

## CHANGE OF MENTAL ABILITY DEPENDING ON AGE

**Murkhashev Akhmadkhan Olimjon ugli**

Andijan State University

Faculty of Social Economic Sciences Applied

Psychology Course 3-Stage Student.

**Annotation:** As well as the differences between the individual foundations of mental abilities, there is no doubt that there are differences related to its age development. That is, the development of the human psyche in ontogenesis means the process of transition from one interrelated stage of development to another qualitatively different stage. These changing times, the gradualness of development are not the result of conditioning an impersonal process, but this is an objective reality.

**Key words:** individual, reality, ability, intelligence, thinking, education.

Unlike the situations that arise in traditional societies and traditional families, in today's world, a person usually asks "Who am I and who am I for?", "What is more important and less important for me, what should I strive for and why shouldn't I care?" can't get a ready answer to the questions. He needs to find the answers to these questions himself. As the social experience of a modern person, his knowledge about the world becomes more and more diverse, conflicting, "ring-and-circle", the space of a person to freely find his place, and consequently, the space of his life problems also expands.

The question of the development of mental ability depending on age has been noted by a number of psychologists. However, we cannot say that this problem has been thoroughly analyzed in educational practice, and the work on improving the intellectual competence of students at different ages has been solved at the required level. Knowing the laws of development of mental abilities depending on age increases the possibilities of forming mental abilities appropriately at different ages.

Psychology has a rich experience in researching age-related aspects of mental abilities. From foreign psychologists J. Piaget, Dj. Kelly, A. Vallon, from Russian psychologists L. S. Vygotsky, S. L. Rubinstein, A. N. Leontiev, L. I. Bojovich, V. A. Mukhina, E. A. Golubeva, N. S. Leytes, Uzbek psychologists M.G.Davletshin E.G`G`azyev, B.R.Kadirov, Z.T.Nishanova and others have studied the age-relatedness of thinking and mental ability in different directions. For example, in the work of the famous Uzbek psychologist E.G. Goziyev entitled "Psychology of Thought", researches in this regard are widely covered. Swiss psychologist J. Piaget approached the problem of intelligence from his personal point of view. J. Piaget divides the theory of intelligence into two important aspects, i.e. intelligence functions and intelligence periods. According to J. Piaget, the main functions of intelligence include organization (orderliness) and adaptation (adaptation, habituation), and they are considered functional invariants of intelligence. The author also distinguishes the following stages of development of intelligence:

1. The period of sensorimotor intelligence (from birth to 2 years);
2. Preoperative thinking period (from 2 to 7 years);
3. Concrete (obvious) operations (period of mental actions from 7, 8 to 11, 12 years);
4. Formal (official) operations (period of purposeful implementation of mental actions).

According to J. Piaget, the growth of intelligence begins before speech appears in a child. The bud of intellect (mental ability) is expressed in the child's first disordered behavior. Further, as a result of the act of goal-directed actions, it creates important opportunities for studying the genetic roots of intelligence. J. Piaget emphasizes that the period of concrete operations consists in establishing

relations with objects, which causes progress in the science of psychology. When classification is given to the period of formal (official) operations, it is noted that contact with objects disappears. Also, it is emphasized that the growth of intelligence is the arming of a person with a system of operations, and the interchange of intellectual periods means the growth of thinking, and the sequence of periods represents the internal laws of development.

Each age creates its own objective and subjective conditions for the manifestation, formation and development of thinking and mental abilities. In this regard, psychologist S. L. Rubinstein's opinion that "the development of the human psyche has the character of social, historical, biological and neurodynamic conditioning" is appropriate. For example, if the child's mental actions before mastering speech represent the natural and socio-historically conditioned growth of thinking, mental changes and mental growth that occur after mastering speech are social conditions and goal-oriented education. they express that it is a product of education.

It is known that the existence of thinking is explained by understanding the meaning of things and events. In early childhood, the process of understanding the relationship between words and objects takes place, that is, the most convenient (sensitive) period of understanding is defined as the period from one to one and a half years old. During this period, there are conditions for children to easily learn the names of objects and bodies. In the period of early childhood, the thinking of practical movement is formed, the skill of distinguishing important and unchangeable signs in them begins to be formed when mastering various movements through bodies.

During this period, the emergence of the concept of "I am myself" in the child creates conditions for the emergence of personal qualities as well as mental capabilities.

Analyzing the problem of mental growth in preschool age, psychologist E. Goziyev objected to psychologist J. Piaget's view of the factor of the child giving new names to objects in the game as the basis of the symbolic formation of thinking of mental growth, and Knowing that it is illogical to expect that the child's thinking and intelligence will grow with the change, he comes to the conclusion that not renaming things, but changing the nature of game actions can have a significant impact on the child's mental growth. .

In fact, in the course of play activities in the pre-school age, a new form of movement, i.e., its mental and intellectual aspect, is revealed in children. In conclusion, it should be noted that playing activities play an important role in the mental development of a child at this young age. It is considered that playing games creates conditions for mental growth.

According to scientists, the thinking of students of junior school age undergoes many changes during the educational process.

As noted by the famous Russian psychologist L.S. Vygotsky, perception and memory have passed a long path of development before the beginning of school education, and intellect (mind) develops rapidly during the period of junior school age. The development of thinking causes a qualitative change in perception and memory, turning them into a voluntary and controlled process. According to Vygotsky, a child enters school age with a weak intellectual function compared to the function of perception and memory. However, intelligence develops in such a way that neither memory nor perception experiences such growth.

Here, the stimulating role of educational content and motives, the role of the teacher as organizer of the educational process is particularly evident. According to the researches, when the educational process is organized in different ways, when the content of education is changed, depending on the different methods of teaching, the thinking of students of junior school age can have very different characteristics.

The development of thinking operations in junior high school students takes place based on the visual characteristics and qualities of concrete things and events, that is, during this period, students' thinking is at the stage of concrete operations.

Thus, in the process of educational activity, a junior school student acquires concrete thinking, that is, he gradually moves from knowing things and events from the outside to knowing their essence, reflecting important features and signs in his thinking. Another important aspect of this period is that starting from this period, that is, using the leadership role of educational activities, there will be various conditions for purposeful development of students' thinking and mental abilities in the educational process and for carrying out serious psychocorrective work.

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