



STRUCTURAL COMPONENTS OF THE DEVELOPMENT OF INTELLECTUAL COMPETENCE IN STUDENTS

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ABSTRACT

This article reveals the structure of intellectual competence, and its motivational, cognitive and metacognitive components. In the current article, the competency-based approach in education includes the ideas of professional and general, intellectual development, and competencies include traditional knowledge, as well as general education, intellectual, communicative, creative, interrelationships. The forms of interdependence and metasubject are highlighted and embodied.

KEYWORDS: meta component, cognitive experience, motivational, cognitive, metacognitive component.

INTRODUCTION

Deep fundamental education based on the latest achievements of science mainly increases the recognition and high prestige of Uzbek engineering education in the world. As engineers and scientists create techniques and technologies that define the frontiers of future research in science, the challenge has become more urgent. The analysis of scientific and technical literature shows that the current stage of development of science and technology is characterized by the priority of technology development.

Technological restructuring of production refers to the ability of a specialist to reconstruct the activity system, who feels the need to constantly replenish or update knowledge. In such conditions, the purpose of training an engineer at a technical higher educational institution is to form the ability to master the methodological skills of activity, the principles, methods and methods of activity along with the traditional acquisition of knowledge and skills.

In our opinion, development and self-development always involve some internal laws, some self-movement, self-transformation of an object, a system, a person's self, the inner world of a certain self. This process is irreversible, as a result of which there are quantitative and qualitative changes in intellectual, personal and activity characteristics. They are connected and interdependent. Personnel training has a special place as the basis of development. Orientation of the development process is carried out by influencing the mental development of the student, managing his cognitive activity, developing it and having targeted influence.

In his work, O.S. Grebenyuk describes the types of thinking in the intellectual sphere (creative, cognitive, theoretical, empirical, divergent, convergent, sanogenic, pathogenic, etc.), thinking style (analytical thinking, imaginative thinking, visual-metaphorical thinking), qualities of the mind (intelligence, flexibility, independence, criticality, the ability to act in the mind, etc.), cognitive processes (attention, imagination, memory, perception), mental operations

(isolation, comparison, analysis, synthesis, systematization, abstraction, formalization, concretization, interpretation, etc.), cognitive skills (ability to ask questions, identify and formulate a problem, hypothesize, prove it, draw conclusions, apply knowledge), learning skills (plan, set) setting goals, reading and writing at an appropriate pace, taking notes, etc.), extra-curricular knowledge and skills, scientific knowledge, skills and qualifications, general education and special knowledge are characterized by an integrated system [2].

As noted by R. Wagner, a person with intelligence knows how to overcome a certain task, knows how to plan his time and calculate his strength to complete the task [3].

For example, a group of scientists, G. Seydi and A. Wimby, describe intelligence as a "set of skills". Similar ideas can be observed in A. de Groot's definition of intelligence. He calls it a mental program consisting of a number of heuristics. R. Nickerson defines intelligence as "skills, heuristics, methods, strategies, tactics—these are different words for the same idea—teachable components of intellectual thinking" to teach ways of thinking. B. Russell makes the following conclusion about the formula of intellectual thinking: "It is a process of evaluation or categorization in terms of previously acquired basic knowledge, it includes attitudes, as well as having facts and a number of thinking skills" [3].

L.S. Vygotsky believed that the best indicator of intelligence is not the level of knowledge accumulated up to a certain time, but how people learn new things [4].

American psychologist R. Sternberg is the author of the work "three theories of mind", in which he expressed the opinion that the problem of mind should be solved in the context of a wider problem, that is, how the subject manages himself. This theory is based on answers to three questions:

- 1) what is the relationship of the mind with the inner world;
- 2) what is the relationship of the mind to the external world;
- 3) how intelligence relates to human experience. Within this theory, intelligence is defined as a form of mental self-management, which includes three interrelated subtheories: component, context, and experience theories. These components include:
 1. metacomponents - processes of organizing intellectual activity, including planning, monitoring how the solution is revealed, choosing the form of presenting the problem, consciously dividing attention, organizing feedback;
 2. performance components - processes of changing information, processes of forming feedback (linking, adding, comparing, selecting, grouping, coding);
 3. components of knowledge acquisition and use (processes of knowledge acquisition, efficiency of application at the right time) [5].

In our opinion, intelligence is the quality of a specific form of organization of individual (mental) experience that provides the ability to effectively perceive, understand and explain the events that are happening. The idea of mental experience as a special mental reality that determines the characteristics of human intellectual activity (the carrier of mental characteristics) was formed in foreign and domestic research. Individual mental experience is considered a system of mental mechanisms that predetermine the type of cognitive attitude.

We believe that the intellectual development of students includes not only the development of cognitive mechanisms of information processing, but also the formation of metacognitive mechanisms of intellectual self-control.

