

Effects of Objective and Subjective Factors to Develop Intellectual Culture of Youth

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Abstract

The article defines the concept of intellectual culture, its forms, goals and objectives. The role of hereditary opportunities and social environments was analyzed in the personality of intellectual abilities and talent. In addition, the article focuses on the socio-philosophical problems of combining the factors, formation of elements, intellectual culture and its methodological, psychological and social factors with social development.

Key words: Personality; Intellect; Culture; Science; Global problems; Intellectual culture; Intelligence mechanism; Intellectual capital

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INTRODUCTION

The intellectual and cultural potential of the individual is crucial for the upbringing of talented people in the civil society. One of the key features of intellectual culture is the global problem of developing intellectual culture of young people with a sense of self-consciousness, perfection, acquisition of innovative knowledge and understanding of self-consciousness and thinking skills.

The President of Uzbekistan, Sh. Mirziyoev said that: "Today's youth of the world are the largest generation in all human history because they make up 2 billion people.

The future of our planet depends on the well-being of our children (Mirziyoev, 2018). Unfortunately,

according to the United Nations, more than 160 million young people in the world are suffering from intellectual retardation¹.

During the period of the new development, intellectual mentality, intellectual activity and scientific values of the young people have a serious impact on social development. As it is an actual philosophical problem that analyzes the mentality, scientific thinking and the specificity of knowledge in the field of science.

The problem of the formation of intellectual culture in young people is connected with the spiritual culture of civil society; on the one hand, it also connected with the structural elements of the person. The intellectual culture of a person is the ability to determine the goals and objectives of the hynoseological activity based on his intellectual abilities, the ability to work with intellectual values, sources of knowledge, and information and technology.

LITERATURE REVIEW

It is impossible to understand the essence of the intellectual culture of an individual without understanding the philosophical essence, structure, forming mechanisms and the process of developing intellectual culture. From a philosophical point of view, the study of problems in the field of research involves the relationship between the logical bases of intellectual culture, its structural elements, other forms of intellectual processes, and the effects of its continuing education on Russian philosophers: S Goldstein, Yu. A. Varfolomeeva, V. P. Romanov, O. V. Inshakov, N. Glebova, V. Nechaev, M. Maksicheva, D. V. Mitrofanov (Mitrofanov, 2016).

Uzbek philosopher scientists: N. Khakimov, M. N. Nurmatova, A. Azizikulov, D. K. Kenjaeva, F. U.

¹ <http://old.xs.uz/index.php/homepage/english/item/2003>. The country where its children are healthy. 06 August 2014.

Musinov, D. Yu. Khodjaeva, T. Kh. Khurbanov, F. N. Jurakulov, A. Abdumalikov, G. J. Tulenova (Tulenova, 2001) focused on the cultural, spiritual, procedural, creative and value-emotional aspects of youth intellectual activity. In this research, the intellectual culture of young people is examined in the form of a combination intellectual abilities, intellectual needs, creative abilities and competences in connection with the innovation and information activity of the society and person.

Philosophical study of the essence of the Intellect has a wide range of scientific approaches, each of which serves to convey certain theories. In below mentioned literatures we will show conversations about this task.

An associative approach to the content of the thoughts is unanimous submission to imagery-images, the process of collecting associations by D.Gartli, Dj.Pristli, Dj. Mill and others have studied (Lobanov, 2008). Vyurzburg's School of Descriptive Intelligence describes O. Kuelpe, N.Akh, and K. Marble, as well as representatives of the Intellectual Intelligence as a method of study. (Drujinin, 2007)

Researchers from the Gelttalt psychology M. Vertegemmer, K. Koffka, K. Dunker, V. Keler and others are in a controversy in the form of recapitulation (Vertgeymer, 1987). According to subjective biophysicologists (D. Miller, Y. Galanter and etc.), Thinking is "a process active in the body" (Freuder, et al, 2007). The psychoanalysts, who put the problem of human behavior into the foreground, are an important aspect of the unconscious motifs that emerge from the ponderous thinking, which appear in the dream.

Theories of A. Nouell, G. Saymon, P. Lindsey, U. Naysser's theory of cognitive activity in the philosophical views have also been formed. This approach strives to cope with the interconnected patterns of thought, perception, memory, attention (Collective author, 2011).

The researcher describes U.Naysser as cognitive activity associated with the acquisition, organization and rational use of secular and religious knowledge (Nayssera & Haien, 2005). In our view, this definition has important theoretical significance.

