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PSYCHOLOGICAL CHARACTERISTICS OF CHILDREN'S ABILITIES

Abstract: when studying the psychological characteristics of abilities, we can distinguish between qualities that meet the requirements of not one, but several types of activities, and special qualities that meet the requirements of a narrow range of these activities. These common qualities can be very clearly expressed in the structure of some people's abilities. This shows that people have multifaceted abilities along with a common ability for a wide range of different activities, specializations and occupations.

Key words: special qualities, people's abilities, talents, types of activities, child's self-development, psychological characteristics, specializations, occupations.

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Introduction

Talent is the level of development of any human ability, related to their development, but independent of them. This concept was first developed in the mid-nineteenth century by the English psychologist Francis Galton. Talent is usually divided into "artistic" and "practical". The early appearance of any ability in a child speaks volumes about his ability. B.M.Teplov described talent as "a qualitatively unique combination of abilities", which depends on more or less success in performing this or that activity. A charitable foundation does not succeed in any activity, it is only the ability to achieve it. In addition to a set of skills to do a job successfully, a person must have a certain amount of skills, knowledge, and abilities. It should also be noted that the ability can be specific (for one type of activity) and general (for different types of activity). Often they are combined with each other. For example, A.S.Pushkin wrote both poetry and prose, as well as perfectly described his works; Leonardo da Vinci was an artist, engineer, and well-known naturalist; Well-known scientist M.V.Lomonosov was engaged in poetry, as well as a good artist.

II.Literature review

The definition of the German psychologist W.Stern is the most common: "Benefit is the ability of a person to consciously focus their attention on new demands; it is the ability of the psyche to adapt to new tasks and living conditions." Despite the criticism of the English psychologist C.Spearman, who focused his objections on "adaptation," the definition given by W.Stern remains at the forefront of the modern interpretation of the problem of talent. For someone who is into math, just having a good memory and attention is not enough. People who have the ability to know math are distinguished by their ability to organize the elements needed for mathematical proof. The presence of intuition in this category is a key element of mathematical creativity. Musical abilities include: 1. technical (playing a given musical instrument or singing) 2. hearing (musical ear). Both groups are separate, that is, groups that are necessary for successful reading and are defined by the specific nature of the music. The natural discoveries of the organism alone do not clearly define human ability. They are an integral part of the system of conditions that determine the development of a person, his abilities. Perfection expresses the inner potential of an individual's development, not that of an organism. Charity is manifested only in connection with the conditions under which a particular human activity

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occurs. It expresses a person's internal knowledge and abilities, i.e., the internal psychological conditions of the activity in relation to the requirements this or that activity places.

III. Analysis

The acceptability of the level of requirements set during human activity is very important for the development of talent. For example, the requirements for the student in the curriculum. These requirements must be high enough to observe the dynamics. In addition, scientists highlight a particular ability. This is determined by the interrelationship of internal mental states with specific activity requirements. This ratio is not only abstract, but a real connection that determines the formation of ability. Specific abilities are determined by an individual's propensity for specific activities. Within certain specific abilities, a person's general ability is manifested, which is related to the general conditions of the leading forms of human activity.

Types of capacity. The systematization of types of talent is determined by the classification criteria. Quantitative aspects can be distinguished in capacity. Qualitative characteristics of ability refers to the specific characteristics of a person's mental ability and the characteristics that are manifested in certain types of activities. And quantitative - allows you to describe their level of weight.

Accordingly, scientists have identified the following types of abilities:

1. The intellectual type of talent. These types of teachers call students smart, fast. These students have in-depth knowledge and are able to acquire independently. These types of gifted children provide in-depth and accurate analysis of learning and supplementary materials. The intellectual type of talent can be divided into two main subtypes. In the first, general mental ability emerges and there is no specialization. In the latter, higher abilities are manifested in a single specific field of knowledge. Exactly this ability can be observed in modern geeks.

2. Academic type of talent. This species is characterized by high intelligence. This type of child reads very well. Later, true craftsmen are obtained from these students.

