



PHILOSOPHICAL COMPARATIVE ANALYSIS OF THE CONCEPTS OF "INTELLIGENCE" AND "CULTURE OF INTELLIGENCE"

Radjapov Odilbek Babanazarovich

Teacher,

Department of Theory of Building a Democratic Society in Uzbekistan,
Urgench State University

ANNOTATION

This article focuses on the socio-philosophical analysis of the concepts of intelligence and culture of intelligence. And also, various aspects of intelligence associated with human thinking, culture of free thinking and spiritual and ethical virtues are revealed.

KEY WORDS: *intelligence, level of intelligence, culture of intelligence, rationality, wisdom, intelligent, creator of spiritual wealth.*

DISCUSSION

The study of any problem and phenomenon requires the determination of the theoretical and methodological foundations of the research. In other words, in order to solve the problem, it is important to first determine the research strategy and program, ie the essence of the concepts used in the research, methods and techniques, principles and imperatives. When we begin to analyze the problem of the culture of intelligence from a socio-philosophical point of view, we must first think about the essence of the concepts of "intelligence" and "culture of intelligence", the process of their formation.

The concepts of "intelligence" and "intellectual culture", which are one of the most important social qualities that characterize a person, are one of the most important signs of a person's independence, while indicating a high moral and intellectual cultural level. According to V.R. Veselov, "Intelligence in the process of development of social consciousness can be further developed only in its essence, combining cultural, as well as linguistic traditions, mentality and national priorities." Therefore, the study of the process of formation of a sense of intelligence in man, the identification of its constituent elements, especially the creation of criteria for measuring the level and state of intellectual culture, in short, the creation of a separate doctrine of intelligence has always been the focus of philosophers. In this sense, we also try to philosophically analyze the specific nature of the

culture of intelligence, which is the central problem of this article, its content as a concept. First of all, it is important to approach this issue from the point of view of historical, logical and structural principles. This is because in determining the specificity of any phenomenon, its role and content as a concept open a wide way to study issues, the objective origin, development and determination of whether the concept under study has an objective or subjective nature, as mentioned above, while preventing mistakes in the research process.

Let us first pay special attention to the philosophical analysis of the concept of intelligence. We know that the concept of intelligence has had different meanings and views in historical sources. Intelligence is also a mental and creative activity in the broadest sense, based on a person's full knowledge of the essence of events and happenings. Intelligence is also interpreted as a culture of human thinking. When we say an intelligent person, we mean a specific intellectual layer of society, that is, educated, enlightened individuals. That is why in our daily life the term "intelligent" is used to refer to an intelligent person. It takes into account the scope of knowledge, thinking, as well as the cultural level of the person. After all, the term "intelligent" is associated with "intellect", that is, with the mind, and, in fact, it is not wrong to say that it is synonymous with the words of the Uzbek people "intelligent", "possessed of mind." We know that in the history of our people there have been many



enlightened people. Among them are teachers and coaches, mentors. It should be noted that the concepts of "intelligence" and "culture of intelligence" began to be widely used after the independence of our country as part of our national culture, but in the history of human thought has long been a topic of debate.

In their time, Western philosophers have expressed different views on the issue of intelligence. For example, Aristotle emphasizes that intelligence as an expression of the highest form of man is the result of the first principle of development, the unity of intellectual processes, processes of cognition and self-awareness. Augustine said, "Intelligence is the intellectual potential of the human soul, the beginning. One of the conditions for attaining spirituality is freedom (free will) and goodness (order in love). Goodness can be achieved because man has a God-given spiritual, moral law, that is, a conscience." The Western European tradition saw intelligence primarily as the "substrate and substance of thought". How is experience formed from intelligence? In answering the question, I.G. Fixte draws his attention to the process of contemplation, in which the "I" manifests itself for the first time and unites with its essence, urging, "Build your" "I"! It is clear from our research that most Western philosophers have tried to analyze the mechanism of the interaction between reason and wisdom, which is the basis of the level of human intelligence. According to them, human intelligence can be of two types depending on the abilities within it: intelligence based on intellect and intelligence that expresses independent creative thinking. Wisdom is primarily based on independent creative thinking. By putting the process of independent creative thinking in a single style, a single mold, a person can never rise to intellectual heights.

In order to rise to intellectual heights, it is necessary to rely not only on intellect, but also on the possibilities of independent creative thinking. Because, with the help of independent creative thinking, man imagines the world as a whole, he has the opportunity to realize that the qualitative changes that take place in it are the result of interdependence, interaction. The spiritual and moral maturity of a person is mainly determined by his level of intelligence. This process is closely related to the theoretical knowledge and practical experience that arises from the daily and scientific level that a person has accumulated during the pursuit of self-knowledge. Also, in this process, the level of intelligence of each person is distinguished by its important features. Because some people's professions, specializations, levels of specialization, and lifestyles are close to each other, their level of intelligence manifests itself in different ways. That is, in some people the level of perception of reality is distinguished by its speed and accuracy, while in others it is characterized by a gradual assimilation

and analysis of changes taking place, but drawing the right firm conclusions.

