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THE MANIFESTATION OF A STUDENT'S INTELLECT UNDER THE INFLUENCE OF SOCIAL ENVIRONMENT AND COGNITIVE PROCESSES

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Abstract:
The article examines the development of intellect in relation to cognitive processes, emphasizing that every child possesses intellect that manifests in relation to certain knowledge or types of activities.

Keywords: cognitive, intellect, activity, sensation, perception, memory, thinking, imagination, receptor, thought, mind, processes, speech.

It is no secret that by the end of the first quarter of the 21st century, the assessment of intellect, which is one of the distinguishing features of modern children, remains, albeit insignificantly, outside adults' field of view.

Most psychologists who have worked on age-related periods actually consider intellect as a special characteristic of thinking, which represents a process of rapid awareness and the ability to draw conclusions about consciously acquired knowledge and skills. It should be particularly emphasized that intellect fundamentally differs from abilities and talent. Through careful observation of a child based on a plan, it is possible to determine whether they have an intellectual inclination towards certain activities and knowledge.

If we define intellect from the perspective of mental state, then intellect is a mental state that expresses an individual's orientation towards a certain form of activity.

If we correlate intellect with activity, then intellect is the desire to engage in a certain activity, the thirst for that activity. This is a person's desire, motivation, need for certain types of activity, not only the pursuit of a result, but also a special desire for the very process that a person carries out.An inclination is expressed in a person's desire to engage in a certain activity for an extended period. Children's inclinations

can manifest in increased interest in certain activities and attendance of related extracurricular classes.

An inclination or interest can also be viewed as a type of activity that a child engages in with pleasure, to which they are drawn, and which attracts them. For example, musical inclination and interests, scientific inclination and interests, inclination to study foreign languages, inclination towards archaeology.

If an engaging activity is assessed as controversial or negative, it's important to remember that it's not about the child's inclination, but about their intellect.

Unlike a child's favorite activities (a girl loves to cook, a boy loves to create websites), inclinations and interests don't necessarily have to lead to tangible results. However, inclinations and interests are more significant and serious than favorite activities, and it is quite natural that their meaning may be completely incomprehensible to others.

An inclination or interest is distinguished as an attitude towards any activity, state, or object.

Consequently, in a child's ontogenesis, intellect can be characterized as the child's orientation towards a specific activity. It would not be incorrect to say that the foundation of giftedness is a person's deep, stable need for a certain activity, that is, an interest in a particular type of activity.

The basis of giftedness can also be the desire to improve skills related to this need. Giftedness is an individual's selective orientation towards a specific activity that motivates them to engage in it.

The foundation of giftedness is a person's deep, stable need for a certain activity, a desire to improve the skills and abilities associated with this activity. The emergence of giftedness is typically a necessary condition for the development of corresponding abilities, although there may be instances of discrepancy between giftedness and abilities.

The first thing that characterizes a person from a psychological perspective is their interests and giftedness, which express the orientation of their personality. There is a subtle difference between the concepts of "interest" and "giftedness." Interest means focusing attention on a certain topic, while giftedness refers to an inclination towards a certain activity. Interest is the desire to become acquainted with a certain

topic, to study it, to comprehend it. "Giftedness" refers to the inclination to engage in a specific activity.

Often, interest in a subject is connected with giftedness for the corresponding activity. Interest in chess almost always arises together with a talent for playing chess. However, interest can exist independently of aptitude. Naturally, not all children interested in theater have an inclination towards the acting profession. A keen and constant interest in history may not necessarily mean that a child has a predisposition to become a historian.

"Giftedness" is a person's need for certain types of activities. The main indicator of the advantage of "giftedness" is the child's desire to engage in a specific type of activity long-term and systematically. In a child, this desire can be expressed in their attitude towards certain school subjects, in the wish to participate in clubs and extracurricular activities, and to dedicate free time to their favorite pursuit.

Giftedness is a special characteristic of an individual in the process of carrying out any activity, representing a set of stable interests that determine the presence of relatively high achievements and successes.

Based on the above general characteristics of giftedness, we will further focus on the cognitive foundations of giftedness.

