

**INCLINATION - AS ONE OF THE IMPORTANT FACTORS IN THE
DEVELOPMENT OF ABILITIES****Abduladjanova Nargiza****Tashkent State Pedagogical University named after Nizomi
2nd year graduate student of music education and art specialty****Scientific supervisor: Trigulova Adelya Khusainovna c.p.s
associate professor of the Department "Theory and Methodology of Teaching Music"
TSPU named after Nizami**

Annotation: This article discusses the problem of inclinations in music pedagogy, as the most important factor in the development of musical abilities.

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An inclination is not only "the primary manifestation of an individual, indicating the presence of prerequisites for the development of an ability" (A.G. Kovalev), but also a "selective-positive", "emotional-volitional" (V.N. Myasishchev) attitude towards activity, which ensures the growth and development of abilities, promotes the development of natural inclinations and the formation of new properties. This gives grounds to consider inclination one of the important factors in the development of abilities: "Inclination comes, as it were, ahead of ability and talent. It awakens dormant forces, mobilizes ability to work, encourages the search for the basis of activity, confirmation and awareness of the high significance of this activity." ¹

In turn, interest as an emotionally positive attitude towards a particular system of knowledge (Yu.A. Samarin), as a desire to expand one's knowledge and skills in one or another field of science, technology, art, is the basis for the formation of a person's inclinations and orientation. However, "interest becomes the driving force behind the development of abilities only if it is not episodic, but more and more permanent, if it is systematically saturated with an increasingly complex system of knowledge, which... begins to determine the movement of interest, its depth and breadth"².

In this regard, the relationship between abilities and knowledge, abilities and skills is indicative. The basis of theoretical approaches to identifying the nature of their relationship is the position of S.L. Rubinstein that ability consists of two components: a proven set of operations, the methods by which the corresponding activities are carried out, and the quality of the processes by which the set of these operations is regulated.

The second component constitutes ability in the proper sense of the word, and the process of acquiring knowledge is apparently based on the first. This gives grounds, for example, B.M. Teplov to talk about abilities as mental properties that are not reducible to knowledge, skills and abilities, but explain the ease and speed of their acquisition;

- A.N. Leontiev - to consider abilities as a psychological ("formal") effect of the process of appropriation of cultural products by a person, in contrast to knowledge and skills, which are its material result;

- A.G. Kovalev and V.N. Myasishchev - to consider that abilities are characterized by "skill", the result of improvement and generalization of skills and abilities;

¹ Мясищев В. Н. О связи склонностей и способностей // Склонности и способности. — Л., 1962. стр 4

² Самарин Ю.А. К вопросу о проявлении и соотношении способностей и интересов в школьном возрасте // Склонности и способности. — Л., 1962. стр 192

- L.A. Wenger - to connect abilities with indicative activities that regulate practical or cognitive actions. Thus, most researchers consider abilities to be mental properties, the function of which is to regulate and generalize knowledge, skills and abilities.

All of the above leads researchers to the conclusion that “abilities are manifested and steadily consolidated if they:

- structurally correlated with the requirements of this activity;
- structurally correlated with the personality qualities leading for this activity;
- are united with interests and determine the inclinations of the individual;
- meet the requirements of an environment that supports the development of abilities”³

This confirms one of the fundamental provisions of the theory of abilities - the relationship between external and internal conditions of their development. Recognizing that the leading factor in the development of abilities is external, social conditions, scientists pay great attention to a person’s natural data - inclinations as “the properties of the cortical activity of his brain” (S.L. Rubinstein). The question of the nature of inclinations as internal conditions for the development of abilities is resolved ambiguously, so research into these internal conditions continues.

So, V.N. Myasishchev and A.L. Gotsdiener, developing Leontiev’s position on the lifetime formation of abilities, criticizes the anatomical and physiological understanding of inclinations, which has not received objective scientific confirmation, despite significant research in the field of genetics, neurophysiology and other special sciences, but does not reject the psychological concept of inclinations: “they mean congenital or lifetime acquired personality traits that facilitate the mastery of any activity and allow it to be carried out at a high quality level”⁴.

The prerequisites for the formation of abilities are indeed some special mental properties that form a stable inclination towards any area of social experience, and are then included as the main link in the complex functional system that is the brain substrate of these abilities. The understanding of the functional system as an intravital developing substrate of abilities is shared by modern psychology and neurology (P.K. Anokhin, A.N. Leontyev, A.R. Luria).

