Philosophical foundations of the development of students' intellectual culture

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Abstract. The article analyzes the philosophical foundations of professional personnel training and development, the main ways of forming the intellectual meaning of students and the concept of development. The conceptual foundations of the studied phenomenon include clarification of the process of development of students' intellectual culture as a socio-pedagogical system. Socio-pedagogical system for the development of intellectual culture of students in the educational process, components of the social-pedagogical system for the development of intellectual culture of students in the process of social and humanitarian education, humanitarian direction of professional university training, social development of intellectual culture of students – the pedagogical system is analyzed. The article also reflects the clarification of the process of development of the intellectual culture of students as a socio-pedagogical and cultural system of the philosophical basis of the studied topic. At the same time, the main structural components of the philosophical system of intellectual culture of students in the educational process are characterized: need-motivation, cognitive, organizational-activity and ergonomic. The content aspect of students' intellectual culture was analyzed. Here, the main approaches of its formation, development system and functioning are considered in determining the essence of the concept of "intellectual culture".

Keywords: humanitarian intellectual culture socialization modeling concept system activity
INTRODUCTION

The history of human civilization proves that society has always needed and still needs people with high intellectual and creative potential and extraordinary analytical abilities. They are needed as a standard, as the highest benchmark to which one should strive.

The development of the intellectual culture of the future specialist is a problem of both scientific, theoretical and practical nature, which is connected with the high demand for intellectually skilled workers in production and other areas of human life. Modern society needs educated people with high intellectual and creative potential, who are able to make independent and responsible decisions in non-standard situations, who need to constantly improve their skills, that is, active and proactive citizens who are ready for themselves. This requires purposeful work towards the qualitative development of the intellect, which manifests itself in the phenomenon of intellectual culture.

The concept of the socio-pedagogical system of the development of students' intellectual culture in the educational process reflects the provisions of the theory of intellectual socialization of personality based on such an organized transformation of students' intellectual experience. This is necessary and possible for the effective solution of the humanitarian problems of society in the conditions of increasing intellectualization of professional activity.

The methodology of this concept is represented by general scientific and specific scientific levels, by a complex of systematic, social-pedagogical, ecological-institutional approaches to its solution; theories: systems, culture, organization, activity, information, communication, cognitive evolution; means of meta-level organization of education.

The philosophical level of the methodology of the development of the intellectual culture of students in the educational process is the identification and grouping of the main characteristics of students as a personality with the signs of a transcendental cognitive subject who is ready to understand humanitarian truth through intellectual technologies.
The sociological level provides structuring in the system of development of the intellectual culture of students in humanities, the composition and status of its participants, their role in the structure of social relations, and determination of communication methods.

The cultural level of the methodology allows to determine and justify the goals, values and requirements of people who manage information and knowledge in society, as well as the characteristics of students who belong to the subculture of the intellectual elite through innovation. In the latter, the pedagogical level of the methodology is updated. It covers the system of approaches, principles and methods of higher education pedagogy related to the development of intellectual culture of students in a social-humanitarian educational institution.

1. DEVELOPMENT OF STUDENTS' INTELLECTUAL CULTURE IN THE EDUCATIONAL PROCESS

A systematic approach to the development of the intellectual culture of its students in the educational process is represented by a system of interconnected subsystems of the internal and external environment of the educational institution that performs the tasks of the considered process. The essence of the approach to the considered process is that the development of students' intellectual culture is a set of interactions between students and the external and internal reality of the educational institution, which is related to common values. Individual values and the values of the group, commonalities coincide in these interactions, they are the source of the connection of the part and the whole.

The social-pedagogical and cultural approach clarifies the social-pedagogical direction of the system of development of the intellectual culture of students, allows to determine the value of the principle of continuity of the traditional and innovative pedagogical methods of the intellectual education of the personality. gives Innovations in the intellectual education of students are related to the new information revolution, the development of resources to enrich people with knowledge. The functions (goals) of learning to apply knowledge in action remain traditional.
In the context of the ecological-institutional approach, the strategy and set of principles for increasing the efficiency of the environment, where the tasks of developing students' intellectual culture are solved, are determined. Here, real and virtual means, asynchronous and synchronous forms of intellectual interaction, the latest (online) technologies that do not exclude traditional ones for students' access to knowledge are relevant.

The theory of systems made it possible to explain the methodological bases of the concept - the boundaries of systems of subsystem blocks, the meaning of connections between systems, and to determine the homeostatic importance of these connections, which ensure the dynamic balance of the system. The source of the constant development of the system is the dialectical incompatibility of the processes of directed and spontaneous intellectual socialization of students, the law of transition of quantitative changes to qualitative changes, dynamic law.

