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PROFESSION OF FUTURE STUDENTS DEVELOPING THEIR COMPETENCES

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Abstract:
In this article, the professional of future students' The main content of the development of competences is the educational system, the pedagogical methods used to improve the intellectual abilities of students, and their importance.

Keywords: teacher, ability, competence, development, education, intellectual, general education, skill, method, game, education, goal, tasks, technologists.

Developing the abilities of young people in the course of the education system in our country today is one of the main tasks of every teacher. Elementary school in accordance with the priority tasks "Further improvement of the continuous education system, further increase of quality education services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" defined in the Action Strategy for the further development of the Republic of Uzbekistan. It is also an urgent task for teachers to improve the skills of developing students' intellectual abilities. This article is devoted to the development of intellectual abilities of elementary school students in the continuous education system, including intellectual games, multimedia presentations the effectiveness of use is revealed. Also, the concept of ability and its role in the life of students were discussed.

Development of intellectual, organizational and communicative abilities of children and adolescents consists in including intellectual recreation, social and project activities through the joint activities of adults and children as active organizers and participants of all intellectual and cognitive activities. The following technologies are used in the implementation of this work:

- problem-based educational technologies (development of students' creative abilities, in which the teacher uses special pedagogical tools to carry out targeted work on the formation of students' thinking ability and cognitive needs, based on knowledge of the development laws of thinking);

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- **game technology**;
- project teaching technologies (ways to organize independent activities of students to achieve a certain result, interest, creative self-awareness of the student's developing personality, interest in him in the process of solving any problem, his intellectual and physical abilities, will and development of creative ability);
- development of critical thinking (showing curiosity, using research methods, formulating questions, systematically searching for answers, revealing the causes and consequences of evidence, doubting generally accepted truths, the ability to develop a point of view and defend it with logical arguments);
technologies of a person-oriented approach (maximum development (not the formation of predetermined ones) formation of the child's personal cognitive abilities based on the existing life activity experience).

Intellectual games. Intellectual games not only develop students' mental abilities, but also form their qualities such as thinking, reasoning, self-presentation, free expression of their opinion, and teamwork. Intellectual games lead not only to the strengthening of the practical direction of teaching, but also to the strengthening of theoretical knowledge acquired by students in the course of the lesson.

It should be noted that before organizing intellectual games, it is necessary to thoroughly prepare for this process. In this case, the main focus is on choosing the appropriate ones from the intellectual games used in the training process,
it is focused on determining the stage at which they will be implemented, clearly explaining the conditions of the game to the students. Although intellectual games do not provide deep new knowledge, they make the lesson interesting. Effective use of intellectual games has a positive effect on the further development of primary school students' theoretical knowledge in the educational process, their ability to think independently, and creatively approach problems. The main goal of intellectual games is to expand students' worldview, improve their thinking skills, and increase their interest in learning.

From intellectual games: "Answer Now" game.
In this game, the teacher tests how well the participant of the game has mastered pedagogical knowledge and concepts. According to the condition of the game, the pupil or student must say the opposite of the pedagogical phrase said by the

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leader. In the course of the game, the correct and incorrect answers given by the student are taken into account and evaluated based on the scale of the rating system. Memory game. This type of intellectual game plays an important role in strengthening the knowledge acquired by students. In this game, the teacher conveys the concepts of a certain topic or section to the students. And the students, relying on their memories, express them orally and in writing within a certain period of time (minutes) necessary. For example:

Cluster game. According to the conditions of the game, the teacher writes a certain generalized pedagogical concept on the board, and the students are asked to identify the specific aspects that represent this concept. For example: student, school, knowledge, practice, pedagogue, etc.

Pedagogical expediency of intellectual homes is an opportunity for the most talented and knowledgeable children to open up.

Intellectual-cognitive games are an opportunity for creative communication, search for new forms and self-expression not only in intellectual activity, but also in other types of creative activity. The interaction of the game leads to the formation of new norms of relations, principles of behavior, encourages self-analysis and reflection.

Team games are provided for in this manual, and therefore, children develop not only certain knowledge, but also the ability to communicate, allowing them to learn the dialogue of working in a group. Intellectual games create an atmosphere of cooperation, mutual trust and respect.

Management of the child's creative processes: it is aimed at developing the logical thinking and intelligence of students based on the formation of the ability to indulge in fantasy, understand laws, and solve complex problem situations. This allows the student to discover many qualities based on creative thinking; students in their intellectual activities designed to help them become more relaxed and freer, creating a "success situation" for them.

The goal: to create conditions for identifying and developing mental, communicative and organizational skills of children and adolescents, to involve them in mental and cognitive activities for active socialization in society through socio-pedagogical direction.

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Tasks: Educational:

- teaching how to play intellectual-cognitive games (IKO) and solve various puzzles;
- organization of children's free time through intellectual and creative communication by organizing and conducting IKO;
- to support the formation of students' experience of independent cognitive activity using modern pedagogical technologies.

Educational:

- introduction to norms of behavior and communication;
- establishing trusting relationships with adults;
- development of cooperation and team interaction skills in children.

Developer:

- development of creative abilities;
- development of curiosity as the basis of cognitive activity;
- development of personal qualities such as determination, independence, objectivity and leadership qualities.

This general development program is different from the existing features in this field in that its variability allows students to use the initial level of competence to determine the choice of a course of activity and continue training at a more complex level. The peculiarity of the expected activity of children is associated with the gradual complication of the presentation of the material (it is important to explain the methodology and organization of mental and cognitive games by the students, from playing games directly with students by the teacher).

In short, practical training in the program is related to the use of interactive teaching methods and information technologies. The program is aimed at the wide use of various pedagogical tools: games and exercises aimed at developing mental processes, fine motor skills, speech, students' creative abilities, communicative interaction skills and adaptation in society.

An important factor in the intellectual-cognitive game is intellectual.

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