

## STUDY OF THE PROBLEM OF CREATIVE ABILITY BY WORLD PSYCHOLOGISTS

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### Annotation

The article describes the issue of ability, its study, the research work and opinions of scientists, the study of the problem of creative ability by world psychologists, and the created scientific theories.

**Keywords:** ability, creativity, talent, talent, knowledge, mind, intellect, potential, perception.

Abilities are such mental qualities that with their help a person acquires knowledge, skills and abilities relatively easily and successfully engages in an activity. Abilities are manifested only in activities. During perception, for example, subtle differences in color rendering, clear visibility of objects, understanding of proportional proportions (in the work of artists), absolute hearing (in music), observation (in many types of activities), etc. . Some abilities are associated with good memory (for example, quickly and firmly mastering material, the ability to easily and clearly repeat it). A person's thinking activity (understanding of material, solving complex problems, depth of thought, criticality, reflection) abilities are clearly manifested.

The problem of creative abilities is one of the interesting and somewhat researched problems in psychology. People have been researching this problem since ancient times. Eastern thinkers (Farabi, Beruni, Abu Ali ibn Sina), Russian psychologists (B.M. Teplov, B.G. Anan'ev, N.V. Kuzmina, S.L. Rubinstein, A.G. Kovalev, V.N. Myasish'ev), Western scientists (A. Binet, T. Simon, F. Galton, W. Stern, W. Allport, K. Rogers) have contributed greatly. Uzbek psychologists (E. Goziev, R. Gaynutdinov, M. G. Davletshin, B. R. Kadirov, V. A. Tokareva, etc.) also conducted research on this problem.

Now let's look at the methods of learning creative abilities in modern psychology. In the psychological literature, many experimental works on the development of special abilities have been done. Let's stop at a few things specific to them.

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In addition to the interest and love for the activity, it is also important for a person to work at his own pace, to be able to creatively apply his work and knowledge, skills and abilities.

It is known that some people were not able to show any of their intelligence and abilities during their childhood and school years, despite the favorable conditions for them. Such people later showed that they have great abilities as a result of working independently in their fields with perseverance and endurance.

It has long been known that ability and mastery are not always the same thing. For example, when Gogol was studying at the Nejinsky Gymnasium, he got a "3" in literature and a "2" in essay. Despite the fact that Mendeleev was considered one of the "average" students in the gymnasium, later he became a brilliant scientist. It is not a secret that most of those who studied with excellence remained ordinary employees.

A famous scientist, academician Luzin, who founded the Moscow School of Mathematics and created a new trend in modern mathematics, studied mathematics with a grade of "2" during his studies at school, and studied mathematics at home with an assistant teacher. According to that teacher, Luzin was completely incapable of science.

The famous film director S. M. Eisenstein got only "3" grade in the drawing class when he studied at school. But later he showed his talent in the field of cinematography as a result of constant work on himself.

If we look at the lives of famous people, the most important thing in their creativity is that they have the ability to work tirelessly, they can work for months, years, ten years on the way to a set goal and tirelessly look for ways to achieve it. It may have been known that there are children who do not make it to school. A closer examination of the reason why such students fall behind in lessons shows that they do not have the inclination to study or they do not know how to prepare for lessons. Experience shows that instilling in them an interest and desire to study, as well as forming the skills of preparing lessons in them, gives them the opportunity to get ahead of the lesson. Therefore, in the process of education, each pedagogue, in addition to providing students with knowledge of certain subjects, forming skills, influencing their feelings and will, tirelessly strives to make each of them worthy builders of society. It is necessary to instill in their minds that it is necessary to work on them. The success of students in their future work activities does not depend only on the knowledge and skills they acquire at school, but mainly on their continuous work on their own new knowledge. By explaining to them that it depends on their creation, we will have the ability to develop creative abilities.

Creative abilities are manifested not in knowledge and skills, but in the dynamics of acquiring them, that is, in the conditions under which knowledge and skills are quickly, deeply and easily acquired. This concept is still used today. And finally, let's consider another concept. "Creative ability is not the manifestation of knowledge,

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skills and abilities, but their quick assimilation and effective application in practice." In this concept, creative abilities are not equated with knowledge, skills and abilities, but a person's attitude towards them, the ease, speed and depth of acquiring knowledge, skills and abilities, as well as their easy mastery of a certain activity and the successful performance of this activity. appears.

As mentioned above, B.M. Teplov, who contributed to the development of the general theory of abilities, according to B.M. Teplov, the concept of "Abilities" included three ideas: "first, abilities are understood as individual psychological characteristics that distinguish one person from another.

Secondly, ability means not any individual psychological characteristic, but a characteristic that ensures the successful performance of an activity.

