



THE ROLE OF THE ABILITY TO INCREASE THE INTELLECTUAL AND CREATIVE POTENTIAL OF YOUNG PEOPLE

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ABSTRACT

The article discusses in detail the ways and means of increasing the intellectual and creative potential of young people, their characteristics and the role of abilities and talents in the formation of creative intelligence in young people.

KEYWORDS: youth, intellect, activity, methods, talent, ability, activity.

It is known from the experience of developed countries that the role of intellectual potential in ensuring the development of the country is of particular importance. Therefore, since the days of independence, Uzbekistan has paid special attention to the policy of training, which is an important part of increasing the intellectual potential. Reforming the science sector is especially important for our development.

The great discoveries made in the field of science today and their large-scale introduction into production have strengthened the role of scientists in social and economic life. In particular, from the first years of the scientific and technological revolution to the development of society, the intellectual potential of society, the problems of training, which are its basis, have become more relevant, so it is the object of much research.

A multi-faceted process is a long-term process that is carried out as a whole. The activism of young people, the multiplicity of dual feature contradictions, the multifaceted process involves the educational institution, the family, the neighborhood and the general public, cinema, theater, television, literature and the arts. This process involves the child's innate talent. Unlike education in this feature, it begins at birth, during, after school, and can last a lifetime. The distinguishing feature of intellectual creative potential from education is that it is realized as a whole and on a concentric basis. At the same time, upbringing is inextricably linked. This includes the intellectual and creative potential of young people based on their innate talents and acquired knowledge. This process is two-way, in which the child himself is actively involved. These contradictions are manifested in the struggle between the intellectual and creative potential that first appears in children according to their own concepts and the qualities that are formed by education, the



demands placed on students and the ability to fulfill it. In order to properly develop the intellectual and creative potential of young people, we identify activities that allow students to carry out creative activities and divide them into two groups:

The group of "intellectuals"

- 1) Conducting intellectual games such as "Intelligence", "Talent", "Opportunity";
- 2) Conducting competitions for the title of "The best historian, mathematician, programmer, physicist, biologist, philologist, etc.";
- 3) Organization of scientific work, holding scientific conferences;
- 4) Creation of clubs such as "Young programmers", "Young astronomers", "Young inventors", "Young designers", "Young technicians", "Young radio technicians", "Young economists"

The group "Creative and talented youth"

- 1) Conducting competitions on "The best poem, picture, photo, embroidery, suzana, etc.";
- 2) Competitions of teams of clubs "Cheerful and clever";
- 3) Conducting competitions for the title of "Best Nurse, Accountant, Cook, Plumber, Waterman, Harvester, Harvester, etc.";
- 4) creation of such clubs as "Young artist", "Young musicologist", "Young reader", "Young creator";
- 5) Organization of creative evenings and exhibitions of creative youth;
- 6) Development and implementation of a set of events on the occasion of national holidays, International and National Holidays.
- 7) Organization of theatrical performances dedicated to the birthdays of our great thinkers;
- 8) Independently prepare artistic compositions on a particular topic;
- 9) Revitalization of amateur art circles and organization of competitions;
- 10) Popularization of a set of creative works.
- 11) Organize the award for the best creative student
- 12) Organize a competition under the heading of the best talented student of the year.

In addition, in order to put into practice the work of regular development of intellectual and creative potential of young people, every educator must monitor the creative activity of students in each lesson. To develop the intellectual and creative potential of young people) we recommend the use of methods:



Conducting mental exercises: this includes solving various rebuses, crossword puzzles, chess and checkers in the form of competitions.

Conducting clubs for young writers: this includes a set of activities aimed at developing the creative skills and talents of young people. For example, working with young people who are developing writing and journalism skills among young people.

This includes all types of sports competitions. Conducting poetry and ghazal competitions: this method involves young people creating through poetry and ghazals. This includes Poetry Night Conducting competitions for the cheerful and resourceful: through this competition, the interest of young people in art, theater and painting will be increased and their ingenuity will be assessed. Improving the work of the teacher-student: The work of the teacher-teacher, whose students are doing the best work to implement this method, is popularized, who is very pleased and grateful to him. Of course, it is expedient to evaluate all the creative work and talented skills of young people, to reward them with various gifts and certificates of honor. Despite the theoretical situation and practical examples given above, the problem of ability and its development is one of the most complex issues in psychology and pedagogy. Ability develops under the influence of natural ability, talent, as well as the external social environment, which depends on the characteristics of the nervous system, such as sensory analyzers, strength, movement and coordination of nervous, physical and mental processes. Abilities, like all individual psychological characteristics of a person, are not given to him by some nature as a button, in a ready state, but are filled with content in the process of life and activity. Man comes to the World without any mental qualities, only with General Opportunities aimed at acquiring them. At present, the theory that connects talent markers with the microstructure of the brain and sensory organs is the most productive.

