

PSYCHOLOGICAL ABILITY FACTOR IN THE FORMATION OF A CHILD

Maxammatova Saida Sadriddinovna

ASU, 2-Course Doctoral Student

ANNOTATION

The article provides detailed information about the psychological ability to formulate a child's behavior, as well as a psychological factor. In this there are also opinions about the role of psychologists-practitioners.

Keywords: behavior, psychological ability, psychological factor, Child, School, pupil, psychologist, education.

INTRODUCTION

Practitioners-psychologists have advanced views on identifying capable children, sorting them out and giving them differentiated education, organizing special tests, measurements and visualizations from the model, equipping them with a separate room, in general, capable pupils of pedagogical schools, the level of their abilities, the fact that they generate general information about the opportunities for effective use and the achievements they have gained serves to enrich the theoretical and methodological knowledge of the pedagogical communities of educational institutions as well as parents.

In addition, special attention should be paid to the organization of lectures, practical seminars, training, debates and conversations in order to acquaint teachers and leaders of the groups operating in pedagogical schools with the essence of special tests, questionnaires, measurements on the determination of students' creative abilities, the formation of skills of their use, the development of general and special abilities in order to create 2. Organization of pedagogical and psychological service.

The organization of pedagogical service in pedagogical schools allows to study the individual characteristics of students, to choose among them those who have abilities, to develop programs or recommendations on this subject in accordance with the directions and level of their creative abilities, to study and analyze the dynamics of the development of students' creative abilities in a coherent, continuous and systematic way. Pedagogical and psychological service in pedagogical schools is an important tool for the timely manifestation of the modern educational system, consisting of the dignity, abilities, interests and talents of children in education and upbringing and ensuring their full use at the maximum level.

Pedagogical-Psychological Service also provides an opportunity for timely realization of the reserves of pedagogical-psychological development of children. ... Borganda when it's about capable children, a high level of pedagogical and psychological service ensures the timely identification of their abilities and the improvement of their pedagogical and psychological development. Due to the nature of the pedagogical and psychological service established in the educational system, its use in pedagogical schools will be possible to study the internal capabilities of each student, conduct a large-scale research, determine and determine the level of abilities manifested in them in a particular direction, in accordance with the existing

circumstances it will be possible to connect students Practitioners-psychologists working in these educational institutions play an important role in identifying and sorting talented students through pedagogical and psychological services in schools. As a result of their large-scale activities carried out in cooperation with the leaders of groups, science teachers and parents, there is an opportunity to fully realize the internal capabilities of children with creative abilities.

The fact that practitioners-psychologists are able to establish close cooperation with students is also a guarantee of the success of the process under consideration. It is desirable for practitioners-psychologists to establish strong communication with families, taking into account the importance of constantly working with creative talented children not only in the educational institution, but also in the family environment, creating favorable pedagogical conditions. Within the framework of this communication, they will be given advice on the development of students' abilities to parents, the establishment of psychoproflective work, the full realization of their internal capabilities, the correct orientation of their creative abilities, confidence in their own forces and a sense of confidence in the future. 3. Introduction of differentiated education. Experience has shown that the development of the capabilities of talented children during the period of mastering the Educational Sciences of students or the introduction of a differentiated education according to the direction and level of their creative abilities, first, the formation of knowledge, skills and skills; secondly, do not waste their time in vain; thirdly, it allows to ensure the moderation of the relationship between students (after all, from the pedagogical-psychological point of view, children with creative abilities have a low level of self-esteem because of the demand for attention and discrimination of their peers in the position, they are in the wrong attitude to them). The selection of students with creative abilities in pedagogical schools requires that they be taught directly on the basis of differentiated education based on the attachment of them to certain groups according to the directions and levels of their abilities.

Differentiated education has its own advantages, through its introduction: the approach of each student on the basis of taking into account the pedagogical and psychological characteristics, personal qualities; the management of students by determining their educational and educational goals; the full use of the available opportunities for achieving the intended goal; the strengthening of such qualities as perseverance and endurance in future specialists; ; further development of their creative abilities on the basis of the achievement of indifference of students to the process of cognition; formation of a sense of pride in the students of pedagogical schools in the correct assessment of their capabilities and achievements; improvement of their research skills in them by encouraging students to pursue creativity; liberalization of the educational process, achievement of the independence; students will be able to nurture a sense of confidence in their own strength and capabilities as well as bright prospects.

On the basis of a differentiated education, each teacher is required to be able to fully realize the internal capabilities of talented students, to contribute to the formation in them the qualities of creativity (creativity). After all, the creative abilities of pedagogical schoolchildren are achieved by paying the attention of the team of the educational institution to a single goal, as well as by actively engaging the public in this process. Students should have the opportunity to

gain new ones-new achievements-in each of the sessions organized according to the differentiated training program. Engaging in differentiated groups creates the necessary prerequisites for students to continually work on themselves, which makes them more capable than their own groups to move to the groups that are attached to the students. And the most talented students will master new instructional materials with the help of important information and technical tools in each lesson.

To operate on the basis of a differentiated approach requires teachers of general and special Sciences to possess the following qualities: deep mastering of the basics of specialized Sciences, possession of broad scientific thinking and a general outlook, high pedagogical skills, able to understand students, patient, diligent, creative, appropriate use of advanced pedagogical technologies, having a personal lesson to students, having a high general culture, , organizer, initiator, disciplined, aspiring, respecting the opinions of others. As for the stratification of education: the pupil's "I", as well as his cognitive, creative and emotional ability, develops; the democratization of education is ensured; the pupil's opportunities are fully realized; the pupil becomes persistent and ambitious, confidence in his own strength increases, the gift in him, shyness and anxiety disappears, his inner feelings develop, he acquires the ability to think freely, his 4. General pedagogical-psychological-pedagogical control.

The implementation of educational and educational work for the purpose of further development of creative abilities in pedagogical schools on the basis of identifying talented students on the basis of pedagogical and psychological service, sorting them, attaching them to differentiated groups does not yet mean that full success has been achieved. The effectiveness of activities aimed at developing the creative abilities of students can be determined by consistent and systematic implementation of general pedagogical-psychological-peda-Gogic control in pedagogical schools. The most important means of organizing control is the personal pedagogical – psychological map of the pupils. It is desirable that the results of pedagogical-psychological Diagnostics, which determine the content of the general activity, essence, achievements gained by them, the levels of their creative abilities, established by students during the educational period in the Pedagogical School, be the main component of pedagogical-psychological-pedagogical control. For pedagogical and psychological control in educational institutions, the profession should be entrusted to the members of practitioners and psychologists. Consequently, based on the analysis of the results of the current situation, they will have special training in developing future plans, determining the direction of practical activity. However, it is necessary to pay special attention to the organization of the pedagogical-psychological-pedagogical control process with the participation of a group of specialists. Consequently, some cases of students with creative abilities going on in the psyche are required to be evaluated by specialists.

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