In the context of organization theory, he determined the effective interaction factors of elements that help to determine the target and structural and functional characteristics of our system, the degree of organization and control of the system, and to protect its most important feature - integrity. Pedagogical conditions for the development of students' intellectual culture are determined based on the provisions of the organizational theory.

Consolidation of the educational component of humanities includes training of students in the educational process, targeted expertise of student projects, modeling of structures of socio-cultural rationality.

Cultural theory revealed its essence, general regularities and functions, determining factors of intellectual culture, its development process, cognitive, methodological, artistic and creative culture, thought and speech culture, action culture and intellectual culture. With the help of the provisions of this theory, it was possible to find a place in the intellectual culture of the concepts: "linguistic personality" (a specific type of person with a cultural mentality, then language, behavior, etc., norms of communication capable of creating intercultural interaction);
"value orientations" (a set of students' beliefs and ideas about the surrounding world, which allows them to rank objects and events according to their importance for life); "cultural competence" (a set of knowledge and skills that provide an understanding of value relations, psychological characteristics, socio-cultural identity specific to a certain culture).

Based on the provisions of the activity theory, it is possible to mention the goals and ways of development, the need for students to effectively use intellectual resources in the profession, and to actively and actively master the relevant values and attitudes. During the analysis of the theoretical provisions, the concept of the activity style of the humanities specialist (spiritual, practical value, logical and methodological event, functions as a regulator of social culture) was selected.

Provisions of information and communication theories played a certain role in the development of concepts.

The theory of information is the most important factor in understanding the essence of the development of the intellectual culture of students: working with information is determined by means of oral transmission, written and other methods. The provisions of the theory helped to clarify the functions of students as representatives of the elite - people who are able to create new knowledge based on information, to saturate it with the intellectual potential of different cultures.

According to the results of the appeal to the communicative theory, culture in itself is communicative in an important sense. The basis of this was the study of culture, claiming that unity is culture. Both include features of intellectual culture such as "elimination of communicative actions", "discursive dialogue", "empathetic listening", "communicative skills".

Analyzing the means of meta-level organization of education, it is the understanding of the objects and events studied by the students beyond the subject. Representatives of the theory of cognitive evolution and creativity study the issue of the relationship between mentality and culture. In research, the goal of forming students' knowledge about
knowledge is updated [5]. This reflects the meta-level of education and is quite relevant for humanities subjects.

A humanities student whose intellectual activity corresponds to the metalevel is able to understand the humanitarian technologies he has mastered at the university in the following context: humanitarian cultural code (values matrix); scientific conventions of the humanities (many scientific propositions whose truth is clearly established or imply clear establishment in the form of axioms, metaphors, goals, requirements, etc.); ways of evaluating the truth of humanitarian knowledge on the basis of consensus among humanitarian sciences (relative, situational, determined by the practical requirements of the development of society).

The main idea of the concept is confirmation of the development of intellectual culture of students, humanities are a socio-pedagogical system where the resonance effect of cognitive and humanitarian as well as market value orientations of students increases the efficiency of cognitive, creative and experimental practical activities.

The student's intellectual culture is an integrative personality characteristic, its distinguishing features are focus on intellectual self-development and self-education, having knowledge and skills for rational problem solving, and being ready to creatively overcome emerging contradictions [11].

The existence of various technologies of daily activity, including the solution of problems that require updating, the need to improve the individual's intellectual resources, as a result of which students actively move in the direction of intellectual and creative self-development.

2. SOCIAL-PEDAGOGICAL AND PHILOSOPHICAL SYSTEM OF STUDENTS' INTELLECTUAL CULTURE DEVELOPMENT

The formation of students' intellectual culture is an important link in their professional development in the educational process at the university, the importance of which is difficult to overestimate. The work in this direction is related to the creation of certain pedagogical conditions, qualitatively different selection of the content of educational activities, selection of methods and forms of work.
For the basis of the disclosure of the socio-pedagogical system of the development of students' intellectual culture, the following provisions can be accepted for the philosophical sciences:

1. A humanities student is an object of socio-pedagogical influence, but becomes a subject of influence in the process of intellectual culture development;

2. Development of intellectual culture of students - humanities is carried out in the attributive structure of a single pedagogical process consisting of the following:
   - Dynamic stable pedagogical strategies (functioning as a self-regulation mechanism of the system, its normative-methodical guarantee);
   - Target grain (acting as the source of the system, its performance-valuation support);
   - A set of pedagogical conditions reflecting the organizational-content component of the system;
   - A set of pedagogical technologies that determine the ways of effective implementation of the system and fulfill the function of its organizational-methodical guarantee;

3. The socio-pedagogical system for the development of intellectual culture of students in the humanities is a part of the socio-pedagogical space where the professional humanitarian and technological experience of students "combines" with scientific creative systems.

The components of the philosophical, socio-pedagogical and cultural system for the development of students' intellectual culture in the process of social and humanitarian education are: methodological, organizational-content, methodical and criteria-evaluative.

