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Pedagogical and Psychological Characteristics of the Development of Ability and Talent in Students

Jumayev Nodir Zayniddinovich

BSU Department of Psychology and Sociology
Senior teacher

Abstract: This article describes various methods of selecting talented students and working with them effectively in educational institutions. The talent visible in young people is manifested in a great variety, and the rarer it is, the more unique, unrepeatable features, as well as the inner spiritual world of young people is directly external in the formation of a rich, intelligent person. Information about the great role of the spiritual environment is given.

Key words: Motivation, behavior, ability,, self-control, activity, talent, cognitive motives, intellect.

Underlying all our actions are motives, understood and sometimes not understood. One of the types of motives is abilities. Brightly formed abilities manifest themselves with a desire for activity. If a person likes this activity more, chooses this or that activity, wants and wants to engage in this activity, we call this person talented. So, abilities are the desire to learn an activity, to master it, and it is considered a motive that is not understood at first.

Therefore, he does not get tired or bored in his work. Abilities, without a doubt, are formed in activities on the basis of abilities and are manifested in the ability to master any activity easily. But there is a subtle side in its definition. Abilities are characteristics that enable successful performance of an activity. That is, successful performance itself is not yet a skill, this statement may indicate skills. But it cannot be talent. Ability refers to opportunities that ensure success. It is the opportunities that can be developed and improved in the activity. It is the possibilities that ensure easy, easy and fast mastering of this or that activity. From this, without a doubt, the performer himself will be encouraged and will improve his activity more and more, becoming a master of this field. So, this is why a talented person is knowledgeable, comprehensive, able to do all kinds of things, and learn all kinds of practical and intellectual activities with intelligence. Therefore, any ability, no matter how complex it is, is necessarily evaluated by the values of the social environment. It is observed that the abilities valued by this environment are more developed in society. Aptitudes are easier to diagnose than abilities. Because ability is manifested and developed in activity. Talent is a versatile and highly developed set of abilities. If you imagine from this definition, talented people are rare. True, a talented person is a rare person with his own name. It has many unique and unique qualities. But in life, especially in pedagogical activities, the word "talent" is used lightly and widely. It is no coincidence that it is replaced by the word "talent" in the pedagogical sense. Because historically, the word "talent" has been used for a local, wealthy, and wealthy person, but now it is used for an educated person. So, when we say talent, we embody in our eyes excellent, well-read, knowledgeable, active students. Thus, talent is distinguished by a set of abilities, a state of extreme development, and first of all, it is characterized by the speed of mastering, intelligence, alertness. First of all, talent will have its own direction. It is difficult to enumerate the types of directions, because each talent has its own direction of talent, which is irreversible. As they classify other manifestations of the human psyche, they combine the general manifestations of talent into the following groups or types: - Mental (intellectual) talent. - Art talent. - Communication or management talent. - Talent in practical field or sports field. As can be seen, each branch is distinguished by its comprehensiveness, and within each type, even smaller areas can be distinguished. In addition, types of classification with a different basis are also proposed. So, there is no one-size-fits-all talent. Talent comes in many forms, and the rarer it is, the more unique and unrepeatable it is. In this regard, consideration of the unique aspects of the personal qualities of a talented person helps to approach the goal.

In particular, according to A.M. Matyushkin, the following can be distinguished from the most important integral characteristics of a person in the development of creative talent.

1. Predominance of knowledge motives over other motives.
2. Sensitivity to events and events, the ability to see differences in similar events and similarities in various things with a delicate taste, to notice, to see novelty, to research, to learn, to put an issue, a problem get, take a creative approach.
3. Ability to come up with original conclusions, ideas, unrepeatable, unique opinions, opinions.
4. To be able to quickly and accurately imagine the consequences of events and events, to be able to predict in advance, to be able to control the consequences of processes and events based on a deep analysis, to be able to reasonably predict the consequences.
5. To have standard visions close to a vivid ideal about every event and phenomenon and to be able to give moral, scientific, mental-intellectual, national, artistic evaluations and interpretations through these visions and visions.

