

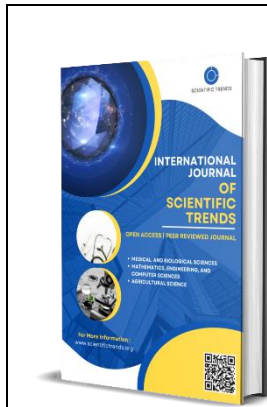
# Intellectual Games: Stimulating the Development of The Human Mind

Shoira Kubayeva

Doctor of Philosophy Samarkand Branch of Tashkent

University of Information Technologies

E-mail: [shoiratoshmurodovna81@mail.ru](mailto:shoiratoshmurodovna81@mail.ru)



## Abstract

This article examines the role of intellectual games in stimulating the development of the human mind. Intellectual games are an effective way to develop intelligence, erudition and thinking. They require the use of mental abilities and promote the formation of concepts, analysis and synthesis of information. In addition, intellectual games contribute to the development of such qualities as resourcefulness, analytical ingenuity, humour and speed of memory. The article also discusses the features of the organization of intellectual and creative games in the educational process and their influence on the formation of skills and personal qualities of students.

**Keywords:** Intellectual games, development of the mind, thinking, erudition, resourcefulness, analytical ingenuity, educational process.

## Introduction

Man is a being consisting of brain and mind, as well as body and soul, a unity of thinking. In this context, human brain activity produces qualities that make it viable. One of the activities that can stimulate the human mind, or rather brain activity, is intellectual games. No activity can increase the cognitive abilities and thinking performance of the human mind as much as intellectual games. As you know, play is not only a profession, a type of activity, a form of assimilation of social experience, but also one of the general complex abilities of a person. An intellectual game is a type of game based on the use of intelligence and erudition of the players, and usually in such games the participants are required to answer questions from different areas of life. In an intellectual game, it is used to achieve victory through mental abilities, and sometimes for leisure. In such games, intelligence and erudition are developed. We often observe widespread intellectual games through the media, we see that in accordance with the rules established in the intellectual game, participants are required to answer questions from different areas of life, and even more so science. The winning participant is awarded moral encouragement or a material gift.

Mind games are logical or strategic games in which the player's success directly depends on the skills, abilities and abilities of performing the correct actions in accordance with the rules. Intellectual games provide an opportunity to demonstrate the best intellectual qualities, in particular resourcefulness, analytical ingenuity, humor, intellectual resourcefulness, speed of memory, and depth of thinking.

Intellectual game as an active methodological tool involves individual or collective performance of tasks using effective thinking to understand objective and social reality in conditions of limited time and competition, the development of theoretical thinking, which requires the formation of concepts, the performance of basic mental operations of classification, analysis, synthesis.

- intellectual and creative game is a specific way of organizing student learning based on situations of pedagogical assistance, in which the student plays a certain role and is motivated to carry out various pedagogical actions;

- criteria and indicators of the influence of competent actions of a teacher of pedagogical subjects in the educational process on the level of students' readiness to demonstrate the necessary skills and basic personal qualities (independence, activity, self-sufficiency), motivation for the teaching profession and the desire for personal self-development;

- a model of training future teachers in the game process, implemented in the form of motivational, diagnostic, activity-based, regulatory and prognostic stages of student motivation and an algorithm for competent interaction between teachers of pedagogical disciplines and future teachers. active participation in intellectual and creative play;

- the main features of the implementation of competent cooperation between teachers of pedagogical disciplines and future teachers in the process of implementing intellectual and creative games, i.e., filling students with the necessary information, developing experience in implementing a gaming position.

In the context of consistent reform of the education system, including the formation of regional (variative) and specialized school components, one's own (author's) approaches to organizing the educational process in various educational institutions, including those based on the use of games, are becoming increasingly common. Game activity, along with work, is communicative and cognitive. Of no small importance in the formation and comprehensive development of a child's personality, it allows him to actualize, concentrate and model a certain type of behavior and activity, assimilate social norms and values cultivated by modern society.

In play, the child acquires his first experience of social relationships, basic communication skills, and the qualities necessary to establish contact with peers. This is largely why gaming activities have attracted the attention of not only teachers, but also philosophers, psychologists, sociologists, ethnologists and many others.

By intellectual game we mean individual or (more often) joint solving of problems that require effective thinking in conditions of periodically measured space and competition.

The socio-pedagogical field of intellectual games provides its participants with virtually unlimited opportunities for development, improvement, socialization, identification, adaptation, rehabilitation, which is accompanied by the acquisition of the character of "I", revenge, the development of a teenager as an individual and his psyche to achieve success and harmony with his social role, with other people and with oneself to form aspects related to their relationships.

