

Dynamics of Social Activity and Intelligence in Young People: Problems and Solutions

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Abstract. Analysis and dynamics intellect of student's Usmanova Shoira Jumabekovna. As a result, students' intelligence in psychology has increased. It was discovered through a process of investigating the social-psychological quality of a dynamic's development, maintenance of its organization, ways, forms, and methods, as well as elaborated theoretical approaches, problem-solving hypotheses, conceptions, and scientific-methodical recommendations. These methods can be applied to the development of work sections and young organizations, textbook content determination, and educational-methodical work in higher education institutions.

Keywords: Intellect, sensible skills, social and emotional intellect, ability for empathy, psycho diagnosis, intellects dynamics

President of the Republic of Uzbekistan Shavkat Mirziyoyev gave an interview to the editor-in-chief of the newspaper Yangi Uzbekistan Salim Donirov on August 17, 2021, titled "New Uzbekistan becomes a country of democratic reform, enormous opportunities, and practical work." The interview included in-depth analysis of the reforms implemented in all aspects of society from 2016 to 2021, as well as future priorities.

Shavkat Mirziyoyev, President of the Republic of Uzbekistan, gave a speech and held an open debate with entrepreneurs and businesspeople on August 20, 2021. At the event, a report was presented that included unique concepts that may be developed for youngsters.

This paper undoubtedly represents the substantial work done in New Uzbekistan as well as the current problems. Because the concept of individual liberty and its intellectual potential is one of humanity's greatest notions. After all, a free person, or a group of free people, can work creatively, safely, humanely, and creatively to attain their goals, as well as actively participate in science, culture, and the contemporary manufacturing process.

The current radical changes in society's development have created qualitatively new and relatively complex tasks, in which the level of development of the individual's intellect, the regulation of his or her mental powers, and moral aspects are of particular importance. So, how do these characteristics manifest and take root in student life?

Students are viewed as a social group in research who are prepared for social roles and specialization in material and spiritual production based on a set of rules, or a special program.

The rapid rise of social maturity is one of the key characteristics of the student period. Such maturity necessitates the individual's mental capacity to perform the different roles that are required in life and activities. The importance of mental maturity cannot be overstated. The dynamics of intellectual development cannot be based on the student's timely attendance or completion of prescribed activities, which is insufficient to diagnose mental development.

Scientific and theoretical support for the dynamics of intelligence in student professional development, as well as the impact of pedagogical innovations on the dynamics of social intelligence, and an examination of the systematic module of the dynamics of intelligence in student professional development.

The study of the nature of young people's social intelligence, as well as in-depth scientific analysis, is a requirement of today. It is critical to examine the methods for determining social intelligence and the characteristics of its dynamics in the upbringing of a harmoniously developed generation, as well as increasing their intellectual potential and professional formation. In the educational process, interviews, observations, questions and answers, questionnaires, and observation of pupils' intellectual potential, the method of

"Progressive Matrices" by J. Raven, ability to work with words related to factor B Understand complex logical relationships and abstract connections Test "Complex analogies", The "Distinguishing Important Characteristics" test, the "Visual Intelligence Learning" test for visual processing and logical reasoning, and the "Applied Intelligence Learning" test were used to assess the level of development of practical intelligence. In addition, the methodology of Dj. Guilford and M. Sullivan "Diagnosis of social intelligence" and the method of V.V. Boyko "Diagnosis of the level of empathic abilities" were used.

If we concentrate on the two types of intelligence, abstract intelligence is the ability to comprehend abstract, verbal, and mathematical symbols and do various mental processes with their assistance, while social intelligence is the ability to comprehend and interact with people.

The capacity to correctly judge others, predict their behavior, and engage with them as a result is referred to as social intelligence. A variety of characteristics can be identified that help people understand others better. As a separate ability, social intelligence is one of these attributes. Work on social cognition and communication skills began to appear in the 1960s. During these years, great attention was dedicated to the topic of common perception - people's comprehension of one another - and attempts were made to develop a methodology for studying it based on conceptual concepts about the nature and organization of social intelligence (J. Guilford, D. Keith, N. Kentor, etc.).

J. Guilford, the inventor of the first credible test to measure social intelligence, looked at it as a set of intellectual abilities separate from general intelligence and primarily concerned with the comprehension of behavioral data.

D. Keith devised tests in the 1980s to evaluate ethical and etiquette thinking. M. Ford and M. Tisak underline that the quest for the best answer to a problem scenario is at the heart of intelligence assessment. They were able to demonstrate that social intelligence encompasses a distinct and proportional set of mental abilities relevant to social information processing. This set of abilities is fundamentally distinct from the abilities that underpin "formal" thinking and are assessed through "academic" intellectual tests.

Forming long-term relationships is one of the key goals of social intelligence. Understanding the relationship's level and type implies having a good future influence on each other and deepening the bond.

Social intelligence impacts a person's neuropsychological state through time, social environment elements, and the success of social connections, as well as allowing him to keep energy concentration, emotional stress, stress discomfort, emergencies, and personality crises.

The mobilization function of social intelligence is critical, as it aids in emergency situations, long-term stress, and self-awareness. People with social intelligence are better able to forecast and prepare for human relationship events, as well as be more resilient to psychological stress.

As stated in the leaflet, aggression is a barrier to communication. This group of people is characterized by negativity, critical thinking, inability to see someone's success, and a tendency to be upset. Because of a lack of communicative expertise and experience, shyness, and secrecy, authoritarianism and violence are significantly greater elements that obstruct communication and contact with individuals.

In general, we can observe that social intelligence grows with age. The reason for this can be determined by the fact that students are studying at universities. Because in the first years of study, students learn the characteristics of the human-professional field. The higher education standard requires the student to do so. According to the results of the study, the indicators of the first stages of the study of social intelligence showed a correlation between the criteria of understanding the feelings, thoughts and intentions of the participant and the factors of analysis of interpersonal interactions. Then we observed a correlation between the factors that organize verbal expression and interpersonal interaction. This indicates that the "I" concentration and the "I" symbol are well formed in Level 1 students. They understand the difficult situations between people, the logic of the formation of situations, they feel what is the essence of the change in this situation when other people are involved in it. The shortcoming encountered in the development of social intelligence in the early stages is that they do not well shape their ability to understand behavior. In the analysis of the relations of social intelligence indicators of the second stage, the understanding of the feelings, thoughts and intentions of the communication participant is well developed, which led to the understanding of nonverbal behavior, verbal expressions. They were trying to look carefully at those around them. In the third stage, the factor of understanding the feelings, thoughts and intentions of the communication participant and the factors of analysis of interpersonal interactions are interdependent and there is a correlation. The ability to understand

nonverbal and verbal expression is observed. The fourth-year students, on the other hand, showed good results. In the overall results, a lot of correlation relations were observed. As a result of the research, a systematic module of intellectual dynamics in the professional formation of students was developed.

Based on the above, the following conclusions can be drawn: The study of the nature of social intelligence of young people, in-depth scientific analysis is a requirement of today, it is important to study in depth and analyze the characteristics of the dynamics of methods of determining social intelligence in the upbringing of a harmoniously developed generation, its intellectual potential and professional formation; In the unity of intellectual abilities of young people in interpersonal relationships, the ability to assess the social environment, the behavior of interlocutors, personal qualities, experiences are inextricably linked with the law; the ability to understand the feelings, thoughts, and intentions of a communicator has a positive effect on both the growth of social intelligence and the understanding of complex logical relationships, the ability to differentiate between important and unimportant aspects of concepts is reflected in the self-expression of young people in their professional and personal development, leading to an increase in their ability to process information.

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