

Theoretical Basis for Talented Students of Higher Educational Institutions

Gulyamova Madina Yakubovna¹, Iroda Nodirovna Mahammatkulova², Rakhimov Nodir Mukhammadiyevich³, Murodov Shahzod Tokhirjon oglu⁴

^{1,2}Department of Theory and Practice of English, Samarkand State Institute of Foreign Languages

^{3,4}Department of Oncology, Samarkand State Medical Institute

Abstract

The aim of the work is to improve the content and organizational and pedagogical foundations of the technology of working with gifted students. Gifted students with certain general and specific abilities are distinguished by the following qualities: curiosity, search for answers to various questions, developed speech; rapid development of memory; early interest in science; a high level of cognitive activity and educational activity; purposefulness and originality in problem solving; development of thinking. As a result of the rapid development of informatization of education and the development of human capital, talent is not presented in the form of a triad: intellectual abilities, aspiration, creativity, but in the form of a sextet - intellectual abilities aspiration, creativity, communication, autopsychological abilities, competence.

Keywords: *gifted student, higher educational institution, student psychology, intellectual ability*

Introduction: The need for the accelerated development of innovative ideas and technologies on a global scale is the reason for focusing on improving the system of working with gifted students with non-standard and creative thinking, developing students' abilities and organizing targeted social and pedagogical activities.

In developed countries, priority is given to the organization of in-depth and specialized education, the development of pedagogical mechanisms for working with gifted students, the introduction of a system of tutoring (tutoring), mentoring (mentoring), such forms of education as "bending", "streaming", "setting". All over the world, scientific research is being carried out aimed at improving the pedagogical features of working with gifted students, educational programs and didactic support, at developing students' abilities in the process of extracurricular activities, increasing intellectual potential based on an individual approach to students. These studies, aimed at identifying the opportunities and interests of students at the very initial stages of the lifelong education system and organizing the educational process on this basis, are the driving force behind radical changes in the educational and upbringing system. Improving the regulatory framework for supporting gifted students in Uzbekistan, introducing an innovative system for their education and upbringing, in this regard, reforms aimed at establishing cooperation between families, educational institutions and youth organizations expand the possibilities of developing a diagnostic apparatus for the selection of gifted students based on the best international practices, as well as the introduction of social and educational technologies and methods of working with gifted students. The aim of the work is to improve the content and organizational and pedagogical foundations of the technology of working with gifted students. In 1998, under the leadership of D. Bogoyavlenskaya and V. Shchadrikov, "Working concept of giftedness" was developed in Russia, and in our republic "Technology for organizing training in classes with in-depth study of subjects" by scientists of the Research Institute of Pedagogical Sciences of Uzbekistan. In these developments, giftedness is defined as "the highest level of development of the child's specific (primarily mental) abilities." As a result, the concept of "giftedness" is defined as follows: "Giftedness is a feature of the human psyche that

systematically develops throughout life, providing excellent results in one or more areas of activity in comparison with other people."

Giftedness is a qualitative combination of abilities that ensure successful activity. The interaction between the abilities of a certain structure is the development of some abilities at the expense of other abilities, general abilities or general components of abilities that determine the breadth of personal abilities; the level of human activity; mental ability or intelligence, a holistic characteristic of cognitive ability and aptitude for learning; a set of signs of natural abilities, the degree of their manifestation and the uniqueness of abilities. Giftedness is the presence of internal opportunities to achieve success in a specific activity. Therefore, giftedness is a set of quality abilities that represent a high degree of creativity of a person or group of people. Giftedness differs, on the one hand, by the level of mental development, mental, psychological qualities, on the other hand, by the ability to master various areas of knowledge, depending on the direction of abilities. Distinguish between general and specific types of giftedness. General giftedness arises due to the mastery of all types of activities; for their successful implementation, some mental qualities are required. Specific giftedness is associated with a high level of development of a particular type of activity (mathematics, technology, music, fine arts, poetry, etc.). General endowment is often synonymous with general ability, that is, a high level of achievement in the process. General giftedness is the basis for the development of specific abilities, and is an independent factor. General giftedness is largely related to the concept of intelligence. According to the research of D. Guilford, P. Torrance, D.B. Bogoyavlenskaya and others, there are two types of general giftedness, namely intellectual and creative (creative). Analytical studies have revealed independent and practical types of artistic giftedness. As a result of analyzes, the concept of "gifted student" is given the following definitions: "A gifted student is a child who is distinguished by his worldview and thinking, who has achieved success in one or several areas of activity (or has an internal potential for achievement)." It is well known that the selection of gifted students, the creation of conditions for the development of their creative potential, as well as the choice of individual psychological and pedagogical assistance begins from the period of secondary school. There are several areas of creative work with such students - educational, research, social, professional, artistic and sports. Currently, the following forms of research work are widely used: scientific circles in junior courses; participation of senior students in scientific societies, scientific conferences, international programs, competitions, olympiads. Based on this, in the existing system of work with gifted students in academic lyceums, one can distinguish: 1) work in research circles; 2) research work; 3) participation in competitions, grants; 4) participation in Olympiads; 5) participation in scientific conferences. Based on the best international practices of working with gifted students, since independence, a number of events have been held in our country: firstly, since 1993, a republican subject Olympiad has been held in order to support the gifted students and the law provides for preferential admission of Olympiad winners to higher educational institutions ; secondly, specialized state educational institutions have been created in our republic, where students have the opportunity to receive in-depth and specialized education, based on their abilities and talents;

Conclusions: Gifted students with certain general and specific abilities have the following qualities: curiosity, search for answers to various questions, developed speech; rapid development of memory; early interest in science; high level of cognitive activity and learning activity; purposefulness and originality in problem solving; developed thinking. As a result of rapid development of informatization of education and development of human capital, talent is represented not in the form of triad: intellectual abilities, aspiration, creativity, but in the form of sextet - intellectual abilities aspiration, creativity, communicativeness, auto psychological abilities, competence

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