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DYNAMICS OF INTERNAL AND EXTERNAL FACTORS AFFECTING INTELLECTUAL COMPETENCE AND INTELLECT

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Khamidkhanov Bokhodirkhan

National university of Uzbekistan

ABSTRACT

The article analyzes the role of the level of economic and political development of the state in the development of intellectual potential, the importance of civil society institutions, and the obstacles to the realization of the intellectual potential of young people in Uzbekistan and their solutions.

KEYWORDS

Intellectual potential, institution of civil society, social environment, conditions of socialization, intellectual capital.

INTRODUCTION

According to the experience of the most developed countries in the world, human capital is considered the most important factor in development, and the intellectual potential and innovative policies of the country play an important role in this. The socio-economic, political-ideological, and legal foundations for raising the great intellectual potential of our country and making young people educated and intelligent are getting stronger. In particular, in the decree of the President of the Republic of Uzbekistan No. PF-60 of January 28, 2022, "On the development strategy of New Uzbekistan for 2022-2026," the 70th goal is to improve the state policy on youth lib, for that

matter. The main tasks are to support the spiritual, intellectual, physical, and moral development of young people and to develop the "Strategy for the Development of Artificial Intelligence Technologies in 2023-2030" for the successful implementation of artificial intelligence in our country [1].

The introduction of the results of intellectual potential and innovations in the priority areas of state and society development is becoming a systematic situation. In fact, innovation, or the introduction of newness, is an innovation that ensures a qualitative increase in the efficiency of processes or products

required by the market. It is the final result of a person's intellectual activity, his fantasies, discoveries, and inventions of the creative process, and his rationalizer. An example of innovation is bringing

products (goods and services) to the market that have new consumer characteristics or improved quality through the efficiency of production systems.

Factors of development of intellectual capacity

Internal factors	External factors
individual abilities	social environment
physical health	socialization conditions
adaptability to the environment	education
innovative potential	teaching
intellectual capital	state policy in the field
spiritual stability	the intellectual level of the population becomes the level of interstate economic and political competition

Innovative potential is one of the factors that form the intellectual potential of young people. Innovation is a new or significantly improved product (service) or process introduced for consumption, a new method of trade, or a new organizational method of organizing workplaces or external relations in business practice. The term "innovation" is derived from the Latin word "novatio," which means "renewal" (or "change"), and the prefix "in" is translated from Latin as "in the direction of." The translation of the word "innovatio" is "direction towards change." The very concept of innovation appeared in scientific research in the 19th century. In the early 20th century, as a result of the analysis of "innovative combinations" and changes in the development of economic systems, the concept of innovation became a new concept in the scientific works of the Austrian and American economist Y.Schumpeter. Schumpeter was one of the scientists who introduced this term to economics in the 1900s.

Innovation is not the introduction of any innovation or novelty, but rather a phenomenon that significantly improves the efficiency of an existing system. Contrary to popular belief, innovation is different from discovery. An analysis of the factors affecting human intellectual abilities is not necessary, it is a subjective view.

The problem of cognitive skills is becoming more relevant every day. Modern man is closed in the "circle of information," and can everyone understand what is happening in the world of high speed and high technology thanks to his intelligence? What does he need to know? What does it mean to know? The superiority of "creative thinking" leads to a deepening of knowledge. Man thinks in fragments of life, without connections and solutions, thus lowering the level of intelligence in general. The objectivity of facts is questioned. It is important to understand the problem and its solution, first of all, in terms of a person's

creative potential, originality, systematic thinking, learning ability, and desire.

It is known that knowledge is the intellectual and creative activity of people, the process of forming their knowledge, based on which the goals and motives of actions appear. Knowing: This is a process of selective action, i.e., it is not possible to know everything. Even in antiquity, the question of the nature of knowledge was raised, which referred to two sources of knowledge: emotions and reason, their harmony according to Socrates, and suggested wisdom. For modern philosophy, especially hermeneutics, knowing is an integral part of understanding. Understanding is the search for meaning, the movement toward truth, and the communication of individuals, texts, and cultures. Understanding always occurs in human communication and is carried out in the "language element."

Knowing always involves judgment based on prior knowledge and experience. Thus, any thought is the result of the sum of several ideas. In this sense, a legitimate question arises: What factors affect intellectual abilities?

1. Physiologically healthy brain (injuries, shocks, etc.).
2. Normal working central nervous system.
3. "Family idols" (F.Bacon), from this point of view, are the intellectual, physiological, and genetic basis that a person receives from his parents.
4. Motive (thirst for knowledge). At the same time, the highest motive is to enjoy the reality of knowledge.
5. Attention (intention), concentration. The ability to fully focus on the object of knowledge.
6. Memory. Accuracy, speed of memorization and forgetting, and amount of information stored.
7. Speed of information processing, the faster information is processed, the more opportunities

there are for data analysis, classification, and extraction.

