



THE IMPORTANCE OF EDUCATION AND INTELLECT IN MANAGEMENT OF VOCATIONAL EDUCATION SYSTEM

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Received: 1 th April 2021 Accepted: 14 th April 2021 Published: 30 th April 2021	This article discusses the role and importance of intellectual ability and upbringing in the management of vocational education system.
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In the past, any professional manager has been highly esteemed and respected. Scholars have highlighted the need for knowledgeable, independent-minded, highly qualified, spiritual and skilled professional managers, who are now recognized as having a global, international character in vocational education management. Our great generations have said in their works that a profession is a necessity for a person.

Kaikovus writes in his novel "So, if you have a mind, learn a trade, because an unprofessional mind is like a body without a head, a body without a picture ... O child, beware, a person without a profession is always useless." It is great and does not benefit anyone "[1, 26].

The Resolutions and Regulations of the Republic of Uzbekistan pay great attention to the training of specialists and take special care to them. Nowadays, one of the main tasks of the Ministry of Higher and Secondary Special Education at the state level is to train young people in the profession of modern education, to choose a profession according to their desires and wishes throughout their lives which is to form a sense of devotion to their profession.

For these reasons, the organization of high and effective educational process and the training of qualified and competitive specialists is a key issue for the state. In The Great Didactics, the idea of "pan-sofia" (pan-Greek - whole, all, sofia - wisdom, intelligence) means to know everything and to educate for all. In Pan Sofia, it provides a summary of the knowledge of nature and society. A school is an institution where we often see the idea that "everyone should be taught everything."

Comenius emphasizes the purpose of education in his works. The purpose of education is to prepare a person for the world of eternity. This can be done through three types of behaviour:

- 1 Mental upbringing
- 2 Moral upbringing
- 3 Religious upbringing

This goal is achieved from birth to the age of 24 which is considered to complete four schools in the period and the children must be taught 6 years in each one. K.D. Ushinsky's pedagogical theory was formed. He said "The system of upbringing child in each country is determined by the development conditions of the people, their needs and requirements." There is one innate tendency that is common to all and upbringing can always be relied upon this is what we call populism. An education created by the people and based on the people has such a behavioristic power that such a power is not based on abstract ideas or even in the best systems derived from other nations. " Ushinsky understood populism as the uniqueness of each nation, which is characterized by the historical development, geographical and natural conditions in which that people should live and work. According to his opinion, "if upbringing is to make a person happy, it should not prepare him for happiness, but to prepare him for life work." Upbringing should cultivate a love of work and a habit. Ushinsky believed that it would be very useful to combine physical and mental labor in human's work. He said about pupils' work "Study is work and should be work, but it should be full-fledged work."

The Zoroastrian holy book "the Avesto" also emphasizes the importance of vocational education. It is said: "Education should be the most important pillar of life. Every young person should be educated to rise to the highest level by learning to read well and then to write. "

Imam al-Bukhari's views on upbringing condemn ignorance as a deadly tragedy. He challenged people to be truthful, to keep the promise and showed the three characters of a hypocrite which consists of lying, not keeping the promise and betraying the trust. Ethical views play an important role in al-Bukhari's viewpoints in teaching on education. When we analyze each line of the valuable spiritual wealth left by the thinkers of the East, we can get

exemplary, valuable insights into their human maturity, spirituality and diligence, the formation of children and youth into well-rounded people and vocational training. A number of architectural structures, great historical monuments, works of folk art (painting, pottery, architecture), which have survived to the present day, are artifacts found as a result of archeological research, all of which are of great interest to our great ancestors that they have left invaluable material on ability and talent.

It is known from the history, we can see that the ancestors of the modern Uzbek people underwent a long and difficult way in creating a unique culture thousands of years ago. For instance, our ancestors' oldest written monument of valuable views on the education and upbringing of the younger generation in the works of the proponents of humanistic utopia T. More (1478-1535) and T. Campanella (1568-1639) that the idea of linking youth education with productive labor was put forward. The development of industrial relations, the development of science and technology has increased the interest in vocational education. First of all, special attention was paid to the social and economic aspects of child labor [3, 67].