An analysis of existing scientific and philosophical literature, sources and research on the topic of research suggests that the essence of the intellectual culture of young people has not been studied independently of the peculiarities of its development as an independent research object.

RESEARCH METHODOLOGY

In the course of the research, the idea of scientific and philosophical principles such as systematics consists of theoretical-deductive conclusions, analysis and synthesis, historical and logic, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis, and the idea of development.

ANALYSIS AND RESULTS

In the creativity of talented people, the interrelationships between methodological knowledge and intellectual culture are an exceptional expression. The views and abilities of our ancestors, such as science and wisdom, have been well appreciated in the views of Muhammad Musa Khorazmiy, Ahmad Fergani, Abu Raykhan Beruni, Ibn Sino, Makhmud Zamakhshari, and Amir Temur, the great intellectuals of intellectual culture. The President of the Republic of Uzbekistan, Sh.Mirziyoev said on the upbringing of young people, who are the descendants of our great ancestors that: "It is one of the top priorities of our state to support the leading scientists, the activities and scientific research of talented young researchers, and to enhance the prestige and prestige of scientists in society." (Mirziyoev, 2017)

The abilities and capabilities of young people are more likely to be higher in their performance than in others, and it is primarily shaped in a healthy and specific social environment, connected with inheritance. No matter how high the inheritance potential is, no matter how good the social environment is, the child's abilities can not be overestimated unless the child has inherited it. So, the legitimate inheritance potential of a talented individual is physically present, and this potential of the talented person is shaped and elevated in a particular social environment.

In the meantime, in 1925, researcher G.V.Segalina discovered that relationships between power and mental disorders could be overcome by the child in the social environment. We have found the following Table 1: ²

Table 1
Great personalities who have a mental defect in their father, and whose mother is talented

| Great persons | Father | | Mother | |
|---------------|--------|--------|--------|--------|
| | Talent | Defect | Talent | Defect |
| Uspenski | - | + | + | - |
| Stendal | - | + | + | - |
| Lev Tolstoy | - | + | + | - |
| Dostoevski | - | + | + | - |
| J.J.Russo | - | + | + | - |
| Sharl Jerar | - | + | + | - |

Table 2
Great people who have a mental defect in their father and mother

| Great persons | Father | | Mother | |
|---------------|--------|--------|--------|--------|
| | Talent | Defect | Talent | Defect |
| Kepler | + | + | - | + |
| Gyote | + | + | - | + |
| Blok | + | + | + | + |
| Mopassan | - | + | + | + |
| Bayron | + | + | + | + |
| Shopenhauer | - | + | + | + |
| Balzak | + | + | - | + |

² Perfect is a dark narrow passage? ("Clinical Archive of Genealogy and Specificity" by G. V. Segalina). - Repr.. 1925-1930 gg. - M.: Dom RDF; Prep., educational. centr "Childhood. Adult", 2006. - p.141.

As we have seen in the table above, although a person's parents have genetic deficiencies, it is important that the social environment becomes important in his later life.

Philosophical research shows that parents, teachers and educators of great, talented, creative people have played an important role in their formation. The parent and the family environment play a crucial role in realizing one's ability in the field since childhood. Researcher Z. Ibodullaev says in this regard: The interest of Alisher Navoi, poet and statesman to the poetry, is the first childhood of his age and he has been provided with all the support. As a result, Navoi became a great person and received the title of the "sultan of poetry". So, it is necessary to develop skills. If the talent is the target, it cannot be cultivated (Ibodullaev, 2018).

It should be noted that a child with high hereditary abilities can be a talented person, not a parent, but sometimes a educator, a teacher, and sometimes a social environment. Here is the Great Russian poet A. P. The achievements of Pushkin's nurse Arina Radionovna and other examples are also available.

Throughout the course of society development, a variety of abilities develops in human. All of them are manifested in the ability of human beings to master the knowledge created by humanity during the course of independent work and historical development. As a result, there is a difference between the specific and general abilities of different types of activity. The general abilities of a person are often defined by the notion of "power": while the concept of intellect is overseas. Prof. V.B. Tarasov notes that: "Intellect is a certain level of individual's solid, sustainable mental abilities" (Tarasov, 2002). According to the idea Professor of Oxford University, N. Bostrom, "intelligence is the intellect capable of solving existing problems for humanity." (Bostrom, 2016)

Intellectual culture requires the characteristics and knowledge of human intelligence and its structural components. These are: memory, attention, creative thinking, and intelligent science as integrated science. The essential component of intellectual literacy is the integrity of these thinking operations and reflexive actions.

