

ANALYSIS OF THE PROBLEM OF MENTAL DEVELOPMENT IN PSYCHOLOGY

Samarova Shokhista Rabidjonova*

*Associate Professor,
Candidate of Psychological Sciences,
Department of Psychology,
Chirchik State Pedagogical University,
UZBEKISTAN
Email id: SamarovaSR@mail.ru

DOI: 10.5958/2278-4853.2022.00250.6

ABSTRACT

The article analyzes the problem of mental development through scientific research work carried out by foreign scientists.

KEYWORDS: *Intelligence, Mental Potential, Creativity, Reproductive, Heuristic.*

INTRODUCTION

In order to establish a legal state and civil society based on the principles of democratic governance in the Republic of Uzbekistan, the issue of raising the mental potential of young people to a high level in the conditions of radical reforms in socio-political, economic, cultural and scientific spheres, determining the mental potential of students in professional development and studying the factors The positive solution of the problems of raising a harmonious generation in these conditions, in which effective activities are organized along the way, is one of the foundations of a single, common social goal of the population of the Republic.

Mentally developed, highly capable and talented students are a huge force that moves the scientific and technological progress of society. They have the power to bring the national capabilities of the ring to the level of the world standard in value, spirituality, spirit and science, culture, art and crafts. From this point of view, it is advisable to approach the problem in search of talented young people, to give them reasonable guidance, to take a certain direction, because the individual characteristics inherent in any of them, internal strength, hidden opportunities to open up, improve, develop, find effective means of influencing, that is, to purposefully orient them in accordance with the need, demand.

Research of human mental development does not remain one of the most important tasks facing science today, but this problem has been the focus of attention of thinkers, enlightened scientists since ancient times. Even this issue attracted the attention of outstanding philosopher scientists who lived and worked in the ancient world. According to their point of view, "nus" is the Supreme, and therefore, along with its own intelligent composition of the human spirit, Platon and Aristotle emphasize that the most optimal way to know the universe as well as being [1-2].

By the middle age, the meaning and essence of the concept of "intelligence" was further expanded, based on the products of science, enriched with new signs. For example, in

Scholasticism, which was considered one of the most common teachings of that time, the concept of divine intelligence began to be investigated, and the higher, higher, higher cognitive abilities were explained by this term (term). According to famous philosopher I.Kant's teachings, intelligence (German verstand) is the structural cognition of the structure of all existing concepts in US, and already intelligence (German - vernunft) is the cognitive ability of the structure of metaphysical ideas.

To explain the essence and progress of intelligence, streams of different characteristics from ancient times reigned, which were united on the basis of certain thoughts, reflections, and also argued around the same approach. There were two different views among scientists in explaining the essence of intelligence, interpreting and substantiating it.

The problem of intelligence remains one of the most studied topics in both former Soviet psychology and foreign psychology. Although different approaches to the interpretation of the essence of intelligence in Uzbekistan, former Soviet psychology and abroad, but the general goal is one and the same, it consists in revealing the intellectual development of a person, his characteristics, originality. In many sources, in the former Soviet psychology, it has become a tradition to consider mental talent or ability.

In the psychology of the USA and Western European countries, the concept of intelligence was used to quantify ability, characterize it. Kettel, Terman, Spirmen and others, who were considered major psychologists of their time, developed various specific intellectual tests in order to measure the level of human ability in the late 19th - early 20th centuries.

Research into the structure (structure) of intelligence has found expression in the research of a number of scientists, in addition to Spirmen. Including the American psychologist F.Frimer comes up with the idea that intelligence consists of six (6) contents and shows them as follows: [3]

1. Resourcefulness in relation to numerical operations.
2. Vocabulary wealth.
3. Reading to distinguish similarities and differences between geometric shapes.
4. Speed or pace of speech
5. Ability to think.
6. Memory

The famous scientist Thorndike (1938), with the help of statistical methods, studies various aspects (aspects) of general intelligence and, summarizing them, calls them "primary mental potentials". The researcher highlights seven (7) different differences in mental capacity:

1. Ability to count.
2. Verbal verbal conciseness (inflexible), fast reading through speech.
3. Perception of verbal information or understanding of perceived words.
4. The ability to perform spatial operations or chamfering.
5. Memory.

6. Thinking (discussion) to resourcefulness.

7. Speed or pace of perception.

As in all psychological schools, in American Psychology, the problem of intelligence has been widely studied. When researching the problem of intelligence, American psychologists, unlike other psychological schools, focused on the following issues:

- * Dependence of intelligence on age;
- * Involvement in gender and order of arrival in the world;
- * Ethnos, elat, nationality;
- * Dependence on the socio-economic status of the family;
- Awareness of parents and others.

As we know, in the science of World psychology, special attention is paid to the problem of intellectual activity. That is why in foreign psychology and former Soviet psychology, a lot of research has been carried out to study this problem. As many know, the former Soviet psychologist D.B. Bogoyavlenskaya had determined that there were 3 (three) levels of intellectual activity:

- * Reproductive;
- * Heuristic;
- * Creative

Below we will try to reflect on the creativeness with which a high level of intellectual activity is calculated, since this thing is considered to be a very poorly studied, but significant front in Psychological Science. In the general case, the concept of creativeness encompasses the characteristics of process in the past, present or later. As a result of this process, a person or a group of people creates, discovers, and creates elements of novelty, something that did not exist before. X.E. The trick shows four areas of study of creativity and seeks to interpret each of them [4.5]:

- Creativity as a result;
- * Creativity as a skill;
- Creativity as a process;
- Creativity as a property of the individual.

Despite the fact that in the science of World psychology there are a number of scientific concepts about intelligence and intellectual activity, scientific research in this regard serves to determine the mental progress of a person, predict it, measure it, reform the path and means of development, regardless of some controversial situations.

LITERATURE

1. Avlaev O. U. The influence of pedagogical innovations on the dynamics of student social intelligence. Educational and innovative research (2021 No. 5) 333 -341 P.

2. Avlaev O. U. Gender differences of social intelligence in student development. Scientific journal "Psychology". 2021. # Pages 1, 34-41.
3. Gaziev E.G'. Psychology of thinking. - T., 1990.
4. Burlakova N.S., Oleshkevich V.I. Proektivnie method: theory, praktikaprimeneniya k issledovaniyulichnosti Rebecca. - M., 2001. - 352 P.
5. Burlachuk L. F. Psychodiagnostics / Uchebnik.-SPb.: Peter, 2007.-352 P.