

ONTOGENESIS GIFT DEVELOPMENT

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Annotation. The article deals with the development of giftedness in ontogenesis, the opinion of various scientists about the definition of giftedness and their characteristics.

Key words: giftedness, inclinations, personality, intellect, mental development, mental properties.

The problem of giftedness is considered by various fields of psychology, such as pedagogical and age, since giftedness manifests itself in the early stages of human development, that is, in childhood. Under the giftedness of a child is understood higher than that of his peers, *ceteris paribus*, susceptibility to learning and more pronounced creative manifestations. The concept of "giftedness" comes from the word "gift" and means especially favorable internal prerequisites for development.

In the concepts of "makings", "giftedness" was seen something idealistic, harmful. The isolation of our science from foreign science also affected the state of affairs in psychology. Only in recent years has the problem of differences in children's giftedness aroused great interest. The reality and significance of this problem are undeniable.

"talented and talented children can be called those who, according to experienced specialists, demonstrate high achievements due to their outstanding abilities. The prospects of such children are determined by the level of their achievements and potential opportunities in one or several areas:

- intellectual;
- academic achievements;
- Creative or productive thinking;
- leadership and communication;
- artistic and motor activities. "

Thus, the renowned researcher and psychologist J. Renzuli in his approach to the definition of giftedness relied on the characteristics of giftedness found in adults, where productivity can be said. J. Renzouli believes that intellectual abilities, creativity and perseverance should be at the core. However, it should be borne in mind that "at the beginning" of the development of all the above parameters lies the cognitive activity of the individual, the motivational component itself. Thus, J. Renzuli proposes to consider four parameters as criteria for the general giftedness of a person:

- cognitive motivation;
- intelligence;
- creativity;
- regulatory factor.

In-depth studies of subsequent years led to the fact that already recognized types of giftedness began to be considered differentially.

In many ways, the understanding of intelligence is based on the concept of J. Piaget - it is a reproduction of an earlier learned experience with the formation on the basis of a subject-oriented personality activity.

The main function of intelligence is adaptation. The level of development of intelligence, primarily verbal, is closely linked with learning. And the learning conditions in children from different families, social strata are naturally not homogeneous. Therefore, when examining giftedness, attention, first of all, should be paid to nonverbal (free from the influence of culture) intelligence. But the problem of the connection between intelligence and learning is not limited to a simple shift of emphasis towards nonverbal intelligence.

Firstly, in itself, learning can be considered as one of the indicators of intelligence.

Secondly, the sensitive periods of the development of certain mental functions testify in favor of the need to teach children certain skills and activate certain functions in certain age periods.

In the initial period of life, a very rapid mental development is all a common age feature. Each child, completely helpless at birth, gradually forms numerous skills. The most complex attributes of the mind. The development of the psyche is proceeding at such a pace, with such intensity that it will no longer be available in subsequent years. At the same time, all mentally full-fledged children, in successful life circumstances, are characterized by such mental traits as an active interest in the environment, sensitivity to the impressions delivered by the senses - every child needs development, needs "mental food". Childhood is a unique time of formation, growth of mental strength.

With age, as you know, qualitative changes in mental properties occur: for example, figurative impressionability is weakened, but the role of verbal, conceptual regulation is growing. In other words, over the years, a child is not only gaining and increasing earlier properties, but also their transformation and the formation of new properties.

Each pore of childhood has its own special merits. Not only the increasing level of mental development, but also the internal prerequisites for development at different age stages are related to the formation and growth of abilities.

Stages of age development have their own special features. Thus, the process of age-related development makes us think about those sensitive periods of development, when they are especially favorable for a particular direction of development.

Middle-school students have increased independence, persistent energy, and a breadth of inclination. In older schoolchildren, the work of analyzing thoughts, readiness for reasoning, and special emotional sensitivity are very noticeable. Such a combination of "mental" and "artistic" types, as well as a disposition to self-education, self-improvement, open up special opportunities for multilateral development. Since these qualities are age-related and, therefore, to some extent temporary, they must be timely and fully used for the development of children's abilities.

Some children of preschool and primary school age, according to N. S. Leites, are ahead of their peers not only in the amount of knowledge and skills, but also in their activity, active energy and independence, that is, in those qualities that are usually inherent in the teenage period. Gifted adolescents are distinguished against the background of pronounced traits of their age by such qualities as independence and a tendency to self-education, selectivity in studies, that is, features of the next age period.

The development of activity and self-regulation goes through a number of stages. In younger students, cognitive activity most often manifests itself in increased curiosity, the value of which is extremely great for the development of abilities. Middle school students are distinguished by a high overall energy, a willingness to participate in a wide variety of activities, and the ability to suddenly get carried away with

any business. They can simultaneously take part in several circles or promotions. Such a variety of activities allows you to more fully reveal their abilities. High school students are more selective and independent in the choice of occupations. They give preference to certain academic subjects and, in preparation for the lessons, devote more time and effort to them. At this age, prerequisites for the formation of inclinations and abilities arise.

In the light of what has been said, it seems that the designation of unusual manifestations of children, their special mental capabilities, it would be correct to use the term "age giftedness." It shows that signs of a child's giftedness may arise from childhood opportunities. Using the term "age-old giftedness", we draw attention to the fact that we characterize a child with certain age characteristics, which do not always predetermine his future features.

Thus, the approach to the signs of children's giftedness requires a distinction between two aspects: proper age and proper individual. To do this, first of all, you need to know about the special possibilities of childhood periods - this is the background and prerequisite for manifestations of individual giftedness. Only relying on information about age-related giftedness and, on different options, types of progression in age development, it is possible to more reasonably approach the assessment of the personality of a child.

Literature

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