Thus, from the point of view of modern psychology, the functional system, and therefore the abilities as a whole, are the result of a complex dynamic interaction of many parts of the brain and nervous system and represent complex self-regulating processes. They are social in origin, mediated by external influences, and in their mode of functioning they are conscious and voluntary.

The approach to abilities as properties of functional systems allows scientists (V.D. Shadrikov and others) to approach a number of problems in a new way. This:

- A different interpretation of the relationship between general and special abilities, the position that any activity is mastered on the foundation of not special, but general abilities that are operational in nature - “the subtle adaptability of personality properties to the requirements of activity.” Therefore, the problem of professional abilities is rather a problem of transforming general abilities into special ones - a problem of training.

³ Ярошенко А. В. Об ошибках в определении способностей // Склонности и способности. — Л., 1962. стр 78

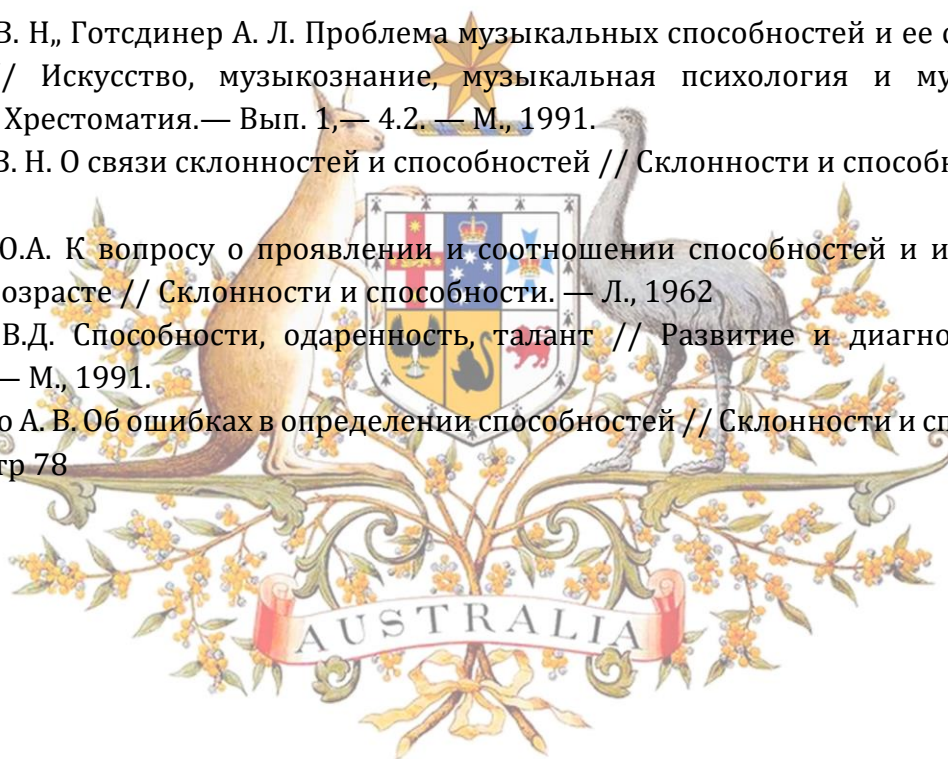
⁴ Мясищев В. Н., Готсдинер А. Л. Проблема музыкальных способностей и ее социальное значение // Искусство, музыкознание, музыкальная психология и музыкальная педагогика. Хрестоматия. — Вып. 1, — 4.2. — М., 1991. стр 115

— Consideration of the problem of compensation of abilities from the standpoint of the psychological system of activity - the assertion that individual abilities do not compensate each other, but form an individually unique system, manifested in an individual way of activity. “Thus, compensation is not the replacement of some qualities with others, but the replacement of one mode of activity with another”⁵

A study of the systematic manifestation of individual abilities in activity - related to the fact that as a result of the formation of a functional system of activity it acquires new qualities: “on the one hand, this applies to each ability participating in the activity, which, in ensemble with other abilities, itself acquires new ones sides, new properties; on the other hand, the functional system of activity is manifested in such a systemic quality as talent”⁶, which is also characterized by individual originality - here, as in the problem of abilities, the qualitative characteristic of giftedness comes to the fore, and then the measure of its expression.

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⁵ Шадриков В.Д. Способности, одаренность, талант // Развитие и диагностика способностей. — М., 1991. стр 291

⁶ Шадриков В.Д. Способности, одаренность, талант // Развитие и диагностика способностей. — М., 1991. стр 232