

Manifestation of Intelligence in Cognitive Processes

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Annotation. *This article explores the problem of cognitive processes and intelligence that make up the mental aspects of thinking. The epistemological interpretation of the social essence of intelligence, forms and manifestations of cognitive processes, origin, genesis and scientific significance..*

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

The intellectual activity of a person is associated with cognitive processes, which constitute the mental aspects of the way of thinking. 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.

Intellect (Latin: intelletus – 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 animals¹. 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. 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 universe².

¹ Shipunova O.D. Intelligence and subjectivity: a socio-philosophical analysis. Dissertation of the doctor of philosophical Sciences. - St. Petersburg, 2004. - P. 354.

² Yaxshilikov J., Muhammadiev N. Philosophy of technology and Information Technology. - Samarkand.: "SamSU"

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.

On the basis of the formation of no directional, sectorial innovation thinking is aimed at the development, implementation and dissemination of new ideas, after the activity becomes a routine process, creative thinking rises to the level of productive, creative activity, that is, productive activity. In this way, cognitive, intellectual innovation is formed³.

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

1.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.

2.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

2019. - P. 93.

³ G.S. Sultanova. Scientific thinking: innovation and innovation activities. Modern science: new approaches and current research//materials of the international scientific and practical conference. Prague, Czech Republic. 2020/4/21. –P. 172.

to be more aware of it. Attention is the most important task, it is always necessary for us. In addition, carefully using cognition processes are regulated. On the basis of perception (attention responds to external influences coming to the senses), this process is studied and complex reasoning.

3. *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 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 proressual memory - memory for actions (for example, driving a car or walking It also has audial (auditory) memory, contextual memory, memory for names, recognition memory.

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).

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 language⁴.

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.

As a conclusion, it can be said that, 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.

⁴ Demyankov V. Z. Cognitive system. A short dictionary of cognitive terms / Kubryakova E. S., Demyankov V. Z., Pankrats Yu. G., Luzina L. G. Under the general editorship of E. S. Kubryakova. M.: Philological Faculty of Lomonosov Moscow State University, 1996. pp. 74-76. infolex.ru. Accessed: June 25, 2021.