

PROBLEMS OF IDENTIFYING AND WORKING WITH GIFTED STUDENTS BASED ON AN INNOVATIVE APPROACH

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ABSTRACT

This article discusses the need to create an environment for identifying, developing and motivating gifted students, ways of working with talent, areas of talent, the role of talent and challenges in practice, opportunities to instill confidence in the student and help them when needed. Examples of creating opportunities and conditions for self-expression are considered, the principles of identifying gifted children are determined. The forms and methods of identifying gifted students, diagnosing the development of giftedness, organizing the content of educational work, as well as the cognitive and personal characteristics of gifted students are studied. The problems in working with gifted students in school practice, school problems typical for gifted students, problems in the field of education and problems and solutions in the field of teaching in general education schools are identified.

Keywords: Talented student, scientific and creative activity, education, diagnostics, diagnostics, school problems, solutions, development, motivation.

INTRODUCTION

Structural elements of talent in world practice (originality, non-standard, unexpectedness in proposing solutions to problems), 5 structural components of creative development (dominance of cognitive motivation, sense of novelty, curiosity and scientific-creative activity expressed in vision and problem solving, ability to achieve original solutions, ability to be proud and predictable, ability to create ideal standards providing high aesthetic, intellectual evaluation), the specific qualitative combinations of skills that are more or less successful in carrying out this or that activity, the ingenuity of students, the research on teaching on the basis of special programs in problem solving are of particular importance. In this regard, it explains the need to create conditions for the identification, development and motivation of gifted children. Ways of working with talent, areas of talent, the role of talent and challenges in practice, opportunities to instill confidence in the student and help him when necessary for the success of the educational process, create opportunities and conditions for students to express themselves.

The Main Findings and Results

The reason every child is born with a talent is that the realization of this talent is necessary not only for a person, but also for society and its development. Also, one of the main requirements for qualified teachers is the identification of talented students, a creative approach to the development of talent in the desired direction and the creation of the necessary conditions for its manifestation, an understanding of the psyche of students and the provision of qualified assistance. The growing interest in the problems of student talent has become a steady trend in recent years, due to the peculiarities of the changes. The solution to the problem of early

identification and development of students' talents is closely related to the solution of the problem of increasing the intellectual and creative potential of the country in the minds of many.

As a theoretical basis tested in the research of A.I.Savenkov identified four main components of the development of children's abilities in the educational environment (concept of talent, software and methodological tools for gifted diagnostics, diagnosis of talent development, the content of educational work, psychological forms of organization and methods of development) [1].

The administration of the city of Odintsovo, Moscow Region, has developed the concept of a long-term target program "Gifted Children", formed strategic directions of development, an organizational system for identifying, teaching and supporting gifted children. [2]

V.N.Gulyaev's research scientifically substantiated the content and structure of the concept of pedagogical support for the consistent development of children's abilities in general and extracurricular educational institutions, developed a systematic model of pedagogical assistance for the consistent development of children's abilities and identified pedagogical conditions for its implementation. was held [3].

The introduction of a systematic approach to understanding students' potential has significantly revisited traditional approaches to learning and testing knowledge based on ideas about the creative nature of talent, its age dynamics, and the interaction of internal and external factors in development [4].

The following problems are encountered in working with gifted students in school practice:

- school problems specific to gifted students;
 - knowledge and personal characteristics of gifted students;
 - personal characteristics of gifted high school students who fail in teaching.
- School problems specific to gifted students have been identified.*

Highly gifted children often face problems. They are:

1. Lack of communication with peers.
2. There may be health problems.
3. Emotionally sensitive.
4. Hyperactive.
5. Laziness.
6. Resist authoritarianism.
7. Needs frequent change of activity.
8. "Don't solve problems".
9. It is difficult for a teacher to work.

