

## THE NECESSITY OF DEVELOPING INTELLECTUAL CULTURE OF STUDENTS BY THE SUBJECT OF PHILOSOPHY

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### ABSTRACT

Today, the fastest growing scientific and technical progress in the world requires serious attention on education, in particular the system of higher education. The future of any country depends on the high intellectual potential of its competitive staff. The formation of intellectual and creative activity of the future cadres on the basis of intellectual culture is the most important condition and the basis for their further humanistic activities. The rational use of philosophy in the formation and development of intellectual culture among students demands very paramount importance.

**Keywords:** Future personnel, philosophy, intelligence, culture, science, global problems, intellectual culture, intellectual mechanism, intellectual capital, intellectual literacy, innovative ideas, intellectual capabilities, intellectual cultural structure, intellectual cultural functions.

### I. INTRODUCTION

Philosophy is a field that develops the doctrines of life and its dictionary meaning "love of wisdom." Different philosophical views on the world and man have been made, even in the ancient times of Fales, Epicurus, Anaximander, Aristotle, and medieval times where the Farabi, Avicenna and Beruni lived. According to the great philosopher Avicenna, the main problem of philosophy is to lay the foundations for the existence, their order, interrelationship of all things and the necessary possibilities for a comprehensive examination of the transitions from one to the other.

According to the French existentialist philosopher A.Kamyu: "Deciding whether or not life is worth living is to find the answer to the fundamental question of philosophy". For example, pragmatism focuses on the concept of truth and the problem of its detection. According to the representatives of this direction, philosophy must deal with this problem first and for the benefit of the individual. It is clear from the foregoing that the role of philosophical science in the education of every young generation as the owner of a high intellectual culture is invaluable.

### II. LITERATURE REVIEW

Without understanding the meaning, structure, and mechanisms of the intellectual culture, the essence of the intellectual culture of students cannot be understood. In this context, the study of problems are analysed by B. S. Goldstein, Yu. A. Varfolomeeva, V. P. Romanov, O. V. Inshakov, N. Glebova, V. Nechaev, A.Bikovskiy, N.U. Trushkina, A.S. Stepanenko, O.D. Shipunova, D.A. Rostovikh, R.V. Shutov, A.E .Nikitin, N.Yu. Popova in the research topic is related to the logical and psychological foundations of intellectual culture, structural elements and other forms of intellectual processes and the impact of continuous education on the development of intellectual culture of students.

### **III. RESEARCH METHODOLOGY**

In the course of research the idea of scientific development includes systematic, theoretical-deductive conclusions, analysis and synthesis, historicity and logic, hermeneutic analysis, heterogeneity, unity of humanity and nationality, comparative analysis.

### **IV. ANALYSIS AND RESULTS**

Improvement of the technology of intellectual culture development as a factor of professional socialization of students in the system of higher education in the world and making great importance at the process of creation multimedia tools aimed at supporting students' social activity and initiative; improving the diagnostic system for the development of intellectual culture in student-students, improvement of neurolinguistic programming technologies for the development of intellectual culture in student-students, the development of students' reading and reading culture.

The concept of intellectual culture has become an important topic in modern social and humanities, including philosophy, political science, culturology, psychology, art, pedagogy and religion. In the course of modern social development, emergence of global conflicts causes crises in the moral, financial, economic and social spheres. It is also the desire of scientists now to create new inventions and technologies that could bring new social and economic concerns to mankind. In particular, the newest areas of science and technology, such as nanotechnologies, machine intelligence, genetic medicine, are now of great concern to many scientists and practitioners. The nuclear threats that are well-known to humanity are now being added to the unprecedented capabilities and risks of emerging technologies in areas such as nano systems and machine intelligence. Our future depends on our scientifically sound approach to these processes. As human activities depend on rapidly evolving technologies, it is necessary to better understand the dynamics of the transition of humanity from the typical society to the "post-human" (inhuman) society. We need to see where the anti-development traps are located the path that can lead to the inevitable catastrophe.

It is alarming that in today's civilization of humanity, the "creative person" is increasingly becoming as a "consumer - human". This process, in turn, increases the need for creative thinkers and intellectually advanced individuals. From this point of view, the teaching of philosophy is great importance in instilling in students the social essence of the intellectual culture of the individual. Scientific substantiation of theoretical-methodological factors of formation and further development of intellectual culture in future cadres, regardless of their specialization is a spiritual and cultural basis, which determines the future of human society, including independent Uzbekistan. In the context of the postindustrial society, there has been a shift from linear thinking to the nonlinear thinking, from the classical science to the classical and post-classical science, in perfecting the intellectual culture of the individual. This transition is not the result of an emotional state but rather an intellectual culture. High level of teaching of philosophical disciplines in the system of higher and secondary special and also professional education is very important.

It is necessary to effectively use the material, spiritual and social capacities of civil society members and to deepen the creation of a system of property owners. First of all, it is necessary to improve the thinking of young qualified personnel, to improve their legal and moral level, to eliminate the embarrassment, neglect and indifference that existed in their activities. If we say with the words of The President of France, E.Macron, "Let's get rid of old-fashioned concepts." Their first victim is our youth. Our only task is to give our students a chance to succeed”.

The way of development of independence created wide opportunities for development of science in our country. As in all areas of science, fundamental changes have taken place in philosophy. After all, philosophy, with the most ancient history of development, combines social and political views of various eras, shaping the understanding of events, not just understanding them. As such, it is now important to further develop philosophy, equip the younger generation with philosophical outlook and philosophical knowledge based on the achievements of modern science.

It seems that today's teacher of philosophy, unlike other special subject teachers must have only one level of knowledge - linear rational thinking, not limited to theory non-linear thinking and familiar with scientific and aesthetic intuitions. That is to say, a teacher of philosophy today should not be confused with the neo-non-linear-synergistic understanding of everything that has already been introduced into 20th-century Western culture - philosophy and science, but must also have a scientific and aesthetic intuitive culture and absorb that culture. Without this, our national philosophy cannot be a global philosophy.

Therefore, today's teacher of philosophy should simultaneously introduce his students with a multidisciplinary knowledge and principles of good education, as well as the secrets of their creation. In this way, the teacher of philosophy serves the society at the same time to develop a harmonious generation with both logical thinking and a high moral, pure and noble elite culture, that is, creativity and initiative.

## V. CONCLUSION

The intellectual maturity and the education system are interconnected. It is desirable to develop a dialectical thinking on the basis of philosophical science in the formation of students' intellectual culture skills.

Here are some guidelines for providing students with broad opportunities for the development of intellectual culture:

- 1) Problems and formation of the intellectual function;
- 2) Search for and finding the answer to the problem;
- 3) Perceiving the response as a discovery of subjective news;
- 4) Prove the correct answer, justify it, explain it.

Based on the above considerations, it is not an exaggeration to say that the work of a philosophy teacher is much more than that of any other science teacher. Accordingly, in the past, the workload of teachers of philosophy was twice as much as that of the teachers of special subjects, and the number of teachers was much higher, and more so for non-academic, creative, organizational, educational, political and ideological work. The timing seems to be justifiable.

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