

Ethymology of intelligence abroad and in Uzbekistan

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ABSTRACT

This article discusses various definitions of intelligence in Russian psychological research. It is concluded that the development of intelligence is necessary, as well as further development of scientific approaches to the study of intelligence.

Key words: *intelligence, values, personality, behavior, morality, morality, scientific definition*

Introduction.

Since the person himself is a complex biological structure, every person, population and every individual on the planet interprets the concept of intelligence in different ways, and still have not come to an unambiguous conclusion.

Lexical means of designating the word intellectus from the Latin language means "understanding and cognition." Intelligence (from the Latin intellectus cognition, understanding, reason) is the mind, reason, reason, and the ability of a person to think [17].

Russian psychologist D. V. Ushakov in his dissertation gives the following definition: "Intellect is the ability to think. Thinking is a process in which intelligence is realized"[21]. "Intelligence" in translation from English means understanding, knowledge [21].

The etymology of the word is well known, the systematization of the definitions of intelligence according to Cicero. Cicero writes: "Those who, over all things related to worship, diligently (carefully, carefully) pondered how they would pay attention to them (take care of them, appreciate them), were called religiosi, from the word relēgere, such as elegantes (refined people) were so named from the word elegere (to understand, to distinguish); also diligentes (diligent people) from the word diligere (to choose, appreciate), and intelligentes (smart people) from intellegere (to understand); since in general all these words are presented here in the meaning of legere (to collect, to choose), as well as in the word religiosus"[3]. Based on this context, we can confidently say that the term intelligence in science was the first to be introduced by Cicero. Thus, from ancient times to the present day, various attempts have been made to determine the etymology of intelligence.

The variety of approaches to the study of intelligence in modern psychological science mainly concerns the structure, components, their interconnections and stages of development of intelligence. An increase in the number of components, types and factors of intelligence has led, on the one hand, to the construction of multifactorial theories and a variety of species (J. Guilford, H. Gardner), on the other, to a distortion of the integrating role of intelligence in the regulation of human behavior and focusing on its individual properties [14,15,16].

The study of mental abilities abroad is mainly a testology. In the West, F. Galton was the first on the measurement of mental abilities, on the existence of individual differences in intellectual abilities.

It was F. Galton who was the founder of the test method. He developed methods of mathematical statistics for analyzing data on the individual differences of subjects, which is still very relevant today.

Raymond Cattell, in his work called "Mental Tests and Achievement," applies the test method to a large number of subjects. He developed tests that measure intelligence using sensory discrimination and response time tasks [22]. He identified three types of intellectual abilities: general, partial and operational factors. He is also the author of the term "crystallized" and "fluid" intelligence.

Alfred Binet and Thomas Simon evaluated mental abilities as taking into account the formation of certain cognitive functions and also considered taking into account complex cognitive processes. According to A. Binet, intelligence consists of such components as memorization, understanding, reasoning, judgment, logic and memory.

Charles Spearman is the founder of the mono-factor theory of intelligence. According to the author, any intellectual activity contains a single general factor that determines the success of the intellectual test and specific factors inherent in only one type of intelligence.

In addition to general and specific factors, Spearman identifies mechanical, mathematical and verbal abilities.

Terman (1921) defined intelligence as "the ability to think abstractly" and warned that intelligence cannot be justified on the basis of one particular test.

R. Sternberg identifies three types of thought processes: verbal intelligence, the ability to solve a problem and practical intelligence.

In the study of the intellect and intellectual sphere of the individual, significant results were obtained within

the framework of the testological approach.

Generalizing the concept of studying intelligence abroad, one can determine that intelligence depends on heredity and the environment. Individual intelligence, as measured by intelligence tests, is not only a genetic determinant, but also an early learning environment.

Our domestic psychologists also became interested in the problem and structure of intelligence. According to M. Vakhidov, intelligence is the ability of a person to perform a specific task or any successful action performed with ease and speed in comparison with other people. A person's abilities are manifested in his various actions. According to the author: "Any normally developed person is able to express himself in a certain area." There are internal relationships and patterns between objects that cannot be seen or heard with the naked eye. It is these internal connections and laws that we learn through thinking [4,9,10].

Professor M. G. Davletshin understood intelligence as a continuous connection with the concept of ability. The formation and development of abilities is determined by

- firstly, the identification of the corresponding natural qualities of intelligence, depending on the presence or inclination to a particular activity and the quality of the results of activity,
- secondly, through the strengthening and development of the natural qualities of the individual through involvement in systematic activities under the guidance of a specialist,
- thirdly, he must go through the formation of generalized mental operations so that these operations provide a quick and effective assimilation of general and specific information and the formation of skills and competencies for the planned activity. It is the growth of children's abilities that occurs in the educational process [6,7,8,9,10].

One of the important tasks facing the schools of the republic is the formation of creative activity and basic creative abilities in the younger generation. Because "the main task of the current school is to improve teaching methods, methods of developing students' thinking.

