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INTELLECT AND COGNITIVE PROCESS

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Annotasiya: Ushbu maqolada epistemologiyada intellekt va kognitiv jarayon muammosi dialektik yondashuv asosida falsafiy tadqiq qilingan. Intelektning ijtimoiy mohiyati, kognitiv jarayonlarning shakllari va namoyon bo'lishi, kelib chiqishi, genезisi va ilmiy ahamiyati epistemologik talqin qilingan.

Kalit so'zlar: intellekt, kognitiv jarayon, kognitivlik, bilish, adaptasiya, epistemologiya, хотira, diqqat, tafakkur.

Аннотация: В данной статье проблема интеллекта и когнитивного процесса в эпистемологии была философски изучена на основе диалектического подхода. Эпистемологическая интерпретация социальной сущности интеллекта, форм и проявлений когнитивных процессов, происхождения, генезиса и научного значения.

Ключевые слова: интеллект, когнитивный процесс, познавательность, познание, адаптация, эпистемология, память, внимание, мышление.

Abstract: In this paper, the problem of intelligence and cognitive process in epistemology has been philosophically studied on the basis of a dialectical approach. The epistemological interpretation of the social essence of intelligence, forms and manifestations of cognitive processes, origin, Genesis and scientific significance.

Keywords: intellect, cognitive process, cognitiveness, cognition, adoration, epistemology, memory, attention, contemplation.

Introduction: After the independence of our republic, the purpose of educating the generation was laid on the scale of the day. Therefore, strategic tasks are being carried out in our country, which are of great importance in terms of increasing the cognitive abilities of young people. In particular, special attention is paid to the development of the concept of "youth of Uzbekistan-2025" [1], which serves to create organizational, legal and socio-spiritual conditions for raising the potential of young people, ensuring their perfection in all respects. In the history of philosophy, the problem of intellect has always been in the spotlight of scientists and philosophers. Intellect has not only entered into the scope of the study of the problems of philosophy gnoseological, epistemological, but also such disciplines as anthropology, psychology, pedagogy, cybernetics, Informatics, physiology. Human practical and intellectual activity is connected with intellect. Intellect is a complex mental crayon, embodying in itself cognitive (cognition, perception, perception) and constructive (creation, creativity) processes.

In many sources, the concepts of intelligence and thought are distorted. Intellect-manifests the qualities of the psyche, such as perception, perception,

understanding, ingenuity. Intellect is the ability to adapt to this environment, to solve mental issues.

Literature review: In this study, more russian, uzbek and foreign philosophers, psychologists used scientific works.

Research Methodology: the study used the methods of critique-reflection, objectivity, systematic approach, diachronic and synchronous approach, innovative approach, analysis and synthesis, analogy, generalization, comparative analysis, historicity and logic unit of scientific knowledge.

Analysis and results: Intellect (Latin: *intellectus* – understanding, cognition, intelligence) is a relatively stable system of mental acts, operas and abilities that determines the cognitive style of a person's mental abilities and the cognitive abilities of some higher animals [2. 281-283]. It follows that cognitive behavior is not only inherent in man, but also manifested in some animals, in particular primates. In many respects philosophers call intellect a world of rational thought. The landscapes of the universe created by man belong to intellect[3. 167]. Some researchers understand intellect as the justification for the intelligent labor activity of man at various levels, or the act of the universe for rational management of his activities, or the rule of the universe [4. 93].

With the development of intelligence in young children, the following qualities develop:

* ability to adapt (adapt) ;

• ability to study and learn;

• ability to understand the abstract;

• manage reality, set goals, build and plan strategies to achieve the goal.

Intellectual is a person with a highly developed intellect and analytical mindset, representing mental labor. Of course, this is done through cognitive processes.

Knowledge is a set of scientific, practical information, concepts about the state of being or about certain (scientific, cultural, educational, spiritual, military, etc.) spheres. Hence, intellect as a philosophical category has a broad meaning. Intellect some cases of polymorphism constitute another group of its meanings. Buda is manifested in such mental cases as doubt, depression, guilt, joy, arousal, confidence, melancholy, desire. Similar situations are often manifested in the appearance of a person from mental, unconscious or physical factors. Intellect the attributes of orientation are indicated in its subject, purpose, essence, means, forms, conditions, etc. Intellect is always expressed in the perception of life. Against this background, it is necessary to distinguish between the orientation of intellect to from heaven. Intellect can be directed to both the botanic world of human life and its apparent World. When intelligence is directed to the world of botany, it is recorded in self-observation, self-awareness, self-analysis, self-perception, self-assessment, self-management, etc.

As a result of the conditions inherent in each person's knowledge of the universe, any abilities will be formed. This ability to know is expressed in individual mental and physical characteristics that characterize the individual's ability to perform certain activities and the conditions of the subject in which he is able to perform his work[5.150].



