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MODERN APPROACHES TO THE DEVELOPMENT OF RESEARCH SKILLS AMONG UNIVERSITY STUDENTS

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Annotation. This article consists in developing practical recommendations based on the pedagogical psychological characteristics of the development of research abilities of students of higher educational institutions, as well as the research of pedagogical-psychological characteristics of the development of research abilities of their students. In addition, scientific research and conclusions and recommendations of Uzbek and foreign scientists have been analyzed and studied on the pedagogical psychological characteristics of the development of research abilities of their students.

Key words: persecia, motivation, didactics, psychocorrection and psychoconsult, logical, pragmatic ability, subjectivism, cognitive positivity, stimulus, mind control, regulation, communication.

It is being researched in the world as the most fundamental factors that influence its development, providing a high level of intellectual ability, potential, creative, educated generation, ensuring the development of society and its highest ranking among other countries.

In World Scientific Research and educational institutions, scientific research is carried out in areas related to the development of an individual's intellect, mental potential, ability, the success of educational activities, and its intellectual development.

In recent years in our republic, the necessary legal and regulatory framework for the creation of conditions for the support of intellectually gifted youth, the realization of their talent, the effective establishment of research and innovation activities has been created.

From scientists G.Eysenck, A.Binet, F.Galton, J.P.Guilford, R.B.Kettell, J.Locke, K.Perlet, J.Piaget, J.Renzulli, C.Spearman, R.Sternberg, L.L.Thurstone, CA.Issues of intellectual abilities have been researched scientifically by Heller et al.

V.M. Karimova's to explain the specificity in the Educational, Labor and creative activities of people in research, the science of psychology primarily addresses the issue of abilities and abilities. Because above a capable person, society is interested, and besides, the same person himself breathes for himself every action he does. The problem of abilities is primarily associated with the question of the quality of human intelligence, the presence of qualifications, skills and knowledge in it. Especially since the intelligence and intellectual potential of every young person in the desire to become the owner of a profession guarantees that he will become a qualified specialist, even in psychology, the concept of more ability is studied in connection with the concept of intelligence. Ability is a comprehensively developed, incredibly powerful and inimitable ability. It is given that it is obtained as a result of tireless work, overcoming all difficulties on the way to improving its abilities and mobilizing its will, its entire capabilities.

A.A.Grigoriev noted that the basis of the ability is the ability to adapt to new tasks and life circumstances in different areas. The skill level is proposed by the researcher to be assessed on the basis of intellectual development and chronological relationships, and concludes that there are two forms of intellectual activity: the first, as a characteristic of age-related development; the second, determined by the level of mental development in an age-independent manner.

S.S.Bilyukov introduces into the framework of interpreting intellectual abilities the concept of creativeness and basic qualities of the personality of the creator, which includes cognitive needs, originality, predictability (quick identification of the problem, forecasting the results of activities), the evaluative function that provides the ability to create ideal samples of activity products.

The main criteria for assessing any ability:

* pace, depth and thoroughness of mastering activities;
* improvee efficiency,
* neuropsychic cost-to-end performance ratio,
* the breadth of transmission of emerging mental qualities,
* the tendency to carry out a certain type of activity for a long time or for a lifetime.

Another feature of theories of intellectual ability is that they are built on the basis of an axiomatic method, according to which certain points are accepted without special evidence, and all other knowledge is extracted taking into account the corresponding logical rules. Thus, it is the intellectual circle that determines the degree of manifestation of ability. Their actions, in their essence, are aimed only at determining the level of mental development, developing and compiling diagnostic methodologies (tests) for constructing empirical-statistical models of intelligence. As a result of this, the development of the problems of General, Social Psychology of abilities remained in accordance with neglect, while the differential-psychological and psychometric aspects of this issue were developed relatively actively.

In the structure of abilities, general and special abilities are usually distinguished. General abilities are understood as the level of intellectual and motivational development of an individual, that is, the level of formation of general characteristics for all forms of behavior. Special abilities are abilities that are clearly manifested in certain special areas of activity [11, 27, 168]. General and special abilities can be elementary or complex. General abilities are determinants in relation to special abilities, that is, they are one of the conditions of development. In science, the high level of development of abilities is understood as ability, therefore, by General Ability it is necessary to understand the level of development of general abilities, that is, the level of development of special abilities as features of individual psychical-functional systems that determine the success of any activity, and by special means the level of development of special abilities.

The qualitative consideration of the characteristics of abilities is seen as a set of "variable quantity" that allows you to go to the goal in different ways, as a sum of human psychological characteristics that ensure the success of the activity. There is a wide range of options for replacing one feature with a second one, which a person can develop by really working with rigor in himself.

As part of the study of the abilities of high school adolescents in the conditions of special educational institutions, P.N.Goncharenko proposes to identify this phenomenon through the changing state of components and emphasizes the following interconnected conditions for the successful implementation of a creative personality: intellectual ability, creative thinking style, specific knowledge in a particular field of activity, personal characteristics (overcoming obstacles tolerance to uncertainty), motivation (internal motivation to attract attention to the task), environment - environment (environment that supports and validates creativity views).

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