



## METHODOLOGICAL PRINCIPLES OF EDUCATION OF TALENTED STUDENTS IN PRIMARY EDUCATION

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### ABOUT ARTICLE

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**Abstract:** This article examines the methodological foundations of working with gifted students in the educational process, the level of study of the problem, and scientific research conducted on them.

### INTRODUCTION

Human talent is a small sprout that comes out of the ground and needs a lot of attention. It is necessary to protect and care for it, to take care of it, to make it grow and bear fruitful fruit. Every normal child has great potential for development. But this does not mean that all children can be expected to have the same abilities under equal conditions. There are indeed children who clearly or implicitly stand out among their peers in their ability to learn. And these children really require a special approach, because the higher the difference from their peers, the richer the prospects for personal development. Therefore, it is necessary to deal with gifted children, but with a clear understanding of this, it is necessary to work and study with the problems of learning and development. Gifted children is a complex issue at the intersection of the above problems.

### THE MAIN RESULTS AND FINDINGS

Educational scientists have been consistently engaged in the education and development of gifted students in recent years. In particular, the issues of training pedagogues for the education and development of gifted students J. Yoldoshev, R. Jorayev, F. Yuzlikayeva, N. The works of Azizkhodjayeva, O'. Khaydarova, A. Belyayeva, G. Selevko, V. Yudin, N. Erkaboyeva were studied, and the problems of organizing the family education process based on pedagogical technologies were highlighted in them.

The issue of socialization of gifted students was studied by A. Mudrik, V. Slastenin, F. Isayev, N. Shiyanov, M. Kuronov, R. Safarova, N. Egamberdiyeva, B. Khodjayev.

Diagnostic issues of selecting gifted students and organizing their educational activities were studied by A. Asmolov, J. Bryuno, A. Kulemzina, E. Sheblanova, J. Renzulli, E. Goziyev, B. Kadirov, etc.

The researches of B.Slastenin, L.Redko, I.Podlasiy, V.Andrev, O.Musurmonova, N.Ortikov, S.Nishonova, Sh. Mardanov describes the consensual principles of preparing future students for the education and development of gifted students.

Our compatriots also worked hard to work with talented students.

Yarmatov Rahimboy Bakhranovich, Doctor of Philosophy in Pedagogical Sciences (PhD), conducted his research on issues related to the education and development of gifted students in his doctoral dissertation on the topic "Improving the pedagogical mechanisms of education and development of gifted students". . In his dissertation, R.B.Yarmatov identified and improved talent between 6th and 8th grades. They are as follows:

Indicators of the development of talent in students, the ability to motivate self-motivation, emotional-volitional self-development, emotional self-control, the development of research activities of intellectual components, and the development of analytical thinking of the creative component identification, effective organization of free time taking into account the adaptive, individual, integrative, and social stages of socialization of gifted students, improvement of consultative and ideological-prophylactic technologies, education of gifted students on the basis of preparing future teachers for advisory activities and mechanisms for improving developmental diagnostics were created.

In my opinion, this dissertation will be of great help to students, as it improves pedagogical mechanisms for preparing future teachers to teach gifted students.

Rakhmatova Fatima Ganievna, Doctor of Philosophy (Ph.D.) in Pedagogical Sciences, also conducted her scientific research in her dissertation on "Improving the technology of working with gifted students".

F.G. Rakhmatova studied among 5th-9th grade students on improving the technology and organizational-pedagogical foundations of working with gifted students. They consist of:

The stages of socialization of gifted students (initial individualization, integration, activity) are defined based on the inclusion of indicators of self-motivational stimulation, emotional-will development and control for traditional, interpersonal, reflexive mechanisms.

The integrative and developmental technology of working with gifted students of grades 5-9 includes the components of the educational process (motivational, content-related, activity-related) aimed at developing self-psychological competence in students, tolerant behavior, and independent management of their activities. improved based on axiological) input.

Abdullayeva Malika Mahmudjonovna in her scientific research work on the topic "Improving the cooperation mechanism for the development of creative activity of gifted children in general secondary schools" improved the cooperation mechanisms for the development of creative activity of gifted children based on the innovative approach of moving from the adaptive level to the systematic modeled level, with talent such as improving the mechanism of interpersonal, group, and community-oriented educative integrated influence of developing creative thinking skills by identifying related motivational, leadership, creative, cognitive, and individual characteristics.