The socializing function of intellectual play is realized either as a largely controlled and controllable process of purposeful influence on the formation of a child's personality during the game through the assimilation of knowledge, values, norms inherent in society, or as a specific social community and their reproduction outside the playing field, in the context of a real social reality.

The socio-pedagogical functional content of an intellectual game allows its participants to form, in specific spatial and temporal conditions, a certain personal orientation of the individual, other types of activities, primarily communicative, cognitive, value-oriented relationships. Motivational foundations and value-oriented guidelines for the participation of minors, intellectual play is a complex integrated, coordinated and complementary structure, including needs, interests, ideals, aspirations, relationships, emotions, norms and correct motives and goals. The motivational basis for the participation of minors in intellectual play may be simple, going beyond the scope of everyday life and research.

Thus, the intellectual game can significantly increase the efficiency of various educational institutions, including including all subjects of the educational process in its sphere of influence.

The value-oriented dominants of organizing and conducting intellectual games are diverse and are aimed mainly at updating, forming and developing positive social activity of their participants, checking the level and structure of acquired knowledge.

In this case, the game acts as a modified exam, a test. Questions to reproduce the information learned are allowed here. Monitoring and recording knowledge in a playful way significantly increases children's interest in learning and stimulates independent learning of the material. To achieve this goal, players are notified in advance of the topic and the amount of material involved. The game is the result of independent work (reading literature, excursions, visiting a museum, visiting architectural monuments) on the instructions of the organizers.

An intellectual game is a universal methodological framework that increases the effectiveness of teaching a wide range of subjects and disciplines in the school and university curriculum. An intellectual game is an effective form of cognition for its participants and, consequently, the development of the surrounding reality, which also complements the range of its value-target areas. Intellectual play is a unique organizational form of training and education that simultaneously implements three factors in the development of a style of creative activity: problematization, reflection and dialogue. Their joint action constitutes a mechanism for the development of personal qualities that have professional significance: independent goal setting in problem situations of intellectual games and their implementation in conditions of free choice.

Analyzing the theory and practice of gaming activity, it can be noted that there are different approaches to the use of games as a technology, means, condition or method of forming, strengthening, developing or activating a certain quality among subjects of the educational process. Intellectual play, along with some other types of games, is an almost universal pedagogical means of solving educational problems; it is aimed at mastering intellectual, creative, moral, aesthetic, labor, legal and many other abilities.

Intellectual games chess, checkers, backgammon, go and mahjong are the most ancient intellectual games. Players demonstrate the ability to memorize, analyze layouts, situations, and work with numbers and combinations. Some of these games—checkers and chess—are categorized as sports included in the Olympic Games.

Intellectual games also include entertainment on the theme of guessing something: players try to guess the image that one of the participants wants to portray in a book, film, painting or some famous work.

Any intellectual game provides endless opportunities for developing knowledge and deepening any skills. This is a great mental exercise for any age. This requires the orientation of educational

tasks not only on the formation of skills and abilities, but also on the need to develop professionally important qualities necessary for life in the chosen field, and training in their creative use. This problem can be solved by organizing unique creative cooperation between teacher and students, consistent use of active, including gaming methods, which allow creating optimal conditions for intensive personal development.

In some games, the players' chances are initially equal, but there are games in which players set different conditions for themselves, trying to win in any way.

Mental games are not just fitness - they are about increasing the ability to make decisions and perform non-standard actions in difficult conditions. Situations happen not only in games, but also in life, because, as you know, our life is a game, and the best way to learn something is to play it with all your heart. Different nations are famous for different games and there are several dozen different versions of traditional checkers games around the world! In the course of intellectual games, the authors consider the history of their origin, the main points of the rules and the current state of the most popular sports games: chess, checkers, go, bridge, etc. The listeners are experienced, young, beautiful and unusually smart stars of modern Russian intellectual sports. The course is intended for children and their parents, as well as for anyone who is interested in mind games, their history and current state, and wants to gain an understanding of how to play them and what methods, tactics and strategies to use.

Modern society needs an active and proactive person who is able to think creatively, make non-standard decisions, and quickly and adequately respond to the situation. This requires the orientation of educational tasks not only on the formation of skills and abilities, but also on the need to develop professionally important qualities necessary for life in the chosen field, and training in their creative use. This problem can be solved by organizing unique creative cooperation between teacher and students, consistent use of active, including gaming methods, which allow creating optimal conditions for intensive personal development.

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