

**COGNITIVE, METACOGNITIVE, AND MOTIVATIONAL DETERMINANTS OF INTELLIGENCE IN PERSONALITY DEVELOPMENT: AN INTEGRATIVE MODEL OF INDIVIDUAL-PSYCHOLOGICAL DEVELOPMENT**

Andijan State University

Senior Lecturer of the Department of Psychology and Pedagogy

**M.Payziyeva**[mastura.payziyeva.79@mail.ru](mailto:mastura.payziyeva.79@mail.ru)**Abstract**

This article analyzes the cognitive, metacognitive, and motivational determinants of intelligence in personality development on the basis of an integrative approach. Intelligence is not limited only to the level of knowledge acquisition or academic results; it is also determined by a person's ability to solve problems, adapt to new situations, control their thinking processes, set goals, manage themselves, and activate internal motivation. Therefore, in modern psychology, there is an increasing need to study intelligence not as a separate cognitive ability, but as a complex psychological system formed through the interrelation of cognitive processes, metacognitive control, and motivational factors.

Keywords: personality development, intelligence, cognitive determinants, metacognition, motivation, growth mindset, individual-psychological development, integrative model, reflection, self-regulation.

**Introduction**

Personality development is one of the most important and complex problems of psychological science. Human psychological development takes place in close connection with biological factors, social environment, upbringing, education, activity, communication, and personal experience. Intelligence plays an important role in this process, because it manifests itself as one of the main psychological mechanisms in a person's cognitive activity, problem-solving ability, adaptation to new situations, decision-making, and awareness of their own capabilities.

In traditional psychological approaches, intelligence has often been explained in connection with rapid acquisition of knowledge, logical thinking, memory strength, or test results. However, in modern psychological research, intelligence is interpreted in a broader sense. Intelligence is not only the ability to perform mental operations, but is also connected with adapting to life situations, analyzing problematic situations, evaluating one's own capabilities, and making effective decisions.

Cognitive determinants refer to cognitive processes such as perception, attention, memory, thinking, imagination, speech, and analysis of problematic situations. These processes serve a person's understanding of the external world, processing of information, acquisition of knowledge, and decision-making based on life experience. For example, strong memory helps preserve knowledge, while stable attention plays an important role in performing complex tasks. Thinking makes it possible to understand cause-and-effect relationships, solve problems, and create new ideas.

However, intellectual development is not limited only to cognitive processes. It is also important for a person to understand their own thinking processes, control them, and change them when necessary. This process is related to metacognition, which is manifested through a person's conscious attitude toward their own cognitive activity, its planning, monitoring, and evaluation. A person with metacognitive ability understands how they are learning, which strategies are effective, where they are making mistakes, and how results can be improved. Therefore, metacognition is an important factor in independent learning, academic success, and life adaptation.

Motivational determinants also have decisive importance in intellectual and personal development. Even if a person has cognitive abilities, if they do not have goal orientation, interest, internal encouragement, self-confidence, and the need to achieve success, their intellectual potential may not be fully manifested. Motivation determines the direction, duration, and effectiveness of a person's activity. Especially in the educational process, a learner's internal interest in acquiring knowledge, belief in their own abilities, and striving for success strongly influence their intellectual development.

In modern education and psychological practice, it is necessary to study cognitive, metacognitive, and motivational determinants not separately, but as an interconnected system. This is because individual development of a person is formed through the combined influence of these factors. For example, a student may have good memory and logical thinking, but if they cannot control their learning process or fear failure, their intellectual development may be limited. Conversely, a person who can control themselves, has strong motivation, and is goal-oriented uses their cognitive abilities more effectively.

The purpose of this article is to comprehensively analyze the cognitive, metacognitive, and motivational determinants of intelligence in personality development and to substantiate an integrative model of individual-psychological development.

This article is theoretical and analytical in nature. It analyzes scientific and theoretical sources related to personality development, psychology of intelligence, cognitive processes, metacognition, motivation, reflection, and individual-psychological development. Descriptive analysis, comparative approach, systematic analysis, conceptual modeling, and generalization methods were used in the study.

Through descriptive analysis, the main components of intelligence, namely cognitive, metacognitive, and motivational factors, were separately examined. Cognitive determinants were analyzed in connection with perception, attention, memory, thinking, speech, and problem-solving processes. Metacognitive determinants were explained through such processes as planning, monitoring, self-assessment, selection of learning strategies, and control of cognitive activity.

Through the comparative approach, different theoretical views on intelligence were compared. In particular, in some approaches, intelligence is interpreted as a measurable mental ability, while in the integrative approach it is explained in connection with a person's adaptation to real-life situations, self-regulation, and motivational activity. Therefore, in this article, intelligence was analyzed not only through the volume of knowledge or test results, but also in connection with a person's effectiveness in activity, independent thinking, and opportunities for self-development.

Based on systematic analysis, cognitive, metacognitive, and motivational determinants were considered not separately, but as an interacting psychological system. This is because intellectual development of a person arises through the joint activity of cognitive processes, self-control ability, and motivational orientation.

Using the method of conceptual modeling, an integrative model of individual-psychological development was developed. In this model, cognitive determinants were substantiated as the operational basis of intellectual activity, metacognitive determinants as the management mechanism, and motivational determinants as the factor that provides energy and direction.

