



Foreign Experience in The Formation of Intellectual Abilities of Primary School Pupils

Qodirova Sarvinoz Odil qizi

Jizzakh state pedagogical institute
Student of primary education faculty

ABSTRACT

In our society, our young people with developed intellectual abilities, independent thinking, initiative and self-improvement are clearly visible in many areas. As these young people expand, it is important that they develop the basic concepts. An elementary school student's thinking is unique. This is characterized by the fact that it has not yet developed skills in various forms of thinking. Of course, this creates certain difficulties in teaching. In primary school, children acquire the logical thinking skills mentioned. This article discusses ways to develop the intellectual abilities of primary school students with the help of different methods and methodology which have been mentioned, analyzed and discussed in this article.

Keywords:

Intellectual development, primary education system, intellectual activity, economic education, compulsory education, advanced foreign experience.

Introduction

The most important indicator of the socio-economic well-being of the society is the state of intellectual development of the younger generation, as the children constitute an important reserve of the country, which will determine the level of its economic and spiritual development, the state of science and culture. The capacity of an individual to productive and creative activities depends on the level of his intellectual development. Accordingly, the requirement of the XXI century for the school, its graduates, and the educational process is fundamentally changing the main strategic guidelines of the school. The modern school, actively introducing innovative programs and implementing the concept of developing education, has a priority goal: the development of intelligence, creativity and culture of thinking of learners in the context of the general education.

The problem of the quality of education today is relevant at all levels of social development. Over the past 20 years of reforming education, the main emphasis has been placed on new types and forms of education, the development of pedagogical technologies, while little attention is paid to hygienic factors that determine the success of innovations [1, 7].

Numerous authors working on the problems of hygiene in school education have proved that the key factors for successful education are indicators of the health and neuropsychic development of children. Over the past decades, these indicators have undergone significant changes under the influence of the informatization of society and the intensification of education [2, 46]. Over the past decade, due to the growth of informatization, researchers have noted an increase in the level of aggression and

aggressiveness, a decrease in intellectual performance, deterioration in mental health, an increase in the number of children with behavioral problems, hyperactivity, inattention, and a decrease in mental performance [3, 47].

The study of psychological and educational literature reveals that it is a primary school age which is characterized by intensive formation of cognitive processes, positive motivation for training and speech activity, easiness and durability of information memorizing. Unfortunately, due to the lack of theoretical and action-oriented research works, the sensitive period of intellectual development of bilingual pupils of primary school age is not fully realized in the educational process.

Development is the changes that occur throughout lifespan. These changes occur in an orderly (that is, development involves stages, and until a previous stage is accomplished, the next stage does not begin) and adaptive (that is, all processes and activities at each stage of development is suitable for that stage) manner. It can be physical (development that can be seen directly and is measurable; e.g. growth in height and weight), cognitive (brain development; development that is measured through thought processes), or social (development in the way people interact with the environment and people around them, ability to work in groups) in nature. Development proceeds in an orderly and predictable pattern. Different children develop at different rates. Development is continually affected by both nature (genetic, instincts, inborn characteristics) and nurture (environmental, learned factors). Research has shown that early childhood may be the most important life stage for brain development. Scientists have found that babies' brains develop in response to stimulation. Babies who are stimulated develop more quickly and have a more secure self-image. These affects are highly noticeable in children from primary school period.

Methods And Materials

An elementary school student's thinking is unique. This is characterized by the fact that it has not yet developed skills in various forms of thinking. Of course, this creates certain difficulties in teaching. In primary school, children acquire the logical thinking skills mentioned. Currently, research is being conducted in our country on the formation of intellectual abilities of primary school students through the study of foreign experience. Today, the intellectualization of society is becoming increasingly global. Their level of development is a factor in the intellectualization of society. Such situations require the active participation of the active members of the society. Thus, the modern education system is faced with the task of solving an urgent problem, such as the organization of an innovative educational process with new quality levels and high efficiency [4]. In our society, our young people with developed intellectual abilities, independent thinking, initiative and self-improvement are clearly visible in many areas. As these young people expand, it is important that they develop the basic concepts. The practical work carried out in Uzbekistan to bring up physically healthy, mentally fit, intellectually developed, independent-minded, enterprising, hard-working, patriotic young people who are able to apply innovative ideas in practice is based on interethnic, international harmony, tolerance, is based on solidarity [5]. As the country's education reform progresses, it will have a direct impact on the younger generation. Basic knowledge also plays an important role in the development of a child's abilities. The work of primary school teachers is invaluable in developing children's intellectual potential and shaping them as individuals. Today, our developing country needs highly educated people who have the intellectual potential to compete with other countries. Such people are never ignorant. Enlightenment is the pinnacle of human spirituality, while ignorance is the opposite, the downfall of the human race, the neighbor. [6]

Today, the effectiveness of the work of qualified teachers in the formation of intellectual abilities can be seen in the high scientific potential of students and the development of their intellectual abilities. We know that developing students' intelligence can be applied to any subject, and that the process is multidisciplinary. For example, promoting fiction can help teach children to think logically and develop their intellectual abilities.