Studies conducted by philosophers and psychologists have data on the presence of a dialectic connection *adorlik*, an inalienable link between intelligence and the cognitive process. Since cognitive processes are a mental phenomenon aimed at human cognition.

* ***Perception as a cognitive process:*** cognitive perception allows us to organize and understand the world around us through the stimuli we receive from the senses. All this information is taken and our brain creates new knowledge.

* ***Attention as a cognitive process:*** attention is a process of cognition, from which it is understood that it is possible to concentrate attention on a particular stimulus or activity in order to be more aware of it. Attention is the most important task, it is always necessary for us. In addition, carefully using cognitive processes are regulated. On the basis of perception (attention responds to external influences coming to the senses), this process is studied and complex reasoning.

* ***Memory as a cognitive process:*** memory is a cognitive function that allows coding, storing and restoring previously received information. Memory is the basic process in learning information and also form our own. There are many types and classifications of memory, in particular, short-term memory, the ability to temporarily store information in the head (for example, to remember the phone number on paper up to *toganga*) and long-term memory, that is, we have knowledge and memories that store information for a long time. Long-term memory, in turn, is divided into a declarative, which includes knowledge acquired through speech and education (for example, knowledge, which the Spanish Civil War ended in 1939-th year) and knowledge acquired through personal life experience (for example, cookies, memories that your grandmother cooked for you in the village); as well as prosessual memory - memory for actions (for example, driving a car or walking It also has audial (auditory) memory, contextual memory, memory for names, recognition memory.

* **Contemplation as a cognitive process:** contemplation (thinking) is the most important cognitive process. It allows you to combine all the information obtained and establish a relationship between the data that make up it. For this, thinking, synthesis and problem-solving, that is, executive functions, are used.

And contemplation is the activity of a person's cognition. In psychology, thought is understood as a combination of mental operations, such as the formation of attention, perception, perception and judgment.

* ***Speech as a cognitive process:*** speech is the ability to express our feelings and thoughts in words. With the help of this tool, we receive, collect and transmit information about ourselves and the world around us. Speech and thinking develop parallelly, are closely related to each other and have a significant impact on each other.

Sh.Kushakov's opinion, passing through the process of semantic transformation in speech and cognitive activity, meanings converge and dictates the origin of a new meaning[6.32].

* ***Learning as a cognitive process of learning:*** a process that allows you to add new information to existing knowledge. With education, we mean its variety, education is all the knowledge we receive in school and during socialization, ranging



from Holocaust (toothbrush or gait). Piaje and other researchers define cognitive education as the process through which information enters the cognitive system and changes it.

Cognitive processes can be natural and artificial, conscious or unconscious, in general, they are processes that occur very often and often, but we are not aware of them. For example, when we walk along the street and see a red traffic light, we begin a cognitive process, as a result of which we decide (in the tribe of crossing or not crossing the road).

Cognitive system and cognitive structure is a system of cognition developed in one's mind as a result of the formation, upbringing, teaching, observation and reflection of a person's character in the environment[7]. On the basis of this system, goals are set and decisions are made on how to behave in a particular situation, how to avoid cognitive dissonance. The basis of the cognitive system is the interaction of thought, consciousness, memory and language; the carrier of such a system is the human brain[8.180-197].

The cognitive system may include the following defining characteristics:
manifestation-verisational through the language system;
effective-quick and effective solution to practical problems;
algorithmization- is a sequence-based approach;
mastering - mastering the system as a result of the study;
adaptation. So it turns out that all cognitive systems have a constructive

character.

The accumulasion of reality, that is, the accumulated knowledge of the truth expressed in certain character systems inherent in a particular culture or ethnic group, is told to concepts that combine universal ideas about the world inherent to all mankind, based on the rational and cultural characteristics of an ethnic group speaking a particular language [9.26-29].

It should be noted that the formation of goals and decisions depends not only on the content of knowledge and newly obtained information, but also on the physical and mental state of a person and other factors. In particular, it depends to some extent on the form of presentation of newly received information.

Artificial cognitive systems are also different, that is, they are specific to machines with artificial intelligence signs that have the function of cognition, non-biological systems are understood, which in turn is “the ability to connect events in a timely manner, the construction of an interactive space-time model of events”.[10]

Conclusion:

From the interpretation of the problem of cognition and intellect, such conclusions are drawn:

First, socio-historical progress shows that cognitive activity of individuals in society always leads to the formation and development of intellect. Scientific research has proved that intelligence is the process and result of constructive cognitive activity.

Secondly, the intellectual and cognitive process manifests itself as a congruent form of transferring a person from one generation to another in order to acquire knowledge, process them, store them in memory and transmit them, to realize their



valuable goals, to communicate and exchange experience, as well as to ensure succession.

Thirdly, the cognitive process and intellect synthesize the possibilities of constructive creativity, which are carried out during the social, professional and spiritual activity of a person.

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