



# PSYCHOLOGICAL PECULIARITIES OF INTERCONNECTION OF INCLINES AND INTELLECTUAL ABILITIES AND ITS DEVELOPMENT IN ADOLESCENCE

**Khaidarov Ismoil Ollokulovich**

*Candidate of pedagogical sciences, associate professor of Uzbek State World Languages University (Uzbekistan, Tashkent)*

## ABSTRACT

*The relevance of research on the psychological activity of inclinations is determined primarily by the great practical significance of this problem. In general, a not clearly differentiated desire to engage in any specific activity is a characteristic feature of the personality of adolescents. The complex process of professional self-determination, in all likelihood, includes the development of the intellectual capabilities of adolescents, in particular, self-knowledge. Our data, in a sense, allow us to approach this issue as well.*

*The value of the work lies in the fact that the research results contribute to the development of the scientific foundations of professional self-determination. We believe that the results of the study are significant for the development of early manifestation and development of inclinations in adolescence, as well as career guidance in school and other educational institutions, in order to effectively determine the students' activities.*

**KEY WORDS:** *human abilities and inclinations, psychological prerequisites, human factor, "external through internal", "internal conditions", natural prerequisites, motivation. A person's natural tendency or urge to act or feel in a certain way.*

## DISCUSSION

Psychological research of inclinations involves consideration of the relationship between inclinations and intellectual capabilities, as well as the expression of needs, the selective activity of the subject. The professional orientation and preparedness of the individual for professionally active activity, in all likelihood, interdependent each other. The professional orientation of a person is manifested in her interests, inclinations, beliefs, ideals, as well as in intellectual capabilities.

It is known that the majority of schoolchildren in adolescence are not able to independently and adequately choose a profession. At the same time, among adolescents, you can see children who are already serious, selectively regarding their future occupations, they seem to listen to themselves, to their needs. However, even by the ninth grade, most students cannot say for sure who they would like to become, although very many of them already have preferred types of activities, favorite subjects. But their hobby desires are not very clear, they often lack awareness of the world of

professions. This is understandable, since life itself has not yet confronted them with the need to choose occupations, and the position of teachers and parents is rather little self-determined, which means for adolescents, because they still do not know enough what certain professions require from a person and what needs to be done in order to master them. For their professional self-orientation, most students are in dire need of help from psychologists, teachers, popularizers of professions; a variety of information is needed, revealing, in particular, the psychological content of professions.

In the process of personality formation, an essential place is occupied by professional self-determination. Professional inclinations, vocationally oriented towards the desired field of activity, of course, are inextricably linked with the content aspects of the personality, its motives and social attitudes. All students face a difficult task - who to be, where to go. The professional future of a person largely depends on its decision.

According to recent studies, the majority of students are not guided in their



capabilities, they are rather carried away by the external side of professional activity. Psychological counseling for the majority of students "opens their eyes" to themselves, to their capabilities. And at the same time, there are students who more or less correctly realize themselves, and accordingly choose certain types of professional activity with their psychological and psychophysiological data. [1]

It should be emphasized that the success of work largely depends on its compliance with inclinations. Labor activity sets certain requirements for a person, and usually those people who have favorable psychological and psychophysiological prerequisites for these occupations work more productively, it is easier for them to learn a job, they are more likely to advance in the basis of high levels of skill. It was established by K.M. Gurevich, there is a profession with severe requirements for a person, for his endurance, reactivity or other psychological qualities - such professions are not available to everyone, in these cases people are selected according to their psychophysiological capabilities. Therefore, knowing oneself allows one to navigate more correctly in a variety of types of occupation, makes possible a more optimal set of profession. Of course, the choice made by a teenager does not mean the end of professional self-determination. Even within a firmly chosen profession, a person is looking for "his own methods of work, develops his own individual style" for a long time [2].

N.S.Leites writes about children "With the early dawn, abilities provide very significant material for the problem of "Inclination and Ability". The inclination is this disposition to reality, the desire to deal with it. The severity of the need for activity characterizes the dynamic side of

inclinations, an increase in the propensity for mental activity"[3].

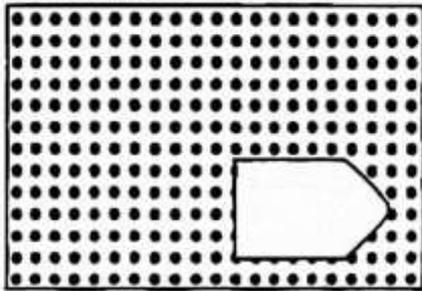
B.R.Kadyrov experimentally shows the idea of V.N.Myasishev, the tendency seems to be ahead of the abilities and is one of the important factors in the development of inclinations and gives a positive emotional coloring to mental activities, increases efficiency and awakens dormant forces [4].

In general, not clearly differentiated desire to engage in any specific activity is a characteristic feature of the personality of adolescents. The complex process of professional self-determination, in all likelihood, includes the development of the intellectual capabilities of adolescents, in particular, self-knowledge.

