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METHODS OF FORMING STUDENTS' INTELLECTUAL CAPACITY

Annotation: The authors of this article analyzed the ways of forming the intellectual capabilities of children in the educational process.

Key words: intellectual capacity, modern education, student – teacher.

Intellectual intelligence in a person can only be awakened, developed and provided for the perfection of a person in a well-organized educational process. Therefore, the role of preschool education in the development of the intellectual potential of the child can not be overemphasized. The thing is that the educators in pre-school educational institutions bear responsible duties. These are:

- Which child is interested in what and what is he capable of?
- Why is this child Shy, Shy, what is he interested in?

The educator must find answers to these questions.

Therefore, when organizing the educational process in kindergartens, the needs of children are studied and measures are established to develop abilities, taking into account the possibilities, the intellectual opportunities in the individual are fully manifested.

The degree to which children's abilities and intellectual capabilities were taken into account in the “Pre-School Education Program”, which was used until the early days of independence, was limited.

And the base program “the child of the third millennium”, which now operates pre-school educational institutions, has put an end to these shortcomings. That is, the attention given to it is necessary to educate children spiritually and mentally - that is, the purpose of which corresponds to the motto of the world-

recognized UNICEF children's fund "health, education, equality, protection for each child in a high capacity".

Educators and parents should know when exploring the intellectual potential of children:

- Each person has his own personality.

- Children's abilities, needs and intellectual capabilities are not the same. By studying the needs, abilities and opportunities in them, the hard work towards its development gives an effective result. The action taken in excess of the capabilities of the child (that is, the ability, without taking into account the need) can lead to the following cases:

- a) the child is bored from training;

- b) his interest in reading slows down;

- c) he does not believe in himself;

- d) formation as a person slows down;

- d) the emergence of interest and abilities slows down;

- e) his aspiration to school slows down.

Referring to concrete examples, starting with a large group, the teaching of many subjects to children puts children with low abilities bored in training. Even in primary schools too much predictability slows down the effect of mastering.

Therefore, in pre-school institutions and the system of primary education in developed countries, much attention is paid to education, taking into account the choice and capabilities of the child, and not predeterminacy.

Because in any child (even in a child with a low intellect) there will be a basis for the development of some abilities.

Therefore, educators in pre-school educational institutions should not only focus more on the teaching of the specified subjects, but also their capabilities in the educational system. As a result, the ability mark in the child decreases, and sometimes it does not disappear, but develops and flushes. It is based on the realization of the intellectual capabilities of the child, if it is regularly worked out on the realization of the existing opportunities in children from the age of 3 years.

Ways to develop children's intellectual capabilities:

- To give a complete answer to each given question of the child in any way.
- Create an opportunity to ask new questions.
- Conduct interesting conversations.
- Tell a fairy tale, a story, a riddle.
- Make a gift of interesting, illustrated books, toys.
- Organize all sorts of games (role-playing, creative) and involve or complicate them in these games.
- Drawing - (drawing what he likes)
- Preparation of herbarium.
- Loy and make things from plasticine.
- Taking trips – (speaking and drawing the impressions before the trip).
- Build-to-put free from assembly sessions.
- Teach creative storytelling.

The study of the experience of advanced educators shows that the most effective way to develop children's thinking is to organize the process of formation of conscious knowledge, strong skills and skills together with their upbringing to children during games, classes and walks. To do this, it is necessary to search for the educator tirelessly, to effectively use new technologies of transition to popularity. The fact that the educator determines the exact purpose of the educational process, knows the way to develop the didactic process accurately plays an important role in the solution of this task. In the correct performance of this task, educators should pay attention to the following:

- to develop the educational direction of education and maximally employ the intellectual capabilities of children;
- to make children's imagination and memory riches work as much as possible;
- development of different thinking processes in children.

In conclusion, let's approach them individually to develop the abilities, interests, abilities of each child. Let's work hard at the realization of their

intellectual abilities. To date, the study and realization of children's intellectual capabilities is becoming a complex pedagogical problem, it requires regular research. Let us find a solution to this problem.

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