In the system of methodological knowledge young people have the development of intellectual culture: axiological, technological, personal-creative, and cognitive components. In the context of civil society development, such as physical labor is paid to the intellectual work of a person and this work is converted to capital. Intellectual capital means intelligent labor. Intellectual capital is formed in two different ways, firstly, as a mature expert, and secondly, as the intellectual property of human (human capital). All heads of state are talking about how to grow and shape it. To this end, each country is seeking the most effective methods and an intellectual elite. For example, even national Olympic teams spend 50% of the exercise

time on intellectual strength. Great US, Japanese firms spend large amounts of money on intellectual training and advanced training of staff. At a regular pace, the global interest in intellectual sports is growing - chess, drafts, bridges and more.

The core of the intellectual culture is dialectical law and philosophical-methodological culture. The methodological knowledge itself is unable to perform an important scientific function, but is limited to the formation of the culture of thinking, as well as the organization of secular knowledge. This knowledge pool not only helps to overcome the problem of specialized professional activities, but also improves the quality of the disadvantages. A striking example of denying the old molds and making qualitative changes in this field is N. Copernicus, G. Galileo, Lobachevskiy, A. Einstein and others can be mentioned. But the moral (values and targets) of philosophical knowledge does not comply with the law of rising, nor of power and time. It is closer to the art that cannot be regarded as "high", "inaccessible" in its history. In the words of Newton, scientists have "their shoulders" in their predecessors: they continue and develop a common work with their creativity. The artists are not in this row. Indeed, each of them is a separate world, a separate world (but it does not exclude inheritance from the artistic experience of these periods and generations) (Shermukhamedova, 2011).

The importance of fidelity in science and the importance of fraternity is given by President Sh. Mirziyoev's remarks are: "Undoubtedly, first of all, the two great statesmen - the friendly people of the Oriental literature - remember the sincere brotherhood of Mevlana Abdurakhmon Jomi and Alisher Navoi" (Mirziyoev, 2018).

Intellectual culture is a culture of mental work, which aims to plan self-knowledge activities, work it in various ways, and work with resources and tools. The history of human civilization indicates that the society has always had a great deal of intellectual and creative potential, the need for great talent and talent. People who have been exemplary in their capacity as the ideals of society and their effective work have always been socially-educational. That is why the history of Uzbekistan has been and continues to be a great spiritual factor in the upbringing of educated, intellectual and cultural values in a careful preservation and constant upbringing.

In the formation of intellectual culture for young people, modern higher education is not only aimed at training of highly-skilled cadres, but also training of people who are interested in innovations, creation of new knowledge and intellectual values, as well as development of intellectual traditions created by various scientific schools.

As a result, civil society has consistently developed an intellectual culture. Scientists-intellectuals, education,

libraries in the field of intellectual development are three important sources. The decline in education levels for various objective and subjective causes in the history of humanity and the blockade of libraries have led to the stagnation, degradation and exclusion of society. Therefore, the interconnection between these components of the intellectual development system is crucial for the sustainable development of the society, the application of new theories, knowledge, innovation and technology, and the mutual exchange of intellectual experiences.

In addition, global governance in the intellectual culture of young people and the globalization processes in the field of international cooperation in the field of international education continuously contribute to the openness of education, and the role of electronic libraries is an important factor of international exchange of experiences and knowledge. Contemporary electronic communications tools used by educational and informational resource centers to develop traditional, open and distant teaching methods in continuous education institutions are the components of the intellectual culture of the person in the informational society. In order to effectively integrate into the world, it is necessary to use a variety of international academic schools, as well as experience gained in integration and diversification of science.

The development of the intellectual culture of young people in the society depends on the mental and analytical skills of a particular person. The prospects and regular development of our country are largely dependent on the formation of a competent, intellectually-productive generation and its consistent education. These principles have raised the issue of solving the problem of creating a self-centered, self-motivated person who loves his country and people, who is loyal to our national ideology, to one of the priorities of state policy in the field of continuous education.

The formation of intellectual culture of young people is not only socio-economic and legal, but also a philosophical approach. The philosophical analysis of the subject focuses on the fundamentals of intellectual culture, the transformation of the types of knowledge, the impact of knowledge on the objectification and generation processes.

The formation of the younger generation is carried out under real conditions, in which individual talents develop. The power of a person is radically different from one another. Capabilities are shaped in the process of development, and the development of the specific order of power in the process of development. As a result, one person may have developed a common talent that has not become a specific talent, but different in some areas and talents in a particular direction.

