



The Importance of Intelligence and Developmental Trends in IQ Scores in Assessing the Abilities of Preschool Children

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ABSTRACT

The task of determining the level of intelligence has been one of the most important tasks in psychology since the formation of this science. The intellectual index of this person made it possible to describe his mental and moral qualities. Determining the quantitative and qualitative relationship of these indicators to the level of mental development made it possible to develop various methods of studying intelligence and related qualities. Assessment of abilities of preschool children and developmental trends in IQ scores.

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Theorists have different opinions about intelligence, but most agree that it has several characteristics: It is flexible because it can be used in different situations to achieve one's goals. This includes the ability to learn. Specifically, intelligent people learn new information and behaviors more quickly and easily than less intelligent people. It involves using prior knowledge to effectively analyze and understand new situations. It involves the complex interaction and coordination of many different mental processes. This is a characteristic of culture. In certain societies, being intelligent may mean reasoning about complex and abstract ideas, getting along with others, having strong moral values, respecting one's elders, or exhibiting coordinated motor skills. Over the past two centuries, views of intelligence have evolved significantly. Early problems were based on the practical needs of measuring intelligence and tailoring individual education for children. In the early 1900s, school leaders in France asked the psychologist Alfred Binet (1857-1911) to develop a method for identifying students with exceptional development in regular classes without special instruction. To accomplish the task, Binet developed a test that measures general

knowledge, vocabulary, perception, and memory. He found that students who scored poorly on his test also tended to perform poorly in the classroom. Binet's test was the earliest version of what we now call an intelligence test. Intelligence is the ability to quickly acquire knowledge and thereby effectively adapt to new situations.

An intelligence test is a general measure of current cognitive functioning, primarily used to predict short-term academic achievement. One of the main theoretical issues is whether intelligence is inherited or comes from experience. At first, scientists were puzzled by the evidence that intelligence was genetically determined, but more and more experts are finding stronger evidence for the influence of parenting, schooling, nutrition, and other environmental factors they found. Today, intelligence experts are surprisingly hopeful that a child's intelligence can be improved with the right conditions and intervention when needed.

In the early 1900s, the English psychologist Charles Spearman (1863-1945) proposed that intelligence includes a single, pervasive thinking ability (the common factor) that is used in a variety of tasks. According to

Spearman's point of view, the performance of children on any task depends on both the general factor and any specific factors that include the task. Measures of different language skills (vocabulary, word recognition, reading comprehension, etc.) are highly correlated, perhaps even interrelated.

Many modern psychologists have found sufficient evidence to conclude that there is a common factor in the positive correlations between different intellectual abilities. Some modern theorists suspect that rapid information processing may be at the heart of the ability, as there is a strong correlation between children's general intelligence and information processing speed scores. Recent evidence suggests that higher levels of intelligence are associated with greater numbers of neurons and glial cells, particularly in the forebrain (where circuits for planning and decision-making are located) and less energy required by the brain during normal cognitive processes. It is related to possession. It appears that particularly intelligent children develop brains that allow them to effectively compare, integrate, and manage thoughts.

But not all psychologists agree on the existence of a factor. Some suggest that evidence for a single general factor can be strong or weak depending on the characteristics of the measure and the statistical methods used to analyze the data.

Considerable evidence supports the cognitive abilities theory model. Numerous studies with large samples and statistical models confirm the multidimensional and hierarchical structure of intelligence. This model is generally consistent with brain research, developmental changes in children's intelligence, and evidence of genetic and environmental influences on intelligence. In addition, many school psychologists have noted that the cognitive ability model can effectively guide services for individual children who are achieving too high or too late in certain academic areas. For example, when a teacher noticed that a sixth-grade girl was having problems with short-term memory and reading skills, she consulted the school psychologist. Tests revealed that the girl's abilities were

mostly strong (ie, she had good language skills, vocabulary, long-term memory, and knew letter-sound relationships), but had trouble pronouncing a few spoken word sequences. (i.e. related to working memory for auditory information). The psychologist recommended the girl to practice spelling and letter-sound combinations. During class, the girl was allowed to use a tape recorder, take notes from a classmate, and review books given on tape. Three of the intelligences—linguistic, logical-mathematical, and spatial—are similar to the kinds of abilities found on conventional intelligence tests. According to Gardner, the remaining intelligences—musical, bodily-kinesthetic, interpersonal, and naturalistic abilities—are legitimate intellectual domains but have been neglected by test developers. Gardner also suggests that there may be a ninth "existential" mind that deals with philosophical and spiritual questions (eg, who are we? Why do we exist?). According to Gardner, agreeing on a precise number of intelligences is not as important as accepting the existence of abilities and the breadth of intellectual domains.

