

PSYCHOLOGICAL FACTORS IN DETERMINING THE MANIFESTATION OF ABILITIES IN STUDENTS

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In psychology, one of the most important types of individual psychological characteristics is ability. Students' abilities appear and develop in different ways as a result of their interests and work on themselves. Depending on the nature of the activity, the ability is manifested in different ways depending on the chosen profession, and some individuals are capable in several areas.

In order to create a general understanding of abilities, it is important to provide some information on their related factors and content. It is important to link the fact that abilities are psychological characteristics of a person, and that this characteristic is achieved with the acquisition of knowledge, skills, and qualifications.

Many studies have been conducted in the course of higher education. According to psychological studies, a student who is "average" in terms of mastery during higher education can later change in a positive direction, achieve high results in another field (network), and even prove himself in a specialty related to his specialty. In education and social life, people who have been assessed as uneducated and "unsuitable" later become recognized as leading specialists in any field, occupy high positions and mature as individuals. For example, a student's higher education is embodied in the form of an opportunity for professional development as a specialist. (aspiration, subjective environment, health, etc.), the abilities of a person manifest themselves as an opportunity to acquire professional knowledge, skills and abilities. Whether professional knowledge or skills are acquired or not, whether an opportunity is realized or remains as an unfulfilled dream, all this depends on many factors and circumstances. Based on the fact that the student does not have a system of professional knowledge, skills and qualifications, personal work methods that have formed their stability, without seriously examining and diagnosing them, hastily concluding that he does not have abilities is a gross psychological defect of a higher school teacher. The fact that one or another ability was not recognized by the people around them during childhood, the names of many scientists who later



gained deserved fame in the world due to these same abilities are famous in the world, such as Albert Einstein (founder of the theory of relativity), Nikolai Lobachevsky (founder of new geometry) and others did not have a certificate of growing up as a genius scientist in his studies.

Abilities are not reflected in knowledge, skills and abilities, but in the dynamics of their acquisition. The differences that arise in the process of acquiring the knowledge and skills necessary for the activity make it possible to reflect on the ability.

Therefore, it is reasonable to say that ability is a set of mental qualities (characteristics) with a complex structure. Due to the fact that the structure of the set of mental qualities, which are realized as abilities, is determined by the specific activity requirements, it is necessary to put it in a unique way for each type of activity. For this, we will analyze the following examples:

Abilities are mainly divided into two types: general and special abilities. The general ability or general quality of a person is their full-fledged specific psychological appearance, which psychologists have already begun to study. For example, a student with general ability tries to learn information from all subjects in the educational process based on critical thinking, while a student with special ability can acquire deep knowledge and ability based on critical thinking in one subject. Such general qualities of a person, manifested as abilities in certain conditions of activity, include individual psychological qualities that indicate that people belong to one of their kind.

This typology mentioned in I.P.Pavlov's works as "physical", "thinking" and "medium" types is connected with the doctrine that the higher nervous activity of a person is determined by the presence of two signal systems. The first system of signals is figurative, emotional, and the second is related to signaling through words about these images, that is, the signal of signals. Although the development of ability depends on natural conditions that are not exactly the same in different people, the relationship between the markers of talent and ability discussed above shows that ability is not just a gift of nature, but a product of personal history.

Usually, the ability is not given to a person by nature, like all individual-psychological characteristics of a person, but is formed in the course of life and in the process of activity. Scientific psychology rejects the theory of the innateness of ability, and gives a strong blow to the idea that human ability is determined by



unknown natural factors from time immemorial. It should be noted that denying the innateness of ability does not have an absolute nature, of course. But not recognizing that abilities are innate does not mean that we deny the innateness of differential features related to the structure of the brain. Competence, as a natural ground of ability, plays an important role in activity. Ability refers to the morphological and functional characteristics of sensory organs and actions of the brain structure, which are manifested as the initial natural condition for the development of ability.

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