
**CULTURAL-INTELLECTUAL DEVELOPMENT OF STUDENTS AND ITS
DIDACTIC CONDITIONS**

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ANNOTATION

In the article, the author reveals the formation of cultural-intellectual abilities of students and its didactic conditions. The acquisition of knowledge based on cultural-intellectual skills allows for easy and long-term memory, and as a result, it is theoretically based that schoolchildren create a solid foundation for creative activity.

Key words and phrases: high school students, cultural-intellectual development, didactic condition, potential, creative activity, school students, social function.

INTRODUCTION

At the current stage of educational development, it is important to educate a cultural-intellectual person who can act in the flow of new information and is ready for creative research. Therefore, it is necessary to create a foundation for the formation of cultural-intellectual abilities in schoolchildren. The acquisition of knowledge based on cultural-intellectual skills allows for easy and long-term memory, as a result of which schoolchildren create a solid foundation for creative activity.

Acquiring mental skills significantly helps to increase the productivity of schoolchildren. It provides an opportunity to increase knowledge and skills, helps to strengthen motivation, define goals, willpower and self-esteem. We form a scientific worldview by forming cultural-intellectual skills in schoolchildren.

It is not the sum of knowledge itself, but the synthesis of knowledge and creative abilities that becomes the main indicator of a comprehensively developed person, his active life position is characterized by a new attitude to reality and high responsibility for his activities.

ANALYSIS OF LITERATURE ON THE SUBJECT

In philosophy, the concept of "condition" is defined as the relationship of an object to the surrounding events, without which it would not exist. Conditions constitute the environment, that is, the environment in which the phenomenon occurs, exists and develops[20].

V. I. According to Andreev's definition, "didactic conditions are the conditions of the educational process that are the result of the purposeful selection, construction and application

of content elements, methods, and organizational forms of teaching to achieve didactic goals"[7, p. 124].

Scientists consider it important to use a set of didactic methods and forms depending on the content and specific characteristics of the educational material, to model future activities using computer systems [8; 21].

O.O. Lavrentiev [13] refers to the didactic conditions for the formation of cultural-intellectual skills of high school students in learning the basics of science:

activation of the thinking process based on the comprehensive use of general didactic principles;

to ensure implementation of interdisciplinary and integrative relations in the educational process;

formation of cultural-intellectual skills together with the acquisition of research, experimental and communicative skills;

introducing cultural-intellectual and creative training into the educational-cognitive process;

providing operational control and correction according to the state of formation of cultural-intellectual skills.

ANALYSIS AND RESULTS

The analysis of theoretical and methodological approaches shows that the formative nature of the educational process is achieved by creating certain conditions. Determination and provision of these conditions is necessary for successful solution of forming tasks. Only taking into account the didactic conditions, the general structure of the educational process acquires a concrete character.

In the necessary didactic conditions, "the motivational conditioning of educational and cognitive activity related to the development of personal educational motives to those of social importance, didactic development of educational material of special subjects, the goals of training specialists, agreement with the laws, principles, rules of training, bringing the nature of educational and cognitive activity closer to the nature of the future specialty..."[10, page 41]. Therefore, conditions are an important component of a complex of objects, when they exist, the existence of a certain phenomenon occurs. Accordingly, in the didactic context, we understand the interrelated set of components of the educational process that ensure the achievement of educational goals [9].

Didactic conditions for the formation of cultural-intellectual skills of secondary school students are an interrelated set of components of the educational process that ensure the development of cultural-intellectual skills of schoolchildren during the course of studying

subjects of a certain period[12]. Didactic tools for the formation of cultural-intellectual skills include: textbooks, programs, a system of creative, problem tasks [18].

The following factors should be taken into account when analyzing the didactic conditions that help to form the cultural-intellectual abilities of schoolchildren:

definition of the social order of the society by the secondary educational institution in terms of the studied problem;

to determine the specific characteristics of the educational process of the secondary educational institution;

reveal the essence of cultural-intellectual abilities as a holistic process of personality development;

structural-functional features of the process of formation of students' cultural-intellectual abilities.

The analysis of the didactic conditions of the formation of cultural-intellectual abilities is based on the principles of developmental education. Therefore, the educational process should be built not only on the factual, but also on the theoretical and methodological levels, providing students with forms and methods of independent learning and cognitive activity.

CONCLUSION

Methodological support of the process of formation of cultural-intellectual skills of students of general education schools is developed on the material of language and literature subjects, taking into account the integrated approach and subsequent tests in the educational process. Therefore, the formation of cultural-intellectual skills in the educational process is one of the most reasonable ways to increase the effectiveness of education, and the process of formation of cultural-intellectual skills can be carried out in the conditions of providing the following components:

pedagogical approach taking into account the mindset and psychological characteristics of a high school student;

taking into account the specific features of the educational content in relation to the educational material for higher grades;

combination of interactive and traditional forms of educational interaction in education of schoolchildren;

problematization of the educational process;

integrated approach to teaching subjects.

The next stage of the development of the problem of formation of cultural-intellectual skills in local didactics is related to the emergence and formation of the theory of optimization of the

educational process. Modern research within this problem shows many options for solving problems related to cultural--intellectual development of students.

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