

Abilities in Psychological and Pedagogical Science

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ABSTRACT: Touches upon the basic problems and methodological ways, which are considered as foundations for development of psychological abilities as one of the branch psychological science. The author also studies the views of Russian psychologists and educational specialists on the problem of abilities.

KEYWORD: abilities, common abilities, special abilities, development of abilities, activity, personality.

Introduction: One of the most important places in psychological and pedagogical science and practice is the problem of abilities. Interest in personality abilities is not accidental, it has an ever-increasing character. The problem of abilities is considered in various aspects, the achievements and conclusions of both contemporaries and authors of previous generations are analyzed.

At the end of the XIX century. the problems and methodological approaches were identified, which became the basis of the psychology of abilities as a scientific branch.

The first problem is the development of abilities and their determinants. The only significant link in the determinant network is the relationship between heredity and environment.

The second problem is the relationship between special and general abilities. F. Galton believed that by measuring the parameters of productivity of the simplest mental processes, it is possible to determine the level of a person's creative giftedness [2]. Later it turned out that the connection between creativity, intelligence, the simplest cognitive abilities is more complex than it seemed at first.

The third problem is associated with this problem - the creation of methods for measuring abilities, in a broader sense - methods for measuring the mental properties of an individual. Psychodiagnostics, as well as psychometrics of abilities, were first investigated by Galton [2].

The problem of abilities in the history of Russian psychology has been considered repeatedly (B.G. Ananiev, E.A. Golubeva, V.I.Druzhinin, V.A.Krutetsky, V.S. Merlin, V.N. Myasishchev, K.K. , B. M. Teplov, S. L. Rubinstein, V. D. Shadrikov and others).

In his first works, S. L. Rubinstein expressed and substantiated his view of this problem. He considered the prerequisites for the development of abilities (inclinations), issues of general giftedness and special abilities. He considered the true content of the concept of "ability" as "the ability to do something, to some kind of activity ... The ability should include various mental properties and qualities necessary due to the nature of a certain activity and the requirements that it makes" [9 , with. 149].

The second approach, associated with considering abilities, primarily as generic qualities of a person, is based on the theory of L. S. Vygotsky and also has its own history and its continuation in modern research.

L. S. Vygotsky actually showed that the development of abilities is a process of restructuring the whole, when neither innate structures, nor those assigned to the child (in any case, external to development) do not work as separate mechanisms, but obey the general logic of the development of higher forms of the psyche [1]. In this case, the position on the role of symbolic means in rebuilding mental functions, including them in increasingly complex structural associations, becomes fundamental for understanding the development of abilities. At the same time, the natural capabilities of the child are not ignored or cultivated, but are naturally modified in the process of mastering the methods of cognition.

BM Teplov defined abilities as individual characteristics, which are a condition for the successful fulfillment of motor activity. At the same time, he emphasizes three points: first, by abilities we mean individual characteristics that distinguish one person from another (no one will talk about abilities where it is about properties in relation to which all people are equal); secondly, not all individual characteristics are understood as abilities, but only those that are related to the success of an activity, therefore, character traits (hot temper, kindness, etc.) are not referred to as abilities; thirdly, abilities are not limited to knowledge and skills, that is, human experience [10].

Further research by BV Teplov and his co-workers showed that abilities cannot be reduced to innate personality traits [10]. Inborn can be anatomical and physiological features, natural prerequisites, inclinations underlying the development of abilities, but the abilities themselves are always the result of development in a specific activity. According to BM Teplov, abilities are not only manifested, but also created in activity.

AN Leontiev spoke about the presence of two directions in the study of abilities: from the analysis of special abilities to the identification of their general nature; from the general nature of man to the analysis of the manifestation and development of abilities in individuals. The process of formation of abilities in ontogenesis, in his opinion, is appropriation or mastery, that is, "the process as a result of which the individual reproduces historically formed human abilities and functions" [6, p. 178]. A. N. Leontyev's views on abilities found their expression in the works of V. Ya. Gal'perin, D. O. Elkonin, V. V. Davydov.

Subsequent work on the study of the abilities of N.A. Leites, V.A.Krutetskiy, L.I. Umansky, K.K. school.

KK Platonov notes that “abilities are the properties of functional systems that implement specific mental functions, which have an individual measure of expression, manifested in the success and qualitative uniqueness of the performance of activities, abilities are any properties of the psyche that, to one degree or another, determine success in specific activity” [8, p. 103].

Many years of research by NS Leites on the problems of the formation and development of mental abilities at school age are of indisputable interest for the general theory of abilities. In 1970, NS Leites proposed his own definition of abilities: "Abilities are personality traits, on which the possibility of implementation and the degree of success of an activity depend" [5, p. 45]. Abilities are not isolated manifestations of personality. They are in organic unity with other personality traits in the integral contribution of a person's mental life. It is known that "abilities have individual differences both in the degree of severity and in their originality" [5, p. 54]. Special attention

NS Leites paid attention to the age prerequisites of abilities.

VA Krutetsky notes that a person is not born capable of a particular activity, his abilities are formed, formed, developed in a properly organized corresponding activity, during his life, under the influence of training and education [4]. In other words, ability is a lifetime, not an innate formation.

According to VD Shadrikov, the most general concept that describes psychological reality is the concept of a mental functional system, the process of functioning of which (mental process) ensures the achievement of some result useful to a person [11].

This means that the ability can be defined as a property of functional systems that implement individual mental functions, with individual measures of expression, manifested in the success and in the qualitative originality of the development and implementation of individual mental functions.

Abilities are individual psychological characteristics of a person, which are a condition for the successful implementation of one or another productive activity, according to A. V. Petrovsky, M. G. Yaroshevsky [7]. Abilities are found in the process of mastering an activity, in the extent to which an individual, other things being equal, quickly and thoroughly, easily and firmly assimilates the methods of its organization and implementation. They are closely related to the general orientation of the personality, to how stable a person's inclinations to a particular activity are.

Conclusion: Each of the above concepts to a certain extent reveals the essence of a person's abilities, while they are given the most diverse characteristics, they act as a set of mental properties and qualities; are considered as individual psychological characteristics related to successful activities; appear to be psychological neoplasms, properties that ensure success in activities and much more.

Thus, the problem of abilities is one of the most difficult in psychology, in the history of Russian science there is no unity in the understanding of abilities, and, consequently, in their terminological characteristics.

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60	<p>ISSN 2690-9626 (online), Published by "Global Research Network LLC" under Volume: 2 Issue: 10 in December-2021 https://grnjournals.us/index.php/AJSHR</p>
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