From these ideas it is clear that "intelligence" is a practical expression of intellectual activity. A person's level of intelligence is largely determined by his or her independent thinking, work activities, and lifestyle. Therefore, the level of a person's intelligence is related not only to his physical and spiritual-moral qualities, but also to his lifestyle, material well-being. Man becomes more and more deeply and clearly discovering himself by raising his level of intelligence. That is, a person's "level of intelligence" is distinguished primarily by the fact that it is aimed at understanding his identity. That is why the great enlightened Jadid intellectual Ismail Gaspirali said: "Europe is an old man with a lot of experience. We have respect for his great age. We learn from experience. But we will not repeat their mistakes ... We will not run like a child to see what we see in Europe. Like conscious people, "What is this? What will be the result? " Consistent with conscience and justice? We have weighed it on the scales of reason. " A. Avloni, one of the leaders of our modern enlighteners, as an intellectual of his time, also worked hard to bring up young people as honest, resourceful, courageous, generous and patriotic. Enlighteners praises him, saying, "Education is for us a matter of life or death, salvation or destruction, happiness or disaster." For the writer, who pointed out that the mind develops in the shadow of knowledge and experience, the formation of the ability to think in children, the education of thought is an extremely necessary and sacred task. Consequently, it is "relied on the attention of teachers, loaded on their consciences." Children's thinking is also related to the educator's own level of thinking, aspiration, level.

During the dictatorial regime, non-indigenous peoples ruled in all key positions in Uzbekistan and followed Moscow's instructions. Indigenous peoples were appointed to "see the master" and were brought up in the spirit of loyalty and devotion to Moscow's policy. Spiritual-enlightenment, educational work, the system of education was also subordinated to the communist ideology, the ideas of false socialism and communism. It is true that our national intellectuals tried to study the history of our Motherland, the heritage of our ancestors. At the same time, the condemnation of the past did not go beyond exposing the "flaws" of our past history. The minds of many of our intellectuals were poisoned by Soviet ideology on a scale unimaginable, abstracted from the opportunity to get acquainted with world culture, our national spiritual heritage of the past through ignorance of language and writing.

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Independence has allowed us to restore national culture and traditions, determine our own destiny and rebuild our lives in accordance with national interests and values. Today, each of us must use this opportunity to conduct scientific research to restore our national spirituality and pass it on to future generations. This is the duty not only of science, teachers and students, but also of each of us. From this point of view, today our teachers are the people who instill our national idea in the minds of young people, who educate them in a hardworking, honest and pure spirit. Our intellectuals take a responsible approach to the development of the country and the destiny of the homeland. That is why we can call them the leaders of the nation. That is why educating the younger generation on the basis of moral values such as justice, goodness, kindness, wisdom, knowledge, good behavior should become one of the responsible tasks of all our intellectuals. Because the development of our society depends on the younger generation, educating them in the spirit of good ideas is an important way to achieve our goal.

The services of creative people and enlightened intellectuals in raising the thinking and spirituality of the nation, educating the next generation in the spirit of national and universal values are invaluable. A person who undertakes this task, first of all, must enjoy enough spiritual

blessings, feel the charm of art and literature, and be aware of world cultures. Therefore, it is important to pay special attention to the restoration of noble traditions in our independent country, such as respect for human beings, including the respect of true intellectuals who have made a significant contribution to the spiritual and enlightenment of our nations. Indeed, intellectual education is the most pressing issue of today. All intellectuals of our country - teachers, journalists, writers, doctors, artists, all leaders are equally responsible for this work.

The number of intellectuals is constantly increasing and their role in the life of society is increasing. This is primarily due to the development of science and technology, as well as the growing need for spiritual services in today's society. It is possible to bring up young people with high intellectual potential only if we effectively use all the opportunities and tools available to bring the culture of intelligence in our country at the level of modern requirements. A person with a conscious, strong immunity will be intelligent, and an educated person will be active in every endeavor. The culture of the intelligentsia is characterized by its critical, independent thinking of the radical changes inherent in society. Early development and great ability serve as an empirical criterion. As the authors of a collective monograph on the study of intellectual culture point out, "innate ability does not solve anything on its own. This ability needs to be developed. This can only be achieved through the acquisition of information, scientific knowledge and methodology. A favorable general cultural environment and good conditions for the social life of individuals are also necessary. Finally, there must be a convenient intersection of certain situations that have become a habit to call luck."

In short, the self-knowledge of young people, the strengthening of their civic position, the growth of their level of responsibility and intelligence are among the main tasks of education. In this regard, the issue of proper organization of leisure time of young people plays an important role. It should be noted here that it is safe to assume that intellectuals with a high culture will always exist. It is no exaggeration to say that we are the flower of a society that includes the creators of spiritual wealth, renowned theorists, engineers and physicians recognized by the professional community. In order to have a high level of intellectual culture, it is necessary to organize a high level of self-education, knowledge and effective use of skills, the development of internal skills and abilities.

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