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FORMATION OF THE CONCEPT OF INTELLIGENCE IN FOREIGN PSYCHOLOGY

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ABSTRACT

The study of human development is one of the main challenges facing modern science. The problem of intelligence is one of the most studied subjects in Soviet and foreign psychology. While the idea of intelligence differs from the point of view, there is one common goal, revealing the intellectual development of a person, his features and his uniqueness. In psychology, the concept of intelligence is used to quantify abilities and to describe them in quantitative terms. According to researchers, each person reflects a certain level of general intelligence, which, in turn, depends on its relationship to the external environment. According to them, each person has different levels of personal abilities, which manifest themselves in solving obvious problems. Initially, there was no differentiation in intelligence research. The intellectual structure of the intellectual attracted the attention of psychologists in the early stages of the century. The intellectual problem has been widely studied in foreign psychology, which has been studied on the basis of various theories, concepts, approaches, attitudes, and directions. At the same time, the use of criteria for measuring intelligence, criteria, indicators of development, self-assessment, testing, and the use of various types of mental development are based on scientific theoretical foundations.

KEYWORDS: *Intelligence, Abilities, Talent, Concept, Semantics, Divergence, Convergence, Thinking, Creativity, Mental movement, Perception.*

INTRODUCTION

By the beginning of the twentieth century, a number of studies had been conducted on the study of the intellect. The study of human mental development remains one of the most important tasks facing science today. The problem of intellect is one of the most studied topics in both former Soviet psychology and foreign psychology.

In Uzbekistan, in the psychology of the former Soviet Union and abroad, the approach to the interpretation of the essence of the intellect is different, but the common goal is the same, which is to reveal the intellectual development of man,

His characteristics, originality. In many sources, especially in former Soviet psychology, it has become a tradition to think of it as a mental talent or ability.

In the psychology of the United States and Western European countries, the concept of intellect has been used to quantify ability and describe it.

Determining the structure of the intellect, especially at the beginning of the century, attracted the attention of psychologists. The famous American scientist Spearman (1904) identified some "head" factor of intelligence based on the behavior of the individual, and as a result called it the "G" factor.

According to him, the human brain never works in the same way when solving an arithmetic problem, repairing a car engine, or learning a foreign language. While some people have the same level of general intelligence as others, there is a clear advantage in performing certain types of activities.

That is why Spearman introduces factor C into science in addition to factor G. And he calls it an indicator of special ability. According to Spearman's theory, each person reflects a certain level of general intelligence, which, in turn, depends on his or her relationship with the external environment. According to Spearman, each person has different levels of ability development, which are evident in the process of solving obvious problems. Initially, there was no differentiation in intelligence research.(1, b21) Determining the structure of the intellect attracted the attention of psychologists, especially at the beginning of the century. Ch. Spearman, author of the two-factor model of intelligence, was convinced that all mental tests measure a single basic intellectual ability. In other words, a large number of diagnostic abilities are manifestations of some general factor that reflects an individual's level of mental strength.(2,1927) Later, G. Yu. Measured by tests, instrumental tools or individengine (Latin ingenium - natural inclination, ability), with the help of which mental power can be applied to certain forms of interaction.

According to Ch. Spearman, intelligence does not depend on a person's personal qualities and does not incorporate intellectual qualities (e.g., interest, motivation to succeed, or anxiety) into its structure. Modern research has shown that Spearman identified the lack of factor g as a global feature of intelligence, because in this case the study of the latter is limited to logical intellectual properties. (4, p.549) The development of the two-factor model led Ch. Between the g and s factors, the author placed group factors (arithmetic, mechanical, linguistic, and verbal skills).

The further development of ideas about the structure of the intellect took place on the path of its differentiation. In 1920, E.L. Thorndike, a representative of classical American behaviorism, distinguished social intelligence from other forms of intelligence and described it as the ability to

understand and manage men and women, boys and girls - the ability to act rationally in interpersonal relationships. (5, p. 42) developed a model in which "the general basis of intellectual action is revealed under the influence of many individual facThe study of the structure of the intellect has been reflected in the research of a number of scientists besides Spearman. Including Dj. Gilford's (1959) research on the structure of intelligence is particularly interesting.

J. Guilford identifies about 120 factors (factors) of intelligence. Dj. Operations from the dimensions of thinking in Gilford's cubic model:

-Cognitive function, memory, divergent and convergent thinking;

-Content: figurative, symbolic, semantic, moral;

-Result: elements, levels, communication, attitude, system, change;

-Reform; application, application - tries to distinguish 120 types of specific abilities.

