

WAYS TO SOLVE PROBLEMS WHEN ORGANIZING WORK WITH GIFTED CHILDREN

Kadyrova Mukadam Saydamovna

Candidate of Pedagogical Sciences, Associate Professor, Professor of the RAE.
Kyrgyz-Uzbek University

Orazbayeva A.Y.

Senior lecturer Kyrgyz-Uzbek University

&

Khodzhayeva Kandilai Kuchkarbaevna

Senior lecturer Kyrgyz-Uzbek University

If a person walks in formation
to the beat of drums out of step with his companions,
think about it, this may be because he
hears the beat of completely different drums ...
V. A. Sukhomlinsky

ABSTRACT

The article examines the current directions of improving work with gifted children in terms of their search and support, psychological and pedagogical support and monitoring of further development. The need to expand the diversity of organizational forms of work with talented schoolchildren is discussed, in particular, the prospects for cooperation between the leading universities of the region and the regional center for gifted children.

Keywords: Gifted children, organizational forms of work with gifted children, regional center for gifted children, new formats of cooperation.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Many adults think that a gifted child who is ahead of his peers in terms of intelligence has good mental abilities and does not have problems in an educational institution during the educational process. It seems to everyone that such a child is destined for a happier childhood than others. In reality, gifted children have certain difficulties and problems.

Problems are closely related to such individual psychological characteristics of the child as ability, giftedness, talent. The world of a child is a great mystery of nature. Gifted children are so different, unlike each other, but they face the same problems in their lives. The teacher needs to understand, accept the child as he is, help him to fully reveal his capabilities and become stronger in this life.

Currently, many scientists and educators are trying to solve the problems of gifted children and make a great contribution to understanding the problems facing gifted children. Thanks to this, the classification of the problems of gifted children has developed in pedagogy as follows:

1. Availability of specific strategies of activity

Gifted children have a peculiar individual style of activity, which is expressed in the tendency to "do everything in their own way" and associated with the system of control and regulation of their actions inherent in a gifted child.

2. A special type of learning ability of gifted children.

It can manifest itself both in a high speed and ease of learning, and in a slower pace of learning, but with a subsequent sharp change in the structure of knowledge, ideas and skills.

3. Protest behavior.

A gifted child sometimes expresses protest if there is a prolonged suppression of his important needs for activity, in demonstrating his capabilities, and leadership. Protests can take the form of demonstrative defensive aggression in behavior. Such a child behaves defiantly, violently and reacts unkindly to the actions and assessments of others.

4. Passion and obsession of gifted children.

Gifted children often have a pronounced interest in a certain field of activity, an extremely high enthusiasm for this activity. The presence of such an intense inclination to a certain type of activity does not allow the child to be successful in other areas of activity. For example, a mathematically gifted child does not pay attention to other school subjects, thereby creating a problem with academic performance.

5. Negative attitude towards school.

This attitude often arises from the fact that the curriculum is boring and uninteresting for gifted children. Behavioral disorders can occur because the curriculum does not match their abilities, and the material studied in the classroom is familiar for a long time.

6. Communication problems.

Gifted children like complex games, non-standard situations, serious hobbies and are not interested in those that their peers are fond of. As a result, a gifted child does not find friends among peers, and friendship and communication with older people does not allow them to be leaders, and as a result, the child does not want to be in the company, with friends, sometimes such children find themselves in isolation, withdraw into themselves.

7. Standard rules and requirements.

Gifted children reject standard requirements, are not inclined to conformism, are not ready to agree with the prevailing opinions and views, general moods prevalent in society. This is especially pronounced if these standards run counter to their interests.

8. Philosophical problems.

Gifted children are often immersed in philosophical problems. It is typical for them to think about such phenomena as life, love, conscience, the universe, space, about questions of the universe, about the world of spiritual values. They are looking for answers to the questions "Who am I? And why am I on this Earth?" The search for answers to these questions becomes the main thing, and gifted children devote a lot of time to reflection, they have their own vision of the world and this does not always find understanding of others.

9. Cognitive need.

Most gifted children have an increased cognitive need, which manifests itself in insatiable curiosity, as well as a willingness, on their own initiative, to go beyond the initial requirements of activity. This need can cause problems in lesson activities.

10. Goal-setting.

Gifted children often develop, construct their own goals, draw up a plan of action. Goals and programs of action that are set from the outside are often not perceived by gifted children. At

the same time, this category of children often sets unrealistic goals. Unable to reach them, they begin to worry, this depresses their mental and educational activities, negatively affects their mood and health.

11. Thinking and motor skills.

Thought processes in gifted children proceed quickly, in this regard, they think much faster than they write, which leads to poor inaccurate design of work, incompleteness. In some cases, this can lead to a complete refusal of the child to complete written work and present his thoughts on paper.

