

STRUCTURE AND FORMATION OF ABILITIES

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ABSTRACT	KEYWORDS
The driving force of humanity is creative individuals. Identifying such personalities is an urgent task of psychology. Therefore, the study of the structure of abilities and talent is very important both for the theory of psychology, and for solving the specific psychological and educational problems of modern education.	Mental talent, displays of talent, structure and formation of abilities, high level of creativity.

Introduction

The driving force of humanity is creative individuals. Identifying such personalities is an urgent task of psychology. Therefore, the study of the structure of abilities and talent is very important both for the theory of psychology, and for solving the specific psychological and educational problems of modern education.

The purpose of the report is to try to give a general characterization of modern views on the features and conditions of emergency, discovery and development of such aspects of the human psyche as ability and talent.

Perceptions of talent and human abilities have been formed over the millennia. The first of these seem to date back to antiquity. For example, the ancient Greek philosopher Plato wrote that "geniuses, as it is customary to think, are a kind of gods or side children of gods, from nymphs or some other creatures." In "Ion" Plato also raised the question of the origin of abilities: "poets create ... not through art, but by divine definition." Thus, Plato said that abilities, including poetic ones, have divine origin. In the 17th century, the English thinker John Locke argued that a child's mind when he was born "is... white paper without any signs and ideas" that come with experience. This idea found its expression in "tabula rasa", according to which a child is like a "clean board" without any divine mental activity. Serious research of talent began only in the 20th century. This problem was explored in Germany at the beginning of the century quite deeply. The German researcher V. Stern considered the concept of "mental talent" by which he understood "the general ability to consciously direct one's mind to new requirements and the general mental ability to adapt to new tasks and conditions of life". This definition was based on the universal notion of the psychology as the highest form of adaptation and adjustment. In psychological literature, the question of the relationship between these concepts has often very contradictory answers. In many sources, the concepts of "gift" and "talent" are interpreted as synonymous and not separated, and genius is regarded as the highest degree of talent or giftedness.

Here it is necessary, in our opinion, to touch on such a concept as the makings - features of the nervous system, which act as a basis for the further formation of abilities.

According to the Soviet psychologist B.M. Teplov, ability is the makings of development. Abilities can be formed from the makings only during activities and under favorable conditions. In addition, all the makings are multivalued, i.e. under different conditions from each can form different abilities.

However, the term "ability", despite its long and widespread use in psychology, is interpreted ambiguously by many authors.

"If you summarize all sorts of options for current approaches to the study of abilities, they can be reduced to three main types. In the first case, the abilities are understood by the totality of all sorts of mental processes and states. This is the broadest and oldest interpretation of the term "ability." From the point of view of the second approach, the ability is understood as a high level of development of general and special knowledge, skills and abilities that ensure the successful performance of different activities by a person. This definition appeared and was accepted in the psychology of the 18th and 19th century and is quite common nowadays. The third approach is based on the assertion that ability is something that does not boil down to knowledge, skills and skills, but ensures their rapid acquisition, consolidation and effective use in practice."

The structure of abilities depends on the development of an individual. There are two levels of development of abilities: reproductive and creative. A person who is at the first level of ability development, discovers a high ability to assimilate knowledge, master the activity and implement it according to the proposed model. In the second level of development of abilities a person creates a new, original. It should be borne in mind that any reproductive activity includes elements of creativity, and creative activity includes reproductive, without which it is unthinkable. If humanity were deprived of the opportunity to create or lacked educational (reproductive) abilities, it would hardly be able to develop.

Psychology, denying the identity of abilities and knowledge, skills, emphasizes their unity. Abilities are discovered only in activities, and in activities that cannot be carried out without these abilities.

Therefore, some authors believe that reproductive abilities are primarily common abilities, and creative - special, determining the success of creativity. And their interaction determines the development of mankind.

Summing up all of the above features, we will get the following definition: "The abilities are the individual properties of a person, which are subjective conditions for the successful performance of a certain type of activity. The ability is not limited to the knowledge and skills available to the individual." That is, ability is a basic property of the individual, which is a condition for the successful performance of a certain activity.

The development of abilities is non-linear, three levels of their development are highlighted: giftedness, talent, genius.

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