1. The normative-methodological component of the system is the level of the subsystem of the initial conceptual foundations of the social-pedagogical system, through which the essence and functions, approaches and principles of science are revealed: 1) the initial main features of the social-pedagogical system. (pedagogical system of development of intellectual culture of students); axiology (values, motives, attitudes); axiomatics (the identity of the initial premises of the theory about the properties and relationships of many basic or derived abstract objects); praxeology
(development, activity); ontology (characteristics of properties and states); 2) the socio-pedagogical system for the development of intellectual culture of students is designed to solve the problem of structuring the relationship between the development of spontaneous and organized intellectual experience of students; defining the conventions and standards of guided intellectual activity regulated by the goals, values and demands of cognitive and humanitarian as well as market cultures.

Explaining the main content of this concept, the following conclusions can be reached:
- development of students' intellectual culture;
- humanitarian sciences - have a natural dependence on the nature of the larger (social, humanitarian) system and its constituent elements (subsystems);
- humanities students are inversely proportional to the processes of mass social intellectualization and controlled intellectual socialization of students, the highest level of which is meta-reflexive analytical practice;
- it is an adaptive-functional model of social and humanitarian education aimed at the intensive intellectualization of the masses, the development of new (market) relations in society and the transformation (cultivation) of students' intellectual activity in the conditions of cognitive activity.

2. The organizational-content component of the system is the level of the subsystem of pedagogical conditions for the implementation of the social-pedagogical system.

The socio-pedagogical system for the development of the intellectual culture of students in the humanities and philosophical sciences is provided by the implementation of such pedagogical conditions, the necessary ones of which are: a set of strategically conditioned pedagogical activities aimed at achieving the goal of expanding the educational component. About the student's learning process, it is a set of author's programs, methodical tools, tactically conditioned, prepared and implemented in the educational process, which strengthen pedagogical actions aimed at achieving the goal of researching student projects, teaching students to model the structures of socio-cultural
rationality.

Expanding the educational component of the student training process meets the global goals of the intellectual culture of young students - the transformation of the community, the harmonization of conventions and standards of intellectual activity, the implementation of eco-humanist and meta-tools. Purposeful expertise of students' scientific-artistic and creative projects meets the goals of increasing the intellectual responsibility of young students for the results of cognitive, creative and experimental practical activities. Teaching students to model the structures of sociocultural rationality aims to improve the readiness of future workers to effectively solve professional problems.

3. The methodical component of the system - development of the intellectual culture of humanities students is provided by pedagogical technologies. The function of these technologies is transformative. It can be noted that: a) the development of the intellectual culture of students in humanitarian subjects is carried out if the didactic process has a pedagogical character; b) the development of intellectual culture of students in humanitarian subjects, if implemented, intellectual education in the didactic process includes organizational learning mechanisms; c) the development of the intellectual culture of students in humanities is carried out when the didactic process is encouraging.

Pedagogical technologies for the development of intellectual culture of philosophical sciences are technologies of working with students. The version of the existing rules, adapted for use in pedagogical technologies for the development of the intellectual culture of students of philosophical sciences, has the following statements: humanities should maintain and develop a principled critical attitude towards students' attempts to guide the learning process; the worldview positions of students, from which any incoming information is evaluated, should be adjusted according to the goals, values and requirements of the social and humanitarian system; when creating the intellectual basis of the educational process, the students' pragmatic attitude to the acquired knowledge cannot be denied;
4. The criterion-evaluation component of the system is the level of the subsystem of the transformed result of the socio-pedagogical system - it includes indicators - intellectual competence, intellectual education, intellectual sensitivity of students.

The diagnostic methods of the result include: scale of level indicators; formalization of level indicators; functional analysis and interpretation of level indicators; construction of predictive scenarios for the implementation of level indicators.

The socio-pedagogical system of the development of the intellectual culture of the students of the philosophical direction of professional personnel training is a mixed type, a dialectical union of artificial and natural objects, external and internal factors of the organization. The artificial object of the system is the existence of objective conditions that can affect it continuously and in different ways. The controlled socio-pedagogical space of the university is a natural object. The internal organization of the system includes the specification of its target grain - the description of the structure and functions of the process of developing the intellectual culture of students. External factors are represented by a set of factors of students' intellectual socialization.

3. CONTRADICTIONS OF THE SOURCE OF SYSTEM DEVELOPMENT.

Contradictions of the source of system development can be noted as follows:

- between the need of the state and society for the effective functioning of the social and humanitarian sphere, its compliance with the needs of the population, and the lack of understanding of the place and role of the intellectual culture of a specific individual in this;

- between the state and society's need for an employee who is ready to use his intellectual resources rationally and responsibly in solving humanitarian problems, and the current conditions that do not ensure the proper level of professional training in a social-humanitarian educational institution;

- between the need for a social and humanitarian educational institution in systematic theoretical and methodological support for the development of the
intellectual culture of students and insufficient formation of opinions about it among teachers and leaders of the educational process;
- between the need of pedagogical support for the process of intellectual socialization of persons studying at the university in the direction of professional humanitarian training and their lack of understanding of their role and participation in it.

