

Fostering intellectual and cognitive growth of students in the credit-module system

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ABSTRACT

In the article, the main goal of modern education in an educational institution is to educate a future specialist as a fully developed person, and the main approaches to the formation of the intellectual-cognitive potential of students in the conditions of the credit-module system of education were considered.

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Kredit-modul tizimida talabalarning intellektual va kognitiv rivojlanishini ta'minlash

ANNOTATSIYA

Kalit so'zlar:

zamonaviy ta'lim tizimi,
intellektual faoliyat,
intellektual-kognitiv
salohiyat,
kredit-modul tizimi,
Internet.

Maqolada bo'lajak mutaxassisni har tomonlama rivojlangan komil inson qilib tarbiyalash o'quv muassasasida zamonaviy ta'lim berishning asosiy maqsadi ekanligi, ta'lim kredit-modul tizimi sharoitida talabalarning intellektual-kognitiv salohiyatini shakllantirishga bo'lgan asosiy yondashuvlar ko'rib chiqildi.

Содействие развитию интеллектуального и когнитивного потенциала студентов в кредитно-модульной системе

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АННОТАЦИЯ

Ключевые слова:

современная система
образования,
интеллектуальная
деятельность,
интеллектуально-
познавательный
потенциал,
кредитно-модульная
система,
Интернет.

В статье рассмотрена основная цель современного образования в образовательном учреждении – воспитание будущего специалиста как всесторонне развитой личности, а также основные подходы к формированию интеллектуально-когнитивного потенциала обучающихся в условиях кредитно-модульной системы образования.

INTRODUCTION

In the XXI century, education is recognized as the main factor ensuring sustainable development, and the international concept of education until 2030 has identified “quality education and stimulation of creative abilities” [2] as an urgent task. This requires the clarification of modern didactic parameters for the development of intellectual culture in students in the educational process, and the improvement of innovative technologies for the formation of a scientific worldview. In particular, there is a special need to prioritize the development of intellectual culture in students in the context of the credit-module system, and the formation of skills for a holistic perception of the scientific landscape of the world based on innovative approaches.

Several scientific studies are being conducted in the world on improving the mentoring system for the development of an intellectual culture of students and determining the axiological attitude to scientific research activities in the aspect of the credit-module system. At the same time, special attention is paid to improving the technology for developing students' intellectual culture and improving the mechanisms for forming scientific and innovative thinking in students based on the priority areas and ideas of pragmatic pedagogy. Based on this need, it is urgent to improve the didactic system for developing students' intellectual culture in the educational process under the credit-module system and to clarify the pedagogical-psychological, age, and gender characteristics of the formation of a scientific worldview.

METHODOLOGICAL BASIS OF THE PROBLEM

Modern scientific research in pedagogy puts forward various theoretical approaches, scientific concepts, approaches, and debates regarding the intellectual and cognitive culture of students in the context of the credit-module system [4]. For example, in the context of globalization, there is a constant debate, scientific debate, and controversy between different approaches to studying the pedagogical aspects of the problems of human intellectual culture. For a person to have a high intellectual culture, it is necessary to educate himself, know the content of social skills and use them effectively, and organize his internal skills and abilities to a high level. In the context of the credit module system, education is a force and a means of advancing the development of society. Education is effective in shaping the worldview of the nation, in the formation of education and upbringing, in the formation of moral norms, and in the upbringing of a spiritually mature person.

The power of education and its effectiveness are explained by the acquisition of high knowledge. Because, as the President of the Republic of Uzbekistan Sh.M. Mirziyoyev

emphasized, “If we pay attention to the realization of the abilities of our children from childhood and mobilize all our resources for their development, our country will produce many more Berunis, Ibn Sina, Ulugbeks” [1]. It is the difficult life path of our great ancestors on the path of science that should serve as an example for us. The formation of the cultural aspects of scientific activity in future specialists is one of the strategic tasks that determine the development of our country. It should be noted that the high intellectual culture of a person plays an important role in finding solutions to the complex economic and social problems facing him in the conditions of the credit-module system, in getting him out of the spiritual crisis during development, and even in strengthening his divine faith.

RESULTS AND DISCUSSION

The development of the intellectual culture of a future specialist is a problem of both theoretical and practical levels, which is associated with the high need for well-educated intellectuals in production and other areas of human activity. Modern society needs active and enterprising citizens who are able to make decisions independently and responsibly in non-standard situations, who are in need of constant improvement of their skills, that is, knowledgeable people with high intellectual creative potential, who are ready for self-development and are ready to constantly overcome the limits of average capabilities. This requires specific goal-oriented activities for the qualitative development of intelligence, which is manifested in the phenomenon of intellectual-cognitive potential in the conditions of the credit-module system.

When mastering a system of ordinary knowledge, logically consistent thinking is formed in a person, embodying the subject-specific logic of mastering higher knowledge. The development of the student's intellectual and cognitive potential in the conditions of the credit-module system indicates the level of development of the future specialist and consists of an organized symbiosis of knowledge, independent thinking, the ability to distinguish the most important areas of his activity, as well as study and learning, the desire to acquire new knowledge, evaluate and systematize it, a creative approach to any task, and the achievement of specific goals set for him depending on the situation [4].

