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**ИНТЕЛЛЕКТУАЛЬНОЕ РАЗВИТИЕ – НАИБОЛЕЕ ВАЖНЫЙ АСПЕКТ
РАЗВИТИЯ ПОДРОСТКОВ.**

Аннотация

В статье рассматривается интерес учащихся к образованию, уровень знаний, их интеллектуальное развитие, что убедительно доказано современной психологией и педагогикой.

Ключевые слова: язык, отношения, познание, аспект, психология, психическая деятельность, формирование.

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**INTELLECTUAL DEVELOPMENT IS THE MOST IMPORTANT ASPECT
OF DEVELOPMENT OF RISING GENERATION.**

Annotation

The article discusses the interest of students in education, the level of knowledge, their intellectual development, which is convincingly proved by modern psychology and pedagogy.

Key words: language, relationship, knowledge, aspect, psychology, mental activity, formation.

The whole life of a person constantly puts before him acute and urgent tasks and problems. The emergence of such problems, difficulties, surprises means that in the reality around us there is still a lot of unknown, hidden. Therefore, we need an ever deeper knowledge of the world, the discovery in it of more and more new processes, properties and relationships between people and things. Therefore, no matter what new trends, born by the demands of the time, penetrate the school, no matter how programs and textbooks change, the formation of a culture of intellectual

activity of students has always been and remains one of the main general educational and educational tasks. Intellectual development is the most important aspect of the preparation of the rising generations.

The success of the student's intellectual development is achieved mainly in the classroom, when the teacher is left alone with his pupils. And the degree of students' interest in learning, the level of knowledge, readiness for constant self-education, i.e. their intellectual development, which convincingly proves modern psychology and pedagogy.

Most scientists recognize that the development of students' creative abilities and intellectual skills is impossible without problem-based learning.

Creative abilities are realized through mental activity.

The psychological basis of the concept of problem-based learning is the theory of thinking as a productive process, put forward by S. L. Rubinshtein. Thinking plays a leading role in the intellectual development of man.

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Although this problem is considered in sufficient detail in the psychological, pedagogical and methodological literature, it has not received due attention in the practice of the school. Therefore, we have chosen the following topic for our term paper: "Problem learning in Russian language lessons."

The purpose of the course work is to study and disclose the theoretical aspects of problem-based learning in school.

The object of our work is the learning process of students.

The subject is problem-based learning as a factor in the intellectual development of students in Russian language lessons.

Based on the object and subject to achieve the goal, we have identified the following tasks:

1. To study and analyze the psychological, pedagogical and methodological literature on the research topic.

2. Reveal the essence of problem-based learning.
3. Develop lessons with elements of problem-based learning or compile a selection of problematic tasks that contribute to the intellectual development of students.

When implementing the research objectives, the following methods were used:

- ✓ study and analysis of psychological, pedagogical and methodological literature;
- ✓ study and generalization of the experience of leading teachers;
- ✓ analysis of the activities of teachers in organizing problem-based learning;

Considering problem-based learning as a factor in the intellectual development of students, we studied and analyzed the psychological, pedagogical and methodological literature on issues of interest to us. In our work, we relied on the works of Yu.K. Babansky, P.Ya. Galperin, N.A. Menchinskaya, A.M. Matyushkin, M.I.

Based on the analysis of the literature, we revealed the essence of problem-based learning and intellectual development. We considered the possibility of intellectual development in the conditions of problem-based learning, its organization and guidance in the learning process. Revealing these issues, we came to the conclusion that problem-based learning is a factor in the intellectual development of students.

We presented a lesson with elements of problem-based learning. Each lesson should be directed not only to the study of theoretical material and the formation of skills, but also to the organization of mental activity of students, which contributes to intellectual development.

The list of used literatures

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