3. The artistic type of talent. This ability is felt in the high achievements of artistic activity: dance, music, sculpture, painting. The teacher, in turn, needs to realize these skills in a timely manner, as well as contribute to their development. Intellectual, artistic, and academic ability can identify a teacher without the help of a psychologist. There are such types of abilities to determine what a psychologist simply cannot do. These include: leadership (or social) ability, psychomotor ability, and creativity.

4. Creativity. The main feature of this type of ability is non-standard thinking. These types of skills are difficult to identify in school practice because

standard curricula do not allow gifted children to express their opinions.

5. Leadership (or social) talent. This talent is characterized by the ability to understand other people, to lead them. Leadership talent, according to scientists, means that a high level of intelligence and a sense of humor are no stranger to them. In life, we are faced with several options for leadership ability. These are emotional leaders (they consult, they love). There are action leaders (they can make decisions that are important to many people).

6. Sports (psychomotor) ability. Athletes are believed to have low mental abilities. But scientists have proven the opposite. Studies have shown that the intellectual abilities of famous athletes are very high. If school students who love sports create the appropriate motivation, they can learn perfectly. To help children develop and strengthen great abilities, it is important to know the classification of types of abilities.

TALENT. Talent is the inherent ability of birth that is manifested through the acquisition of ability and experience. The word "talent" comes from the weight of "talent". "Yangi Ahd" tells the story of three servants whose owners gave them a coin called a "talent". One buried his talent in the ground, another replaced him, and a third gained it. So, three phrases: buried, exchanged and multiplied, that is, developed talent. The word "talent" came from the Bible in a figurative sense: the gift of God, the ability to create something without neglecting it. Modern scientists distinguish certain types of talent that people have. The highest stage of skill development is called talent. Ability and talent are also an opportunity to achieve great success in high skill and creativity. Ultimately, creative achievements depend on the socio-historical conditions of human existence. If society feels the need for talented people, if conditions are prepared for their development, the emergence of such people will be possible. Awakening of talents is socially determined. Which talents are fully developed in the most favorable conditions depends on the needs of the time and the characteristics of the specific tasks facing the state. For example, it is possible to observe the birth of military skills during wars, and in peacetime - engineering, architecture.

Talent is a complex combination of human mental qualities that cannot be determined by any ability. Conversely, the absence or, more precisely, weak psychological research of any significant ability suggests that it may be offset by the rapid development of other abilities that are part of a complex ensemble of ability qualities. Genius is the highest level of development of abilities, which allows a person to achieve results that constitute a period in the development of society, science and culture. There is no such set of features that defines horror. People who express themselves as geniuses don't have to do it anywhere else. For example, a literary creation or

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the solution of complex mathematical problems may be a complete stranger to a genius composer. Classification of talents. It is common in psychology to distinguish eight types of talent:

- Oral linguistics. He is responsible for the writing and reading skills inherent in journalists, writers and lawyers.

- Digital. This type is common for mathematicians, programmers, that is, people who work with numbers every day.

- Audience. It depends on the musicians, the linguists.

- Spatial. This is typical for designers and painters, architects and fashion designers.

- Physical. This is unique to athletes and dancers because these people are easier to learn in practice.

- Personally, it is also called emotional. He is responsible for what a person says to himself.

- Interpersonal. People with this ability are largely connected to society throughout their careers. These are politicians, salespeople, actors.

- Environmental capability. This type of talent is often given to coaches and farmers.

