



IDENTIFICATION OF GIFTED CHILDREN (ANALYSIS OF SPECIAL SUCCESSES AND ACHIEVEMENTS, DIAGNOSTICS OF POTENTIAL OPPORTUNITIES OF STUDENTS)

Bakhtiyarova Gozalkhon Umrbek kizi

*Second-year master's student at Urgench State Pedagogical Institute
Direction. Theory and methodology of education and training (primary
education)*

Abstract: *Everyone is talented in something. But whether he succeeds or not depends largely on whether his talent will be shown and noticed in childhood, whether the child will have the opportunity to realize his giftedness. Working with gifted children is a constant and difficult process. It requires teachers and educators to gain new knowledge, flexibility, personal growth and close cooperation with parents. The methodological recommendations "Working with gifted children in secondary schools" are designed to help teachers, class teachers, deputy heads of educational work and other interested specialists.*

Keywords : *Giftedness, dominant abilities, intellectual abilities, the "Encyclopedist" technique, the "3 levels of homework" technique, "the special assignment technique".*

The term "giftedness" refers to a high level of development of abilities that differ significantly from the average. Most often, a gifted child is distinguished by outstanding achievements in any kind of activity. He has increased cognitive activity, the ability to do what he loves for a long time, to complete it to the end. Gifted children are ahead of others in perceiving the surrounding phenomena. A gifted child absorbs a variety of information like a sponge. Such children have excellent memory and a large vocabulary. Little geeks enjoy reading dictionaries, encyclopedias. The child should be encouraged to explore the world around him, to strive for further development.



Which child should be considered gifted or how to identify the child's giftedness?

The most adequate form of identifying signs of giftedness is psychological and pedagogical monitoring, which must meet a number of requirements:

1) the complex nature of the assessment of different aspects of the child's behavior and activities;

2) the duration of the identification process;

3) analysis of the child's behavior in those areas of activity that best correspond to his inclinations and interests;

4) expert evaluation of the products of children's activities (drawings, poems, technical models, methods of solving mathematical problems, etc.) with the involvement of highly qualified experts in the relevant subject area of activity (mathematicians, philologists, chess players, engineers, etc.);

5) identification of signs of a child's giftedness not only in relation to the actual level of his mental development, but also taking into account the zone of immediate development;

6) multiple and multi-stage examination using a variety of psychodiagnostic procedures selected in accordance with the intended type of giftedness and individuality of the child;

7) it is desirable to conduct a diagnostic examination in a situation of real life activity, bringing it closer in terms of the form of organization to a natural experiment (the method of projects, subject and professional tests, etc.);

8) the use of such subject situations that simulate research activities and allow the child to show maximum independence in mastering and developing activities;

9) analysis of the real achievements of children and adolescents in various subject Olympiads, conferences, sports competitions, creative contests, festivals, shows, etc.;

10) primary reliance on environmentally valid methods of psychodiagnostics dealing with the assessment of the real behavior of a child in a real situation —



analysis of products of activity, observation, conversation, expert assessments of teachers and parents.

The goals of teaching children with general giftedness:

1. Development of the spiritual and moral foundations of the personality of a gifted child, higher spiritual values;
2. Creating conditions for the development of a creative personality;
3. The development of the personality of a gifted child;
4. Providing a broad general education of a high level, which determines the development of a holistic worldview and a high level of competence in various fields of knowledge in accordance with the individual needs and inclinations of students.

The dominant abilities of the child and the creation of conditions for their development:

1. Intellectual abilities

Participation in subject competitions, Olympiads, scientific research conferences, visiting clubs.

2. Artistic abilities

Participation in competitions, exhibitions, Olympiads, research conferences, visiting clubs, art schools.

3. Musical talent

Participation in competitions, shows, Olympiads, scientific research conferences, visits to clubs, music schools.

4. The ability to engage in scientific work

Participation in scientific research conferences, project activities, visiting clubs.

5. Literary talent

Participation in competitions, Olympiads, scientific research conferences, visiting clubs.

6. Technical abilities

Participation in competitions, Olympiads, scientific research conferences, visiting clubs.



7. Sports abilities

Participation in contests, competitions, games, Olympiads, scientific research conferences, visits to clubs, sports schools.

Gifted children are special children, and the task of teachers is to understand them, to direct all efforts to create conditions for the development of a creative personality.

The development of a child's intellectual potential largely depends on the institutions he visits. They begin to develop special abilities, special giftedness is formed. Working with gifted children requires an understanding of the nature of "giftedness" and therefore requires a holistic approach to learning, education and development.

In relation to the teaching of intellectually gifted students, the leading and main methods are of a creative nature – problematic, search, heuristic, research, project - in combination with methods of independent, individual and group work. These methods have a high cognitive and motivating potential and correspond to the level of cognitive activity and interests of gifted students.

Gifted students get the right to complete a particularly difficult task. It is performed most often in a notebook, and includes training and creative tasks of increased complexity.

Some techniques for developing the personality of a gifted child. The "Encyclopedist" technique is an independent search for additional material for students to solve complicated tasks or add to classes.

The "Three levels of homework" technique is simultaneously homework of two or three levels. The first level is a mandatory minimum, the second level of the task is a training one: it is performed by students who want to know the subject well and master the program without much difficulty. The third level is a creative task. It is usually performed at will and stimulated by high appreciation and praise. The "Special Assignment" reception - gifted students receive the right to perform a particularly difficult task. The work of a teacher with gifted children is a process that



requires personal growth from a teacher, constantly updated knowledge in the field of psychology of gifted children and their education. The main thing to remember is that the earlier work with a gifted child is started, the more fully and widely his talent is revealed.

Conclusion

The most important task of society is to preserve and develop the giftedness of everyone. Therefore, we, teachers, have to be very attentive to each child, his abilities and peculiarities in our daily practical activities.

In conclusion, I would like to note that the more information a teacher uses in his work, the greater the effect of his work. But, no modern computer and the fastest Internet will provide the teacher with the most important thing — the desire to work on himself and the ability to create, learn, experiment and share his knowledge and experience acquired in the process of self-education.

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