

IQTIDORLILIK VA UNI O`QUVCHILARDA SHALLANTIRISH JARAYONI

<https://doi.org/10.5281/zenodo.11080761>

Sh.S.Jumanov

*O`zbekiston-Finlandiya pedagogika instituti,
pedagogika fanlari bo`yicha falsafa doktori, PhD*

Annotatsiya

Maqolada iqtidorlilik, uning ko`rinish va sifatleri, tadqiqotchilarning o`quvchi shaxsida iqtidorning paydo bo`lishi haqidagi fikrlari, iqtidorning shakllanish bosqichlari haqida ma`lumot berilgan.

Kalit so`zlar

iqtidorlilik, iqtidorli bolalar, iqtidorli bolalarning xususiyatlari, qobiliyat, introspeksiya, refleksiv fikrlash, ijobiy, salbiy.

TALENT AND THE PROCESS OF ITS FORMATION IN STUDENTS

Sh.S. Jumanov

*Uzbekistan-Finland Pedagogical Institute,
Doctor of Philosophy in Pedagogical Sciences, PhD*

Abstract

The article provides information about talent, its appearance and qualities, researchers' opinions about the appearance of talent in a student, and the stages of talent formation.

Key words

talent, gifted children, characteristics of gifted children, ability, introspection, reflexive thinking, positive, negative.

Talent is a systematic quality of a person that is formed during his life, and it means a person's ability to achieve high, high results in one or more types of activities compared to other people. Gifted children are distinguished by bright, clear, sometimes amazing achievements in one or another type of activity, they usually have an excellent memory based on early speech and non-standard thinking. Such children are distinguished by the ability to classify information and events, the ability to widely use the accumulated knowledge, a large vocabulary of

concepts and terms with complex syntactic structures, and the ability to ask complex questions. They enjoy reading dictionaries and encyclopedias, inventing words that, in their opinion, represent their concepts and imaginary events, and prefer games that require the activation of their mental abilities. Children's storyteller Ib Spang Olsen wrote about this: "When a child seems like a big dreamer to us adults, the child may be just trying to find a reason to explain something..." [4:21]. Gifted children easily resolve cognitive ambiguity. However, the difficulties encountered do not deter such children from problems. They are happy to take on difficult and long-term tasks and do not accept ready-made solutions. Among the research scientists, Kh.Ibraimov, M.Kuronov, J.Fozilov, F.Zaripov, the content of the education given to the child is a three-task unit - educational, educational development, the commonality of psychological and pedagogical processes, taking into account the demands of society in the educational process. In particular, they believe it is necessary to widely use various forms of work outside of school and class," [3:44]. L. Vygotsky [1], Ya. Ponomarev [7], A. Luk [5], A. Matyushkina [6], Yu. Gilbukh [2] and other authors say that creativity and creative activity can only occur with a developed imagination came to a conclusion. Ya. Ponomarev distinguishes various types of creative activity, he states that the formation of creative thinking and the development of creative activity can be achieved only with the purposeful involvement of students in creative change of the surrounding world and self-knowledge [7:86].

In order to identify gifted children, it is necessary to observe them, study their psychological characteristics, speech, memory, logical thinking, starting from the primary grades. Working with gifted and talented students, their search, identification and development should become one of the important directions of school activity. A number of professional and moral qualities are required from the teacher when working with gifted students. Among these, the ability to respond adequately in difficult situations, to accept criticism, not to suffer psychologically when working with people who are more talented and knowledgeable than oneself, to be able to focus the interaction with a talented student on the optimal development of the student's abilities, it is necessary to always be ready to help and support students. The teacher should be ready to take responsibility for the decisions he made. For this, he should strive for intellectual improvement, work diligently to complete his knowledge, be ready to learn from others, engage in self-education and development. At the same time, he should be passionate about his work, capable of experimental, scientific and creative activities, have professional qualifications, intellectual, moral and knowledgeable, a connoisseur and skilled

owner of advanced pedagogical technologies, a psychologist and a skilled organizer of educational processes. Forms of extracurricular activities organized by teachers to develop students' talents:

- individual lessons;
- master classes with the participation of talented students of different ages;
- hobby groups;
- engage in scientific circles;
- examination, contests;
- intellectual marathon;
- participation in Olympiads;
- work based on individual scientific and creative plans;
- cooperation with creative schools and universities.

Talent is a complex phenomenon that has both positive and negative consequences. Positive manifestations of talent include good speaking skills, consistency, independence, creativity, variety of interests, sense of worth, good memory, perseverance, unusual thinking, etc. Its negative manifestations are individualism, egocentrism, conceit, selfishness, arrogance, instability of character, egoism, manifestation of putting oneself ahead of others, increased demands on others and intolerance. This means that special attention will be paid to the development of the basic spiritual and moral qualities provided for in the "Concept of Continuous Spiritual Education". After all, talented students should be educated in such a way that, as a result of this education, the talented child represents the interests of the Motherland that brought him up. It is these gifted children who are left out of educational attention and cause many problems. This is primarily due to their stronger development compared to others and unconventional views of the surrounding world. Often, gifted children do not want to obey the general requirements at school: they do not do homework, they do not want to learn what they already know step by step with other peers, etc. Along with this problem, there is another problem - precocious children think faster than they write. In some cases, this can lead to the child completely giving up on correcting their thoughts. Usually, gifted children are demanding towards themselves and others, intolerance towards law breakers. Such development and formation of behavior and consciousness is necessary to teach gifted children not to blindly follow ideals. On the other hand, it is necessary to approach their "strangeness" with tolerance.