In the study of students' intellectual culture, research is being conducted in the context of universities under the title "Technology of innovative development of students' intellectual and cognitive potential in the context of the credit-module system" [3]. In universities, questionnaires, interviews, and questionnaires are used to determine the intellectual and cognitive potential of students in the context of the credit module system. In developing the essence and components of the development of students' intellectual and cognitive potential, we rely on the ideas of a personal approach, the concept of human intellectual culture as a person's orientation towards achieving the inherent strength of the individual, and the concept of the emergence of human potential, creative implementation of abilities in the context of the credit-module system.

Based on the analysis of the development of students' intellectual and cognitive potential in the context of the credit-module system, we have identified the following interrelated components:

- 1) The need-motivational component determines the student's goal-oriented personality, the range of his interests and knowledge dominance, the system of values that allow him to realize his intellectual desires with varying degrees of intensity and efficiency;
- 2) The cognitive component determines the quality of the student's intellectual abilities and the formation of certain aspects of the culture of thinking in the context of the credit-module system: the development of the cognitive process, the ability to analyze and

synthesize, categorize, generalize and classify, that is, to determine the direction of the flow of information and the specific features of its processing [5];

3) The organizational-activity component determines the mastery of methods of organizing research and creative activities, the ability to record and formalize the results, the quality of speech and the ability to express the essence of intellectual achievements, the ability to justify one's point of view, the ability to control oneself and self-evaluate intellectual activity, and the readiness to independently study and gain knowledge in the conditions of the credit-module system;

4) The ergonomic component determines the knowledge and skills of students in organizing the rational development of intellectual and cognitive potential, in correctly distributing their efforts and preventing excessive fatigue, in setting ergonomic requirements for the organization of intellectual labor, in achieving great results with minimal expenditure of resources in the conditions of the credit-module system for results that can be reflected in the aesthetic side of intellectual activity.

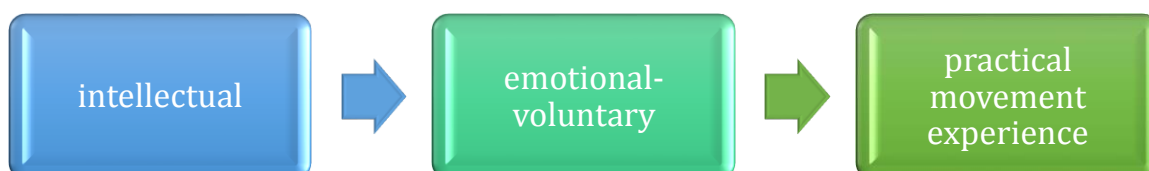
CONCLUSION

Formation of the intellectual-cognitive potential of the student requires the organization of well-thought-out and goal-oriented activities in the higher education institution under the conditions of the credit-module system, in which, in the development of the intellectual-cognitive potential of the graduates of the higher educational institutions, it is necessary to pay attention to the following:

1. Based on the synergetic way of thinking and the principles of the philosophical-anthropological approach, the following functions of the development of the culture of developing the intellectual-cognitive potential of students were defined in the conditions of the credit-module system:



2. The development of students' intellectual intellectual-cognitive potential consists of the following three components:



Among these components, the intellectual-cognitive and emotional-emotional components are important and require consideration of the virtual worldview and virtual reality in the conditions of the Credit-module system of education.

3. In the context of the credit-module system, the virtual worldview serves as an important factor in the future development of a complex social phenomenon. The regular acquaintance of students with scientific information through the Internet, based on interactive software tools, requires them to acquire the skills of a virtual worldview. The phenomenon of virtual reality is inextricably linked with the development of science and technology, and serves as an important factor in the development of students' intellectual culture as a process of sustainable development of socio-natural systems, improving the quality of life today and in the future.

4. The educational process aimed at developing the intellectual-cognitive potential of students under the conditions of the credit-module system has its specific stages, and a didactic system aimed at forming their scientific worldviews is presented based on the practical experiences, theoretical knowledge, and logical thinking levels acquired at these stages. Each specific level of students' intellectual-cognitive potential formed under the conditions of the credit-module system has its specific characteristics, which ensure the continuous development of the students' scientific outlook from one stage to another.

5. It is important for the professor-teacher to approach the process of intellectual-cognitive activity of students in terms of the credit-module system from a technological point of view. Based on the results of the research, it is important to apply the theory and algorithm of solving inventive tasks in the teaching of social-humanitarian and natural-scientific sciences in the formation of research skills in students.

Especially in the context of the credit-module system, it is advisable to use interactive methods aimed at developing students' research activities during lessons and independent learning.

6. In order to continuously develop students' intellectual and cognitive potential in the context of the credit-module system, science, and technology. It is necessary to introduce the (STEAM) method based on an in-depth study of science, engineering, art, and mathematics.

7. The professional perspective of the teacher plays an important role in developing the intellectual and cognitive potential of students in the context of the credit-module system, and the curriculum of professional development courses should include the topic "Developing Intellectual and Cognitive Potential in the Context of the Credit-Module System" It is advisable to introduce the educational module "Intellectual-cognitive culture and scientific-creative responsibility".

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