

**FORMING STUDENTS' INTELLECTUAL ABILITY ON
THE BASIS OF PHILOSOPHICAL KNOWLEDGE**

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Annotation: *This article analyzes modern approaches to the development of intellectual abilities of students, psychological and pedagogical foundations, innovative methods used in the educational process, as well as scientific views on the formation of creative thinking and analytical competencies. This research is aimed at identifying effective ways to increase intellectual capacity in students and developing recommendations for their introduction into pedagogical practice.*

Keywords: *intelligence, cognitive development, critical thinking, creative thinking, metacognition, student competence, educational technology*

One of the main goals of education in the 21st century is to form high-level intellectual competencies in students and prepare them as specialists who think independently, approach creatively, and make analytical decisions. The complex of intellectual abilities is a set of processes by which a student perceives, processes, analyzes, and applies knowledge, the effective development of which requires a special pedagogical approach.

Today, the psychological mechanisms of intellectual development, scientific views on the role of the educational environment, as well as issues of supporting cognitive processes through modern technologies are relevant. The significance of this study is that it identifies scientifically based methods that serve to develop the intellectual potential of students. Educational technologies adequate for the development of the intellectual and creative potential of future educators can be presented at two levels: at the level of the holistic pedagogical process and the level of elements of the pedagogical process.

Of the technologies aimed at developing the intellectual and creative potential of the student, problem-based learning, modular learning, contextual learning, and game-based learning are most often used.

Analysis of specific theories and tools for assessing intelligence allows us to draw some conclusions about the fact that at the end of the 20th century there was a tendency to consistently present any theory of intelligence with psychometric means of testing it. In recent years, it has become common in foreign studies to present each new model of intelligence with one or more test batteries normalized on sufficiently representative samples, along with sufficiently strong psychometric support. In most works, intelligence is interpreted as the most important factor in success in activity. The theoretical foundations of solving the problem of developing intellectual abilities are widely covered in a number of psychological and pedagogical studies. So, Yu. A. Samarin shows that the method and style of mental work are important for the development of generalized mental skills, creating the opportunity to use knowledge in various situations (259, 75). P.L. Galperin, E.L. Kabanova-Meller, L.A. Menchinskaya, N.F. Talizina and others established a direct relationship between the method of acquiring knowledge and the success of its application in practice, showing that the effectiveness of students' knowledge acquisition depends on the level of generalization of their skills of analysis, synthesis, abstraction and generalization. Swedish scientist I. Linhart believes that "learning is the primary factor of mental development, it is based on the development of the whole personality" (195, 13).

V.D. Shadrikov's concept of intelligence is consistently integrated not only into the structure of human abilities, but also, first of all, into the structure of the inner world of a person. The inner world of a person is considered the subject of psychology and has a layered structure. The inner world includes the properties of the individual (functional systems of the body), the subject of activity (operational

properties) and the individual as a person (spiritual states, motivation, personal characteristics, etc.).

The development of the inner world of a person occurs through activity, which is a psychological functional system. It is based on individual mental functions that develop on the basis of physiological functional systems of the organism. The properties of the latter are human abilities, which have a systematic and leveled structure. More precisely, we are talking about the above-mentioned abilities of a person as a person, a subject of activity and a person. The abilities of the subject of activity, developing on the basis of physiological functional systems (on the basis of the abilities of the individual) through activity, represent systematic psychological formations that ensure the achievement of the desired result of activity.

The role of personality abilities is to control the processes of operationalization and intellectualization by the subject and the assimilation of individual abilities. As for the understanding of intelligence and intellectual abilities, it should be noted that intelligence in the theory of V.D. Shadrikov is characterized as a systematic manifestation of the cognitive abilities of the individual (abilities of the subject).

Mental development, being a dynamic system, depends both on the assimilation of social experience and on the maturity of the organic basis (primarily the brain and nervous system), which, on the one hand, creates the necessary conditions for development, and, on the other, changes under the influence of activity. Mental development proceeds unevenly, depending on the living conditions and upbringing of the child. In the process of spontaneous, disordered development, its level decreases, which indicates the influence of the malfunctioning of mental processes. Therefore, diagnosing the level of mental development of each child is very relevant for psychologists working in the education system.

The indicators of mental development considered by Russian psychologists depend on the content of the theoretical concepts of mental development that they operate in. Among them, the following are most often highlighted:

- ♦ characteristics of mental processes (primarily thinking and memory);
- ♦ characteristics of educational activity;
- ♦ indicators of creative thinking.

None of the identified indicators of mental development is complete, fully reflecting the characteristics of the cognitive sphere of individuals at different stages of development.

Intellectual abilities of future educators are the ability to carry out mental processes based on humanitarian, psychological, pedagogical and scientific knowledge and apply it in solving educational and professional problems. The intellectual abilities of future teachers include:

I. Cognitive skills: defining concepts, establishing connections between concepts, identifying the main postulates and consequences in the process of solving educational and professional problems, - (if a future teacher has formed cognitive skills, then he will be able to analyze and evaluate the pedagogical situation in the process of solving educational and professional problems, isolate the problem, overcome the factors that caused the emergence of the problem, identify ways to further solve the problem);

II. Metacognitive abilities: putting forward goals and subgoals of his intellectual activity; formulating questions; putting forward and justifying hypotheses; planning - building a sequence of his actions; forecasting - taking into account the consequences of decisions made, as well as predicting possible changes in the problem situation; synthesizing different cognitive positions in communication with others, - (if a future teacher has developed metacognitive abilities, it means that he can build ways to solve educational and professional problems, develop projects for organizing the content, forms of activity

and the choice of educational tools); Despite the research conducted, important aspects of the problem of developing the intellectual and creative potential of future teachers remain unexplored; the methodological and didactic foundations for the development of intellectual and creative potential have not been identified, and there is no appropriate scientific and methodological support. This requires the organization of special pedagogical activities to develop the intellectual and creative potential of future teachers. The conducted research has identified the dichotomy of creativity and intelligence (innovative and creative potential) [1]. The relationship between intelligence and creativity is not linear, but more complex (as evidenced by the results in different faculties). If IQ is average or average, it is linearly related to creative potential. The higher the IQ, the higher the creativity indicator. Thus, a teacher with high intellectual and creative potential strives to best realize himself in the pedagogical profession, to adapt his capabilities as much as possible, to perform new, unusual types of activities, to use new methods of activity. These features correspond to the specific needs of a teacher capable of carrying out innovative activities. The development of the intellectual and creative potential of students is one of the necessary conditions for resolving the main contradiction between the rapid pace of cultural growth of the modern education system and the ability of the individual to master it. The real intellectual and creative development of future teachers occurs when they consciously implement progressive changes in their intellectual sphere.

Educational technologies adequate to the development of the intellectual and creative potential of future teachers can be presented at two levels: the level of the holistic pedagogical process and the level of elements of the pedagogical process. Of the technologies aimed at developing the intellectual and creative potential of the student, problem-based learning, modular learning, contextual learning, and game-based learning are most often used

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