

## PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF GENIOLOGY ASSIGNMENT IN YOUNG PEOPLE

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### ANNOTATION

Pedagogical and psychological features of the pursuit of genius in young people. This article analyzes the pedagogical and psychological features, problems and current issues of the pursuit of genius in today's youth.

**Keywords and phrases:** Intelligence, genius, ability, fatality, talent, discovery, will, success, self-realization, new ideas, self-control, motivation.

### INTRODUCTION

In our independent republic, special attention is paid to the upbringing of the younger generation in all respects mature, healthy and harmonious.

The period of change we are experiencing today requires the education of talented and gifted people, sharp-witted, thoughtful, capable of new discoveries, and on the other hand, independence itself is able to create all the conditions for the upbringing of such a harmoniously developed generation can make drastic changes in emotions and thinking. It is the highest intellect of young people and the fact that they are armed with modern knowledge and a highly cultured lifestyle that in turn is the basis for the material and technological development of society.

In order for a person to realize and express himself, he must live as a genius in life. The genius, on the other hand, is never fatalistic, that is, he does not surrender all aspects of his activity to destiny, does not live everything waiting for destiny, but creates his own destiny with his own hands. In psychology, the word "fatal" means "an inevitable, unavoidable event." Being genius is the ability of an individual to express himself with the highest level of creativity. Although the difficulties that students face in achieving their goals are small, it seems to them that these difficulties can never be overcome. In addition, in order for young people to be able to fully express themselves, they must first identify their field. Sometimes a student who is unlucky will feel dissatisfied with those around him without realizing it. As a result, the students blame others for their unfulfilled dreams and become depressed. In general, fatalistic situations arise when a student's dreams are not realized, when self-doubt arises, when he or she is unable to realize himself or herself, when he or she is unable to express his or her abilities. The characteristics of genius people who are able to fully express their abilities, first of all, are that they do not need any (internal) protection, they have a sense of fear, a sense of humor. Such people not only give society advanced ideas, but also create a sense of satisfaction from their activities, which can benefit all of humanity. They experience the pain of failure calmly. Because they can work very hard to achieve the goal and patiently wait for the result.

Since self-realization is so important in life, why can't smart, intelligent students fully express themselves? Why don't most people like to compete? This is because sometimes interesting plans and initiatives put forward by students are viewed with negligence or insignificance by those around them. As a result, the student gradually fades away, becoming accustomed to not fighting for his own thoughts and ideas, not being independent. In such circumstances, only the most resilient do not retreat, and the rest find themselves in a fatalistic mood, saying that I am not as capable as others, that I can never reach the peaks they have reached, and that it is better for me to walk in the shade. Students like this don't believe in themselves at all, they refuse to do a job without starting it.

However, another student will start working on a solution to the problem he or she has given up so that it becomes clear that the problem is not too difficult and can be solved. That would be a good lesson for him. After that, can he overcome the internal obstacles? It's hard to say. He wants someone to order him to solve a problem, to call him to creativity, not himself. Unfortunately, it has become a feature of the character of the feeling of dependence, developed from childhood, nurtured by parents. This sense of submission in him made it necessary to rely on the stronger. In this case, someone has to solve problems for him, then he will feel confident that someone is stronger and smarter than him.

Various psychological studies have found that there is an important link between understanding the goal and ways to achieve it. The sooner a person realizes that self-realization depends on him, the deeper he looks at life and sets more important goals. He also takes firm steps in changing his work and life, because it can find its place in any activity and situation. Most people associate everything with chance, the fate of destiny, the difficulty of an issue, the difficulty of dealing with the people involved in solving that problem. People in an aesthetic state who blindly believe in a destiny that cannot make a difference in their lives and activities are called fatalists in psychology. Although a minority in life, there is another category of students. Students who have a deep approach to each task responsibly, who are able to achieve it to the end, who are deeply aware that they can achieve their goals and goals, who stand out from others with diligence and steady pace, are able to express themselves with effective creativity.

The more a person feels personal responsibility, the more diligently he will work, and the more confidence and self-satisfaction he will have in life. In fact, every person has the characteristics of this or that person. The question here is the amount of these qualities (which way do we solve the problem: do we leave it all to fate? Or do we take our destiny into our own hands?) Research shows that a person's character is tested in more failure.

In life, whoever knows that the main reason for his successes and failures is in himself, he sets himself greater and higher goals and tasks. People who are the opposite are also happy with trivial victories, try to postpone solving problems, change goals often, and do easy, light, and fun work. Such cases occur only in a person who is afraid of failure. He gets only the part of the given work that can be done more easily.

A person may not be able to express himself without the need for passion, will, realistic evaluation, and self-realization. Because, in many cases, the activity he chooses may contradict his character. Not every researcher can present himself as a theorist, an inventor. But he can

be a talented leader in the science lab. In this case, it is not the amount of knowledge but the character structure and level of intelligence that plays an important role.

Significantly, a stronger memory, diligence, striving for precision, creative boldness, a tendency to paradoxical and extraordinary generalizations are clearly visible in the personal qualities of the scientist. It is also worth noting that people:

1) working slowly according to the daily plan;

2) paying attention to new information;

3) belonging to the types who are obsessed with conflicting ideas. Contrary to popular belief, it is also important to develop new ideas and to develop the ideas expressed by others in a comprehensive and thorough manner. What is more important to him? Maybe in a constant good relationship with colleagues, tend to work at the same standard, work with uneven diligence and efficiency? Is he afraid to go out of his field or is he limited by his own direction? Is he not afraid of scientific risk and failure, or is he a proponent of "slow but definite success"? All this can be the basis for a clear conclusion.

British scientists examine a group of students with equally developed abilities. In fact, they are found to have a high level of ability. Twenty years later, when these students were introduced to life, it was noted that some of them did not achieve much, and some were quite unlucky.

Why did this happen? It was found that those who were able to reach the highest peaks, along with ability and intelligence, combined psychological qualities such as perseverance, patience, diligence, the ability to set steady steps, as well as independence and self-control.

A student who wants to be a genius must find a "missing opponent" around him, go out on the competition field, and compete with himself non-stop. If a student wants to be superior to others, there is nothing wrong with that at all. Therefore, competing is a sign of being genius.

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