The English economist and pedagogue Dj. Bellers (1634 - 1725) wrote "Recommendations for Cooperation in Industrial Enterprises" which is one of the first project about teaching young generation for vocational education that was written to be one of the way to avoid poverty is to teach the youth to learn the secrets of vocational education and to link education with productive labor was put forward. [6,38]

Based on the first works of D. Super, S. Buhler and E. Ginsberg, professional development is divided into several phases:

- 1) the formation phase (from birth to 14 years), the profession is chosen based on professional fantasies;
- 2) research phase (15-24 years), the person intends to choose a profession that is appropriate for his abilities;
- 3) the consolidation phase (25-44 years), the field of professional activity corresponding to a stable personal position is established;
- 4) keeping phase (45-64 years). During this period, an individual's professional activity takes place within a defined area of professional activity;
- 5) declining phase (65 years). At this phase, a new professional role emerges and monitors the professional activities of others become a priority. Typological trends focus on the typology of professional activity (E. Spranger, D. Holland). In his typology, Holland distinguished a number of types of personality that are aimed at a complex goal:
 1. Realistic orientation;
 2. Intellectual orientation;
 3. Social orientation;
 4. Conventional orientation;
 5. Entrepreneurial orientation [2,137]

The American psychologist F. Freeman put forward the idea that the intellect consists of six components and shows their arrangement in the following order:

- ability for numerical operations;
- vocabulary proficiency;
- ability to distinguish between similarities and differences between geometric shapes;
- speed or pace of a person's speech;
- ability of the person to think and consider;
- memory productivity or unique quality. [5, 27]

Another intelligent psychologist, L. Thorstone, studied various aspects of general intelligence and summarized them as "primary mental potentials." The author emphasized the differences between seven types of potentials:

- an indicator of human ability to calculate;
- An indicator of concise expression of the spoken word, the ability to quickly read the hadith with the help of speech;
- complete comprehension of oral information or comprehension of learnt words;
- the ability of spatial operations or the ability (readability) of the risk; - memory strength or its stability;
- ability to think and to argue;
- The speed of realizing or its pace

French psychologist T. Ribo emphasized that the expansion of the scope of perception, the increase of knowledge, the ability to focus on several objects at once - leads to the development of the human intellect and it can consist of three stages:

- imitation of the person or his external imitation,
- human identification (the process of assimilation of the student's knowledge, assimilation of his personal qualities and characteristics, etc.), - reflection (human self-awareness and being such as the ability to carry out activities, to make specific plans, to implement them in accordance with the purpose of life and activity).

Buhler believed that intellectual development must consist of the following stages:

- syncretism (inability to distinguish concepts);
- agglutinism (increased imagination in school-age children, inadequate perception of time, merging each image into a community according to certain parts);

- with the help of imagination (creative imagination) a person can help his homeland in any way; - Realism (realism, that is, the creation of a clear structure in relation to things and events in the environment, as a form of thinking that is as close as possible to life experiences).

Summarizing the scientific material collected by psychologists around the world, we believe that attention should be paid to the following factors in the study of the problem of intelligence:

- The dependence of intelligence on the characteristics of age;
- Relation to gender and the order of birth;
- belonging to the nation, ethnos, ethnicity and people;
- Harmony with the socio-economic status of the family;
- parental education, social background;
- The role of biologically conditioned personality traits, qualities, attributes, etc.

As a result of continuous research, a number of scientific theories (concepts) in the field of psychology have emerged and each of which leads to a unique interpretation and interpretation of the problem of intelligence:

- problem-solving methods and strategies;
- system or structure of intellectual operations;
- the effectiveness or efficiency of a particular approach to the situation (spiritual, quantitative and logical aspects), its functional aspects, directions;
- a separate, individual approach, the nature of the process of learning which requires activity from the person;
- The possibility of the formation of cognitive style, etc.

