

SYSTEMATIC ANALYSIS OF THE QUALITY OF SELECTION AND EDUCATION OF GIFTED STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS

G. S. Tleubaeva

Assistant Teacher, TATU Nukus branch named after
Muhammad al-Khorezmi

Annotation

This article is devoted to the issues of selection and organization of training of gifted students, one of the main problems of the higher educational institution, and analyzes scientific research and advanced pedagogical experience on the study of talent in students.

Keywords: ability, talent, intelligence, creativity, motivation, creativity, student.

Currently, the teacher is faced with the creation of conditions for the self-realization of a person in the process of educational activity, including for gifted and highly motivated students.

What personalities are considered talented? Scientists give different answers to this question. However, most teachers consider gifted students to be:

- possession of high intellectual abilities, interest in reading, creative abilities and its manifestation in relation to many;
- there is a need for dominant active knowledge;
- they experience the joy of knowledge, mental work and pleasure.

The identification of gifted individuals in our opinion should begin in elementary school on the basis of observation, study, speech, memory, logical thinking of psychological characteristics. Targeted work with them should be carried out from elementary school to a conscious choice of life path.

Only theoretical and practical sources are collected on the topic of giftedness, for example A.N.Kolmogorov, V.A.Kroteskiy, T.U.O'tapov, E.Gaziev, J.Igramav, N.R.Gafbullaev, D.Gilford, Dj.Renzolli, S.L.Rubenstein and others. These scientists believe that in addition to special types of giftedness, there is also general mental giftedness, which is understood as high-level abilities. The concept of giftedness is currently considered as a complex psychological state that reflects in itself such



characteristics as high intelligence, creativity, emotional and masculine characteristics, motivation.

B.M.Teplov attaches importance to abilities and giftedness, noting that research on giftedness should be started precisely from abilities. Offers to understand the following as abilities:

- a) individual-psychological abilities that distinguish one person from another;
- b) abilities that determine the effect of activity;
- C) characteristics that do not depend on acquired knowledge, skills and competencies, but that determine their acquisition and acquisition quickly and easily [3. B. 120].

Dj.Renzulli recommends three types of enrichment to increase the effectiveness of the training program, namely. The first two types are useful for all categories, especially gifted educators. They are based on the acceptance and thinking skills of the educators. The third type of enrichment of the curriculum is aimed at all educators and groups.

In his opinion, giftedness is a combination of three characteristics such as "ability above average", "creativity" and "diligence – motivation aimed at solving the issue" [4].

In subsequent years, interest in the problem of studying the talent of Educators has grown significantly in our country. At the same time, an extremely urgent problem is the identification of giftedness in the environment of information and communication technologies, the study of the importance of information and communication technologies in the training and development of giftedness of talented educators.

The main conditions for the pedagogical support of gifted students can be determined as follows:

- creating a creative environment;
- development of a program of a higher educational institution for working with gifted students;
- development of a set of educational programs in certain areas, ensuring the variability of the educational process, creating a situation of choice in the process of self-realization of a talented student, which increases the effectiveness of socio-pedagogical support;



- development of methodological support for socio-pedagogical support of self-realization of gifted students;

- formation of a positive attitude of the teacher to the Student [2. B. 238].

In pedagogical research of recent years, instead of the term "study", the term "teaching" is used, since it is considered as the acquisition of knowledge in the process of active independent work, in practice. Teaching is considered as a means of self-development through personal activity and as a result of gaining practical experience.

The learning process can be expressed as a cycle: concept, technology, application, transmission.

Obtaining knowledge is a process of obtaining knowledge in the process of independent study in any area or under the guidance of a teacher, that is, in the process of personal development. To form practical skills, it is necessary to use interactive technologies in training.

Development is the student's improvement through the use of intensive technologies related to their professional activities, knowledge and behavior. It is necessary to use such technologies and forms of training that allow each student to fully realize their capabilities. Professional development is most successful in self-study and the implementation of self-improvement.

In the system of Higher Education, the teacher can organize individual work with gifted students, in addition to the audience hours. At the same time, it is necessary to study the abilities and inclinations of such students, their cognitive interests, mental abilities in order to develop a program of an individual learning trajectory. The role of a clear individual schedule of individual groups is also important so that the work is carried out systematically and not episodic.

In the organization of work with gifted students, different types and forms of extracurricular work are used so that students have the opportunity for creative self-realization:

- project and research work on the subject being studied outside the audience;
- circle work on solving problems of a higher level in science;
- elective courses in science;
- participation of students of higher educational institutions in various scientific and practical conferences;
- participation in various Olympiads and competitions;



- cooperation with universities, pedagogical institutes and research institutes;
- inter-sectoral interaction (Internet projects, competitions, Olympiads) and others [1. B 7-8].

We believe that the work of the teacher outside the audience is multifaceted and voluminous. The process of extracurricular work and the solution of non-standard tasks has a very positive effect on the mental development of students, since it requires the implementation of mental operas: analysis and synthesis, concretization and abstraction, comparison and generalization.

Properly organized and systematically conducted extracurricular work strengthens the theoretical knowledge gained by students in the audience, expands the theoretical world views of students and allows you to get acquainted even more deeply with the historical development of individual theoretical ideas.

Thus, the introduction of new educational practices into the system of working with gifted students contributes to the achievement of certain results in the development of talented students. The practice of working with gifted students shows the effectiveness of individualization of Education, which ensures the self-realization of the individual in mental and creative activity, the formation and development of the main competencies of students. Individual work with gifted students creates conditions for continuous self-education, mental and creative development, realization of the potential capabilities of students, helps to take the first steps in science. Students have an opportunity for self-realization, interest in cognition in relation to the subject increases, as well as a value attitude to knowledge is formed to the problems of self-knowledge, self-education and self-development, the need for mental activity increases.

Literature

1. Goloviznina N.L. Uchebno-issledovatelskaya deyatelnost kak perspektivnoe sredstvo vospitaniya tvorcheskoy lichnosti [tekst] / N.L.Golovizina // Dopolnitelnoe obrazovanie. -2002. -№8. - S. 6-10.
2. Leites N.S. Vozrastnaya odarennost I individualnie razlichiya [tekst]: Izbr. tr. / N.S.Leites. –M. Izd-vo "Institute prakticheskoy psichologiyii",- Voronezh: NPO" modek", 1997, -448 P.
3. Teplov B.M. Psychology individualnix razlichiy. Spasabnasti I adarennast. Psychology muzikalnix sposobnostey. Om polkovodsa. Zametki psychologa pri



chtenii godojestvennoy literaturi]: Izbrannie Trudi: v 2 tomax / B.M. Teplov. - Moscow: Pedagogy, 1985. - 328 P.

4. Renzulli, J.S. (1994). Schools for talent development: A practical plan for total school improvement. Mansfield Center, CT: Creative Learning Press.

