

About Abilities and Their Study in Psychology

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ABSTRACT

Historically, our nation has inexhaustible cultural heritage, unique ethno-psychological characteristics, traditions and customs. Self-awareness begins with knowing history.

Republic of Uzbekistan recognized the importance of the problem of restoring our spirituality, improving the national education system, harmonizing it with the requirements of the times, and creating a national education system in line with world standards from the first steps of the path of independence. In this period, it is appropriate to preserve the main features of the Uzbek ethnos based on the centuries-old culture. For the implementation of this process on a large scale, first of all, education puts a great responsibility on all the employees involved in education, especially on psychologists.

Thoughts about the pedagogical ability of teachers first appeared in the literature in the middle of the 19th century. A. in teacher training and pedagogical perceptive ability in psychology. Disterverg paid close attention. Thus, Disterverg emphasized the power of pedagogical skills, pedagogical tact and strict freedom. He put forward the concept of the teacher's ability to acquire knowledge. Then, in the second half of the 19th century, P. G. Redkin put forward the concept of "moral ability". Disterverg, Redkin's thoughts were continued by K. D. Ushinsky. K. D. Ushinsky says that the most important way to "educate a person" is persuasion, and a person's belief can be influenced only by persuasion", L. N. Tolstoy says: "In order for the education to be successful, the people who educate must be able to educate themselves without stopping" - said.

The development of science and culture depends on the way in which educational work is carried out. It is clear to everyone that after the independence of Uzbekistan, there have been very sharp and great changes in the field of education in terms of restoring national ethics, putting various traditions in place, and further developing national values. It should not be forgotten that the great future of the state is young people with deep knowledge and pure morals.

While denying the exact sameness of knowledge, skills and abilities, which are important components of abilities and activities, psychology emphasizes their unity. Abilities are manifested only in activities, and then only in activities that would not be possible without these abilities. If no

attempt has been made to teach a person to draw, if he has not acquired any skills necessary for pictorial activity, there can be no talk of his painting abilities. This is reflected in how quickly and easily he learns working methods, color relationships, learns to see beauty in the world around us.

Based on the fact that the child does not yet have the necessary skills and competence system, solid knowledge, structured work methods, without serious examination, it is a serious psychological mistake of the pedagogue to make a conclusion about the lack of abilities in this student. There are many cases where a person's special abilities were not recognized by others during childhood, and later their further development brought deserved fame. Albert Einstein was considered an underachiever in high school, and there seemed to be no sign of his future genius.

Abilities are individual-psychological characteristics, while they are combined with other known characteristics of the person and feelings - qualities of intelligence, memory, character traits, emotional traits, etc. cannot be contrasted, but can be placed alongside them. If any of those qualities or their combination does not meet the requirements of activity or is formed under the influence of these requirements, then this is the basis for considering the individual-psychological characteristics of a person as abilities.

Abilities are defined as individual-psychological characteristics, that is, as characteristics that distinguish one person from another. When they say that experience and intelligence show that people are not equal, they mean that people have equal abilities or that their physical and mental characteristics are the same as equality.

It goes without saying that people are not equal in this regard. And for him, when it comes to abilities, it is necessary to characterize these differences. They can be qualitative and quantitative. For the pedagogue, what the student's abilities are manifested in relation to and, consequently, what individual-psychological characteristics of the student's personality are necessary for success in the activity process. It is also important to know the development (qualitative characteristic of abilities) and to what extent the student is able to fulfill the requirements set by the activity, how quickly, easily and firmly he can acquire skills, skills and knowledge compared to others (quantitative characteristic of abilities).

The feature of compensating one ability with the help of developing another ability opens endless opportunities for each person, expanding the boundaries of career choice and improvement.

In general, the qualitative characteristic of abilities gives a person the opportunity to find an answer to the question in which field of work (construction, pedagogy, economy, sports, etc.) he can easily find himself, achieve great achievements and successes. Thus, the qualitative characteristics of abilities are inextricably linked to their quantitative characteristics. After determining what specific psychological qualities meet the requirements of this activity, it is possible to answer the question of which psychological qualities are more or less developed in a person in comparison to his colleagues working and studying with him.

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