

PSYCHOLOGICAL CHARACTERISTICS OF THE INFLUENCE OF ABILITY ON THE ECONOMIC ORIENTATION OF A PERSON

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ABSTRACT

We know that today the world is developing rapidly. This development affects the cognitive processes, individual psychological characteristics, emotional-volitional spheres of people. At the same time, the fact that the main factor of individual activity is need, and at the same time the increase in needs indicates the increasing importance of studying our psyche from the perspective of modern psychology. Based on this, in this article we will consider the influence of abilities on the economic orientation of a person.

Key words: *Abilities, competence, talent, genius, risk-taking, management, interest, motivation.*

INTRODUCTION

In the conditions of increasing competition in the labor market and the increasing complexity of economic processes, understanding the factors that determine a person's economic success is becoming one of the important tasks of modern psychology. This study aims to study the role of cognitive abilities in shaping a person's economic behavior. We can put forward the hypothesis that people with a high level of intelligence and developed analytical abilities are more likely to choose professions associated with making complex economic decisions.

In the conditions of the modern economy, characterized by high dynamics and uncertainty, understanding the factors that influence a person's economic behavior is becoming increasingly relevant. This study aims to study the role of cognitive abilities in shaping a person's economic capabilities. We assume that differences in intelligence and other cognitive functions can have a significant impact on career choice, investment decisions, and attitudes towards wealth.

Thus, it can be said that goals do not accumulate abilities in themselves and do not guarantee their development. They are only one of the conditions for the development of abilities.

Structure and types of abilities. There are many types of abilities, and in modern psychology there are many types of classification of human abilities. According to the general classification among them, we can mainly divide abilities into two

groups: general and special abilities. Each of these groups can be divided into simple and complex, and within a group, we can further describe them into separate types.

RESEARCH METHODOLOGY

The Russian psychologist B.M.Teplov and his students tried to determine in their work the emergence of certain qualitative features in the structure of individual abilities due to the influence of the characteristics of the types of higher nervous activity. In particular, the special sensitivity of the nervous system can be a sign of a certain ability. Abilities, according to B.M.Teplov, exist in the process of systematic development. It should also be noted that the effectiveness of each activity is not the same, but depends on the combination of different abilities. The lack of signs necessary for the development of some abilities, their deficiency can be compensated for by the high development of other abilities.

ANALYSIS OF LITERATURE ON THE SUBJECT

In Russian psychology, there are two directions in the study of the problem of abilities. The first is the psychophysiological direction, which studies the relationships between the main properties of the nervous system and the general mental abilities of a person (E.L. Golubeva, V.M. Rusalov). The other direction is the study of abilities in individual, play, educational, and labor activities (from the activity approach of A.N. Leontiev). This direction studies the determinants of the development of abilities in activity, in which signs of talent are not taken into account. Later, in the school of S.L. Rubinstein (A.V. Brushlinsky, K.A. Abdulkhanova-Slavskaya), a consensus view of the study of the problem of abilities was formed. Scientists who were supporters of this view considered the abilities that arise in a person on the basis of signs of talent, as the development of methods of activity.

For the development of abilities, it is necessary to have a certain basis, consisting of signs of talent. Under the signs of talent are understood the anatomical and physiological features of the nervous system, which constitute the natural basis for the development of abilities. For example, the features of the development of various analyzers can be manifested as innate signs of ability. Similarly, certain characteristics of auditory perception can arise as the basis for the development of musical abilities. Signs of intellectual abilities, first of all, are manifested in one or another degree of excitability of the brain, in the mobility of nervous processes, in the speed of formation of temporary connections, that is, in such functions of brain activity that I.P. Pavlov called the genotype - innate features of the nervous system.

Innate anatomical and physiological features of the structure of the brain, sense organs, movement (innate signs) determine the natural basis of individual differences between people.

Most psychologists believe that traits are anatomical and physiological features of the nervous system determined by heredity (innate). However, some scientists, for example, R.S. Nemov, assume that there are two types of traits in a person: innate (natural) and acquired (social).

The development of traits is a socially conditioned process associated with the conditions of upbringing and the characteristics of the development of society. In conditions where there is a need for a particular profession in society, traits develop and turn into abilities; the second important factor in the development of traits is the characteristics of upbringing.

Traits are not special. The presence of a certain type of traits in a person does not mean that a certain ability should be developed on their basis under favorable conditions. On the basis of the same abilities, different abilities can develop depending on the nature of the requirements of the activity. Similarly, a person with hearing and a sense of melody can become a musician, conductor, dancer, singer, music critic, teacher, composer, etc. At the same time, it cannot be denied that the signs do not affect the nature of future abilities. Similarly, the characteristics of the auditory analyzer have an impact on those abilities that require a particular level of development of this analyzer.

ANALYSIS AND RESULTS

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CONCLUSIONS AND SUGGESTIONS

In order to effectively develop abilities, it is necessary to take into account the conclusions of the "boundary theory", according to which a person fully demonstrates and develops his abilities, operating within the limits of his physical or mental capabilities. However, it is necessary to take into account the features of the principle of obstacles, according to which the obstacle should be suitable for this person.

At the first stage of their development, abilities have a reproductive and imitative nature, but the faster and more clearly the manifestation of specific, creative elements can serve as a basis for talking about talent. At the second stage of the development of abilities, creative elements in activity, features of independence in formulating and solving problems are observed. In the same order, internal conditions are created for the development and upbringing of abilities.

Abilities do not develop equally: according to the norm of accumulation of knowledge and experience, some develop earlier, others later. First of all, musical, then visual abilities develop (at preschool age). The ability to write poetry develops rapidly in adolescence, and among the abilities to study mathematics develops early. The same abilities can develop either very quickly or very slowly, depending on the conditions of activity and upbringing. Similarly, the personal discovery of methods of action or the acquisition of new methods of action developed by others, while increasing labor productivity, creates new opportunities for accelerating the development of abilities. On the contrary, cessation of research, complacency and complacency can sharply slow down the pace of development of abilities.

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