It should also be said that gifted children cause discomfort not only to others, but also to themselves. This condition is manifested in the process of communication with others, that is, gifted children have problems in interpersonal

communication. They take on the role of organizer and leader from an early age, causing dissatisfaction of the participants in the conversation or game. Later, gifted children tend to command and control others, becoming stricter and more intolerant. Another of the professional and moral requirements for the teacher's work is to study and generalize the practice of "Teacher-disciple" and to consistently implement the practice of supporting the child's talent in this regard; creating a complex of own diagnostic methods and using it effectively; developing a student monitoring program, involving other teachers and parents in its implementation; monitoring the effectiveness of the program; to accept the student as a person, to be empathetic, tolerant, patient and forgiving; in situations where the student faces difficulties, to expect success from him, to demonstrate readiness to help in solving difficulties, to refrain from subjective evaluations and conclusions; recognition of the student's freedom of action, choice, self-expression, self-representation; it is important to encourage and approve his independence and confidence in his own strength, to encourage introspection (the child understands and observes his own mental experiences), reflexive thinking, and self-analysis.

There are four stages of monitoring the development of the student's talent, the first stage is diagnostic - finding, identifying the student's interests and talent, and recognizing the talent. Information necessary for diagnosis can be obtained from subject teachers, club leaders, parents or other people who are in contact with the student. At this stage, the teacher introduces parents to the age and physiological characteristics of gifted students. If the student's individual situation does not correspond to the age characteristics and educational opportunities of children of this age, it requires an approach to him from the point of view of individual development.

The second stage is to determine the student's abilities, conduct a psychological-pedagogical conference. At this stage, subject teachers and the head of the class form a psychological-pedagogical council and invite the necessary specialists to it, including teachers of additional education. The teacher summarizes all the information necessary for the child's development and defines the support group and the conditions for the development of the gifted student. They develop individual programs or recommendations for creating conditions for the development of the student's talent.

The third stage is to create conditions for the development of gifted children: to conduct development work with the student in the circle, in extracurricular activities; counseling for parents and teachers and other activities. At this stage, based on the analysis of the identified talent of the child, the application of the

parents for the development of the talent of their child, the school administration creates conditions for the development of talented children: it opens clubs, studios, holds contests and science olympiads. At the same time, the teacher uses internal resources, school teachers, and also invites teachers from additional educational institutions. School and additional education teachers develop curricula for the work of clubs and studios, which are discussed and approved by parents. At the same time, an atmosphere of cooperation is created by holding joint events by uniting children, school teachers, educational institutions, and parents, mutual responsibility for the development of a gifted child is formed, and for the development of a gifted child The position of mutual responsibility will be strengthened, the level of cooperation between the school and the additional educational institution will increase.

The fourth stage is the analysis of intermediate results of supporting the development of gifted children. At this stage, psychologists, teachers and other specialists of the educational system in the middle and at the end of the school year conduct individual lessons at school, activities of scientific circles, examinations, participation in science Olympiads, intellectual marathons, individual scientific and creative activities. the results achieved based on the plan, the efficiency of cooperation with scientific and creative schools, universities are evaluated. In conclusion, the educational and developmental activity conducted under the leadership of the teacher creates the basis for raising the thirst for knowledge of talented students, developing their mental potential and intelligence, and for raising them to be morally perfect and to increase their creativity.

REFERENCES

1. Выготский Л. С. Мышление и речь. М.-Л.: Соцэкгиз, 1934. - 362 с.
2. Гильбух Ю. С. Внимание: одаренные дети. - М.: Знание, 1991. - 79 с.
3. Ibraimov X., Quronov M., Fozilov J., Zaripov F. Ota-ona - murabbiy. Ota-onalar uchun uslubiy qo'llanma. - T.: O'zbekiston Respublikasi Xalq ta'limi vazirligi, T.N.Qori Niyoziy nomidagi O'zbekiston Pedagogika fanlari ilmiy-tadqiqot instituti, 2022. -87 b.
4. ИБ Спанг Ольсен. Маленький паровозик. Издательство: Мелик-Пашаев. -2017. - 32 с.
5. Лук А. Н. Мышление и творчество. - М.: Политиздат, 1976. - 144 с.

6. Матюшкина А.М. Развитие творческой активности школьников. – М., 1991. – 160 с.

7. Пономарев Я. А. Психология творчества и педагогика. М., Педагогика, 1976. – 304 с.