8. The ability to think logically. Knowledge of the following methods: inductive and deductive reasoning, analysis, consistency, modeling, analogy, etc.
9. Adaptability is the ability to quickly manage the situation, find ways to solve it in several ways, and adapt to the proposed conditions.
10. Creative approach.

Creativity is a process of objectification of a person's inner world, manifestation of individuality, expression of all functions of human thinking, and integral work of his emotional sphere. You should not "go" along the paths others have taken, you should find your own unique "path." Originality of thinking and increased intuition are important. Through creativity, knowledge reaches its highest level and becomes "intellectual art."

The socio-economic well-being of society largely depends on the contribution of the population to the development of intellectual resources and the extent to which the personal potential of each person is realized in the professional and personal spheres. The dynamics of socio-economic processes, first of all, determine the increase in the requirements for the quality of professional training within the higher education system. The orientation of education toward personal development is related to creating conditions for revealing and forming the personality of the student and his qualities as a subject of social, professional, and intellectual activity. In modern acmeological theories, approaches to identifying and researching potential and communication issues of intellectual development in adulthood are considered in several directions, including the psychometric approach (A.Binet, D.Veksler, D.Guilford, R.Kettell,



C.Spearman, L.Thurstone, and others), in which intelligence is considered a level manifested in the formation of certain cognitive functions as well as indicators of the level of mastery of knowledge and skills.

The realization of personal potential is primarily related to the development of abilities, and intellectual development is a priority. In this process, knowledge is replenished, horizons are expanded, and intellectual skills are formed, which realize the renewable component of potential and contribute to the formation of new intellectual needs, goals, and motives in the future. Intellectual potential is closely related to the cognitive needs of the individual. The regulatory component is of great importance in the formation and opening of the potential field. Theoretical analysis shows that this problem is especially popular in the modern conditions of the development of higher school educational practice.

Professor N.Pfeiffer presents the theoretical and methodological foundations of the professional and pedagogical potential of university teachers and students. At the same time, in the structure of professional and pedagogical potential, he distinguishes psychophysiological potential (physical, mental, and social), psychological and pedagogical potential (motivational, purposeful, and semantic), and social and pedagogical potential (educational, educational, and organizational).

Creative potential is a set of social and personal conditions based on a natural and genetic basis, manifested as the ability to be creative in a person. Its structure consists of gnostic, axiological, constructive, reflexive, and dialogic components. And the student's educational potential is a set of real and prospective opportunities necessary for the implementation of the knowledge system, the experience of implementing

well-known methods of activity, emotional and value relationships, and the experience of creative activity aimed at effective professional activity.

Epistemological potential is an autonomous category of abilities (linguistic thinking, probabilistic prediction ability, developed operational memory, developed creative verbal thinking, developed visual and auditory verbal-logical memory, phonemic hearing) that is the leader for future philologists. developing unit. And professional potential is a qualitative characteristic of a person manifested in personal, research, design, technological, operational, organizational and management, information, and computer components.

Creative potential is a set of social and personal conditions based on a natural and genetic basis that are manifested as the ability to be creative in a person as a result of socialization and self-development. Potential is a set of forces and means of the system, its resources, and its reserves designed to achieve certain goals.

Potential physical unit, power, and force of the system means the ability of the system to use this power. Any system that performs or has the potential to solve its tasks and, by solving them, achieves the goal. Intellectual potential is one of the forms of important powers of a person and serves as a dynamic indicator of the realization of intellectual abilities in the form of intellectual activity due to the energy and cognitive properties of the body, as well as the degree of realization of the available opportunities that are a personal reserve of a person. As a central link to intellectual potential, intelligence functions both as a property and as a property of a person: the ability to constantly search for, define, and solve new tasks and problems of subject and personal content. According to researcher A.Sedunova [2], intellectual potential is a

holistic system of intellectual resources of a person that is consciously realized in activity, neurophysiological, socio-cultural, hereditary, and congenital anatomical and physiological characteristics (makings) of the brain and nervous system, personal and professional, and is formed based on activity factors.

The structural and functional components of intellectual potential are: structural content (includes intellectual abilities of a person: general intelligence, special abilities: verbal, mathematical, spatial, theoretical, practical); operational result (manifestation of intellectual activity of a person includes features: style features and intellectual levels; productivity); regulation evaluation (regulatory mechanisms for controlling information processing processes; self-regulation and motivational characteristics of a person; information about intellectual resources of a person).

