



EFFECT OF INDIVIDUAL INTELLECTUAL ACTIVITY ON REFLECTIVE PERFORMANCE

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Annotation

The article reveals the question of the relationship of intellectual development of the individual with the feature of reflexivity. In particular, the intellectual development of an individual influences the development of reflexive processes such as self-awareness, self-esteem, self-control, and self-management. From this point of view, the acquisition of knowledge in the intellectual field of an individual helps them to plan their future activities wisely.

Keywords: intellect, intellectual activity, reflection, reflexivity, activity, self-management, intellectual efficiency, intellectual act, ability, educational process, intellectual activity.

Introduction

Analysis of the problem of reflection shows that there are many developments on it, and the methods of studying it are also diverse. However, the approach, style and strategies of the study also differ from each other. In many cases, the broad general psychological concepts of "mental processes", "mental properties", "mental states" and others are not fully covered in relation to the category of reflection.

The 3 different types of difficulties in the study of reflection listed above (as well as specific aspects of this problem) A.V. According to Karpov [6], they are interconnected and interdependent. It is therefore advisable to take into account this interdependence in the ways of overcoming it and in the subsequent elaboration of the problem.

The synthesis and generalization of a large number of different data on reflection can be relatively constructive if it is done on the basis of specific scientific categories of psychology. It would be more effective if these categories covered the sum of all aspects of the psyche.

The specificity, rarity, and independence of research in the study of reflection set them apart from other studies. Such self-sufficiency of the problem of reflection can be seen beyond the traditional research, i.e. the theory of mental processes, mental states,





mental properties. However, it must be acknowledged that reflection is a synthetic mental reality that is both a process, a feature, and a state at the same time.

Irrespective of the direction and paradigm of research, the main criterion for distinguishing the intellect as an independent reality is its function in the management of behavior. When interpreting the intellect as an ability, first of all, its adaptive (adaptive) importance in human life is taken into account. The manifestation of the intellect as an ability is realized in universal adaptability, in the individual's "equilibrium" with the environment. Any intellectual act requires activity from the subject during the period of adaptation and self-regulation in its implementation. According to EA Golubeva, activity and self-management are the basic factors of intellectual efficiency. The criterion of intellectual behavior is not to change the external environment, but to open up new possibilities for the adaptive actions of the individual [3].

Based on modern ideas about intelligence, the idea of the universality of intelligence as a general ability, that is, the impact on success in solving any task, has developed in various models of intelligence [3].

A person's intellectual activity can be described as the highest level of human cognitive activity, the process of reflecting an objective being. Such activity is reflected in the individuality, which is clearly expressed in the performance of tasks, while gaining integrity. The free and independent implementation of intellectual activity indicates a certain level of mental development of the individual [1].

Within the cognitive paradigm, a person's intellectual activity is carried out through mental actions that occur under the influence of certain socio-psychological factors [2]. According to this theory, a person must have scientific insights, be able to process them in his personal activities through his logic of scientific knowledge, and be able to move from abstract thinking to concrete ideas. In other words, intellectual activity is manifested in the reconstruction of the essence, path and content of theoretical knowledge [2].

Шахс интеллектуал фаолияти шунчаки билимлар тизимини эмас, балки объектларнинг генетик келиб чиққан, назарий хосса ва муносабатларини, уларнинг келиб чиқиши ва қайта тузилиш шароитини ташкил этади. Шахс интеллектуал фаолияти (унинг йўналганлиги, намоён бўлиш табиати) интеллектуал фаолиятни ташкил этиш усули сифатида ташқаридан берилган.

The person participates in the educational process as a subject of intellectual activity, transfers the acquisition of theoretical knowledge, taking into account the ability to learn, and acquires basic new mental structures. Not only the knowledge itself, but





also the modeling and structuring of the method and content of theoretical knowledge develops.

The main source of the development of intellectual activity is the process of intellectual activity of the individual. A person learns the world under certain conditions. According to VVDavidov, the intellectual activity of a person, organized in a theoretical type, is the most favorable condition for mental development, the source of which is this or that social environment [4].

An essential description of a person's intellectual activity is the differentiated ratio between its components. The development of intellectual activity is associated with the knowledge of the objective laws of the environment and the expansion of educational culture.

The structuring of a person's intellectual activity is carried out from empirical generalization of individual facts and events, in contrast to the generally accepted linear method of observing information. Meaningful abstraction (abstraction), analysis (analysis), planning and reflection fill the intellectual activity of a person with content, allowing his rapid development. It is impossible to understand that a person's intellectual activity is the same as the process of reading and mastering, which is part of any activity (play, work, sports).

Many intelligence researchers have linked the concepts of intelligence and creativity, distinguishing convergent and divergent abilities in the basic structure of mental abilities [5], [7]. Convergent abilities manifest themselves in the efficiency of the information processing process. They represent the adaptive capabilities of the individual intellect. Convergent abilities are characterized by three properties of intelligence:

1. The hierarchical property of the intellect as a basis for reflection represents the level of development achieved by verbal and nonverbal cognitive processes.
2. The combinatorial properties of the intellect are characterized by the ability to identify different types of communication, attitudes and laws.
3. The process (procedural) property of the intellect represents the elementary processes of information processing, operations, methods and strategies of intellectual activity.

From the above, it is clear that the intellectual activity of the individual has a holistic and subjective meaning, understanding and analysis, intellectual activity, content and goal formation, reflexivity, creativity, conscious management, personality adaptation, self-management, locus-control, social self-control reflected in the process. Therefore, the study of the development of reflexivity in the individual requires the study of its relationship to intellectual processes. In our study, an attempt was made





to substantiate the relationship between reflexivity and cognitive processes in the individual as well as intellectual potential.

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