1. Content is when we think about something.

2. Surgery is hegrthyjkow we think.

3. The result is what our mental actions lead to (i.e., the result of our mental actions).

J. Gilford argues that creative thinking underlies divergent and convergent types of thinking. J. According to Gilford, ability resides within the overall model of intelligence, so he distinguishes four factors of creativity.

a)Combinations for originality-interpretation, the ability to show the results of unusual (unexpected) responses;

b) Semantic flexibility - the ability to separate the function of the object and suggest a new use of it;

c) Expressive adaptive flexibility - the ability to change the form of motivating factors to see new opportunities;

g) Semantic self-generated flexibility - the ability to generate different ideas in relatively limited situations. Dj Gilford understands creative abilities as some approximate structures, with the result that these structures manifest as intercorrelation between test forms. D. Wexler was the first to state that there is a range of types of thinking that reflect the components of general intelligence but differ from the traditional coefficient of intelligence (6, pp.101-103) (IQ).In his 1940 article, "Intellectual Factors in General Intelligence," which is rarely quoted, Wexler focused on the "non-intellectual aspects of general abilities" in each "complete" dimension. When a scientist speaks of "non-intellectual elements", he understands not only the general functioning of the psyche, but also its affective-managerial components, thanks to which man has long been associated with problems in the field of importance.(7,1949) Social and emotional abilities are also discussed. Unfortunately, these factors were not included in Wexler's IQ test, as little attention was paid to it at the time.

Wexler divided intellectual abilities into verbal and nonverbal types (imaginative abilities) and showed that this or that group predominated in different people.(8,1958)

In R. Stenberg's theory, intelligence is considered as an information system that serves the adaptation of the individual to the environment. The basic premise of triarchic theory is: "Intellect can be defined as mental self-management, mental control of the whole life using a method aimed at a constructive goal." (9.) Mental self-management involves three main elements: adaptation to the environment,

Selection of a new environmental effect, or selection of an environment with the person, and shaping of the environment.

R. Stenberg's theory of three parts (triarchic) emphasizes that the intellect is connected with three processes of a person's life: internal information processes, experience and the external world. According to this concept, the intellect is affected by three types of mental processes (or components):

- Metal components, which manage the problem-solving process and include its description, the separation of stages in the problem-solving process and conclusions about the final solution;

- Components that reflect the processes associated with the solution of a particular problem, as well as through its transformation;

- A component of acquired knowledge, provided with a learning feature and retention that is useful for future information. The scientist criticizes that in other concepts of intelligence the main emphasis is placed on the components to be performed (i.e. the analysis of previously acquired knowledge),the experience and the met components are not given enough attention. Taking these into account would make it possible to spread the scale widely in the fields of social, practical, and emotional intelligence. (10, p.912-927)

R. Stenberg pays great attention to intellectual factors in his intellectual model.

1) Ability to solve practical tasks (business acumen, intelligence, variability in the application of knowledge) - speaking ability (accuracy and fluency of speech);

2) Intellectual integration (the ability to see differences and coordinate different perspectives) - goal-orientation (selective search for information, diligence);

3) Contextual intelligence (use of knowledge about the universe and personal experience)- existing thinking (intelligence, speed of thinking, the ability to think abstractly). (11, p.44-52)

Swiss psychologist J. Piagetapproaches the problem of intelligence from his own personal point of view. He often uses the term "intellect" instead of the concept of thinking, sometimes moving away from psychological terms, and so on. J. Piaget

Divides the theory of intelligence into two and calls them intellectual functions as well as intellectual cycles. According to J. Piaget, the main functions of the intellect include coherence (orderliness) and adaptation (adaptation, adaptation), which are called functional invariance of the intellect.

The author distinguishes the following stages of intelligence:

a) Sensomotor intelligence (from birth to 2 years);

b) Preoperative thinking period (from 2 to 7 years);

c) The period of specific (obvious) operations (mental actions) (7-8 years to 11-12 years);

d) The period of formal (formal) operations (implementation of actions).

According to Piaget, “the growth of the intellect begins before the child develops speech. The bud of the intellect is reflected in the child's initial erratic behavior. ” (12, p.459) Subsequent implementation of the act of goal-directed action and the use of analysis create important opportunities for the study of the genetic root of intelligence. J. Piaget makes a breakthrough in psychology, emphasizing that the period of concrete operations is related to objects. When classifying the period of formal (formal) operations, it is noted that the connection with the objects gradually disappears. It is said that the growth of the intellect consists in arming the human operating system. In the developmental stage of the intellect, mental movements occur in a group. The reciprocal exchange of the intellectual age signifies the growth of thinking, while the sequence of the period represents the internal laws of development. Piaget's theory of intelligence is important for the science of world psychology, it uses an objective "clinical" method, reveals the genetic roots of the intellect, the specificity of the features between the intellect and the subject, the change of the subject in intellectual activity is proved by empirical materials and theoretical considerations. It should be noted that the multiplicity of aspects of the intellect has been gradually confirmed in science. In conclusion, the problem of intelligence has been widely studied in foreign psychology, which has been studied on the basis of different theories, concepts, approaches, positions, directions. At the same time, the criteria for measuring intelligence, development indicators, characteristics, characteristics, the creation of tests and their use in the examination of mental development of people of different ages are based on various scientific and theoretical foundations.

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