to work with sources of knowledge and informational and technical means.

It is of urgent importance to improve future teachers in all aspects, especially to increase their intellectual potential. Formation of their intellectual potential in harmony with intellectual culture is one of the strategic goals of ensuring social and cultural development of our society. It is necessary to pay special attention to the organizational, methodical and spiritual factors of the formation of intellectual culture in young people, as well as its socio-philosophical aspects. Before addressing these issues, it is appropriate to pay attention to the specific aspects of intellectual culture.

Pedagogical studies show that the parents, teachers and educators of great, gifted, talented, creative people, representatives of history and society, were talented. It is known from the results of the research that a child with high genetic potential, not from his parents, but sometimes from his tutor, sometimes from his teacher, and sometimes from the demands of the social environment, or by responding to these social demands, develops a great talent in himself and becomes a talented person. In this place, the family environment of the thinker Alisher Navoi and his memorization of many poems from a young age, A. S. Pushkin's achievements under the influence of his nanny Arina Radionovna and other examples can be cited.

Knowing the factors and conditions in the family that positively affect the development, worldview, moral and physical maturity of young people of different ages and genders and their

effective use is considered an important basis for the development of young people.

In the growing young generation, the first components of intellectual culture, such as mastering the acts of consciousness, such as differentiating, equating, determining the levels of differences, combining, dividing into pieces, abstracting, connecting several complexes in a row, and various procedures of internal acceptance, in the young generation. formation in the family is very important.

Because the spiritual consciousness of young people depends on the development of the society in a certain intellectual field, as well as the spiritual and cultural level of the concrete family. As the most important component of spiritual consciousness, it can be shown that there are three forms of intellectual behavior:

the first - verbal intelligence, which means a reserve of words, erudition, understanding the meanings of those who read;

the second is the ability to find solutions to problems;

the third is the ability to realize the set goals [1].

Therefore, intelligence is a certain level of development of thinking activity, understanding and understanding, which ensures that a person acquires new knowledge and uses it effectively during life. It forms the basis of people's knowledge and behavior in society (rationalism). It is very important to form such characteristics in young people from the heart of the family. In this case, the older members of the family give various riddles to the younger members of the family, organize various family games that increase the intellect with their participation, listen to the thoughts of young people, no matter how simple, to ensure and correct their growth until they become intellectually based and useful, to stimulate them to creative work, to arouse the joy of knowledge. they should feel and form a feeling of enjoyment [4].

When it comes to intellectual culture, paying attention to the "intellectual potential" included in its structure is of great theoretical and methodological importance. In contrast to intellectual resource, intellectual potential refers to a set of mental-creative capabilities, which are often hidden, although not officially recorded, are considered the real basis for the implementation of some behavior. Consequently, in order for the subject to perform a specific activity, he must have a set of functions of performing, implementing, performing actions, that is, a set of separate, complex mental actions that ensure gradualism in learning the subject of mental work. That's why researcher Michael Polanyi says, "Personal knowledge inevitably requires intellectual capacity. It embodies not only the existence of knowledge, but also the person who is trying to know, his interest in knowledge, his personal approach to the interpretation and use of knowledge, his understanding of it in his own way" [3], he writes.

The structure of intellectual abilities is as follows:

Talents form the basis of ability at the genetic level;

general abilities that are manifested in the same way in different forms of human activity (such as education, attention, memory, imagination, role, work);

special abilities manifested in certain types of activity (musical, mathematical, organizational, etc.);

collective abilities that separate and develop into groups on the basis of general and special talents;

professional abilities embodied in the process of choosing a profession, specialty and labor activity [6].

The owners of creative abilities embody the forces that ensure the vitality of a concrete society. Also, with his creativity, a person becomes a life-giving force of society. On the contrary, creative and inactive people accumulate destructive forces that destroy social reality [2]. In this sense, the ideas that a person is born with high creative ability are not correct in our opinion. It is true that generation also plays a role in the emergence of talent. However, in current philosophical studies, it has been found that the children of unique creatives do not have this ability, and on the contrary, there are many cases where great talents are born from parents who do not have such abilities. It shows that the ability to be creative is actually present in everyone, but this ability often remains undiscovered. Of course, this issue seems easy on the surface, but in reality, solving it involves very complex processes and requires a wide range of special knowledge.

The new mature generation growing up in Uzbekistan is free from the influence of old-fashioned thinking and class ideology, far from the feeling of indifference to the fate of their country and people, they can foresee the future development problems of the society and have a high level of civilized thinking, skills and high intellectual ability. must be.

Today, when the formation of a highly intellectual society has become our main goal and mission, educating and improving a mature generation is a great task. As long as there is a person, his upbringing is like an eye in a ring. As long as a person exists, he will be the owner of the qualities acquired as a result of the experience gained as a person.