Cognitive and personal characteristics of gifted students

Special methods have been developed to identify gifted people to help teachers. The "intellectual portrait" method is aimed at teachers. It aims to help children systematize their thoughts about their mental abilities. The parameters for which assessment is performed determine the basic mental operations and thinking characteristics observed during the child's interaction (see Table 1.1):

Table 1.1. Cognitive and personal characteristics of gifted children

№	Cognitive sphere	Area of personal development
1.	The specificity of thinking	Passion for the content of the task
2.	Flexibility of thinking	Perfection
3.	Production	Social autonomy
4.	Ability to analyze and synthesize	Leadership
5.	Classification	Competition
6.	High concentration of attention	Width of interest
7.	Memory	Humor

Various participants in the pedagogical process, as well as parents, are involved in identifying gifted children. A.I.Savenkov proposed a method of assessing general talent.

The method is aimed at parents (can also be used by teachers). Its task is to assess the overall talent of the child by the parents.

Personal characteristics of gifted school students who fail in teaching. An assessment of the level of formation of the nine traits typically observed in gifted children is suggested as follows: *Curiosity (need for knowledge)*. The more talented a child is, the more obvious his desire to know a new, unknown person is.

Hypersensitivity to problems. The ability to see problems that others do not consider unusual is an important trait of a creative person. This is expressed in the ability to identify problems, ask questions.

Ability to predict – the ability to present a result before solving a problem, anticipating the possible consequences of an action before implementing it.

Movement. A large vocabulary is the result and a criterion for the development of a child's mental abilities.

Ability to evaluate. It refers to the ability to understand one's own thoughts and actions and the actions of other people.

Invention

Ability to think and reason logically

Perseverance

The demand for results is the desire to meet the highest demands of the products of their activities. [5]

Results and Discussion

A comprehensive approach to talent identification does not completely eliminate errors. Keep in mind that identifying gifted children doesn't end on its own. They need to create individual learning trajectories. They need more than others. Misdiagnosis can adversely affect a child's personal development. Thus, the problem of identifying gifted children is very complex. Psychologists and educators are constantly looking for a creative solution to it because there are no universal diagnostic methods. [5]

Talent in Z.M.Batdyeva's research work, children's talent, signs of children's talent, the requirements of talent, concepts of mental ability are defined, approaches to creating educational programs for gifted children have been developed. [6. 185]

Considering the above, the following principles for identifying gifted children can be formulated:

- 1) the complex nature of the assessment of various aspects of a child's behavior and activities, which allows the use of different sources of information and to cover as wide a range of abilities as possible;
- 2) the period of identification (distributed during the observation of the behavior of this child in different situations);
- 3) analysis of his behavior in the areas of activity that best suit his aptitudes and interests (including the child in specially organized science and play activities, involving him in various forms of relevant objective activities, etc.);
- 4) the organization of certain developmental influences, the use of educational methods that can remove the psychological "barriers" specific to a particular child;
- 5) connection to the assessment of the gifted child of experts: highly qualified specialists in the relevant field of activity (mathematicians, philologists, chess players, engineers, etc.). At the same time, it is important to remember about the possible conservatism of expert opinion, especially when evaluating the products of adolescent and youthful creativity;
- 6) assessment of the child's giftedness not only in relation to the current level of his mental development, but also taking into account the immediate development zone (in particular, based on the organization of a particular learning environment, creating an individual educational trajectory for this child);
- 7) prioritize environmentally safe psychodiagnostic methods that deal with the analysis of activity products, observation, interviews, expert assessments of teachers and parents, assessment of the child's actual behavior in a real situation, such as natural experience. It should be noted that the existing methods of identifying real psychodiagnostic talents are very complex, highly qualified and require special training. [7]

Different methods can be used to identify gifted students:

- different options for the method of monitoring children (in the laboratory, at school, in extracurricular activities, etc.);
- special psychodiagnostic trainings;
- expert assessment of children's behavior by teachers, parents, teachers;
- conducting "test" classes on special programs, as well as the inclusion of children in special games and topic-oriented classes;

Expert assessment of specific products of children's creative activity (drawings, poems, technical models) by specialists;

Organization of various intellectual and scientific Olympiads, conferences, sports competitions, creative contests, festivals, observations, etc;

Conducting psychodiagnostic research using various psychometric methods, depending on the task of analyzing a particular state of talent[7]

The system of working with gifted students includes the main directions, which are closely connected and integrated with each other:

1. Creating a special creative environment that helps to identify gifted children and develop their creative and intellectual potential;
2. Work with children (observation, testing, analysis of children's art products);
3. Work with parents (interviews, surveys). *Diagnosis of gifted children includes:*
 1. Identify interests and abilities for a particular activity.
 2. Identify the conditions for general talent.
 3. Determining the level of development of the child's creativity (creative abilities).