This classification was proposed in the early 1980s by the famous American psychologist Howard Gardner. From the above, talent is a combination of abilities. That is, a solitary, isolated ability cannot be an analogue of a talent, even if it has reached a very high level of development and is pronounced. This is especially confirmed by examining people with phenomenal memory. At the same time, he is ready to see in memory, his strength and ability, the equality of many talents. The interdependence and difference of these events. Analyzing the problem of interdependence and differences between abilities, talents, we can conclude that the opinion on this topic is largely determined by the content included in these concepts. The great difficulty in defining the above concepts is related to the general understanding of these terms. If we turn to explanatory dictionaries, dictionaries of foreign words, we can see that the terms "talented" and "capable" are often used as synonyms and indicate the expressiveness of abilities. It should also be noted that the term "talented" defines a person's natural knowledge. Thus, in V. Dahl's explanatory dictionary, the word "capable" is defined as "all-inclusive or inclined, enthusiastic, comfortable, controversial, worthy, opportunistic." A talented person is one who is mentally gifted or advanced; He can do math, he can draw, he can understand." In fact, in this case, skill is understood as ability, but the concept of "skill" does not exist in the dictionary. The concept of "capable" is therefore defined by the success rate in the activity. In defining the concept of "talent" one must rely on its innate nature. That is, talent is an innate ability by God that ensures high success in human endeavors. In the dictionary of foreign words, talent is described as "an amazing natural ability ...". The benefit is that the state

of the talent is taken as its level of seriousness. It is no coincidence that talent does not exist as an independent concept in V.I.Dal, S.I.Ozhegov's explanatory dictionaries and in the explanatory dictionary of foreign words. As we look at the problem of identifying abilities, talents, as well as the interrelationships and differences between these phenomena, people today are increasingly faced with the question: "What are human abilities?" When reviewing the literature on each of these questions, one should try to find material that answers these questions correctly.

IV. Discussion

First of all, what are skills. When we consider the basic concepts of this phenomenon, the conditions for the formation of abilities, as well as their types, we can conclude from all the materials that such mental qualities are called abilities, through which a person acquires knowledge, skills and abilities relatively easily and successfully with any activity engaged. But there are many opinions and answers to this question, as there are scientists who have considered this problem. These are well-known psychologists and educators: Doctor of Psychological Sciences N. Leitez, Doctor of Pedagogical Sciences B.M. Teplov, A. Matyushkin and others. What is a talent. It was already easier to find a single text of the answer to this question. Benefit is a measure of a person's ability to genetically and experimentally adapt to life in advance. The answer to this question excites many scientists and ordinary people, so it will not be difficult to find an answer to it, but it is a difficult task to choose the most accurate definition of the true, correct meaning of this concept. Talent is an innate ability by God that ensures high success in any endeavor. In many cases, the terms "talented" and "capable" are used as synonyms and reflect the seriousness of the abilities.

Comparative method. Its full name is "Conscious Comparative Method". The founder of this method was A.V. Sherba, who adapted this method to the modern foreign language teaching process. The founder of the method was a corresponding member of the Academy of Pedagogical Sciences, Professor I.B.Rakhmonov, who successfully continued his work. The special principles of this method, such as comparing, working in the native language, teaching speech activities, were formed in the 40-50s and are widely used in practice. The practical, educational, and pedagogical goals of foreign language teaching were the first manifestations of this scientifically based method. From the 1960s until now, the comparative method has been modernized. In particular, comparisons are not a task for students in the classroom, but a matter for the methodist and the teacher to create a system of exercises. In the first form of the comparative method, the exercise is performed according to the rules. In the modern sense,

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the rule of practicality is generalized during the exercise. The student is not specifically involved in comparisons, memorization and narration of rules, or the acquisition of theoretical knowledge. Another way to express the term method is the methods used in the process of teaching a foreign language. They are three:

- 1) acquaintance
- 2) exercise
- 3) apply

V. Conclusion

From the above, we can conclude that ability, talent, differ on different grounds. When we talk about

ability, we emphasize a person's ability to do something, and when we talk about talent, we show that this person's quality (ability) is innate. However, both ability and talent are reflected in the success of the activity. The concepts of ability and talent are similar to each other because if a person has them, they are closely related to each other. This quality system is unique to successful, purposeful people. Thus, if an ability is an innate, genetic component of a person to display any ability; these talents have the same qualities, but with the difference that only one person has shown them throughout their lives.

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