Having defined the boundaries of the system, let's note the need to emphasize its object and subject. The object (which is beyond consciousness and develops according to its own laws), in our opinion, is the teaching process of the social and humanitarian university, faculty. The topic (a selected part of reality of practical interest) is the socio-pedagogical system of intellectual development, the cultural origin of students studying at the university in the direction of professional humanitarian training [6].

Mass social intellectualization Directed intellectual socialization of students has the following feedback patterns:
- the development of the understanding that the main surplus product in the society today is produced in the intellectual sector of the economy, not the material one, and that the number of able-bodied population in this sector is increasing, leads to the rise of its level. the need for future specialists to effectively use their intellectual resources, acquire relevant technologies, values and attitudes;
- increasing the level of the need of future specialists to effectively use their intellectual resources, to acquire relevant technologies, including values and attitudes, conditions the need for an adequate pedagogical response, creates conditions for the transition of the need for opportunities;
- raising the level of pedagogical response to the need of students to effectively use their intellectual resources, mastering relevant technologies, values and attitudes, understanding the mechanisms of successful intellectualization of their professional activities, discovering effective forms of realizing the development of
knowledge, skills and personal qualities.

The goal and result of the system is the transition of students from the initial level of intellectual culture determined by intellectual competence, intellectual education and intellectual sensitivity of students to a higher, qualitatively different level.

The quality of a specially organized pedagogical space depends on how precisely its criteria are developed and applied. The main criteria of this concept are: cognitive-informational; incentive orientation; reflexive action.

The cognitive-information criterion includes the totality of knowledge acquired by students (characterized by indicators of students' intellectual competence): about the social-humanitarian field, its goals, values and requirements; about the intellectual technologies used in the social-humanitarian field, the ways of effective application of these technologies in market conditions; about development programs of the social and humanitarian sphere, for example, modeling of socio-cultural processes of objects; tasks for individual and collective intellectual experience necessary for the successful solution of humanitarian problems. With the help of this knowledge, the student: a) creates a balance between education, household and functional consciousness; b) to express a sense of belonging to cognitive, humanitarian and market cultures in one or another type of activity; c) demonstrate professional potential.

The criterion of motivation-direction includes the set of personal qualities of students (determined by the indicators of intellectual education of students): basic egoism; personal liability; intellectual interactivity; creative initiative; sociability; grasp-warm; professional perspective.

The criterion of reflexive activity is revealed through students' ability groups (including a set of indicators of students' intellectual sensitivity): adequately reacting to acts of pedagogical influence, understanding the meanings of pedagogical interaction; to objectify the goals, values, and requirements of intellectual culture in the practical activity of cognition, creativity and testing; to actively respond to the problems of the social and humanitarian sphere.
CONCLUSION

All of the above suggests that the development of the intellectual culture of students in humanities today is a necessary socio-pedagogical system that is part of a larger system - the socio-cultural system. The creation of this socio-pedagogical system is a condition for the most efficient solution of an important social problem - the rational and safe application of humanitarian technologies in society.

Thus, the high development of intellectual culture implies the active involvement of students in scientific and practical activities aimed at achieving specific results that ensure professional success, the quality of life of a specialist, a bachelor in various fields.

The formation of intellectual culture is aimed at improving the main components. The content component of intellectual culture is developed by focusing on methodological knowledge; operational component - in mastering strategies for understanding the scientific text and stimulating the reflection of cognitive activity; The personal component is updated by understanding the professional and personal meaning of the received information and its possible creative application.

Intellectual culture is one of the components of the general culture of the future specialist, and the formation of the intellectual culture of the future specialist is determined by the degree of acquisition of knowledge, skills and habits. Any reasonable human activity is determined by the underlying culture accumulated over a conscious life cycle. A professional competent specialist must constantly improve his intellect with the help of mental work.

In order to succeed in intellectual work, it is suggested to use the following factors: needs, abilities, development; will and action; positive thinking; aspire to the ideal; high demands on yourself.

By applying all the above factors to improve our intellect and labor, to qualitatively develop characteristics and skills highly valued in society, the future specialist will definitely achieve the goal he has set for himself in his career and life. Intellectual culture is an important factor in the personal and professional development of a graduate.
It is important for each graduate to effectively use his intellectual potential, which is mostly determined by his general culture, and the resolution of these contradictions will bring the personal and professional training of the future specialist to a completely new level of quality.

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