Thirdly, "Abilities" should not be equated with knowledge, skills and qualifications of a person.

According to B.M. Teplov, abilities can exist only in continuous development. An undeveloped, unpracticed skill is lost over time.

- In the age of information technologies and especially in the case of students
- A cost-effective way of assessing students' creativity is the method of using a computer.

There are many scientific approaches to researching IQ problems. Summarizing their results, we can conclude about creative psychology and related intellectual abilities as follows:

Intellectual "genuineness" is one of the conditions of a person's creative activity, and motivation plays a key role in the activation of creative activity.

According to the theory of E. Torrens, IQ is a factor independent of intelligence, that is, at the "threshold of intelligence", this factor is compared as follows: if IQ is below 115-120, intelligence and creativity are the only factor, on the contrary, if the IQ is higher than 115-120, IQ remains a quantity independent of intelligence, from which it follows that there will be no creativity with past intelligence, but there are intellectuals with past creativity.

According to the above opinions, the creativity of a person can be described by the following criteria:

- Seeing and understanding a creative problem. Perception. Attention and attentiveness.
- To understand and see the main edge and connections of the problem. Fluency of thinking.
- Abandoning traditional views and promoting a new way of thinking (Flexible thinking).
- Trying to avoid monotony and group thinking in solving problems. Realistic thinking.
- Ability to regroup multiple ideas and connections. Multiple choice thinking.
- The ability to systematically analyze a problem that requires creativity.

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- The ability to artificially and abstractly systematize problems that require IQ. (Abstraktnoe mishleniya)
  - The ability to feel the unity of the idea and its structure.
  - The ability to accept all new and unusual situations.
  - The ability to constructively act in uncertain situations

In order to find out to what extent these mentioned criteria have been formed in teenagers, it is planned to conduct test questions, questionnaires, questionnaire answers at the beginning. Based on the test results, experimental and control groups are divided. The test questions are made in relation to the following parameters that determine the level of IQ, incorporating the criteria listed above:

- Level of aptitude for problem solving, physics;
- Level of interest in science
- Level of creative activity;
- Vibrancy and stability of creative attention;
- Creative application to practice;
- Clarity and clarity of imagination;
- Self-assessment;

Mental aptitude tests consist of content-based questions and problems. The success of solving them (taking into account the time spent) is calculated by the sum of points.

After the children complete a set of tests, their results are dealt with in a standardized way, that is, by calculating the number of points received by each test taker.

Now let's look at the qualitative and quantitative characteristics of abilities. When talking about the qualitative characteristics of abilities, it is meant in which activity a person works (designer, pedagogue, sports, economy, etc.)

The qualitative characteristic of abilities is inextricably linked with its quantitative characteristic.

The quantitative dimension of abilities has its own history. At the end of the 19th century, at the beginning of the 20th century, D. Kettel, L. Termen, B. Skinner came up with a proposal to determine a person's suitability for the activity he is engaged in, the level of his abilities. It is recommended to use mental aptitude tests for this purpose.

But there are critical opinions of L. S. Vygotsky in this regard, because it is wrong to believe that if the child does not perform the given task, the level of his ability is determined. L. S. Vygotsky says that it is necessary to carry out research that determines talent repeatedly, first independently, then with the help of adults. The level of talent is determined by comparing the results of experiments conducted first independently and then with the help of adults. This method of determining the level of talent was called "near zone of child development" by L.S. Vygotsky.

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Abilities, like all individual psychological characteristics of a person, are not given to him innately, ready-made by nature, but are formed in the process of life and activity. A person comes into the world without any psychic properties, only with general opportunities to acquire them. At the moment, the theory that connects the target of talent with the microstructure of the brain and sensory organs is considered the most productive. It can be assumed that the in-depth study of brain cells is able to determine the difference in the morphological and functional characteristics of a gifted person, which indicate the neural networks. Also, the hypothesis connecting the signs of talent with some differential properties of nervous processes (according to the differences between nerve strength, balance and mobility) and thus with types of higher nervous activity is closer to the truth.

According to B. M. Teplov, the main manifestation of musicality is feeling music, as well as being able to feel music emotionally is the main content of musical ability.

B. M. Teplov considers the system of musicality and includes: the hearing of music, rhythm of music and musical memory. V.A. Krutetsky worked on mathematical abilities. In particular, in the monograph "Psychology of Mathematical Abilities" he explained mathematical abilities and their system. He determined the importance of perception in mastering mathematical material. V.A. Krutetsky believes that gifted students perceive the "internal" analytical-synthetic analysis, processing feature, system of the problem "on the spot" and reveal its main relationships. Students with a special talent for mathematics are characterized by a special "mathematical mind" - they can find the logical and mathematical content of existence, identify logical and mathematical categories in them, often perceive phenomena from the point of view of mathematical relationships. L. I. Umansky studied organizational skills for a long time. The author creates a system of organizational skills. According to him, people with organizational skills should have the following characteristics:

- a) direction of the person;
- b) its preparation;
- v) general characteristics (accessibility, general level of development, practical intelligence, observation, activity, initiative, persistence, organization, self-management);
- g) special characteristics of organization, psychological inventiveness, psychological tact: emotional-volitional influence, demandingness, criticality, inclination to organizational activities;
- d) personal individual characteristics.