In terms of modern ideas about intelligence, the idea of its universality as an ability that affects the success of solving any problems is confirmed in all many theories of intelligence. M.Kholodnaya [3] identifies 8 modern approaches as a basis for understanding the essence of intelligence: phenomenological approach (mind as a special form of the structure of consciousness); genetic approach (intelligence as a result of increasingly complex adaptation to environmental requirements in the natural conditions of human interaction with the outside world); socio-cultural approach (mind as a result of the socialization process, as well as the influence of culture in general); process-activity approach (intellect as a special form of human activity); educational approach (intelligence as a product of targeted education); information approach (communication as a set of elementary processes of information processing); functional level

approach (intelligence as a system of multi-level cognitive processes); Normative approach (intelligence as a factor of self-control of mental activity).

Indicators of personal development significantly affect intelligence, especially personality traits. At the same time, indicators of activation, representing the "energy" properties of nervous and mental processes, are important. The relationship between the activation of the nervous system and the productivity of the mind shows the unity of the "energy" and "information" characteristics of a person.

Individual-typical features of intelligence can be found in the state of intellectual tension. Mental functions (memory, thinking, attention) are related to the state of the body: biochemical, vegetative, etc. "A state of intellectual tension is an intellectual-metabolic constellation" (B.Ananayev). It is this relationship that can explain the success of students who have the same level of achievement with different efforts. One person achieves high results in academic activities without much effort, and the other achieves the same high results "at the cost of intellectual effort." This should refer to the so-called physical and intellectual activities. Individual psychological characteristics of different people are manifested differently in stressful situations.

External factors of intellectual development are socialization conditions, education, training, and the environment. Uzbeks are people with a desire to learn in their mentality. In this regard, it is appropriate to mention the following traditions that exist among the people: One of the first caliphs of the Muslim world, Hazrat Ali (Ali ibn Abu Talib), who lived in the 7th century and was called the "gate of the city of knowledge," decided to test him to see if he was worthy. For this purpose, they agreed that each of

them would ask the caliph the same question and began to send ten learned men to him one by one: "Is wealth or knowledge more important in this world?" If the Prophet answered this question in ten different ways, he is rightfully recognized as having the title of caliph. Hazrat Ali had a unique philosophical attitude toward this issue and looked at it from different points of view. 10 answers to defining the essence of the concept of "intellectual potential" were also different. But we only give 3 out of 10 answers: *Knowledge keeps you safe, but you make yourself rich, so knowledge is more valuable. *Knowledge multiplies friends, and wealth multiplies enemies. *The more you seek knowledge, the more it accumulates. Even if you spend your knowledge recklessly, it will not diminish. Careless spending of wealth leads to poverty and want. Therefore, knowledge is more important than wealth.

In the era of globalization, man remains in an unprecedentedly growing "information flood," as a result of which the problem of extracting the most important information is emerging, especially the solution to the spiritual problem of man's attitude toward the world and existence, which is becoming more complicated. In this regard, philosophers and political scientists have now begun to put forward the idea that there is a need to form a philosophical approach combining the achievements of informatics with cybernetics, synergetics, genetics, and sociodynamics, and thus to form a new world view [4].

Intellectual potential is manifested not only in high-tech fields. The intellectual intensity of the individual's management decisions and creative activity is growing rapidly in all spheres of activity, domestically and internationally. The intellectual potential of a nation has several components. In our opinion, it includes objective systems, objects, and organizations, as well

as directly subjective components, such as personal potential. For example, these are:

- educational system including state and non-state educational institutions;
- science system including state and non-state scientific institutions;
- intellectual property in the form of patents, licenses, know-how;
- the totality of the intellectual human potential of people;
- computer programs, Internet resources of the country;
- communication system, where decisive factors are communication speed, reliability, resistance to obstacles, protection against unauthorized access;
- databases in print (libraries) and electronic media, mass media, etc. From now on, one of the priorities for the successful development of the state is to create conditions and mechanisms for effectively turning the intellectual potential of people into intellectual capital.

Intellectual capital is a kind of "collective brain" that collects scientific and everyday knowledge of employees, intellectual property and accumulated experience, communication and organizational structure, information networks, and the image of the company [5]. According to V.Inozemseva, the components of intellectual capital are: the first is human capital, the employees of the company in the form of their experience, knowledge, skills, and innovative ability, as well as the general culture, the philosophy of the company, and its internal value; the second is structural capital, including patents, licenses, trademarks, organizational structure, databases, and electronic networks.