From our personal observations, it is clear that the development of the intellect is inextricably linked with the following factors: - the presence, stability, accuracy of the comprehension and high regulatory levels of knowledge, learning motives; - search for innovation, problem solving, selection of specific tools and research and creative activity; - high probability of achieving independent solutions; - the ability to move forward and to "tell", the freedom in the process of throwing a bite, the absence of fear; - the ability to create a symbol and pattern of high sophistication and spiritual taste, the birth of the function of their evaluation and measurement, its manageability. Much has been done in the course of the historical development of mankind to study the phenomenon known as intellect. One of these is the IQ test. Many classical tests play an important role in determining a person's level of intelligence.

These include the Stanford-Bine scale. The Stanford-Bine scale consists of interesting assignments and problems, which are distributed according to the age of the subjects. Below we provide examples of these IQ test questionnaires and try to comment on them.

I. For 4-year-olds (time for each task is 2 months): - compare shapes and objects cut into different lengths; - identify differences between different types of forms; - Count 4 coins; - draw a square and explain it; - correct, clear and understandable answers to the questions are required, outside help is prohibited; - It is necessary to count and repeat the four numbers correctly and inversely.

II. For 9-year-old children (duration 2 months): - name, explanation of the names of day, week, month, year; - Divide 5 objects or objects into groups (depending on the sign); - explanation of return after purchase; - Repeat 4 numbers in reverse; - make up 3 given words (child, river, ball); - choose a rhyme for three different words; - It is known that the diagnostic value of any psychological test depends on its satisfaction of a number of general requirements, including standardization, reliability, validity.

Based on these requirements, we also analyze the Stanford-Bine scale. This scale is well-designed, convenient and compact in all respects for researchers. It has clear instructions for everyone and the development of quantitative results. Each of the tests describes in detail how to conduct it, the timing, the verbal instructions given to the examinees and the relevant instructions, and the methods of interpreting the questions. The Stanford-Bine test is reliable for both adults and minors. But that can change from childhood to adolescence.

For example, the reliability coefficients for two-and-a-half to five-year-olds ranged from 0.33 (for 140-149 points) to 0.91 (for those who scored 60-69 points); In children and students aged 6 to 13 years, the reliability coefficients ranged from 0.91 (for scoring 140-149) to 0.98 (for scoring 60-69). It is important to note that each question included in the Stanford-Bine test is aimed at revealing the predetermined purpose of the test and ultimately these questions can immediately determine the intended purpose. The speed and unexpectedness of human intellectual development is explained not only by the properties of the material basis, but also by the emergence of the field of perception, the emergence of "artificial" systems, spatial connections, the full use of biological and psychological potential. It is worth noting that "artificial" sources are a major factor.

Now we will inform about a set of positive and negative factors influencing the intellectual development of the subjects: - The availability of modern technology in educational institutions; - The functioning of various clubs, sections, educational institutions and the creation of the necessary conditions in them; - material and moral conditions created in the family environment - conditions and spiritual motivation of individuals; - Continuity of interaction with individuals and the existence of a warm interpersonal psychological environment in the family; - The opportunity to organize and participate in various television debates, competitions on ingenuity, creativity, speed; - reduce the amount of redundant information and messages (for example, slot games, videos); - The problem of not engaging in harmful habits and behaviors, its solution (drinking, smoking, etc.); - employment of children and students in household chores and rational distribution of labor among individuals in the family environment; - The strong

influence of some professions on the motivation of students and pupils due to the declining prestige of the profession;

- There is a need to radically build the education system in colleges and universities on the basis of new, new pedagogical technologies,
- to ensure the stability of patriotism and national pride in boys and girls and to find the best ways to form them, to prevent indifference, - to respect the existence, society, interpersonal relations, extravagance, devotion among professionals. issues of drastic change of views are emerging. We believe that incorporating ideas of national and universal qualities into the essence of intellectual testing to prevent some of the above shortcomings will yield high results

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