

## INTELLIGENCE AS A PSYCHOLOGICAL PROBLEM

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### ABSTRACT

*The problem of intelligence has been studied very widely in the psychology of foreign (Western Europe, USA), which has been studied based on different theories, concepts, approaches, poses, directions. This article also analyzes the situation of studying the problem of intelligence by foreign scientists.*

**KEYWORDS:** *Intellect, Intelligence, Intellectual Activity, Mental Tests, Thinking.*

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### INTRODUCTION

In the science of World psychology, the study of intelligence began to be paid serious attention from the end of the last century. As an instigator of the research of this problem .Bine brought intelligence to the world field of science. In order for the researcher to test his idea in practice, his student T.In collaboration with Simon, they developed psychological mental tests to measure the level of development of children's intelligence. As a theoretical basis for this doctrine, a functional psychological theory was applied, which at that time had a dominant position, in which the idea prevailed that psychic development occurs as a result of the development of several innate functions. Based on this concept, Bine chose such issues in which the possibilities of applying the child's advanced knowledge and skills were significantly reduced. One of bine's praiseworthy points is that he compiled such a series of tests for each age period, as a result of which it was established that its solution was relevant only to this particular period. The Test should be independent of school knowledge, only then the child's reasoning that the level of truly mental development is checked becomes important. In his opinion, the child's intelligence develops in the process of solving any issue. Based on this idea, he believes that the theoretical basis of test tasks is not necessary. As a result of this, the researcher is injured by some doubts, the possibility of critical thinking [1].

The determination of the structure of intelligence attracted the attention of scientists at the beginning of our century, especially psychologists. The famous American scientist Spirmen (1904), based on the behavior of an individual, distinguished the already "head" factor of intelligence, as a result of which he called it the G factor. In his opinion, when solving an arithmetic problem, repairing a car engine or learning the language of any foreign country, a person's brain does not work at all. In some people, while the level of general intelligence is equal to that of others, a clear advantage is felt in the performance of certain types of activities. That is why, as an addition to factor G, Spirmen introduces factor C into science. The author

calls it an indicator of special ability. According to Spirmen's theory, each person reflects (characterizes) a certain level of general intelligence, which, in turn, depends on his relationship with the external environment. According to Spirmen, each person has different levels of development of a specific ability, which is clearly seen in the process of solving issues[5].

Swiss psychologist J.Piaje approaches the problem of intelligence from his own personal point of view. He often uses the term "intellect" instead of the concept of thinking, sometimes somewhat moving away from psychological terms, etc. J.Piaje divides intelligence theory into two environmental aspects, calling them intelligence functions as well as intelligence cycles. According to Piaje's reasoning, among the main functions of intelligence are Organization (orderly) and adaptation (adaptation, acclimatization), which are referred to as the functional invariance of intelligence. The author distinguishes the following stages of development of intelligence [6,7]:

\* Sensomotor intelligence (from birth to 2 years old);

• The period of contemplation before the operas (2 to 7 years old);

• The period of concrete (obvious) operas (mental actions) (from 7-8 to 11 years old);

• Formal (formal) period of operations (performing actions) [8].

J.Piaje believes that the growth of intelligence begins earlier than the appearance of speech in a child. The bud of intelligence finds its expression in the initial irregular behavior of the child. Subsequently, as a result of the implementation of the act of goal-oriented actions and with the help of analysis, important opportunities are created for the study of the genetic root of intelligence. J.Piaje makes progress in psychology, noting that the era of concrete operas is in contact with subjects. And when the classification is given to the period of Formal (formal) operations, it is noted that there is a progressive loss of contact with the subjects. It is said that the growth of intelligence consists in the fact that a person is armed with a system of operations. In the development circuit of intelligence, mental actions occur in a cumulative state. The alternation of the era of intelligence means the growth of thinking, while the sequence of the period expresses the inside laws of development [6,7].

J.Piaje's theory of intelligence is important for the science of World psychology, in which an objective "clinical" method was used, the genetic roots of intelligence were revealed, the specificity of the properties between intelligence and subjects was illuminated, and the change of the subject in intellectual activity was proved by empirical materials and theoretical reasoning.

Therefore, there are also controversial sides in this system of theory. The terms and concepts used by Piaje do not have a fundamental psychological meaning, it is very difficult to distinguish biological, physical and abstract aspects from the expressed logic-mathematical scheme, as well as their psychological interpretation, doubts arise about the coherence and rigor of intellectual periods.

An analytical approach to the problem of the development of intelligence It is clearly visible in A.V.Zaporozhets's tactics. The author distinguishes the processes of development of the child's intellect by functional and age periods. The process of functional development of the child his thinking finds its expression in the enrichment of its content. In other words, new actions mastered by the individual develop, which turn into mental actions. The new form of intellectual

activity that appears in a child ensures the qualitative development of the child's thinking in terms of age periods.

A.V.Zaporozhets foreign scientists A.Vallon (France) and J. Piaget (Switzerland): exhibition action thinking; exhibition figurative thinking. A.V.Zaporozhets later manages to include even the third criterion, word-logic thinking.

In his opinion, the appearance of visual movement thinking in a child leads him to work with Real subjects, and the emergence of visual figurative thinking leads to activity with images, imagination, as well as to the implementation of activities with characters and concepts if there is a birth of speech-logic thinking. A.V.Zaporozhets believes that there is a very close connection between the developments of intelligence in terms of functional and age periods, which have mutual harmony.

Thus, the problem of intelligence has been studied very widely in foreign (Western Europe, USA) psychology, which has been studied based on different theories, concepts, approaches, poses, directions. Therefore, the criteria for measuring intelligence, criteria, indicators of progress, specific features, the creation of a test and its use in testing the mental development of people of different ages are built on different scientific and theoretical foundations. Therefore, when analyzing them, we sought to refer to the generalization of generalizations aimed at easier understanding, perception of the essence of interpretation, the harmony of thoughts with a certain feature, form, level, consistency, logical consistency, the need for mutual causal connections, dividing them into several directions. We think we have achieved a certain compactness, thoughtful economy in this regard. However, materials, methodologies, theories of foreign psychology do not have the opportunity to be applied directly in practice.

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