



LEVELS OF INTELLECTUAL DEVELOPMENT IN THE SYSTEM OF PREPARING STUDENTS FOR COMPETITIONS

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Abstract: *This thesis discusses levels of intellectual development that can be effectively used in the system of preparing students for sports competitions.*

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In the system of preparing students for the Olympiad, it is important that students set their own goals and the degree of independence in this process. Having determined this, one can determine how developed their intellectual level is, and effectively apply this feature in the process of preparing students for the Olympiads. This process can be carried out by identifying and grouping students according to their level of intellectual development.

The preparation of students for the Olympiad depends on the fact that students are intellectually developed low, medium and highly developed. Indeed, in the process of working with them, this feature is reflected in the effectiveness of materials, their practical application and use in their favor in unforeseen emergency situations.

It is advisable to approach the determination of the level of intellectual development in the system of preparing students for Olympiads on the basis of:

- 1) striving for the goals and ideals formed by certain groups of students, perceiving oneself as equal to everyone;
- 2) striving for the goals set by the state and society, the level of public self-awareness of the student;
- 3) the desire to achieve personal goals and ideals, based on the requirements of society, the student acquires a special identity, inseparable from the members of society;
- 4) the student's desire for the goals and ideals set for himself as a socialized, unique personality, in which the priority is the idea that I am needed by society and its members.

Below we will try to describe each of the levels separately.

Students with intellectual disabilities:

- students do not need intellectual development;
- their behavior is dominated by the mood to avoid unpleasant situations;
- they do not have the opportunity to understand the goals of intellectual development;



- students have no idea about the value of their intellectual activity, their attitude to society is conditionally positive, they are always indifferent to learning activities;

- students of this category do not have the desire to acquire knowledge inherent in human nature. The knowledge they have acquired is superficial, not firm;

- do not approach the educational material from the point of view of their intellectual development;

- the skills of analysis and enrichment of intellectual activity are not formed, the state of self-development is not observed;

- refrain from performing creative tasks, although such tasks make it possible to identify and consider certain aspects of the intellectual development and character of students;

- such students do not set themselves the goals of intellectual development;

- they have a very weak sense of opening up new opportunities for themselves;

- do not have the opportunity to voluntarily begin the activities of intellectual development and mental cognition;

- they do not need to demonstrate and develop intellectual abilities.

Students with an average level of intellectual development observed the following:

- the main need of such students is the need for socialization, positive trends are strong, motivating them to intellectual activity;

- understand the essence of the goal of intellectual development, have a contradictory attitude towards their personality and actions;

- knowledge of such students about the nature of personality is inconsistent, very superficial, they are more inclined to educational activities of a reproductive nature;

- their areas of intellectual development are mainly aimed at increasing their reputation, they have mastered only some methods of analyzing their intellectual activity, such students are prone to interpersonal communication;

- their assessment of the results of their intellectual activity is not stable, such evaluative skills are not part of their intellectual activity, they rarely pay attention to the analysis of their intellectual activity, they have no desire to change their intellectual state, their behavior is unstable.

Students with a high level of intellectual development observed the following:

- the need for intellectual development is obvious, they have a strong desire to occupy a certain social position;

- as a result of intellectual activity, the tendencies of self-development and cognition are pronounced, these tendencies form the goal of their intellectual development;



- their attitude towards themselves is positive, their attitude towards others and towards their intellectual activity is contradictory, for them their own personality is more important than the interests of society;

- the knowledge of such students about human society is not holistic, they occasionally use methods of analyzing the results of intellectual activity, which often occurs after the implementation of a particular intellectual activity;

- the process of intellectual development is not aimed at acquiring mental qualities, they tend to correct only certain aspects of their character;

- independent acquisition of knowledge and analysis of their activities is carried out, among other things, through the use of certain methods of intellectual development;

- such students partially strive to develop their intellectual potential;

- the processes of their intellectual development are carried out under the influence of various experiences, i.e. joy, anxiety, surprise, etc., they always give themselves the same assessment, but this assessment does not reflect the level of their intellectual development;

- they have developed the ability to take into account the assessment given by others in the implementation of their intellectual activity;

- voluntarily mobilize their forces in cases where this is aimed at achieving specific goals in the field of intellectual activity;

- they master educational materials at will for the development of their intellectual activity. Their personalities are manifested based on their behavior, such students put their own interests above the interests of group members;

- their tendency to apply their knowledge in their activities, to know the purpose and essence of their intellectual activity, to understand the importance of the goals of intellectual development;

- their attitude to the intellectual activity of themselves and others is positive, the values that they acquire and practice reflect their views, approaches, positions, interests;

- differ from other classmates in the integrity, completeness, depth of their knowledge, such students always consistently master the stated knowledge, such students have ways of creative analysis of their activities formed at the level of independent skills;

- always ready to apply the acquired knowledge in their activities, to independent work and to business communication;

- have stable skills to perform educational tasks;

- such students are able to set goals for independent learning and intellectual development, have the ability to independently imagine all areas of intellectual development;



- their self-esteem is always stable, they have the skills to implement and improve intellectual activity,

- kind and attentive to other people's opinions, accept and analyze other people's assessments.

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