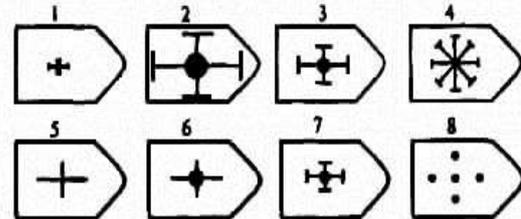
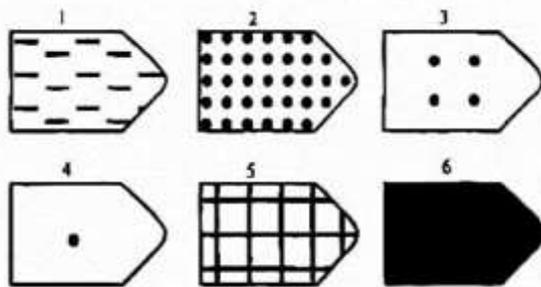
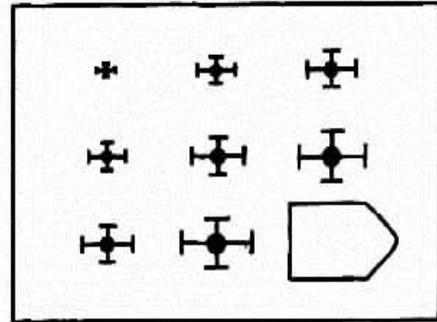
Our data, in a sense, allow us to approach this issue as well. To this end, all of our subjects passed the Raven's Progressive Matrix IQ test was developed in 1936 and was originally intended to study perception and its properties. This test is based on Spearman's theory of regeneration, as well as Gestalt psychology's theory of form perception. In the course of working with this test, it was discovered that there are 3 main thought processes that can be used to solve the problems that make up it. They consist of attention, contemplation, perception. When solving problems in the Raven tables, an important role is played by the activity of attention, its adequate volume, and distribution. At the same time, attention is a factor of cognition, according to which cognition creates a certain institution (program) of production activity.

Using the Raven test, researchers measure not only intelligence, but also the ability to relate to intellectual activity.

**Light 1 pic.**



**Complex 2 fig.**



The test consists of non-verbal questions. The test consists of 60 tables, divided into 5 series. In each episode, the problems become more complex.

The relationship of inclinations and intellectual abilities according to the method of J.K. Raven and E.A. Klimova

**Tab. 1.**

Level intellect	PERCENTAGE RATIO				
	Higher	Above the average	Middle	Below the average	Mene
I	95%				
II		75-95. %			
III			74%		
IV				5-24%	
V					5%

We have compared Raven's methods as indicators of the general level of intellectual development with integral indicators of inclinations. I - level -95% and higher - high intelligence

Finally, the total score of each subject according to the Raven's method was ranked in descending order. After the examination, three

groups of subjects were identified according to the severity of intellectual abilities. High, medium, below average intellectual levels per 105 subjects. For comparison, we chose two extreme intellectual levels "high" and "below average" intelligence, then in parallel we set indicators for inclinations, each subject in 5 areas of activity according to the method.



Tab. 2.

Results of comparing propensity and intelligence according to Student's t test.					
DDO Klimova	Intelligence (according to the method of D.J. Raven)				
Nature	2,126				
Technics		2,586			
Person			1,765		
Sign system				3,825	
Artistic image					3,114

The results of comparing the data of the Raven methodology and the averaged indicators of the three psychological aptitude methods indicate that the group that received high scores according to Raven has higher values on the "Sign system" scale and the "Artistic images" indicator. The other three scales by E.A. Klimov's t-test gives statistically insignificant results. [five].

The connection between the propensity indicators of the "Sign system" with a high level of intelligence, which is determined by Raven's method, indicates the role of judicious symbolic thinking in solving logical problems presented visually. And the connection with the indicators "Artistic images" testifies to the age specificity of adolescents to be open to any kind of external information, which in turn contributes to the enrichment of the integral capabilities of adolescence.

It is assumed that Raven's progressive matrices can be used for career guidance, for professions that require good intellectual abilities, perception and attentiveness.

## CONCLUSIONS

In this part of the study, conducted on the material of adolescence, when such psychological factors as introspection, self-esteem, conscious attitudes, life plans have already come into play. These psychological systems arise as a result of the assimilation and transformation of socially developed structures of people's interaction with the surrounding activity, with each other and with themselves.

Establishment at this stage of psychological maturity of the actual role of individual natural inclinations has along with theoretical significance, and the most obvious practical value for diagnosing the psychological prerequisites of inclinations.

In general, it seems that in the choice of certain types of activity, adolescents consciously or not, but somehow take into account their internal and intellectual capabilities, their inherent search for such types of activities that are "consonant" with their internal psychological makeup and which can to a large extent to meet their specific needs.

- inclinations can be associated with the dominant motivation, which determines, other things

being equal, the selectivity of a person's interaction with the environment, creates a special sensitivity to certain aspects of life.

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