12. Superficial knowledge.

In the early stages of working with gifted children, one can observe the problem of superficial knowledge. This is due to the multiplicity of the child's interests, his desire to do everything in which interest arises.

13. Attention of adults.

Gifted children have an increased need for adult attention. Due to the desire for knowledge, they often monopolize the attention of teachers and other adults. This causes friction in relationships with other children.

14. Hypersensitivity.

It occurs in children due to excessive sensory sensitivity, when words and non-verbal signals are perceived very sharply. Gifted children do not like it when their voice is raised. If this happens often in their lives, then on an emotional level they have a blockage. Increased selective sensitivity in such children is directed either to certain aspects of objective reality, or to certain forms of their own activity, accompanied, as a rule, by an increased emotional outburst. This is not always perceived calmly by others and leads to problems of personal communication.

The solution to the above problems in teaching and upbringing of gifted children is a great responsibility and lies with teachers and child psychologists.

The main thing that a teacher should do to solve problems is to shift the emphasis from the process of purposeful development of the qualities of giftedness to the process of pedagogical support, creating conditions for the natural growth and improvement of a gifted child [11].

The teacher should know how to solve problems in working with gifted children. Since gifted children have a higher level of mental intellectual development, as a result of which they have certain problems in the course of educational activities, the teacher must use special teaching methods.

Techniques such as enrichment and acceleration have become part of the practice of solving the problems of gifted children. In a normal school environment, acceleration takes the form of a child entering the first grade earlier and then "jumping" through the classes. Another method of supporting the education of gifted children is enrichment. Most often it takes the form of additional classes.

The problem here is that the child who attends additional classes continues to study in General education subjects according to the scheme that does not correspond to the features of his intelligence, i.e. the problem is only partially removed. At the same time, a gifted child does

not advance faster, but receives additional material for traditional courses, in the form of opportunities to develop thinking and creativity, and develop the ability to work independently.

The enrichment strategy includes several areas:

- expanding the horizons of knowledge;
- deepening this knowledge;
- development of knowledge acquisition tools;
- selfknowledge.

Psychologist Joseph Renzulli proposed to solve the problems of gifted children through the method of enrichment in three levels.

The first level covers all children and includes classes on General familiarization with broad, sometimes ideological topics that go beyond the normal school curriculum. The task of working within the first level is to help students find their area of interest.

The second level is aimed at developing cognitive and emotional processes. A special feature of the Joseph Renzulli method is an attempt to combine cognitive learning with the interests of the child, manifested on the basis of first-level classes. The first two levels are designed for all children, but during these classes, especially gifted children are singled out.

The third level involves not only methods of intellectual enrichment of students, but also methods of identifying the most gifted of them on the basis of the educational process itself, and not psychological tests.

Another way to solve problems that arise in gifted children is to create small study groups that do not exceed 10 people. In such groups, you can achieve an effective individual approach, provide an individual schedule for students, and solve problems of interpersonal relationships.

In small groups, it is easy to organize classes in the "free class" type. This type of activity, which is acceptable for small study groups, involves the ability to move students around the classroom during classes, the formation of groups that deal with various issues, and the relatively free choice of work by children [10].

To solve the problems that arise in gifted children during the educational process, you can use a special selection of teachers, which should be based on competence and the ability to find an approach to students. Also, the teacher must be a creative person, have charisma and brightness. After all, it largely depends on the psychological climate in the classroom, emotional comfort and success of the child in a particular activity.

Individual psychological help will help solve many problems. Even with the most rational organization of the educational process, it is impossible to exclude the occurrence of personal problems in gifted students. In this case, they should be assisted by a professional psychologist. In this case, psychological assistance should be aimed at expanding the Arsenal of behavioral reactions available to the gifted child, at realizing their individuality and giftedness, and at building their own system of relations with the world and themselves, taking into account their personal characteristics and capabilities.

Some problems can be solved by forming correct relationships between students. The attitude to leadership and competition should not turn into aggressive forms of behavior of students. A strong taboo should be placed on any verbal or physical aggression.

Working with parents is important. Parents should be provided with complete information about their children, their strengths, weaknesses, and development prospects [12].

Educational and advisory work can help in solving children's problems. It should be aimed at awareness and acceptance of the child's individuality, peculiarities of his behavior, worldview, interests and inclinations of people around him. In particular, it is necessary to achieve awareness that dissimilarity is not some kind of vice, but a sign of individuality, uniqueness of each individual. The task of the psychologist is to help the teacher and parents in the future in creating a psychologically favorable atmosphere of communication between this child and peers and adults.

We must remember that the problem of giftedness is a complex problem in which the interests of children and adults, educational institutions and society intersect [7,8,9].