Ways to increase the intellectual and creative potential of young people are:

1. Conducting sports games for agility and dexterity
2. Conducting mental exercises
3. Revitalize the circles of young writers
4. Conducting competitions in poetry, ghazal-khanate
5. Evaluation and encouragement of creative work
6. Improving teacher-student work



It can be assumed that it is possible to conduct cheerful and clever selections and determine whether there is a difference in functional properties. The hypothesis that connects the signs of talent with some differential features of neural processes (depending on the differences between nerve strength, balance and mobility) and thus with the types of higher nervous activity is also closer to reality. In addition, the hypotheses that connect the natural basis of abilities with the so-called special features of the nervous system, that is, with the peculiar typological features of some people, such as sight, hearing, and movement, are closer to the truth.

Serious statistics do not provide any evidence to prove that abilities and talents are inherited. It also contradicts the scientific theory that abilities are inherited. Although the development of abilities depends on completely different natural conditions in different people, the relationship between the signs of talent and abilities discussed above shows that abilities are not just a gift of nature, but a product of human history. If in animals the transmission of the achievements of the previous generation to the next generation takes place mainly through genetic morphological changes of the organism, the human being is carried out in this socio-historical way, that is, with the tool of labor, language, works of art and so on.

A method of teaching is a factor that determines whether a person has the ability to do a certain activity or not. Where the methodology of teaching is weak, there are rumors that skills are the key. It goes without saying that the methodology is constantly evolving, which leads to a narrowing of the scope of 'innate abilities'. The problem of formation of abilities and talents is an issue of great social and state importance. Important factors in the development of human abilities are sustainable special interests. Special interests are the interests of human activity in the context of a particular field, and these interests grow in the tendency to engage in this type of activity as a profession. An interest in learning encourages the practical mastery of the methods and techniques of action in this context. It has been noted that the emergence of interest in a cocktail or learning activity is closely related to the awakening of abilities in relation to that activity and serves as a starting point for the development of abilities. Many psychologists believe that abilities are innate and passed down from generation to generation. Proponents of this theory claim that among



most people who are less gifted, there are fewer families of gifted people, and the abilities of people in these families are passed down from generation to generation.

It is clear that there is nothing scientific about these conclusions of these "scientists" and it is impossible. But there is also a completely opposite view of abilities, which completely denies innate qualities and believes that everything depends only on upbringing and the conditions in which a person grows up, develops and works.

The skills of modern psychologists are brain and sensory depending on the structure of the working organs, they are believed to be different at birth in different people. Each person has innate abilities, that is, specific features of the analyzers of the higher nervous activity of the brain, and therefore a certain tendency to develop an ability in the future depends on it. Signs of natural anatomical and physiological ability form the physiological basis of abilities. The set of signs of ability that later turn into ability is called a person's talent. As mentioned above, the ability develops throughout the activity.

Academician B.A. Obruchev did not say in vain that abilities like muscles also develop during exercise, so the first condition for the development of abilities is to cultivate the need for activity. People who do not like to work, who avoid mental and physical work, do not develop skills. All honorable people who have achieved great success in their careers talk about the importance of working hard to develop their abilities. Interest in work and getting used to it is of great importance in cultivating the need for work.

Abilities are inextricably linked with other qualities of a person. The ability of a person to some extent depends on the level of development of his mental processes (perception, memory, thinking, speech, imagination, attention), as well as many mental characteristics. The high level of relevant cognitive processes plays a crucial role in the development of some skills. The particularly strong development of many processes and traits in a person leads to a person being generally competent in all respects. As one engages in the development of one's abilities, one should strive to ensure that this development is not a dry goal.

One of the most important and urgent tasks of applied psychology today is to identify the jackets of ability from an early age, to reveal the direction of individual abilities according to the level of intelligence. Therefore, many intelligence tests and skills diagnostic methods have now been developed and are being successfully applied in practice.



The problem of measuring abilities began to be solved gradually in the late nineteenth and early twentieth centuries. Abroad, such studies have been studied by Spearman, Bine, Eisenk, and others. They used special tests to study ability and talent. The general essence of these tests is that in them the system of tasks consists of a battery of tasks - tests which are becoming more and more difficult. For example, Eysenck's famous intelligence test consists of 40 tasks that measure the speed of intellectual processes. The time criterion is important here. Other authors have come up with different methods, such as slow performance - a sign of failure. For many scientists, for example, for Russian scientists, a reliable criterion for measuring ability is to record a person's achievements and changes in his abilities directly in the process of activity.

Russian scientist EA Klimov created a methodology based on the areas of activity and profession in order to determine the direction of talent of young people and called it a "professional-diagnostic survey." Thus, it divided all professions into 5 categories according to their area of focus:

- (T) - nature (plants, animals, microorganisms);
- T - equipment (machinery, materials, types of energy);
- Ch (O) - person (group of people, communities);
- Z (B) - characters (various data, symbolic characters);
- X (I) - artistic, creative images (fine arts, music).

The survey identifies a person's propensity for different occupations. It includes 20 pairs of questions, and the examinee must determine on a special answer sheet to what extent he or she is inclined to engage in this or that type of activity. One of the most important and urgent tasks of applied psychology today is to identify the buds of ability from an early age, to reveal the direction of individual abilities according to the level of intelligence. Therefore, many intelligence tests and skills diagnostic methods have now been developed and are being successfully applied in practice.

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