The field of cognitive psychology pays special attention to the process of sensation in the ontogenesis of a child's psyche during the development of the "self" of intellect, analyzing the specific role of each sensory receptor. Most practicing psychologists note the leading role of visual and auditory sensations. It is a well-known fact that primary school students acquire basic knowledge through these two receptors. Thanks to sensory receptors, gifted students quickly grasp aspects of problems that their peers cannot notice. If the main function of sensation is to create excitation in the brain, then attention ensures the dominance of one center by directing conscious activity towards this excitation. Consequently, a gifted student quickly distinguishes the necessary information from other stimuli and focuses their perception on it.

Perception, in turn, based on dominance in the brain, holistically reflects the form, appearance, and essence of the stimulus. The main task of this process is to answer the question "What is this?" A gifted student is capable of directing their attention

to aspects of new knowledge that other peers do not notice, thereby orienting their conscious activity. Without realizing what the perceived knowledge or object represents, attention directs perception to memory, searching for an answer to the question: "Are this object or knowledge familiar?"

Memory, in turn, based on the processes of "recollection," "memorization," and "reproduction," reflects existing knowledge one after another. If the perceived knowledge and object have a closely similar source, the mind seeks to quickly generalize similar features and can draw preliminary conclusions. In cases where memory sources do not contain information, attention directs thinking towards unfamiliar knowledge and objects.

Thinking first carries out the "synthesis" of an unfamiliar problem and subject, and then, after performing "analysis," consciously generalizes. A quick-witted student will not stop searching until they find a solution, repeatedly performing the three aforementioned thinking processes. After a complete analysis and synthesis of the problem, they reflect for a while before coming to the conclusion "I don't know." It is precisely in this thinking process that a quick-witted student can demonstrate the creativity (research abilities, inventiveness) of their thinking, examining the problem from different angles. In most cases, imagination participates in reflecting various aspects of different images in the process of creative thinking.

Figurative imagination has a certain degree of connection with intellect in students' assimilation of knowledge and problem-solving. Along with the emergence of a problematic situation, its resolution involves both logical thinking and creative imagination, both indirectly and directly. The outcome of any learning activity that a child must perform should be pre-visualized as a holistic image and pass through the stages of creative thinking.

In global psychology, imagination is interpreted as an integral part of human creative activity. It ensures the revision of the activity plan when uncertainty arises in a problematic situation, or when unfamiliar behavioral signs of a systemic nature appear. It should be especially emphasized that imagination never acts as the creator of the creative activity program, but only generates images to supplement it and replace individual elements.

There are a number of similarities and some differences between intellect, thinking, and imagination. These are expressed as follows:

1) intellect, imagination, and thinking arise in problematic situations, in the process of solving problems and tasks;

2) there is a commonality in the search for and selection of new solutions, methods, and means;

3) the emergence of intellect, imagination, and thinking is directly related to the needs of the individual;

4) first, imaginary images of need satisfaction are created, resulting in the ability to vividly envision the situation;

5) If preliminary reflection in the mind and imagination arises in the form of vivid representations and vivid images, then in thinking they are realized through generalizations, concepts, and the property of mediation.

The most important aspect of imagination in the manifestation of intellect is that it creates a crucial basis for easier exit from a problematic situation even when there is insufficient information related to the subject of thought.

As noted above, intellect cannot arise, form, and improve without cognitive processes, nor can it develop without the influence of the social environment.

If we consider from the perspective that a child receives all knowledge and skills from adults, then the control and assessment of a child's behavior are carried out by adults in society. Therefore, identifying a child's intellect is also the responsibility of adults. If a child's intellect is identified and opportunities are created for its development in accordance with the direction of this intellect, then a wide path will open up for the development of the child's abilities and talents. In this situation, primary school teachers should not forget that identifying and correctly guiding a younger student's intellect determines the child's future.

The observational skills of family heads play a crucial role in assessing the intelligence of children within the family. As the saying goes, "If there are ten, each one is special." Naturally, the intellectual abilities of children in one family differ significantly from one another, which is why family heads should regularly observe and monitor the intellectual development of their children.

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