

THE GENERAL CONCEPT OF ABILITY AND STAGES OF ITS DEVELOPMENT

Akhnazarova Diyora Erkinovna,

Trainee researcher of Gulistan State University, Uzbekistan

diyoraaxnazarova92@gmail.com

Annotation:

This article provides information about the general definition of abilities, their types and stages of development, as well as the views of scientists from different periods on abilities.

Key words: ability, success, potential, actual ability, mathematical abilities, giftedness, attentiveness, composure, goal achievement, intelligence, physical development, physical activity, mental development, mature generation.

Any activity requires a person to possess specific qualities that determine his suitability for it and ensure a certain level of success in its implementation.

In psychology, these individual psychological characteristics are called personal abilities, and strongly distinguished abilities firstly, are of a psychological nature, and secondly, they vary individually. All people are capable of walking upright and mastering speech; however, they do not belong to their own abilities: the first - due to non-psychology, the second - due to generality.

As A.V. Petrovsky notes, in relation to the skills, abilities and knowledge of a person, abilities act as some kind of opportunity. Here we can draw an analogy with a grain thrown into the ground, the transformation of which into an ear is possible only under many conditions that favor its development.

Abilities are only the possibility of a certain development of knowledge, skills, and whether it becomes a reality depends on various conditions. However, knowledge, skills and abilities remain external to abilities only until they are mastered. Being found in activity as it is mastered by a person, abilities develop further, forming their own structure and originality in activity. The quality of the performance of the activity, its success and level of achievement, and also how this activity is performed depends on the abilities. B.M. Teplov identified the following three main features of the concept of “ability”.

“Firstly, abilities are understood as individual psychological characteristics that distinguish one person from another; no one will talk about abilities where we are



talking about properties in respect of which all people are equal.

Secondly, abilities are not called any individual characteristics in general, but only those that are related to the success of performing an activity or many activities.

Thirdly, the concept of “ability” is not limited to the knowledge, skills or abilities that have already been developed by a given person” [1. p 67].

A person's abilities can develop over time or manifest themselves in another type of activity. Not every activity develops the abilities of the individual. Considering the general structure of human life, it is easy to notice the existence of activities that do not develop, but, on the contrary, distract and even hinder the development of his basic abilities. When one speaks of developmental activity in relation to an individual, they mean that it acts as significant for him, as an activity around which his capabilities accumulate. Production assignments or official duties far from exhaust the creative possibilities and richness of a person's vital functions.

Qualitative and quantitative characteristics of abilities. Abilities can be divided into **actual** and **potential**.

Potential abilities are not realized in a specific type of activity, but are able to be updated when the relevant social conditions change.

Actual, realized abilities include not only those that are realized and developed in certain types of activity, but also those that are needed at the moment and are realized in this specific type of activity. Potential and actual abilities act as an indirect indicator of the nature of the social conditions in which the abilities of the individual develop.

It is the nature of social conditions that hinders or promotes the development of potential abilities, ensures or does not ensure their transformation into actual ones. More rigorous evidence is provided by studies using the **twin method**. A number of studies compared the abilities of identical (monozygotic) twins and just brothers and sisters (the so-called siblings). The correlation of indicators within monozygotic pairs turned out to be very high: 0.8-0.7, while the same comparisons in pairs of sibs gave coefficients of the order of 0.4-0.5.

While not recognizing the innate abilities, psychology does not deny the innate features of the structure of the brain, which may be the conditions for the successful performance of a certain activity. These innate anatomical and physiological features of the structure of the brain, sensory organs and movement, which form the natural basis for the development of abilities, are called inclinations. As a matter of fact, the natural differences between people are differences not in ready-made abilities, but precisely in inclinations. Since the inclinations are only a prerequisite for the



development of abilities, between one and the other lies the whole path of becoming a person. Developing on the basis of inclinations, abilities are still a function not of inclinations in them, but of development, in which the inclinations themselves enter only as a prerequisite.

Studying mathematical abilities, V.A. Krutetsky established that for the successful completion of mathematical activity it is necessary:

- 1) an active, positive attitude towards mathematics, a tendency to engage in it, turning into a passionate passion at a high level of development;
- 2) a number of characteristic traits, primarily diligence, organization, independence, purposefulness, perseverance, as well as stable intellectual feelings;
- 3) the presence during the activity of mental states favorable for its implementation;
- 4) certain fund of knowledge, skills and abilities in the relevant field;
- 5) certain individual psychological characteristics in the sensory and mental spheres that meet the requirements of this activity.

[2. P 107-111].

At the same time, the first 4 categories of the listed properties should be considered as general properties necessary for any activity, and not considered as components of abilities, since otherwise interests, inclinations, skills and abilities should be considered components of abilities.

Qualitative characteristics of abilities involves identifying differences between people in various fields of activity. Qualitative differences in abilities, according to B.M. Teplov, are expressed not only in the fact that one person is gifted in one area, and the second in another, not only in the fact that one person shows technical, and the other musical abilities, and they are not only expressed in the fact that, within the limits of musical abilities, one shows abilities mainly for composer activity, and the other - for the activity of a pianist performer. Qualitative differences in abilities are expressed in the fact that even the pianistic abilities of different people are qualitatively different: of two pianists, each will be gifted in his own way. At the same time, abstracting from the qualitative originality of the combination of different abilities for individual types of activity, it can be noted that each ability has a different strength, severity, level, i.e. has a quantitative characteristic showing the extent to which they are developed in a given person compared to other people.

Various tests are used as a way to measure ability. The roots of testing are lost in antiquity. So, already in ancient Egypt, only those who were able to withstand a system of certain tests were allowed to learn the art of a priest.

Special abilities also include musical, literary, artistic abilities and etc.



General abilities that provide relative ease and productivity in mastering knowledge in various activities are often called **giftedness**. Giftedness can manifest itself in various fields of activity: intellectual, academic (educational), creative, artistic, in the field of communication (leadership) and psychomotor. Gifted people are distinguished, first of all, by attentiveness, composure, constant readiness for activity; they are characterized by perseverance in achieving the goal, an irrepressible need to work, as well as an intelligence that exceeds the average level. Gifted people show great perseverance in their area of interest. Therefore, one of the earliest indicators of giftedness is the time during which a 2-3-year-old child can concentrate on one lesson. Gifted children are absorbed in their work for several hours in a row and return to it within a few days, unlike a normal child of the same age. Giftedness is not the only factor determining the choice of activity, just as it is not the only factor determining the success of the activity. In addition to giftedness, a person, at a minimum, must have the appropriate knowledge and skills. Specific differences in giftedness are found mainly in the direction of interests.

Main conclusions on the topic:

Not every activity develops the abilities of the individual. Considering the general structure of human life, it is easy to notice the existence of activities that do not develop, but, on the contrary, distract and even prevent from the development of his basic abilities. Without recognizing the innate abilities, psychology does not deny the innate features of the structure of the brain, which may be the conditions for the successful performance of a certain activity. In human creative activity, memory is only one of the factors which its success depends on. But the results will not be achieved without the flexibility of the mind, rich imagination, strong will, deep interest, etc. The most ordinary volumes and strength of memory are sufficient to carry out any activity with talent.

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