The work of a teacher with gifted children is a complex and never-ending process. It requires teachers of a personal nature, deep, constantly updated knowledge in the field of child psychology, provides for close cooperation with psychologists, teachers, administration and parents of gifted children. Working with gifted children requires constant growth of skill, pedagogical flexibility, the ability to abandon what even today seemed to be a creative find and a strong point.

REFERENCES

1. Azarova, L. N. Work with gifted children. Moscow, 2010
2. Babaeva, Yu. D. Giftedness of children and adolescents. Thought. 2002
3. Gilbukh, Yu. z. Attention: gifted children. M.: Knowledge, 1991.
4. Leites N. " is it Easy to be gifted?". Moscow. 2003.
5. Savenkov A. I. Problems and psychology of children's giftedness. - M., 2010.
6. Khutorskoy A.V. Development of school children's giftedness: Methods of productive learning: a Guide for teachers. - M., 2000.
7. Saiidyrakhimova, DS, Zhakypova DM. General Theoretical in synchronical typological learning of english adverbs. International Scientific Journal Theoretical & Applied Science Y. -Philadelphia, USA, №2 (58), 2016. P.16-19.
8. Saiidyrakhimova D.S., Jusupova D.Y., Narmatova G.X., Sayidirahimova N.S. Vliyanie anglitsizmov na razvitiye kirgizskoy leksiki. International Journal of research in Economics and Social Sciences (IJRESS) Available online at: <http://euroasiapub.org>. Vol.10 Issue 11, Nvember-2020. ISSN: 2249-7382 (Impact Factor: 7.077) (An open access scholarly, peer-reviewed, interdisciplinary, monthly, and fully refereed journal). P.63-74.
9. Sayidirahimova, N.S., Kabulova, U.S (2020) General Theoretical Aspects In Synchronical Typological Learning Of English Adverbs (Adverb Goals). International Journal of Research Available at <https://edupediapublications.org/journals>. Available online: <http://edupediapublications.org/journals/index.php/IJR/> R. -Indiya., 2020. P. 384-398.
10. Lutfullayeva Durdon Esonovna, Nasirova Malika Anvarovna, Sayidiraximova Nasiba Sayidmahamadovna, Nizamova Feruza Alimullayevna, Shoaliyeva Nargiza Kakhramanona. Pragmatik features of official text and dokuments of the uzbek language // Anglisticum Journal (IJLLIS). July 2020. Voume:9 /Issue 7. Page 24-34.
11. Dilfuza Sayidmahamadzhanovna Sayidirakhimova, Umida Sayidmaxamadovna Kabulova, Nasiba Sayidmahamadovna Sayidirahimova, Mukaddas Abdurakhimovna Tadjibayeva. Problem of adverbs synchronical-typological investigation of grammatical categories in

- unrelated languages. International Journal of Research in Economics and Social Sciences(IJRESS). Available online at: <http://euroasiapub.org> Vol. 10 Issue 11, Nvember-2020. ISSN: 2249-7382 | Impact Factor: 7.077| (An open access scholarly, peer-reviewed, interdisciplinary, monthly, and fully refereed journal.) P.81-89.
12. Sayidirahimova, N.S. (2020) Semantic classification of the syntax antonyms of uzbek language. International Scientific Journal.Theoretical & Applied Scienceю. -Philadelphia, USA, 2020. P. 671-673.
13. Akhmedova Nargiza Shikhnazarovna. Linguo-cultural characteristics in uzbek referential units //EPRA International Journal of Multidisciplinary Research (SJIF Impact Factor :5.614) Volume: 6 Issue: 1 January 2020.
https://eprajournals.com/jpanel/upload/914pm_31.EPRA%20JOURNALS%20-3950.pdf
14. Akhmedova Nargiza Shikhnazarovna. Expression of the concept of motherland in uzbek language // Theoretical & Applied Science. International Scientific Journal. – Filadelfiya, 2020. Issue: 05 Volume: 85 (Published: 30.05.2020)<http://www.t-science.org/conf/2020/05-2020-7>.
15. Sayyidrakhimova Dilfuza Sayidmakhamajanovna, Kadenova Zhannat Toktomamatovna, Sayidirakhimova Nasiba Sayidmahamadovna, Abdyrakmanova Gulsun Mamatovna. Formation and development of the theory of speech parts of unchangeable words in languages of different grammatical structure. ISSN (Online): 2455-3662. EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal Volume: 6 | Issue: 12 |December 2020 || Journal DOI: 10.36713/epra2013 || SJIF Impact Factor: 7.032 ||ISI Value: 1.188.
https://eprajournals.com/jpanel/upload/914pm_31.EPRA%20JOURNALS%20-3950.pdf