It should be noted that there are important key approaches to designing the young people's creative abilities.

According to the first approach, there are no such abilities. But here, intellectual talent can be seen as a creative activity of the individual, motivated by values, values and personal qualities as the cause of creative activity.

The second approach is that creative creativity is an independent factor independent of the intellect. Supporters of this theory believe that there is a certain link between intelligence and creativity (innovator).

The Third Approach The high level of intelligence suggests that the creative abilities are high.

Some researchers argue that the problem of human abilities can be solved by the problem of creative personality, not the individual positive emotions, but the ones who have certain motivation and moral qualities.

The young creator of the subject of the intellectual culture of innovation should have the following qualifications:

- 1) Independent activity, where independent opinion is found and the group is superior to its own standards;
- 2) To be prepared to clarify the essence of scientific fantasy, which is unique to the mind itself and to others;
- 3) Tolerance approach to non-selective and unresolved situations, aspiration for practical, social activity;
- 4) Achievement of a developed aesthetic feeling, absolute unsaturated beauty;
- 5) Full confidence in their own ability and character potential, and so on.

It should also be noted that these essential signs of creative young people do not have any interest in research innovation activities. As a result, intellectual activity, intellectual activity, continuity in mental activity, intellectual initiative that does not relate to both the practical interest and the external subjective judgment arises (Bogoyavlenskaya, 1997).

The level of creativity and critical thinking is of particular importance when determining the culture of youth creativity. Hence, creative thinking is the product of a radically new solution to the problem. The task of critical thinking in this process is to examine the quality of the implementation of decisions in a particular area.

Creative thinking is aimed at creating new ideas, and critical thinking determines their shortcomings and deficiencies. Although it is used separately, both aspects of thought are necessary for performing creative tasks, so it is likely that critical thinking will often be impeded or otherwise affected by creative thinking. Creative thought imposes a full freedom of expression on a person's mind and directs them to a particular sphere of thinking. It is often called intellectual free association. The human brain can speak about any absurdity that comes to his brain. However, when the idea of free association was used previously in psychotherapy, the team is now being used as a "mental offense" in performing the task he has set.

The "Intelligent Attack" technology was then synthetically adapted. The essence of the synthetics is to

turn the stranger into a familiar, ordinary one. This can be effective through the following four types of operations:

- Customizing itself with any element of the situation (such as some part of a particular mechanism, machine details);
- Finding events that are similar to other, often unexpected areas of time and knowledge;
- Use of poetic images and metaphors in the formation of a task;
- A fantastic analogy with the solution of the problem, resembling the basic laws of nature.

The rise of intellectual culture in young people requires the formation of the ability to overcome contradictions on the path to creative thinking. These difficulties include:

- Conformism, the desire to be like others; a person is afraid to declare extraordinary ideas so as to avoid laughing or foolishness to others.
- Control censorship (in particular botinism or self-criticism), that is, people who are usually worried about the consequences of their ideas can never be innovators; There must be some kind of equality between a person's ability and self-criticism, and that excessive humor on his talent can lead to creative decline.
- Fear of human activity, that is, the loss of luck and initiative.
- Unable to adapt to social reality; this is a cripple in changing the way they work in extreme conditions.
- strive to find ways to implement a new task in certain social conditions; but excessively high motivation often leads to unreasonable decisions.

The critical level of innovative thinking is that the innovator's level of readiness depends on the sustainability of the psychological direction of development and innovation, not the ability to perceive modern information regularly. Along with the moral upbringing of a person, his creative culture is an important spiritual factor in building a genuine humanitarian, civil society. It is important to develop the person's intellectual abilities and thinking.

SUMMARY

It is clear from the above argument that the formation of intellectual culture in young people is connected with the higher level of knowledge, intellectual and intellectual development. Therefore, the person must be able to anticipate the ability and talent of his talents and to direct them accordingly.

Second, intellectual culture is based on the perception and appreciation of the human being and the world, and it is important for young people to grow their minds and widen their thinking, because they can only be free and independent, self-conscious, self-aware, capable of educating future potential specialists with a potential, political consciousness, loyalty to the interests of our homeland.

Thirdly, a thorough and thorough study of national and universal values in the conditions of globalization, the study and analysis of achievements in the field of modern science, technology and technology are a solid scientific basis for the expansion of intellectual culture of future secondary special and higher education professionals.

Fourthly, the continuation of the new material and spiritual blessings, that is, the intellectual capacity of the state, society, institution, community, family and people to meet the contemporary needs of life, is one of the urgent tasks of globalization.

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