Such integral personality traits necessary for creative talent make a person spiritually and intellectually far-seeing, broad-minded, patient, forgiving, and noble. The external spiritual environment plays a big role in the formation of such a rich and intelligent person with such an inner spiritual world. At the same time, the environment alone will not bring a person to great creative achievements if the owner of the creative talent does not have the abilities, abilities, and especially the clearly formed, developed manifestations of the abilities. The essence of creative talent is that high-level creativity must be based on well-formed, multifaceted skills and talent. There is no direct psychological diagnosis of abilities. An accurate diagnosis of abilities can be made through specific integral features of brain activity, i.e. Capability identification means early identification of capabilities. Therefore, under the necessary conditions, it is possible to determine abilities early by the EEG method, for example, from the age of 10-11. But in practice, more abilities are diagnosed. This is because if a child has this or that ability, he can perform activities in that field quickly, easily and successfully. In conclusion, it should be noted that psychological tests are, in fact, a generalized model of the types of activities performed by a person in his life:

- the essence of psychological and pedagogical tests, their difference.
- educational institutions;
- educational methods and their practical importance;
- the role of independent education;
- relationship between teacher and student to the issue of talent.

It is possible to determine the above-mentioned characteristics of young people who are part of this relationship.

The interpretation of talent from a socio-historical, natural point of view indicates that it is a high stage of the development of abilities. Talent in Greek means precious, unique thing, inherited natural quality, and is an individual characteristic consisting of a set of abilities and talents that ensure the successful and creative performance of a certain activity. Despite the fact that it is defined differently in the psychological literature, the main features are highlighted in them, such as talent is a set of abilities that allows a person to successfully, independently and originally perform some complex labor activity.

The main signs of talent:

- a) ensuring success;
- b) performing activities independently;
- c) that the existence of the element of originality is a combination of abilities and talents;
- d) individual psychological characteristics;
- e) such as the possibility of creativity that changes social life.

Summarizing the psychological data, emphasizing two different characteristic points separately creates an opportunity to better understand the structure of talent.

1) talent is such a combination of mental qualities of a person that a) with a single special ability; b) through high productivity of memory; c) cannot even be measured as a unique quality.

2) the fact that this or that ability is present and sufficiently developed in a person can override (consensus) their place through the rapid improvement of other abilities that are part of the complex structure of talent.

The employees of the Moscow Institute of General and Pedagogical Psychology studied the students' talent and concept of talent. The set of identified important abilities is created as a structure of intelligence. According to scientific researchers, high talent can consist of the following stages:

A) the first characteristic of such a person is intelligence, readiness, readiness to perform serious activities.

B) the second characteristic of a person is his readiness for work (tendency to work, desire for work, transformation of work into a need).

V) the third characteristic of a person is the features of thinking and the speed of thinking, the order of the mind, the high possibilities of analysis and generalization, the productivity of the mind. According to the data analysis, the special talent structure is filled with a number of abilities that correspond to specific activity requirements, in addition to the above qualities.

Talent is a manifestation of the possibility of creative achievement with the sum of its general and special qualities. Although talent is considered a prerequisite for skill, they differ from each other to a certain extent. Talent is a great creative and excellent work product. And work is the source of a necessary set of life experience skills. A prerequisite for creativity and life experience is the existence of a set of necessary skills and qualifications. Creative activity is considered an integral part of talent, and the psychological state called inspiration is of particular importance. Inspiration is a creative moment aimed at increasing productivity. If talent is considered as a psychological phenomenon as a possibility, then skill is the realization of a possibility. From a psychological point of view, a real skill is the manifestation of a person's talent in an activity.