Gardner provides some evidence for the existence of multiple intelligences. It describes people who are highly skilled in one area (perhaps composing music) but seem average in other areas. He also noted that people with brain damage sometimes lose abilities that are limited to only one mind. One person may show deficits primarily in language, while another may exhibit deficits in tasks that require spatial reasoning. Furthermore, Gardner argues that each of the minds has its own symbolic operations and has played an important role throughout human evolution, enabling people to successfully adapt to their environments. Thus, while Spearman's theory and the Cattell-Horn-Carroll model were based on traditional test results, Gardner and his colleagues seriously considered other data (e.g., studying dead people, documenting people with brain injuries) are also claimed.

Developmental trends in IQ scores mean that children become "smarter" as they develop: they know more, think more complexly, and solve problems more effectively. However, IQ scores are not based on how well children

improve over time, but rather on how well children perform compared to their age peers. Obviously, the average IQ for any age group is 100 and does not increase with age.

Nevertheless, IQ scores change during development in two important ways:

IQ scores are becoming more and more stable. As noted earlier, children's early performance on the infant assessment is not highly predictive of their later intelligence. We encountered one reason for the poor predictive power of these instruments: infants' moods and priorities may conflict with test requirements. A second reason is that different genes that contribute to intelligence are activated at different times during development. A third reason is that the types of data for assessments of young children are quite different from tests for older children and adolescents. The Developmental Trends Chart "Intelligence at Different Ages" identifies some frequently used indicators of intelligence at different ages and important points to keep in mind at each level. IQ scores are becoming increasingly accurate predictors of future academic achievement.

As IQ scores stabilize with age, their utility in predicting classroom performance increases. However, educators should remember two things about the relationship between IQ and academic achievement. First, intelligence alone does not lead to achievement. Intelligence certainly plays an important role in school performance, but many other factors—motivation, quality of instruction, family resources and support, peer group norms, and more—are also involved. Second, the relationship between IQ scores and achievement is imperfect. For a variety of reasons, some children with high IQs do not perform well in the classroom, and other children achieve higher levels than predicted by IQ alone. Different factors combine in the development of children's intelligence. Children have a unique genetic background and contribute to the development of their intellectual abilities through the choice of activities. At the same time, children experience unique opportunities, pressures, and sometimes threats related to intellectual

development through their family relationships, food access, exposure to toxins, and participation in early childhood programs, schools, and other settings.

Taking into account the existing knowledge about the nature and development of intelligence, as well as our concerns about existing gaps, we offer the following suggestions to teachers and other practitioners working with children, children and adolescents:

Maintain a healthy skepticism about the accuracy of IQ readings. Intelligence tests can provide a general picture of children's current cognitive functioning in many cases. Yet IQ scores rarely determine what children can do. As we have seen, young children's scores can vary significantly from one test to another and do not always accurately predict children's future academic success. In short, IQ scores should never be used as the sole criterion for diagnosing and making decisions about children.

Development of intellectual abilities of young people during school years. Research strongly supports the role schools can play in developing children's potential. In particular, teachers have a positive effect on youth from economically disadvantaged families when they stimulate their interest and clearly teach advanced intellectual skills. Teachers can help with any gaps in children's knowledge, make sure children are familiar with basic math concepts and learning processes, and demonstrate children's ability to apply what they learn in new settings.

Be open-minded about the ways in which children display their intelligence. As we have seen, some psychologists do not consider human intelligence as a whole, but rather as a set of separate abilities that children can have at different levels depending on their individual characteristics, experiences and cultural background.

In summary, children and adolescents identified as gifted and talented show exceptional achievement in one or more areas. Giftedness can manifest differently in different cultures, but in general, gifted individuals exhibit rapid learning, advanced thinking, and

sophisticated cognitive strategies. On the contrary, intellectually disabled children have low general intellectual activity and do not have adaptive behavior.

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