The well-known psychologist E. Gaziev believes that the growth of intellectual development is ensured by the knowledge acquired at school. It is emphasized that for the mental development of students, they need to take into account not only their knowledge of the knowledge system, but also certain methods of mental activity (analysis, synthesis, comparison, concreteness, abstraction, generalization, memorization, etc.), training, skills and competencies ... The importance of logical thinking in the development of the intelligence of students is great, because the development of thinking enriches the mind with additional information. "Intellect is a mental activity associated with the acquisition of certain knowledge by a person or the discovery of a new one." "Thinking is a mental process that directly and generalizes the reality of the environment through speech, mental activity aimed at understanding, detecting and predicting socio-causal relationships" [5,9,10].

V.M. Karimova interprets this problem as follows. "The question of abilities primarily concerns the quality of the human mind, the unity of skills, abilities and knowledge in it. In particular, the mind and intellectual potential of every young person aspiring to become a professional is also studied in relation to the concept of great ability in psychology, as this ensures that he or she grows into a qualified professional [9,10]. Scientists have tried to identify the mechanisms of intelligence, their psychological composition and system, create reliable methods and measure the performance of each person in relation to the quality of the mind. Many scientists define its verbal, quantitative and spatial indicators in human intelligence and again associate them with the processes of logic, memory and imagination. Abilities are of a social nature and intelligence is directly dependent on the external environment, human relationships in it, the period of life.

G. Shoumarov emphasizes the intellectual level of the citizens of the country, recognizing that the development of each state, society, its future is determined by the level of its citizens. Intelligence is one of the important factors and criteria for the development of society, science and technology. G. Shoumarov also emphasized the importance of paying attention to the mentally retarded in any human society, stating that the factors of mental retardation are organic disorders of the central nervous system, leading to a steady decline in the cognitive activity of children [9,10].

Psychologists R. Tashimov and M. Mamatov argue that it is necessary to create a theoretical basis for the study of intelligence. The study and application of mental development in real life is impossible without diagnostic methods. A practical approach to human abilities in the process of diagnosing mental abilities requires a certain amount of knowledge to help a person move from one stage of mental development to another [9,10].

Psychologist Z. Nishanova in her work considers intelligence as mental activity and distinguishes mental activity from educational activity. "Mental activity is an operation of thinking that serves to solve mental problems. On the other hand, intelligence is a broader concept than mental activity and is used in combination with certain operations" [13].

Psychologist T. Zhuraev in his work distinguishes the study of intelligence for two periods: a) the study of intelligence as a historical approach, the role of personality and as the importance of education (Farabi, Beruni, Ibn Sina, Abduld Avloni, etc.);

b) modern scientific approach to the problem of intelligence, features of the development of intelligence, gender and age characteristics and intelligence, intelligence in differential diagnosis (P.I. Ivanov, M.G. Davletshin, M. Vokhidov, V.A. Karimova, E.G. Goziev, B.R. Kadyrov, G. B. Shoumarov, E. Usmanova, Z. Nishanova) [9,10,20].

Developed, adapted, standardized intelligence tests for the purpose of diagnosing intelligence, helps to effectively assess the cognitive abilities of a person. (Kyung Park, Soonyoung Choi, 2002). Next, we will consider the development of an intelligence test for domestic psychologists.

Professor B.R. Kadyrov conducted research on the development of intelligence and giftedness. In this regard, he even managed to create a bank of various tests to determine intelligence. "Enrichment of intellectual potential is of great importance in order to pay more attention to mass and at the same time traditional forms of intellectual development, to strengthen their material and financial aspects, to encourage young people to achieve certain goals, to create a financial and cultural environment for them.

A number of traditional techniques that educate mental activity, increase its productivity, develop creative qualities, include:

1. Scientific circles on subjects in schools.
2. Scientific societies of students of secondary specialized and higher educational institutions.
3. Olympiads for schoolchildren and students in different areas.
4. Student research work.
5. Creative works, contests, contests, contests, etc. [9,10,11,12]. "

Psychologist H. Sharafutdinova tried to develop and standardize the verbal methodology of K. M. Gurevich "SHTUR" with the help of which one can study and diagnose students' verbal thinking abilities. The author began by translating the test into Uzbek. Processing the test results, we checked the adequacy of verbal constructions in the tasks. Correlation comparison of test results had a positive and rather significant correlation. In conclusion, the author comes to the following conclusion: "the technique can really be attributed to intelligence tests that determine verbal abilities to intelligence tests that determine the verbal abilities of the subject" also recommends using the test to diagnose the mental development of children and to identify the mental giftedness of Uzbek children [18] ...

Psychologist N. Ismailova investigated the structure of intelligence and at the same time worked on the method of standardizing the H. Aysenck test. She, having studied all the tasks of the collection and taking into account the test results, advises verbal tasks and nonverbal tasks to print separately. Also, the psychologist recommends increasing the time in applying the technique [19].

In conclusion, we can say that theoretical approaches to the study of intelligence are eternal. Of particular interest is the presence in Russian psychology of ideas about the connection between the level of intelligence development with moral and moral qualities personality, adaptation and standardization of intelligence tests, real, significant results, carried out in the study of intelligence, to which scientific research is currently not given due attention.

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