The role of pedagogical competence in the development of individual characteristics in students

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Abstract

One of the important directions of the development of independent Uzbekistan is the education of a harmonious generation based on the rich heritage and universal values of our people. This is because the main goal and driving force of the reforms carried out in the Republic is to ensure the comprehensive development and prosperity of the individual, to create the conditions for the realization of his interests, and to adapt to the new conditions.

Key words: person, ability, individual, temperament, interest, character, personality, development, correction, emotion, will, Development, determination

1. Introduction

A person is irreversible, he is unique in his qualities and existence. On the basis of this irreversibility and rarity lies a set of its individual psychological characteristics. In this regard, we consider it appropriate to comment on two more concepts that are used side by side with the concept of the person described above.

These are the concepts of "individual" and "individuality". The concept of "Individual" complements the concept of "man" in general, confirms its existence as a social and biological being, and includes it, on the one hand, the character and characteristics that distinguish it from other people, on the other hand, covers the general and characteristic features that are inherent in itself and in the likes. Hence, an individual is a scientific category that confirms its relation to man.

"Individuality" is a narrower concept than both of the above concepts, which includes a set of all specific features that distinguish a concrete person from another concrete person. From this point of view, analyzing the system of the individual, the individuality of the individual includes his abilities, temperament, character, willpower qualities, emotions, behavior and specific motivation.

The same categories mentioned are categories that provide individuality in an individual. Its meaning is that it is possible to find people with the same attributes as the neck, chin, age, hair color, eye views, finger movements and the like, but it is impossible to find a person whose character, abilities, temperament, activity motivation and a set of attributes related to others are the same.

Abilities- are such individual, unstressed qualities in a person that they give the person an understanding of the causes of their indicators, achievements and difficulties in various activities.

Temperament- is a set of properties that allow a person to understand his reaction to something, phenomena, situations and behavior of people in different situations. (10.128)

Character-includes the qualities that a person acquires from the relationship of individual people and a group of people, to himself, to situations, things and events.

Willpower qualities- are a set of certain qualities that each of us has set a goal before ourselves, ensuring that we overcome the difficulties in achieving it. Emotions and motivation are the attributes of what is happening around us, the people who surround us and how they perceive their behavior spiritually and express our emotional relationships to them, which are caused by our real situations in the same situations and their reflection in our minds.
Talent- is a systematic developmental quality of the human psyche throughout life, determined by the fact that a person has the opportunity to achieve higher results in one or more areas than in other people.

In the psychological dictionary, the concept of "talent " is described as follows
1) talent- is a specific adaptation of abilities that will ensure the successful implementation of the activity;
2) talent -these are general abilities that determine the scope, level of activity and specificity of a person's capabilities;
3) talent - is a whole individual characteristic of the intellectual potential, the ability to receive education and the possibilities of cognition;
4) talent-is the ability endowed by nature, the degree of originality of the natural foundations of abilities and their manifestation;
5) talent- is talent, the presence of internal opportunities and conditions for achieving high results in activity. Proceeding from these descriptions, it can be noted that on the basis of talent lies the general intellectual and the abilities endowed by nature, which determine the capabilities of a person to know, the special abilities that ensure success in some kind of activity (for example, education, creative, professional, scientific).

The owners of general abilities have high abilities and are characterized by a quick finding of a solution to a problem or any issue, a creative approach to their activities.

And the owners of special abilities-those who have the ability to perform any specific type of activity (for example, mathematics, music, drawing, playing chess, sports) and prefer to engage in manipulative activities.

Talented children are children who embody these general and special abilities. They are distinguished from other children by the following symptoms:
- curiosity;
- constantly looking for answers to various questions;
- rapid development of speech, thinking, memory;
- interest in music, drawing, reading books, mathematics from an early age;
- high level of cognitive activity and educational activity;
- purposefulness and originality in finding solutions to issues;
- productivity of thinking;

From the pedagogical point of view, the general and special ability depends on important aspects, taking into account the age periods. Early childhood – preschool and junior school age can be seen and developed as talent general as well ability. Over time, this “general ability” has its own characteristics, which determines a certain direction. At the same time, it will be necessary to pay attention to how this phenomenon is manifested by the child.