The “talent map” method, developed by A.I.Savenkov, is designed for parents, but can also be used by teachers. This allows you to assess the level of development of children from 5 to 10 years old in intellectual, creative, academic, artistic, musical, literary, artistic, technical, leadership, sports. The technique performs two functions:

1. Diagnostics. Using this technique, it is possible to determine a child’s different levels of talent.
2. Development. The assessment of the child can be considered as a basis for its further development. Parents can focus on things they haven’t seen before they can focus on aspects that are more expensive.

In the field of education, we should focus on the following problems and their solutions (see Table 1.2):

Table 1.2. Problems in the field of education and their solutions

№	Problem	Solution
1.	lack of mature teachers in secondary schools, whose pedagogical and psychological views are formed	check teachers on a quarterly basis with pedagogical and psychological tests
2.	the negative impact of authoritarian and liberal educators in educational institutions	organization of training seminars with the participation of teachers who organize lessons in a democratic style.
3.	the inability of blank learners to master the subject	assigning tasks according to the level of mastery of the student, building self-confidence
4.	shortcomings in the organization of laboratory work in educational institutions in subjects such as physics, chemistry, biology	effective use of virtual laboratory through electronic textbooks in the classroom
5.	slow development of students’ creative abilities in educational institutions with insufficient access to technical means	use of hand-crafted creative work by teachers and students in the classroom
6.	defects in student speech	Teaching reading techniques to students throughout the year and holding regular competitions for the “best reader”

Education is not limited to educating the child. In the process of learning, the student also acquires educational aspects such as respect for the teacher, listening to his classmates, supporting them (Table 1.3).

Table 1.3. Problems and solutions in the field of education in secondary schools

№	Problem	Solution
1.	mistakes made by the teacher (putting aside rioting children)	to give troubled children tasks according to their interests and knowledge, to motivate them
2.	Problems with children with difficult upbringing	involvement in clubs, participation in events
3.	interrupting the lesson by cheerful students in the classroom	the teacher’s interaction with the student using the technology of free education (the child, based on his own inner experiences, perfectly performs the task given by the teacher without external influences)
4.	students who become immersed in the lesson may not understand the topic	the teacher speaks to the child as both a pedagogue and a psychologist
5.	Student’s false excuses (absenteeism, etc.)	friendly relationship with parents

CONCLUSION

In short, we note that in identifying and substantiating the pedagogical conditions for the development of students' abilities, the conditions for the development of general and special abilities represent a very important and necessary set of relationships through a favorable psychological environment and individualized communication, enrichment of the educational content based on information technologies, teamwork; on the basis of an individual approach to the student, they consist in the introduction of innovative educational technologies that stimulate personal development, learning technologies, development based on the use of creative issues. The growing interest in the problems of children's giftedness has become a steady trend in recent years. The solution to the problem of early detection and development of children's talents in the minds of many is closely related to the solution of the problem of increasing the intellectual and creative potential of the country. When working with gifted children in school practice, such problems as the school characteristic of gifted children, knowledge, personal characteristics of gifted students, and academic failure were studied.

A comprehensive approach to talent identification does not prevent errors. That is, the identification of gifted children does not end by itself, they need to create individual educational trajectories. Misdiagnosis can adversely affect a child's personal development. Psychologists and educators are constantly creatively looking for this solution, because there are no universal diagnostic methods. There is no way to effectively identify talent with a single test. Therefore, instead of the simultaneous selection of gifted children, it is necessary to strive to search for gifted children in stages in the process of teaching them according to special programs (in the system of additional education) or in the process of student-centered learning (in the context of a general education school).

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