

Intellectual system of learning

Buvrayev Akram Rustam ugli

**Jizzakh State Pedagogical University, intern-teacher of the department
of distance education in preschool and primary fields**

Abstract. This article talks about the scientific-theoretical basis of imparting knowledge to students, the positive aspects of the process of acquiring knowledge and the process of formation of cognitive abilities. In addition, important points were given regarding the formation of inquisitiveness in students during independent education.

Keywords. Knowledge, thinking, the process of acquiring knowledge, intellect, independent research, independent education, academic hours, academic knowledge.

"Intellectual system of education is the means of providing information necessary for independent work of students, mutual information exchange, as well as software and organizational-methodical support aimed at the development of the higher education system on the basis of information and communication technologies. is a structural-organizational complex that includes

Based on this source and the above-mentioned modern achievements of science and technology, it can be seen from the essence of educational paradigms that the system of preparing students to acquire intellectual knowledge is similar to the credit-module systems currently entering the higher education system of our country. fits perfectly.

It is known that the composition of the credit-module system consists of two necessary elements. They are called: training load and training results.

The study load and study results have the following meaning:

Study load is the amount of time a student needs to complete all systematic study exercises and activities aimed at achieving specific learning outcomes.

"Learning outcomes are the set of knowledge and skills that a student is expected to learn, understand and be able to do as a result of completing the course load" Student it is possible to obtain a specified number of credits in the studied subject only when fulfilling the necessary elements of the study load and study results.

So, in the educational paradigm "Student - textbook - teacher" and in the credit - module system, the student works according to the intellectual system of learning. In both of them, the main focus is on improving the educational and cognitive activity of students.

Based on our research in this field, it can be said that great achievements and advantages can be gained in teaching according to this educational paradigm. Based on our research, we have defined them as follows:

- the student learns to search for materials on the subject;
- the student learns to distinguish the first levels, second levels and even further levels from the collected materials;
- the student learns to acquire new knowledge on the subject;
- the student learns to use the newly learned knowledge in mastering the studied subject, that is, to apply the new knowledge;
- the student is able to organize an independent work on the subject being studied, and in doing so, he is able to make improvements related to his creative activity;
- prepares for conscious creative assimilation and perception of educational material;
- the student can determine and evaluate the results;
- the student can predict the learning results;
- the student can manage the learning process;
- the student will be ready for independent reading.

These are the main focuses of the "Student-Textbook-Teacher" educational paradigm, which is the main principle for teaching students how to read.

In this part of our research, it can be noted as a conclusion that the activity of the intellectual system of learning is leading both in the educational paradigm "Student - textbook - teacher" and in the credit - module system. And this is it in the activity system, as we mentioned above, not only the student, but also the teacher has a great responsibility, because in this system, as shown in the educational paradigm "Student - textbook - teacher", the teacher has high intellectual potential, management, Skills such as being able to make good (optimal) decisions are required. The reason for this is that through these skills, the professor-teacher should teach students to work independently, learn independently, design learning materials, independent reading and modular educational technologies, and give methodical recommendations and instructions in this direction. .

Taking these notes into consideration, we can now think about the main goal of the intellectual system of education and the main task of the teacher's intellectual system.

Below are our thoughts on them. The main goal of the intellectual system of education is to prepare students to work independently based on the formation of a conscious and creative attitude to the profession they want to acquire, and to prepare them to regularly improve the quality of education using the professional intellectual potential of professors and teachers.

The main tasks of the intellectual system of education are as follows:

- ensuring the quality of independent work of students;
- formation of students' skills of rational use of educational-methodical resources;
- arming students with modular and project-based educational technologies;
- formation of students' skills to collect information on the studied source, process it and transfer it to the necessary sources;
- to teach students to prepare information on the studied source (science, topic, concept, rule, law, etc.) and equip them with the basic principles of information exchange in this process; to prepare software and methodological resources for independent work, independent reading that students may encounter in their professional activities.

These stated goals and tasks do not lose their importance in the educational paradigm "Student - textbook - teacher" and in the credit - module system.

We found it appropriate to cite the following source about the practical importance of the intellectual system of education:

"Implementation of the intellectual system of education creates wide opportunities for increasing the quality of education based on the integration of various forms of education based on the individualization and differentiation of the educational process, and ensures the continuity of learning. The uniqueness of the proposed solution lies in the universality of the educational material placement platform, the mobility and flexibility of education, the ability to self-check knowledge, skills and competences. A teacher is required to have great intellectual potential and pedagogical skills in his field, and on the basis of such opportunities, it is the main task of the teacher to conduct activities such as mobilizing students for independent education and mastering project-based educational technologies.

Briefly, the following information can be given about these main tasks:

In order to implement independent education - this form of education, first of all, the scope of the student's ability to think independently and the suitability of the educational material to their intellectual potential should be taken into account. Effective and purposeful use of the main didactic materials in any subject, i.e. texts, questions, tasks, exercises, examples, problems, are designed in advance by the teacher and guidelines and instructions are prepared for their implementation. It is important to have. These important aspects will continue to develop and improve depending on the intellectualization of education, and naturally, the level of independent thinking corresponding to it will also improve.

Based on the results of our observations and research in this field, we have divided students' thinking into the following two directions:

1. Authors' opinions and this science in textbooks on the field of education The main focus is on the instructions designed by the professor-teacher.

2. The following didactic principles of directing students to independent thinking are the main focus: advanced ideas related to the achievements of science - science and technology - technology related to the subject; innovative methods and technologies for studying the subject; concluding thoughts on the topic; practical developments; the student's personal conscious attitude to learning the subject and the scope of his scientific thinking skills and so on.

These two directions of independent thinking can be important didactic bases for teaching students to learn independently.

Here is a definition of self-directed learning:

"Independent education is a process of individual actions aimed at learning the tools and experience of a person, scientific and technical achievements. In this, the inner world of a person, emotions, and the ability to think independently play a key role. Therefore, independent education means the knowledge, skills and competences obtained on the basis of additional sources (science - science news and technical - technological achievements) in the field of education under consideration (science, topic, concept, etc.) as long as the direction of education for the purpose of strengthening is understood.

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