Analyzing the works of M.A. Kholodnaya, R. Glazer, V. Schneider, J. Raven, the following can be noted: intellectual competence is the main one, its formation creates the basis for the development of students in all educational areas without exception [6]. Based on the results of the analysis presented above, we formed the motivational, cognitive and metacognitive components of the structural structure of intellectual competence (Table 1).

Table 1
The Structure of intellectual competence

The structure of intellectual competence		
motivational	cognitive	metacognitive
1	2	3
<ul style="list-style-type: none"> - readiness for development and self-development; - strive to create a development and self-development strategy; - installation for development; - striving for self-improvement and professional self-awareness; - encouraging meaningful activity; - achieving success in the implemented activities; - direction of the person; - the need for self-knowledge; - the need for competence; - the ability to self-educate 	<ul style="list-style-type: none"> - to have knowledge of special subjects; - knowledge of the subject; - understanding one's cognitive stereotypes; - readiness to search, process and provide information; - mastering and applying different methods of information coding; - use of various technologies to acquire information; - transferring previously acquired knowledge to creative, research, cognitive activities; - realizing one's abilities in research, project activities 	<ul style="list-style-type: none"> - goal setting and planning in intellectual activity; - managing one's own knowledge; - intentional and involuntary mental control; - open cognitive position; - readiness for mutual relations, teamwork; - development of a person's creativity and creative direction; - ability to reflect

Motivational component – the presence of motives that cause meaningful activity is a necessary component of the structure of the motivational component. With the high development of the motivational component of the activity, the student gradually builds an educational trajectory. The motivational component includes the following motives: cognitive (the need to acquire knowledge, interest in the results of one's own work), personal (the need for recognition, the need to achieve a personal goal), professional (interest in future professional activity, becoming a competitive specialist), self self-affirmation motive (a person's self-esteem, level of aspirations, motivation to achieve success, the need to prove one's abilities to oneself and others), self-development motives; includes other motives that regulate the activities of students in mastering the profession and give them a purposeful character,

directing them to creative self-realization. The importance of the motivational component is that its formation represents the development of other components.

Cognitive component - is a collection of knowledge in the process of personal and professional development. Cognitive component - cognitive competence or intellectual skills and, first of all, the ability to work with information, search for information, receive and process it; ability to present data in the form of diagrams, tables; ability to interpret information; ability to provide information; having methods of structuring it, transferring it from one form of presentation to another, transferring information from one method of coding to another, distinguishing between primary and secondary concepts, determining the important features of concepts, the relationship between concepts and distinguishing relationships, constructing cognitive schemas. mental activity, problem solving algorithms, ability to explain the obtained solution; the ability to write a lecture, abstract; are the abilities to generalize, draw conclusions, and analyze the obtained results.

Metacognitive component - is represented by self-organization and self-management skills and abilities. Goal setting stimulates the student's cognitive activity. In this case, the "impulse" goes directly from the motive to the goal, where the student independently establishes the content of his goals, distinguishing between the main and intermediate goals. Planning plays an important role in this. The set plan is forced to be implemented, and it creates a chain of actions in the mind that leads to the successful achievement of the goal.

Intellectual activity planning skills include the following: the ability to choose a reasonable and optimal way to achieve the set goals; the possibility of determining the criteria for evaluating the result, drawing up a plan (action program); determine the sequence and duration of independent activity; the ability to hold several alternatives in mind at the same time to solve problems; ability to assess and control, tools and methods of assessment and control, to understand the ownership criteria, control and assessment activities, to understand algorithms, to self-evaluate and self-monitor their activities, to assess their ability activity results; ability to compare predicted and actually obtained results; skills based on self-monitoring and self-assessment include self-education and self-development, development of new tasks.

Reflexive skills - the ability to identify problems in one's work and determine their causes, the ability to enter a reflexive position (the ability to refer to internal experience, correctly evaluate it, use it in the next activity); the ability to find the cause of cognitive difficulties; the ability to refer to the individual intellectual experience of a person and determine the strengths and weaknesses of their intellectual potential; consists of creative understanding and practical skills.

The ability to organize mental activity, control the steps and implement them step by step is a necessary condition for the development of intellectual competence.

Therefore, a student cannot acquire knowledge without understanding the mechanisms of mental activity. Reflexive activity makes it possible to determine the scope of the activity being carried out and to build an objective activity trajectory based on it:

- the first criterion for the development of intellectual competence is thought motives;
- the second criterion for the development of intellectual competence is the formation of cognitive abilities.

- the third criterion for the development of intellectual competence is the formation of metacognitive skills.

The specified components are interrelated and ensure not only the development of intellectual competence, but also the development of the student's personality during the educational process.

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