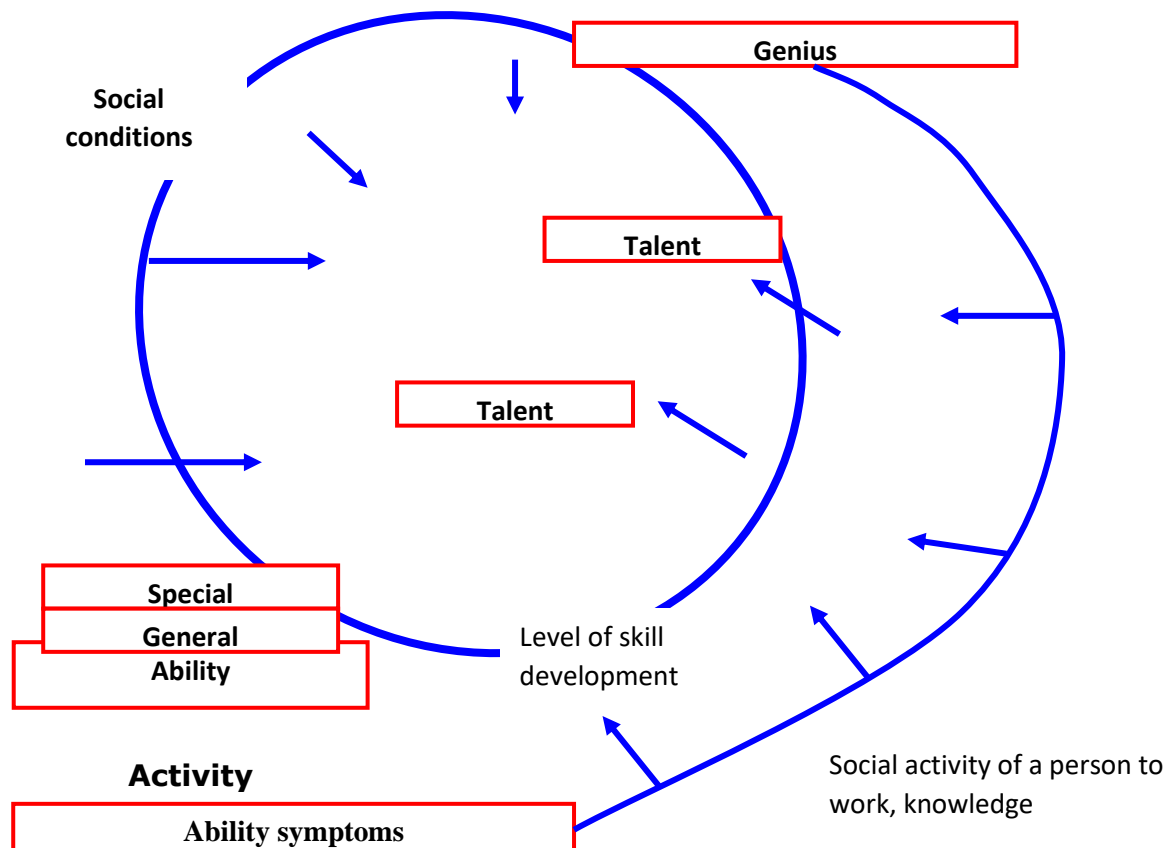
If the development of society needs such people, there will be an opportunity for such people to appear. Talent consists of the sum of abilities, their set. Individual abilities taken separately cannot be equated with talent, even if it has reached a very high level of development and is clearly expressed. This is evidenced by research conducted on people who have a very sharp phenomenal memory.

Individuals observed by Moscow psychologists for several years did not develop any abilities other than memory, and therefore he did not achieve positive success corresponding to his extraordinary abilities.

Thus, talent is such a complex combination of mental qualities of a person that it is as important as the high productivity of memory with some single ability.

It is known from psychological studies that the absence or insufficient development of any ability is successfully replaced by the rapid development of other abilities belonging to the complex type of talent qualities.

The development of abilities can be seen in the table below.



Any ability has to go through the most difficult path in order to rise to the level of ability. abilities are developed from the early stages and are realized in several stages.

M.G. Davletshin, recognizing the traditional assessment of technical talent indicators (visual perception, spatial imagination, technical analysis, construction ability), developed his original approach. It uses nine series of experimental problems developed in tests to diagnose the level of technical ability.

In recent years, several psychologists have been working on the issues of ability and talent in the psychology of Uzbekistan. In this field, the research works of B.R. Kadirov, B.S. Sodikov, E.G'. Goziev, V.A. Tokareva, Z. Nishonova are known, and they gave their definitions to the concepts of ability and talent.

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