

## "MODERN PROBLEMS OF INCREASING INTELLECTUAL POTENTIAL IN TEACHING RUSSIAN TO UNIVERSITY STUDENTS"

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### Abstract

In the modern multipolar world, when globalization processes are intensifying in all spheres of social and humanitarian reality, there are natural changes and needs for the formation, formation and development of a personality with polyphonic thinking. Scientists note that the modern developing world cannot be mastered by people with a monotonous type of thinking, that an increasing number of problems due to their polymodal nature requires interdisciplinary analysis and synthesis. When solving them, it is necessary to search for consensus between various alternative positions and ways of thinking.

**Keywords:** Education, students, development, potential.

### Introduction

Intellectual and cognitive development of future specialists is currently becoming one of the most urgent tasks of higher education. This is due to the fact that, firstly, an intellectual product turns out to be one of the decisive factors of economic development, and the intellectual and cognitive component is the key form of ownership. It is the intelligence and cognition of a person, her qualifications that largely determine the development of production and science, the place of the state in the international community. Secondly, intellectual creativity and cognitive productivity act as a social mechanism that resists regressive lines in the development of society: the fewer intellectually and creatively developed people there are, the more destructive tendencies in society will be expressed. Thirdly, the work of the intellect is a guarantee of a person's personal freedom and the self-sufficiency of his individual destiny. The more a person uses his intelligence in the analysis and evaluation of what is happening, the less he is exposed to various attempts to manipulate him from the outside. Today, there are already certain results on the introduction of a credit system of education in higher education institutions of the republic, on the gradual and complete transition to a new system of training in the format of "bachelor" - "master". However, the scientific foundations for the development of problems related to the introduction of a credit system of education in the country's universities still do not

meet the 64 requirements of modern pedagogical science and practice. In other words, the structure, functions and mechanisms of personnel training in the conditions of the credit system of education have not yet become the subject of a comprehensive special study. In this regard, the development of the intellect of students - future teachers in the conditions of credit education in universities of the Republic of Tajikistan is put forward among the most urgent tasks of modern pedagogical theory and practice. The following provisions are submitted for protection: 1. The modern methodology of developing a strategy for the formation of students' intellectual potential in the conditions of credit education serves as the basis for identifying a system of determinants of intellectual potential, which include: macro-social factors represented by global and regional social ties and relationships of young people; mesosocial factors, which can be attributed to a specific way organized environment of a particular higher educational institution; macro-social factors - social connections and relationships of people within the primary environment; individual-social, personal factors - personal qualities that characterize the social orientation of intelligence to a certain profession, to the choice of norms of behavior and life position in society. The structural model is a set of parameters of a multilevel order of innate and acquired - physical, mental, spiritual and social - in their integrity, diversity and interdependence. The dynamic model of the development of the intellectual potential of students in the conditions of credit training makes it possible to distinguish three stages in the process of its formation, which are links of a single trajectory of development of this process: the stage of adaptation of the student, the stage of intellectual self-development and the stage of professional identification. 2. The basis of the management of the development of intellectual potential and cognitive activity of students in the conditions of credit training is the diagnosis of its state and evolution. The approbation of a comprehensive experimental program confirms that the most significant factors in the development of intellectual and cognitive potential in the conditions of credit training should include internal factors that represent a system of conscious motives (social motives, needs, interests, views, ideals, aspirations, etc.). It is they who determine the intellectual and cognitive orientation, which is a specific system of motivations and life goals of a student's personality in 65 conditions of credit training, determining the nature and priorities of his intellectual development. The intellectual orientation of the personality is realized in the form of the trajectory of intellectual development of students in the conditions of credit training, which are defined as the sequential evolution of intellectual potential, the process of realization of the intellectual orientation of the personality, which is based on individual values and attitudes. Currently, three variants of trajectories are being implemented in the student environment: the trajectory of well-being, the trajectory of education, the trajectory of self-realization and self-development. At the same time, the trajectory of well-being is dominant. 3. The socio-technological mechanism for

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managing the development of the intellectual potential of students in the conditions of credit training is an orderly system of managerial actions aimed at the formation of the intellectual development environment of the university, the indicators of which are: clearly expressed in all elements of the educational, scientific and educational process, the social demand for an intellectually developed personality; the formulation by administrative structures of promising tasks for the long-term development of the intellectual potential of teachers and students; the existence of scientific schools and scientific traditions; the cultivation of a subjective sense of freedom and self-expression; material stimulation of intellectual activity of students and teachers. 4. Optimization of the formation of students' intellectual potential in innovative learning conditions requires making adjustments to the conceptual and target setting of student training, increasing the mobility of the management system, improving the software and methodological support of the educational and cognitive process, improving the level of qualification and pedagogical skills of the teaching staff, the use of technology for managing students' motivation to acquire skills of intellectual labor, ensuring the continuity of the learning process with educational and research work and, in addition, creating the necessary material and technical resources.

According to the results of the study, the following conclusions are formulated: 1. The analysis of philosophical, psychological, pedagogical, linguistic and methodological literature shows that the conditions for the formation of intellectual potential and cognitive activity of 66 students in the conditions of credit training are not only changing the content of academic subjects, but also improving the teaching process of the main and related disciplines. 2. The formation of intellectual potential and cognitive activity of students is an important line of the general development of the future teacher in the system of credit education, taking into account the factors of linguistic, socio-cultural, personal, psychological, didactic, neurophysiological. An important place is given to the conditions that ensure the implementation of an integral system for the formation of intellectual potential and cognitive activity of students, through strengthening the relationship with the teacher; mechanisms that focus on the inclusion of students in various situations of creative activity. 3. The theoretical substantiation of the integral process of forming the intellectual potential and cognitive activity of students in the conditions of credit training allowed us to build a concept based on a set of methodological approaches (socio-cultural, competence-based, systemic, developmental, cognitive, personality-oriented), principles (cultural conformity, problemativeness, regional orientation, integrativity) that determine the strategy and tactics of the development of creative opportunities future teachers in the conditions of credit training. 4. The formation of intellectual potential and cognitive activity of students in the conditions of the credit system of education involves a specially developed methodology of the educational process. It includes the development of educational and methodological complexes, the improvement of the

content of lectures, independent and practical classes, taking into account the requirements of the pedagogical specialty ("Russian in the national school"), which ultimately ensures the inclusion of students in the creative educational space as an effective condition for the formation of intellectual and cognitive capabilities of the future teacher. 5. During the pedagogical experiment and the implementation of the developed methodological system, the effectiveness of the organization of the process of forming the intellectual potential and cognitive activity of students in the conditions of credit training was tested. The number of students performing tasks of a creative and cognitive nature has increased, indicators in the educational and research activities of students have increased, which indicates the development of intellectual capabilities of students. 67 The factual data revealed in the course of the study allow us to give a number of recommendations for the development of intellectual potential and cognitive activity of students in the conditions of credit training: - orientation of higher education to the development of the personality of a future specialist; - compliance of the content of university education with modern and predictable trends in the development of philological science, linguoculturology, psycholinguistics, cognitive linguistics, etc.; - optimal combination of general, group and individual forms of organization of the educational process at the university; - rational application of modern methods and means of teaching future teachers of literature at various stages of their training; - compliance of the content of education and training with the goals of training a philologist; - an activity-based approach to determining the content of training; - taking into account the patterns of professional formation and personal development in the field of education and upbringing of the younger generation.

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