

FORMATION OF SELF-STUDY SKILLS OF GIFTED STUDENTS

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ABSTRACT

The questions of formation of skills of independent obtaining of knowledge at gifted pupils are presented.

Keywords: Quality of education, skills, independent knowledge, talent, optimization.

INTRODUCTION

Each period will have its own law, necessity and requirement. One of the main requirements of today is a radical reform of the educational system. The main task is to educate the individual at all stages of lifelong education and to establish it at the level of modern requirements for education. To solve the existing problems in this area, the Presidential Decree "On measures to further improve the activities of institutions of secondary special and vocational education" was adopted.

The decision is aimed at improving the quality and efficiency of academic lyceums, attracting the most talented graduates of secondary schools to study in these institutions and creating more opportunities for young people to continue their chosen professions and specialties. implementation of tasks. In accordance with the principles of continuity and continuity of education, a mechanism of interaction between specialized secondary schools and academic lyceums has been created to work with gifted students.

Materials and methods

Academic lyceums create the necessary conditions for improving the quality of education, the widespread introduction of advanced pedagogical methods in the educational process, information and communication technologies, electronic learning resources and multimedia presentations.

The Decree develops special measures to improve the quality of the educational process and to continue training graduates of academic lyceums in higher education institutions. Each academic lyceum provides the development of advanced pedagogical and information and communication technologies, e-learning resources, programs for creative and independent research of gifted students, based on the individual abilities of gifted students. It is possible to organize training seminars, conduct regular master classes with experienced professors and provide scientific and methodological assistance to teachers of academic lyceums.

Independent work should contribute to the overall development of the gifted student and his or her professional development. The organization of independent and creative work of gifted students should have educational and educational value. Educational value. The student is self-disciplined to expand and improve their knowledge, and the educational value is the ability to learn independently using the student's free time.

Since the academic year 2017-2018 will be two years of study in academic lyceums, it is necessary to increase the number of hours for independent work of gifted students. This is because the acquisition of independent knowledge by gifted students contributes to their mental development and independent thinking. All pedagogical technologies are aimed at improving the cognitive functioning of students, and in almost all aspects, great attention is paid to the development of students' self-learning skills. It should be noted that the knowledge gained by the students is more memorable than the knowledge of the teacher. This means that now is not the time to give students a ready-made education, but rather to develop self-learning skills.

Result and discussion

There are many different activities related to self-study of students. The main purpose of self-study is to develop and develop the knowledge and skills necessary for self-study of the student under the guidance and supervision of the teacher. Independent learning can significantly enhance and expand the theoretical knowledge in the field of science.

Classroom lessons or extracurricular activities aimed at mastering the curriculum under the guidance of the teacher may be understood by the student as independent work or learning.

When choosing the types and types of independent work, it is necessary to be guided by the principles of "look at the complex" and "look at the person" and "look at the abstract". When developing independent and creative tasks, it is recommended to take into account the individual capabilities of each gifted student, his / her understanding, the level of assimilation of educational materials and the use of personalized learning technologies.

Receiving educational information from teachers, understanding and meaningful writing of lectures, active participation in seminars and workshops-independent work of the student in the classroom; topics covered, ways of using literature, preparation of lectures and practical exercises, preparation for tests, preparation of test kits, preparation of Olympic questions.

The task at each lesson is to study the material at the next lesson, that is, to read a given topic, analyze, summarize and summarize the data, find answers to questions based on the knowledge gained, correctly solve practical and test tasks, ask the teacher to develop skills such as reasoning, understanding the meaning of terms and their use in the learning process.

Thus, gifted students will have the opportunity to continue their extracurricular activities in order to acquire relevant knowledge and skills if self-directed learning activities are organized according to a well-known and consistent plan. As a result, gifted students will be able to think independently, think logically, make logical conclusions on each topic.

CONCLUSION

In short, the implementation of the measures provided for in the resolution will create opportunities for further improving the quality and efficiency of education in academic lyceums, comprehensive support for gifted young people and targeted education, creating the necessary conditions for our children to master the chosen professions.

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