O'.B. Hudoyberganova in her dissertation "Pedagogical bases of increasing the effectiveness of schools specializing in the education of gifted children" was the first time that the activities of educational

institutions specializing in the selection of gifted students and their education were selected as an object of independent research. , study of management and pedagogical possibilities of increasing the effectiveness of educational institutions specializing in training gifted students, the content and practical foundations of this process have been developed.

In the above scientific works, all the scientists revealed their scientific research. Among them, Yormatov revealed pedagogical and psychological features of education and development of gifted students in certain grades, 6-8 grades, and progress in the selection and development of gifted students. or described the comparative-typological analysis of experiences. The didactic system of preparing future teachers for the education and development of gifted students was enlightened.

.F.G'. Rahmatova described the conceptual basis of working with gifted students, pedagogical-psychological peculiarities and the analysis of national and foreign experience, the technology of working with gifted students of general secondary education (grades 5-9) and highlighted effective pedagogical strategies for working with gifted students.

The success of working with gifted children largely depends on how work with this category of students is organized in primary schools. When identifying gifted children, their success in any activity is taken into account: educational, artistic, physical, etc. This stage (1-4 years of study) is characterized by the voluntary mastery of the content of reading skills by children. under the guidance of the teacher and independently. At this stage, it is very important to organize lessons and extracurricular activities as a single process aimed at developing students' creative and cognitive abilities, and to offer a number of additional educational services that can satisfy each student's emotional and physical needs. is important. Lessons and extracurricular activities should be structured in such a way that the student should be able to demonstrate his abilities in various areas of activity, which is important as a source of acquiring new knowledge and new experience, and should be the basis for transforming this knowledge into other areas of activity in the classroom.

I organize my work in the lesson to develop children's creative potential as follows:

1. It is known that motivation is important in any business.

Young students are probably the most engaged students in any school. if at first they are interested in everything, they try to try themselves in everything, then by the 3rd-4th grade, interest gradually disappears, and here they should not be missed. I use the following techniques to motivate me to do different activities:

- "a place of honor in the class".

Psychological class hours ("Walking into your world of mine", self-determination class hours "Fairy tale therapy for schoolchildren")

2. The next stage is the ability of students, which is one of the important aspects of working with diagnostically gifted children.

The main point of work at this level is to collect preliminary information about the child. As a rule, data is collected from four sources: parents, teachers, psychologists and children themselves, and compiled in psychological-pedagogical cards.

In order to successfully work with a gifted child, I try to find his strengths and give him the opportunity to show them, feel the taste of success, and believe in my abilities. Showing a strong side means the ability to deviate from the school curriculum, not be limited by its scope. Adherence to this principle

reveals a problem: often the point of growth is to determine personal characteristics outside the school curriculum.

Every child is naturally talented and my first task is to help the talent to manifest itself. For this, I use various methods: games, debates, creativity, contests, class hours, collective creative work, and quizzes. I organize children's reading contests, formation and song parades, contests and conferences, and sports competitions among junior schoolchildren.

I made the following sequence for myself;

Grades 1-2: introducing tasks aimed at creating a sequence of actions into the lesson; solving problems related to combinatorics, logical problems with the concepts of "truth", "false"; training in methods of observation and description; get acquainted with some concepts of terminology, research methods; building experience with dictionaries and other sources of information; carrying out collective research according to a specific plan.

Grade 3: conducting long-term research using existing knowledge and skills: searching for information, emphasizing the main thing; establishing experiments, conducting observations, and protecting messages, and reports.

4th grade: formation of reading ability; the foundations of the formation of desire and the ability to learn: the ability to see the border between the known and the unknown; connecting the results with the sample, finding errors and eliminating them, developing criteria for evaluating creative works; formation of techniques and skills for cooperation in the field of education.

Use of information and communication technologies in working with gifted children;

A modern school should not only form a certain set of knowledge and skills in students but also arouse their desire to self-educate and realize their abilities. A necessary condition for the development of these processes is to update the content of education, and to activate educational and cognitive activities. New information technologies play an important role in solving these problems.

## CONCLUSION

The use of ICT helps to create an environment of psychological comfort. Computer technologies create great opportunities to improve educational activities, control the quality of education, and expand the worldview of students. In the process of learning ICT tools, their comprehensive use, and application, a person is formed who can act not only according to the model but also independently, who can get the necessary information from the largest number of sources; analyze it, put forward hypotheses, build models, make experiments and conclusions, make decisions in difficult situations. And this is very important when working with gifted children.

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