The main task of intellectual capital is to significantly accelerate the growth of the profit mass due to the

formation and implementation of knowledge systems, things, and relations necessary for the state, enterprise, which in turn ensures its highly efficient economic activity. In particular, the intellectual capital of the enterprise determines the quality of its management system. Human capital represents the knowledge, experience, and needs of specific individuals as the only economic value of a specific business entity. This capital is not alienated from its owners.

Structural capital is all the things that remain in the enterprise related to intellectual potential after employees leave home. This includes intellectual property, information-organizational systems, the system of financial relations, instructions, rules, standards, awards, certificates, and gifts received by the company (we have intellectual property, intellectual activity), the importance of which for society is best valued in market conditions. It can be called difficult to replace experts.

Galbraith emphasized the components of intellectual capital: A dollar invested in human intelligence often produces a greater increase in national income than a dollar invested in railroads, dams, machinery, and other capital goods. Education is becoming a highly efficient form of capital investment. According to K.McConnell and S.Brew: "investment in human capital is any action that increases the skills and needs of workers, and thus labor productivity. Expenditures that help to increase the productivity of a person can be considered an investment because current costs or expenses are incurred with the expectation that, in the future, these expenses will be covered by an increase in the flow of income several times.

One of the important directions of the state policy on the formation of the intellectual potential of young people is to manage the process and direct

investments. Investments in intellectual capital have a number of characteristics that distinguish them from other types of investments:

1. The profitability of investments in intellectual capital directly depends on the length of the working life of its carrier - the earlier investments are made to a person, the faster they start to yield income. But it is important to remember that better and long-term investments will yield high and long-term results.
2. Intellectual capital depends not only on physical and mental deterioration, but also on accumulation and reproduction. Depreciation of intellectual capital is determined, firstly, by the natural wear and tear (aging) of the human body and its specific psychophysical functions, and secondly, by the level of moral obsolescence of knowledge. Accumulation of intellectual capital is carried out by the employee in the process of accumulation of production experience. If this process is carried out continuously, then the research of intellectual capital will improve and increase its qualitative and quantitative (quality, volume, value) characteristics.
3. With the accumulation of intellectual capital, its profitability rises to a certain limit, is limited by the upper limit of active labor activity (active labor growth), and then sharply decreases.
4. Not every investment in a person can be recognized as an investment in intellectual capital, only those investments that are socially appropriate and economically effective.
5. Character in the form of personal investments is determined by historical, national, cultural characteristics and traditions.
6. Compared to investments in other different forms of capital, investments in intellectual capital are the most

profitable, both from the point of view of an individual and from the point of view of society as a whole. At the same time, like any value, the basis of intellectual capital is determined by the need to increase it for use in the production process of intellectual property [5].

Another factor in the formation of the intellectual potential of young people is the development of innovative knowledge in society. Critical thinking that creates innovative knowledge depends on the level of preparation of the innovator, his ability to regularly receive modern information, the stability of his psychological orientation towards development, not adaptation, and finding innovations. Along with the high moral education of the future innovative youth, its creative culture serves as an important moral factor in building a truly humanistic, civil society. In this, the process of forming the intellectual abilities and thinking of young people is important.

The innovative potential of young people is an integral personal characteristic that reflects the totality of innovative knowledge, skills and attitudes implemented in the process of scientific and practical work, as well as the possibilities and reserve abilities to apply them in educational and future professional activities in the conditions of innovative economic changes. The innovative potential of young people has two components: obvious and hidden. The specific potential is determined by the knowledge and skills of young people in the field of innovative activity, as well as the innovative experiences gained during their educational and professional activities. Hidden potential is represented by the development of their innovative thinking. In this process, the priority is to encourage young people to acquire innovative knowledge and skills, to introduce them to innovative activities, to increase their innovative work ability, as well as to improve a number of personal qualities.

Innovative thinking is currently gaining its own theoretical and practical importance. Academician A.Ginzburg, the Nobel Laureate, said that the main engine of the economy is people who think innovatively. It is a fact that advanced industry cannot be achieved without innovative thinking in the society. Innovative thinking is also seen in a positive attitude to the highest technologies and innovations [6]. A creative approach to the pursuit of innovation will have an innovative content in any situation and will certainly serve to form innovative thinking in young people.

The formation of innovative potential is realized through the intellectual, psychological and socially oriented activities of young people through the development of innovative knowledge and skills necessary for practical application of educational and future activities. The mechanism of formation of innovative potential is the formation of sufficient knowledge, skills and abilities to independently solve innovative problems arising in scientific and practical activities, the desire of young people to continue their future professional activities in the conditions of innovative changes.

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