Man is born without repetition, both physically and spiritually. People are considered to have different abilities, and the development of abilities is also different. This is evident in the study of school subjects such as mother tongue and mathematics. One sets goals throughout one's life. Which, of course, made the video an overnight sensation. These problems, these difficulties, these unexpected events mean that there are really many unknowns around us. Therefore, in order to understand the world more deeply, it is necessary to discover more and more new processes, relationships and features between people and beings. Therefore, no matter how new trends in the school, programs and textbooks change, the formation of a culture of intellectual activity of students has always been and remains one of the main general education [7].

Results And Discussions

Intellectual development is the most important aspect of educating the younger generation. The success of a student's intellectual development is achieved mainly in the classroom, when the teacher is alone with his students, and his ability to organize systematic cognitive activities is based on the level of interest, level of knowledge, constant o 'determines their readiness to educate themselves, that is, their intellectual development. Intellectual development is one of the most important components of human activity. In order to meet the need for communication, study, work, a person must understand the world, pay attention to different parts of the activity, imagine, remember, think about what to do. Thus, a

person's intellectual abilities are actively developed.

Advanced foreign experience in education is also evident in the development of students' intellectual abilities. Features of the education system in developed countries:

The primary education system in Japan is Syogako.

Primary school covers the first 6 years of education and is a major part of it. In Japan, children go to school from the age of 6. 99% of Japanese children attend primary school. 99% of Japanese primary schools are public and 1% are private. In primary school, children have to memorize 1,006 of the 1,945 kanji hieroglyphs in the state budget. Primary education Syogakko solves the following tasks:

- to educate students in the spirit of patriotism, to teach them to respect their homeland;
- correct use of the native language;
- economic education;
- upbringing of a harmoniously developed person;

Primary education system in Germany: In Germany, a primary school student is given a variety of sweets and school supplies as a "school gift" on the first day of school. [8]

In Germany, compulsory schooling lasts from 6 to 19 years, which means that schooling in general is 13 years. At the end of this period, upon successful completion of the exams, the student receives a graduation certificate and the right to enter the university.

Primary Education System in South Korea: In South Korea, children between the ages of 7 and 13 attend primary school. Duration of study is 6 years, compulsory and free. The following 9 subjects are taught in the primary school: Korean language, mathematics, exact sciences, social sciences, foreign languages, fine arts, music. These subjects are usually taught by the class teacher, with only special teachers assigned to certain subjects. The transition from primary to secondary education is based on age, not through exams. [9]

Canadian Education System: One of the most important achievements of Canadians is

their education system. The quality of education in advanced universities and colleges is very high and Canadian diplomas are recognized all over the world. In the international rankings, Canadian education is second only to the United States. The average length of study in Canadian schools is 12 years.

Belgian Primary Education System: The school period is divided into 2 stages of primary and secondary school. The primary school consists of 3 and 2 classes, respectively. During this time, children learn arithmetic, reading, writing, music, history, and more.[10]

Students graduate from elementary school and move on to a similar 3-year, 2-year high school.

U.S. Primary Education System: The structure of education in the United States is as follows:

- Preschool educational institutions for children from 3 to 5 years old;

- Primary schools for grades 1-8 (students in such schools are from 6 to 13 years old);

- Secondary schools for grades 9-12 (these schools are for children aged 14-17).

Finland's primary education system: Finnish children start school later than in other countries. They are admitted to the school from the age of 7 years. "It has been proven that sending children to school too early is not scientifically useful," says the Finnish system.

Children under the age of 7 attend daycare centers, but instead focus on creative play instead of lessons.

Every 45 minutes, students take a 15-minute break and play a variety of games.

In Finland, compulsory education lasts for 9 years and students can drop out at the age of 16. The idea is to prepare Finnish students for real life.

Primary education system in Uzbekistan: Primary education in Uzbekistan is compulsory, free and universal. This means that all children of school age go to general or special primary school. Involvement of children in primary education accounts for 100% of children of appropriate age. By the time a child graduates from elementary school, he or she should be able to read, write, and count. The

student is introduced to the elements of theoretical thinking, the skills of managing the learned actions.

The study of foreign experience shows that integrated sciences, which are the basis for the development of knowledge about nature and society, are included in the curriculum of many countries.

There are several integration methods available today. The first is to combine several disciplines into one science. The study, based on the results of an international pedagogical experiment published in 1988, has become a useful resource for integrated courses in primary schools in many foreign countries. The aim of the course is to introduce the child to the world, to the language of man, nature, society, science, art, not only the language spoken by people, but also the language of animals, plants, artists, musicians and scientists. [11]

Conclusion

It is important to help a small school student acquire a basic understanding of the art of communication. This literacy covers everything from interacting with people (peers, adults, minors) to interacting with oneself and environmental events. [12]

In general, the requirements of foreign experience in education in the education system have a wide range of opportunities for the future to expand the ranks of young people with independent thinking, broad outlook, high scientific potential and to educate and further develop our society.

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