Philosophical research suggests that general talent can exist without special abilities, or that special abilities can exist without general abilities. The relationship between general ability and special ability varies among different abilities[5]. In many cases, we can see that musicians whose performance-virtual skills are not well developed have not developed their mental level very well. But one cannot be a great musician or artist without general knowledge. The higher the level of this or that special ability, the more it is related to the general talent.

The main functions of "intellectual culture" are: epistemological, humanistic, communicative, informative, educational and social-normative. The development of intellectual culture from the point of view of methodological knowledge system: has axiological, technological, personal-creative, cognitive components.

The rise of creative culture among future teachers requires the formation of the ability to overcome conflicts in the way of creative thinking. These complications include:

- conformism, that is, the desire to be like others; a person is afraid to announce extraordinary ideas in order not to be laughed at by others or to show extreme ignorance.
- control-censorship (especially internal, or excessive self-criticism), that is, people who are usually worried about the results of their ideas can never be innovators; There must be some balance between a person's ability and self-criticism, so being too proud of one's talent can lead to creative decline.
- the fear of human activity, that is, stuttering from being stuck in the trap of unsuccessful imagination and initiative.
- inability to adapt to social reality; it is the stress of changing the ways of functioning in unusual circumstances.
- striving to find ways to perform a new task in certain social conditions; but being too highly motivated often leads to unscientific decisions.

Based on the above, the following conclusions can be drawn:

1. Creation and widespread implementation of a socio-psychological mechanism that studies the intellectual culture of future teachers, which is manifested in the form of ability, ability, talent and talent, formed on the basis of the laws of physical and psychological development.
2. Studying the intellectual culture of each of the future teachers with the help of socio-spiritual and psychodiagnostic methods, developing an individual educational program and system.
3. Organization of training courses of the best option to familiarize parents, educators, teachers and even the general public with the intellectual culture of future teachers and the laws of its development.
4. To improve the educational program and system on the basis of regularly monitoring and studying the laws and stages of development specific to the intellectual potential of future teachers.
5. Creation of systems for the widespread implementation of changes, innovations, achievements and science-based solutions that have occurred in the laws of development specific to the intellectual potential of young people under the influence of individualized education and training.
6. To ensure that the first components of high spiritual consciousness in the family and neighborhood are formed in the young generation, and that each stage ends with the emergence of certain skills, the senior members of the family and neighborhood, that is, the educators, should not forget at all;

7. Intellectual culture is the ability to set the goals and tasks of epistemological activity based on intellectual ability, planning, the skills of creating various intellectual values, the ability to work with sources of knowledge and informational and technical tools, and the creation of a creative environment in the family that helps and encourages the formation of the same skills. necessary.

8. The formation of talent in a person is more related to a higher level of cognitive activity, development of thinking and intellect. Therefore, in the maturity of a person, he should be able to anticipate his abilities and talents and direct them accordingly.

9. Intellectual culture is formed on the basis of a person's necessary understanding and evaluation of himself and the world, with the help of which it is important to develop the consciousness and expand the thinking of our young people, because only through this, they can think freely and independently, realize their identity, that is, do not join all kinds of harmful and destructive currents. an opportunity will be created to educate potential, politically conscious, future qualified specialists loyal to the interests of our country.

10. In the conditions of globalization, careful and excellent study of national and universal values, scientific study and analysis of achievements in modern science, techniques and technologies are a solid scientific basis for expanding the intellectual culture of future specialists with secondary and higher education.

11. Systematic development of new material and spiritual benefits, i.e. the intellectual potential of the individual, to meet the modern life needs of the state, society, institution, community, family and people is one of the urgent tasks of globalization.

References

1. Zinovyev, A. Visshyeye obrazovaniye i logika intellekta / A. Zinovyev // Almamater. – 2004. – № 5. – C. 11–15.
2. Inshakov O. Intyellektualniy faktor innovatsionnoy dyeyatelnosti. MZ RSFR, Volgograd.gos.un-t. – Volgograd. 2003. - 118 s.,
3. Polani M. Lichnostnoye znaniye. Na puti k postkriticheskoj filosofii. Pyeryebod s angliyskogo. - M.: Progyress, 1985. - 344 s.
4. Ponomaryeva, Y. Innovatsiya kak nauchnaya i politicheseskaya problema / Y. Ponomaryeva, A. Nikiforova // Svobodnaya msl. – 2011. – №1. – C. 29–44.
6. Shipunova O. D. Intyellyekt i subyektivnost (Sotsialno-filosofskiy analiz) : Dis. ... d-ra filos. nauk. Sankt-Pyetyerburg, 2004. - 84 s.,
7. Qurbonov, J. A. (2019). Social-pedagogical content of intellectually cultural pointh. Scientific Bulletin of Namangan State University, 1(5), 437-442.
8. Akmaljonovich, K. J. (2021). The Content and Essence of the Concept of “Intellectual Culture”. European Journal of Humanities and Educational Advancements, 2(5), 15-18.