We need to know the most important theoretical and practical aspects of teaching and educating children. For this, first of all, we need to understand the following psychological and pedagogical problems:

- level of psychological development of the student;

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- the formation of the student's personality and the content of educational and work activities;

- description of the student's personality and socio-psychological characteristics.

These problems are taking their rightful place based on the methodological principles of modern science, having information about the achievements and ideas of scientific research conducted in near and far foreign countries. In this regard, M.G.Davletshin will have the opportunity to comprehensively cover issues such as technical interests, formation of abilities, youth labor education and career orientation, increasing the effectiveness of personnel training, age and pedagogical psychology, psychology of abilities. E. Goziev, the development of students' thinking in the educational process, their intellectual development, management of educational activities, psychological problems of adult education, B.R. Kadirov, individual characteristics of young people, their directions of activity, the formation of abilities and primary abilities, gifted education they scientifically substantiated the students' characteristics, career choice and other big problems.

Uzbek psychologists also conducted many scientific researches in the development of psychology. M.G. Davletshin "Development of abilities", "Technical interests", "Interest and education", many scientific and methodological manuals, M. Vahidov "Child psychology", E. Goziev "Psychology of thinking", "Psychology of memory" ", "PERSONAL PSYCHOLOGY", B. Kadirov contributed with scientific research "Ability and talent".

The central problem in the issue of ability is its heredity, innateness. Plato said that human abilities are innate and assumed that everything a person knows is a memory from his time in the world of ideal knowledge. Francis Galton, a cousin of the famous naturalist Charles Darwin, in his first book, "The Innateness of Talent, Its Laws and Consequences" (1869), as well as in other books, emphasized that greatness and talent are passed from generation to generation, and the environmental factor is significant. does not play a role.

The famous Polish pianist Igaatsy Paderewski, on the other hand, when asked what is the secret of his amazing piano achievements, says: "One percent talent, nine percent luck, and 90 percent hard work." Famous American inventor Thomas Edison famously said that greatness is 99 percent labor and one percent inspiration. American psychologist Arthur Jensen says that everyone can successfully develop their abilities through hard work. But there is a possibility to develop abilities only up to a certain limit, as long as nature allows. A person does not become great as a result of hard and selfless work, greatness is considered a gift of nature.

The famous English psychologist Hans Eysenck, as a result of his many years of research, comes to the following conclusion: "In the system of talent success, genetic factors make up 80 percent. Speech skills, memory, imagination, calculation skills have a genetic basis. 20 percent depends on social conditions, including family, school

conditions, luck and lucky coincidences. It is difficult to test this relationship of genetic and social factors in an experimental way." (1892) Galton in the above-mentioned book gives an example of some families in which abilities for one or another type of creativity were passed from generation to generation. In particular, the musical talent of Bach's descendants was first observed in 1550, and only five generations later, the genius of I.S. Bach was somewhat stronger. There were about 60 musicians in the Bach family; about 20 of them are recognized as famous. Mozart had five musicians among his ancestors, and Haydn had two. Abilities are manifested only in activity, and even then only in activity that cannot be realized. (The ability to draw will be determined in this activity). For example, Albert Einstein (1879–1955, German physicist) was an underachieving student in high school, with seemingly no signs of future genius.

Abilities are not seen in knowledge, skills and abilities, but in the dynamics of their acquisition.

Abilities are individual psychological characteristics that are considered a condition for the successful implementation of this activity of a person and are manifested in differences in the dynamics of acquisition of necessary knowledge, skills and qualifications. Thus, ability is an individual psychological characteristic that qualitatively distinguishes people from each other.

If we look at abilities as a qualitative characteristic, it is manifested as complex psychological properties of a person, and means that he has mastered several ways that are very necessary to achieve a goal. A person has the ability for one or another activity and may not have it for another, but it can be created using the possibility of filling its place, (compensation) (for example, deaf-mute, blind scientist O.I. Skorokhodova activity).

The qualitative characteristic of abilities allows a person to say in which field of work (construction, pedagogy, economy, sports, etc.) he can easily find himself, achieve great achievements and successes. The qualitative characteristics of abilities are inextricably linked to their quantitative characteristics.

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