At this time, it will be necessary to pay attention to what extent this symptom is manifested by the child. The ability that is clearly manifested, that is, paid attention by the psychologist, educator, parents, is called “actual”, the ability that the surrounding people do not notice is called “potential”ability. Many famous scientists, composers, artists and writers (for example, young V.A.Masart, F.Galton, I.Mechnikov, K.Gauss, N.Vinner, G.Leibnis, V.Gyugo) those who demonstrated their abilities at an early age. And on the contrary, in most cases, children who do not have any offspring in childhood can achieve success in the period of maturity.

This mental potential can often be ignored by those around them. Naturally, the reasons for not noticing talent in each case are different. The potential ability is not really manifested until a
certain time. Perhaps, parents did not attach enough importance to the changes in the subtle movements of the child's soul by educators and adults, intuitively they did not notice this or did not have enough knowledge.

Or rather, because they did not understand these things, they did not notice the great potential opportunities in the child, and even accepted this creativity, intellectual initiative as a negative feature. Other, those who consider the features to be more valuable, that is, we all know from personal experience that parents, teachers, professors of higher educational institutions, leaders who prefer independence in diligence, obedience, perseverance, actions and reasoning are occurs. When the biography of about 400 well-known people was studied by American Scientists, it was found that 60 percent of them had serious problems during school education.

The presence of an understanding of actual and potential abilities makes the problem of forecasting the development in advance important. What qualities and character traits of an individual, his qualities in FE and activities help an adult to determine whether a child can become a great man, an artist or a statesman in the future. It is difficult for some time to find the answer to this question. Psychologists have established a number of laws that allow to “predict” the future of the child, but have not yet achieved the ability to give based forecasts. At the same time, experience in the field of World pedagogy and psychology shows that confidence in the capabilities of the child is permeated with the skills of educators and parents are able to commit miracles.

In some cases, it is important how a person in life develops this particular trait than the ability given to him by nature.

Who can be called a talented child?

A talented child- is a child who is distinguished by his bright, open, sometimes unprecedented achievements from others in this or that type of activity.

Naturally, the question of what achievements are being talked about can arise. In the special literature, the talented children are divided into several categories:
- children with high indicators of special intelligence tests (intellectual talent);
- children with high creative abilities (creative talent);
- children who have achieved success in one area, type of activity (young musicians, artists, mathematicians, chess players, etc.).), children in this category are often called talented;
- children with good mastering of Sciences in school (academic ability).

Intellectual talent is usually detected in the form intellectual coefficient (IQ) with the help of special tests. Those who have developed a high level of intelligence, perform activities with extreme taste, wisdom, gain a name with the innovations made in science.

As for creative abilities, there are two different approaches, one that does not deny the other. When creativity in the first approach is imagined as a talent, creativity in the second approach is considered a personality trait and is therefore manifested at any age, in any profession-cord.

And those who have academic abilities will be able to achieve more results in education. They will be able to absorb theoretical knowledge in a wide range, light, have a specific mindset and a solid memory. To determine academic abilities, usually, special standardized cognitive tests are used.

IQT identifying affected children is an ongoing process associated with an in-depth analysis of the individual's development. There are a number of psychological and pedagogical requirements:

- assessment of the child's self-esteem and performance, use of the child's abilities and various sources of information as much as possible;
the duration of the identification (emulation) process (monitoring the child's behavior in different situations);

– analysis of the behavior of the child within the framework of activities corresponding to his interests and abilities (involvement in specially organized entertainment);

- expert assessment of the child's activities (drawings, poems he wrote, technical models, methods of solving mathematical problems.), to invite experts (mathematicians, philologists, chess players and engineers) in the field of high qualification.

– the use of multi-stage and repeated methods of diagnosis, taking into account the individuality of each child and using different psychodiagnostic methods;

– carry out diagnostic work in real life and within the framework of activities (observation, conversation, expert assessment of teachers and parents).

In identifying talented children, it is necessary to differentiate the level of development of talent at this age, the characteristics of the implementation of talent in various activities, the potential for child development.

References