Through the method of generalization, theoretical conclusions about the integrative essence of intelligence in personality development were developed on the basis of existing scientific views. Uzbek literature on general psychology, pedagogical psychology, developmental psychology, and personality psychology was taken as the theoretical basis of the study.

A comprehensive analysis of the cognitive, metacognitive, and motivational determinants of intelligence in personality development shows that it is not enough to explain intelligence only as a set of mental abilities. Intelligence is a complex psychological system related to a person's

cognitive activity, self-regulation, motivational orientation, and social adaptation. Therefore, individual-psychological development should be studied on the basis of an integrative approach.

Cognitive determinants form the meaningful and operational basis of intellectual activity. A person receives information through perception, selects it through attention, stores it through memory, processes it through thinking, and expresses it through speech. These processes are important in a person's academic achievement, professional activity, social experience, and solving problematic situations. However, cognitive processes alone are not sufficient; they must be managed effectively.

Metacognitive determinants perform precisely this management function. Metacognition forms a conscious attitude of a person toward their own thinking activity. For example, when a student reads a complex text and checks their level of understanding, rereads necessary parts, identifies the main ideas, and analyzes their mistakes, they are carrying out metacognitive control. This process is important for independent learning, critical thinking, and responsible decision-making.

Motivational determinants activate cognitive and metacognitive opportunities. If a person does not have interest in learning, striving for success, self-confidence, and goal orientation, intellectual potential does not actively manifest itself. Therefore, motivation may be considered the source of energy for intellectual development. Intrinsic motivation, self-confidence, and striving for personal development are especially important in a person's long-term development.

The integrative model of personality development may consist of three main components. The first component is the cognitive basis, which includes cognitive processes and intellectual operations. The second component is metacognitive management, which ensures planning, monitoring, control, and reflection. The third component is motivational orientation, which determines a person's goal striving, interest, persistence, and need for self-development.

According to this model, personality development proceeds as follows: first, a person perceives a specific situation and analyzes it cognitively; then they evaluate their knowledge, strategies, and capabilities through metacognitive control; afterward, motivational factors determine whether the person continues or stops the activity. If all three systems function harmoniously, the person thinks effectively even in complex situations, learns from mistakes, and manages their own development.

The integrative model is also important for educational practice. Students' intellectual development should be supported not only by providing knowledge, but also by teaching learning strategies, developing reflection, stimulating intrinsic motivation, and forming independent thinking. A teacher should not only give ready-made knowledge to the student, but also teach how to learn, how to ask questions, how to draw conclusions, and how to learn from mistakes.

This model can also be used in psychological counseling and personal development practice. For example, when working with a person who has low self-esteem or quickly gives up in the face of difficulties, it is not enough to increase only their level of knowledge. It is necessary to develop self-awareness, restore internal motivation, form metacognitive strategies, and strengthen a positive, development-oriented attitude toward their abilities.

### **Conclusion**

Cognitive, metacognitive, and motivational determinants of intelligence play an important role in personality development. Cognitive determinants define a person's abilities to receive, process, remember, analyze information, and solve problems. Perception, attention, memory, thinking, and speech are the main psychological mechanisms of intellectual activity.

Metacognitive determinants are related to a person's ability to understand, control, plan, and evaluate their own cognitive processes. Metacognition enables a person to manage their learning process, see their mistakes, choose effective strategies, and develop independently. Therefore, metacognitive abilities manifest themselves as an important management mechanism of intellectual development.

Motivational determinants have decisive importance in a person's engagement in intellectual activity, continuation of that activity, and achievement of goals. Intrinsic motivation, striving for success, self-confidence, reflection, and the need for self-development help intellectual potential to be fully manifested.

According to the integrative model proposed in the article, the individual-psychological development of a person is formed through the mutual harmony of the cognitive basis, metacognitive management, and motivational orientation. This model explains intelligence not as a static ability, but as a complex psychological system that develops, is managed, and is activated by motivation.

#### References

1. G'oziyev, E. G. (2010). *General Psychology*. Tashkent: O'qituvchi.
2. Davletshin, M. G. (2002). *General Psychology*. Tashkent: TSPU.
3. Xaydarov, F., & Xalilova, N. (2010). *General Psychology*. Tashkent: TSPU.
4. Nishonova, Z. T., & Alimova, G. K. (2012). *Child Psychology and Methods of Teaching It*. Tashkent: Literature Fund of the Writers' Union of Uzbekistan.
5. Karimova, V. M. (2007). *Psychology*. Tashkent: Sharq.
6. Karimova, V. M., & Akramova, F. A. (2000). *Psychology*. Tashkent: O'qituvchi.
7. To'laganova, G. Q. (2008). *Pedagogical Psychology*. Tashkent: Fan va texnologiya.
8. Eshmuhamedov, R. J. (2004). *Ways to Improve Educational Effectiveness Using Innovative Technologies*. Tashkent: TSPU.
9. Zunnunov, A. (2006). *History of Pedagogy*. Tashkent: Sharq.
10. Hasanboyev, J., To'raqulov, X., Haydarov, M., & Hasanboyeva, O. (2011). *An Explanatory Dictionary of Pedagogy*. Tashkent: Fan va texnologiya.
11. Jalolova, M. (2015). *Developmental Psychology*. Tashkent: Fan va texnologiya.
12. Usmonova, M. (2014). *Educational Psychology*. Tashkent: Iqtisod-moliya.
13. Musurmonova, O. (2005). *Spiritual Values and Youth Education*. Tashkent: O'qituvchi.